



School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|------------------|-----------------------------------|--|---------------------------|
| Adams Elementary | 39686766042501 | 10/29/2024 | |

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Adam's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds. The School goals and strategies are directly aligned with SUSd's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP).

Educational Partner Involvement

How, when, and with whom did your 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 staff meet regularly with our School Site Council (SSC) to review CA Dashboard, I-Ready, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a say in what Adam's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- September 14, 2023
- November 2, 2023
- November 16, 2023
- January 18, 2024
- February 15, 2024
- April 18, 2024
- May 9, 2024
- October 24, 2024

Parents were engaged in the SPSA review and development during the following meetings and days:

- Title 1 Parent Meeting on August 3, 2023
- Title 1 Parent Meeting this year on August 5, 2024
- Monthly Coffee Hour on November 30, 2023
- English Language Advisory Committee October 26, 2023
- English Language Advisory Committee October 24, 2024
- Any other parent meetings where SPSA or Data was discussed, October 29, 2024, Equity Multiplier, Community Meeting.

Staff were engaged in SPSA review and development during the following meetings and days:

- Faculty Meeting on November 14, 2023
- Leadership Meeting on November 17, 2023
- Faculty Meeting on October 15, 2024
- Leadership Meeting on October 15, 2024
- Any other meetings with staff when SPSA or Data was discussed, October 29, 2024, Equity Multiplier, Community Meeting.

Resource Inequities (CSI and ATSI Only)

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

Differentiated Assistance: Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)

Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)

Homeless Youth: Suspension Rate, College Career(HS)

Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)

American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Adams, the student groups identified for Differentiated Assistance are performing as follows on the CA School Dashboard for 2023:

| Student Group | ELA | Math | Suspension Rate | Absenteeism Rate (ELEM) | Graduation Rate (HS) | College Career (HS) |
|------------------------|---|--|-----------------|--------------------------------------|----------------------|---------------------|
| English Learner | 114.3 points below standard (red) | 125.9 points below standard (orange) | X | 46.5% chronically absent (orange) | N/A | N/A |

| | | | | | | |
|---------------------------------------|------------------------------------|--------------------------------------|---|------------------------------------|-----|------|
| Foster Youth | population too small, no indicator | population too small, no indicator | population too small, no indicator | population too small, no indicator | N/A | N./A |
| Homeless Youth | population too small, no indicator | population too small, no indicator | 10.8% suspended at least one day (orange) | population too small, no indicator | N/A | N/A |
| Students with Disabilities | 138.8 points below standard (red) | 167.4 points below standard (orange) | 8.9% suspended at least one day (orange) | 50.8% chronically absent (orange) | N/A | N/A |
| American Indian/Alaskan Native | population too small, no indicator | population too small, no indicator | population too small, no indicator | population too small, no indicator | N/A | N/A |

This high rate of absenteeism is concerning and can significantly impact academic performance. It indicates that more than half of these students are missing a significant amount of school, which can exacerbate their academic challenges.

The overall indicators of inequities in the data suggest systemic disparities that affect vulnerable student populations—namely, English learners, homeless youth, and students with disabilities. Here are some key points regarding these inequities:

1. Academic Disparities:

- The significant points below standard across all groups indicate that these students are not receiving the support they need to achieve academic proficiency. This reflects broader systemic issues in educational equity, where marginalized students often have less access to quality instruction and resources.

2. High Absenteeism Rates:

- The high rates of chronic absenteeism, particularly among students with disabilities and English learners, indicate barriers to school attendance. These barriers may include socioeconomic factors, lack of transportation, health issues, or disengagement from the educational process, further perpetuating inequities.

3. Suspension Rates:

- Although suspension rates are relatively low, any instance of suspension can disproportionately affect these vulnerable populations. This suggests potential biases in disciplinary practices or a lack of culturally responsive support systems that address

the root causes of behavioral issues.

Comprehensive Needs Assessment

Comprehensive Needs Assessment Summary

The Administrative Team met with the Leadership Team, District CSI support team, Parent Coffee Hour parents, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), I-Ready Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. "The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

| Student Group | ELA | Math | Suspension Rate | Absenteeism Rate (ELEM) | Graduation Rate (HS) | College Career (HS) |
|---------------------------------|-------------------------------------|--------------------------------------|---|-----------------------------------|----------------------|---------------------|
| All Students | 91.8 points below standard (red) | 124.6 points below standard (red) | | | | |
| Foster Youth | | | | | | |
| English Learner | 114.3 points below standard (red) | 125.9 points below standard (orange) | | 46.5% chronically absent (orange) | | |
| Long Term English Learner | | | | | | |
| Homeless Youth | | | 10.8% suspended at least one day (orange) | 60.9% chronically absent (orange) | | |
| Socioeconomically Disadvantaged | 99.6 points below standard (red) | 130.1 points below standard (red) | | | | |
| Student with Disabilities | 138.8 points below standard (red) | 167.4 points below standard (orange) | 8.9% suspended at least one day (orange) | 50.8% chronically absent (orange) | | |
| African American | 114.4 points below standard (red) | 146.5 points below standard (red) | 15.3% suspended at least one day (orange) | 60.5% chronically absent (orange) | | |
| American Indian/Alaskan Native | | | | | | |
| Asian | 72.6 points below standard (orange) | 100.4 points below standard (red) | | 37.5% chronically absent (orange) | | |
| Filipino | | | | | | |
| Hispanic | 98.8 points below standard | 130.1 points below standard (red) | | | | |
| Two or More Races | | | 16.7% suspended at least one day (orange) | | | |

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|----------------------------------|--|--|--|--|--|--|
| | | | | | | |
| Pacific Islander/Native Hawaiian | | | | | | |
| White | | | | | | |

Several student groups, particularly Foster Youth, Socioeconomically Disadvantaged, and African American students, are facing significant challenges in ELA and Math demonstrating major gaps between student groups on the CA Dashboard Indicators for Adams School.

Trend data was also reviewed year over year which resulted in observing a historically high rates of absenteeism and suspension among certain groups indicate further areas needing support and intervention.

Data was reviewed utilizing a Decision Making Matrix to identify specific areas of need. The 5 Why's procedure was conducted with Educational Partners to identify the specific needs of our students. This data suggests a need for targeted strategies to support these students, particularly in improving academic performance and addressing issues of attendance and discipline.

In this process, we identified Low Proficiency in ELA and Math as an area of focus for this 2024-2025 school year due to lack the necessary resources, such as funding, staff, and materials, to effectively address the diverse needs of at-risk student population. When using the 5 Whys technique to analyze the decline in Math performance, we discovered the following strategies to support schoolwide improvement by combining academic, social-emotional, and community-based strategies, schools can create a comprehensive support system to help at-risk student groups improve their performance and well-being.

- Train teachers to use differentiated instruction techniques that cater to diverse learning styles and abilities, ensuring all students can engage with the material effectively.
- Provide training for educators on cultural responsiveness and bias reduction to create a more inclusive classroom environment.
- Partner with local agencies to provide targeted support for foster youth, including academic tutoring, counseling, and mentorship programs. Community Assistant and Parent Liaison needed to assist in these efforts.
- Shift towards restorative justice approaches that focus on repairing harm and building relationships rather than punitive measures. Train staff on restorative techniques to address behavioral issues.
- Implement PBIS frameworks to promote positive behavior in the classroom and reduce suspension rates.

Site collaborates with educational partners through School Site Council/Leadership Team/Advisory Groups. Stakeholders include parents, teachers, staff, and community members. The School Site Council regularly convenes throughout the year to review and analyze site performance measures and community feedback. School Site Council also formally evaluates SPSA implementation and effectiveness through periodic progress checks and a final Annual Review. Summary of evaluations, data analysis, surveys, empathy interviews, and educational partner input are documented in a Comprehensive Needs Assessment. The method used for conducting a Root Cause Analysis to identify priorities listed in the CNA was School Site Council collaboration, feedback, and review sessions inform decision making and planning for potential SPSA modifications and improvement.

Teaching and Learning

Teaching and Learning Summary

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Students continue to need intensive intervention support in Reading, Writing, and Math, and social emotional strategies. **Root Cause/Why:** In order to provide the intervention we need supplemental resources to meet the needs of various subgroups. More opportunities are needed for students to receive differentiated support and academic/SEL interventions. Students need to have more targeted interventions and strategies to make academic gains in ELA and Math, and self regulation.

Needs Statement 2 (Prioritized): Students struggled with engagement and seemed to lack motivation to pursue academic goals. Access to creative, hands on, inquiry-based content as well as environments that allow student choice and movement are needed to re-engage student learning. **Root Cause/Why:** Student learning has changed since the pandemic. Socialization, motivation and engagement have been negatively impacted. More students have or are facing mental health issues, depression and effects resulting from isolation.

Needs Statement 3 (Prioritized): Teachers are challenged with connecting and engaging with students to support and motivate them, this has changed since the pandemic. Staff is also facing mental health issues, depression and after effects of the pandemic. **Root Cause/Why:** More opportunities are needed for staff to receive emotional supports and improve instructional practices. . As a result an increase in stress and safety concerns have effected staff motivation and mental health.

School Culture and Climate

School Culture and Climate Summary

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): There is concern for the safety of students and staff due to inadequate staffing and supervision. The extreme behaviors of students during this school year negatively impacted our school's culture and climate and increased chronic absenteeism, suspension and expulsion rates. **Root Cause/Why:** Adams is allotted one CSA and four yard duty staff. Many of the staff were out for extended periods of time making supervision challenging. Adams has recently been modernized, the campus has more than doubled in size, in the event of incident response times are extended. Adams needs more staff members that can help maintain constant supervision and increase safety.

Needs Statement 2 (Prioritized): Teachers are challenged with connecting and engaging with students to support and motivate them, this has changed since the pandemic. Staff is also facing mental health issues, depression and after effects of the pandemic, coupled with increased student aggression and profanity directed towards staff members. **Root Cause/Why:** Students are not getting adequate support services to deal with Tier II and Tier III social emotional needs. There is a need for mentoring group to support students to aid in lessening suspension rates from prior academic year for certain sub-groups. Lack of mentoring services to provide interventions.

Needs Statement 3 (Prioritized): Students are in need of mentoring and active engagement during unstructured time in the common areas. Suspension data shows many infractions happen on the playground. Programs such as Elevo has curriculum that uses social and emotional learning through movement and games as a vehicle to engage students. to decrease behavior infractions that often leads to suspensions **Root Cause/Why:** Limited supervision and unstructured play, students are more likely to be suspended for negative behavior.

Needs Statement 4 (Prioritized): Teacher training in social emotional , truancy, and school climate. de-escalation strategies. **Root Cause/Why:** Teacher training in social emotional , truancy, and school climate. de-escalation strategies.

Needs Statement 5 (Prioritized): Lack of opportunities for student engagement outside of academics. **Root Cause/Why:** School is unable to provide various intellectual outlets and activities, such as VAPA, Arts, Dance, and Sports. District has not assigned resources to site.

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

| Goal # | Description |
|----------|---|
| Goal 1.1 | <p>Based on the End of Year I-Ready and SBAC Assessments SMART goals will be developed, which will include but not limited to looking at other forms of performance indicators. I-Ready's online instruction student's pathway if she/he is struggling.</p> <p>ELA: By EOY 2025, per I-Ready Diagnostic 3 Growth Report, an increase of 5% of all students will achieve I-Ready annual typical growth goals.</p> <p>ELA: By Spring 2025, per SBAC comparison of Spring of 2024 to Spring of 2025, the distance from standard in ELA will decrease by 3 (three) points All Students.</p> <p>EL: By EOY 2025, per ELPAC, increase the number of students who reclassify will increase by 10% students.</p> <p>EL: By Spring 2025, per SBAC comparison of Spring of 2024 to Spring of 2025, the distance from standard in ELA will decrease by 3 (three) points All Students.</p> <p>Math: By EOY 2025, per I-Ready Diagnostic 3 Growth Report, an increase of 5% of all students will achieve I-Ready annual typical growth goals.</p> <p>Math: By EOY 2025, the distance from standard in Math will decrease by 3 (three) points for African American subgroup.</p> <p>Math: By Spring 2025, per SBAC comparison of Spring of 2024 to Spring of 2025, the distance from standard in Math will decrease by 3 (three) points All Students.</p> |

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Staff Professional development in the PLC process is needed to build high functioning and highly effective teams, continued and ongoing development of school wide, grade level, and vertical professional learning communities is needed.

Professional development is needed for AVID site team to effectively lead AVID implementation.

Professional development is needed for teachers and all support staff in bias and social emotional learning and de-escalation strategies to address student behavior and engagement.

Students have inconsistent access to high quality instructional practices and over 80% of students are performing below grade level in ELA and Math. Professional development needs to occur in order to support the teachers and staff to implement the programs to meet the district and site goals.

Students continue to need intensive intervention support in Reading, Writing, and Math, and social emotional strategies.

Students struggled with engagement and seemed to lack motivation to pursue academic goals. Access to creative, hands on, inquiry-based content as well as environments that allow student choice and movement are needed to re-engage student learning.

Teachers are challenged with connecting and engaging with students to support and motivate them, this has changed since the pandemic. Staff is also facing mental health issues, depression and after effects of the pandemic.

Adams needs to hire a parent support staff to increase parent involvement and participation. Parent need support with accessing resources offered by the school, learn about ways to support their student, community outreach resources, parent trainings, coffee hour, and other outlets to bridge resources and build school connectivity.

Very few parent volunteers thus limiting positive parent involvement with the school community. Parents need a staff member to walk them through the steps required to volunteer on campus including finger printing and using the Be A Mentor platform required to volunteer.

There is concern for the safety of students and staff due to inadequate staffing and supervision. The extreme behaviors of students during this school year negatively impacted our school's culture and climate and increased chronic absenteeism, suspension and expulsion rates.

Teachers are challenged with connecting and engaging with students to support and motivate them, this has changed since the pandemic. Staff is also facing mental health issues, depression and after effects of the pandemic, coupled with increased student aggression and profanity directed towards staff members.

Students are in need of mentoring and active engagement during unstructured time in the common areas. Suspension data shows many infractions happen on the playground. Programs such as Elevo has curriculum that uses social and emotional learning through movement and games as a vehicle to engage students. to decrease behavior infractions that often leads to suspensions

Teacher training in social emotional , truancy, and school climate. de-escalation strategies.

Lack of opportunities for student engagement outside of academics.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|------------------|
| iReady Diagnostic Student Growth Goal Met | ELA 52% -22.23 data will update after D3 Math 52% | ELA 65% Math 65% |
| ELPAC Reclassification Rate | 8.0% -22.23 data will update after | 13.8% |

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures | Funding Source(s) |
|-------------------------|---|--------------------------|--------------------------|-------------------|
| 1.1.1 | <p>Career & Technical Education</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.1 Career & Technical Education: No additional site LCFF is being allocated for this strategy.</p> | | | |
| 1.1.2 | <p>College Readiness</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.2 College Readiness: No additional site LCFF is being allocated for this strategy.</p> | | | |
| 1.1.3 | <p>A-G High School Courses</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.3 A-G High School Courses: No additional site LCFF is being allocated for this strategy.</p> | | | |

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| <p>1.1.4</p> | <p>Bilingual Instructional Support</p> <p>Bilingual Paraprofessional(Centralized Funding) to provide a variety of services including, but not limited to: Assist in the preparation of instructional materials and study aids to be used by students in classrooms or individual study situations; perform photo-copying and duplication duties as necessary. Newcomers are provided additional supports from Bilingual Paraprofessional who will assist in the implantation of instructional activities such as assisting limited English speaking students in the development of English language, and reinforce concepts taught by teacher using the students' primary language as directed by the certificated instructor.</p> <p>Bilingual Instructional Program support for K-12th grade students: Bilingual Assistant in-class learning support for English learners focused on increasing or improving the supplemental learning support provided within the classroom, during lessons and one-on one/small group setting.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.1.4 Bilingual Instructional Support: No additional site LCFF is being allocated for this strategy.</p> | <p>English Learners</p> | | |
| <p>1.1.5</p> | <p>English Learner Professional Development</p> <p>Program Specialist (Centralized Funding) with the assistance site administration will support to teachers to increase fidelity across the school with ELD strategies in addition to integrated and designated ELD strategies. The Program Specialist will help with collecting evidence to insure ELD monitoring, and APS 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. (Position not filled as of October 24, 2024)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.1.5 English Learner Professional Development: No additional site LCFF is being allocated for this strategy.</p> | <p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p> | | |

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| 1.1.6 | <p>English Learner Programs and Supports</p> <p>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- on-one instruction focusing on pre-teaching or re-teaching instructional concepts to advance language acquisition and English language proficiency resulting in reclassification. Students are encouraged to ask for support in concepts from the academic school day. 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.</p> <p>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.</p> <p>Applicable supplemental instructional materials include: novels/books, white boards, clipboards, dry erase markers, flashcards, games, copy paper, folders/ sleeves, pencils, construction paper, color printer/scanner, printer ink, printer paper, chart paper, glue sticks, envelopes, colored pencils, scissors, markers, whiteboard erasers, graph paper, index cards, erasers, post it notes (sticky notes), binder tab inserts, binders, 2 pocket folders, envelopes, ball point pens, masking tape, file folders, butcher (fadeless) paper, glitter, pencil sharpener, chalk, fasteners (brads), tissue paper, white out, clear tape, metal rings, paper clips, rubber bands, permanent markers, rulers, compass, wet erasers.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.1 .6 English Learner Programs and Supports: Supplemental Instructional Materials : \$ 10,000</p> | English Learners | \$10,000 | 0100 - LCFF/S&C (site) |
|-------|--|------------------|----------|------------------------|

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| <p>1.1.7</p> | <p>Teacher Collaboration, Professional Development, & Academic Support</p> <p>Ongoing instructional assistance and support for teachers: 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. Increase and/or improve to unduplicated pupils' access to teachers, administrators, and paraprofessionals with professional development, support, and training to recruit and retain high needs specialized positions, existing teachers, new teachers, and administrators focused on building capacity and implementing systemic structures and practices that will increase and/or improve student achievement.</p> <p>The Intensive Intervention Teacher provides instruction to students who have been identified through multiple measures as significantly underperforming academically and in need of additional targeted support. The instruction provided may be through small group instruction or one-on-one, in a student pull-out or teacher push-in model. The Intensive Intervention Teacher will also work closely with site administration, coaches, teachers and curriculum staff to implement the program of intervention under the Response to Intervention (RTI) model. (Position not filled as of October 24, 2024).</p> <p>Program Specialist: providing professional development and support to teachers to increase fidelity across the school with continued curriculum adoption in addition to integrated and designated ELD strategies. The Program Specialist will help with collecting evidence to ensure ELD assessment. Focuses data retrieval and evaluation to target students needing support and progress monitoring of RFEP students. Program Specialist will also assist teachers in their collaborative teams 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; and Work with teachers using the coaching cycle. This will help to build our instructional leadership team focused on provide professional learning that is systematic and monitored regularly allowing for sustainable change in instruction, reflection on teaching practices and responses to student learning. (Position not filled as of October 24, 2024)</p> <p>In addition:</p> <ul style="list-style-type: none"> * Counselors 2.5 FTE, * Principal and Assistant Principal, each 1.0 FTE * Curriculum Department * Language Development Office (LDO) * Bilingual Paraprofessional, 1.0 FTE * Research and Accountability Department <p>(If personnel are vacant for any portion of the school year, salary and additional</p> | <p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p> | | |
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| | <p>compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc.).</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.1.7 Teacher Collaboration, Professional Development, & Academic Support: No additional site LCFF is being allocated for this strategy.</p> | | | |
| 1.1.8 | <p>School Site Administrators Leadership Professional Development</p> <p>Professional development (Centralized Funding) for school site administrators focused on best practices, professional learning communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.1.8 School Site Administrators Leadership Professional Development: No additional site LCFF is being allocated for this strategy.</p> | <p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p> | | |

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| 1.1.9 | <p>Professional Learning Community Implementation, Professional Learning & Curriculum Implementation</p> <p>Professional development (Centralized Funding) 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. Create and sustain a professional learning community where key practices and strategies are embedded in the culture of your school or district. Professional development for school site administrators, teachers, and instructional staff focused on best practices, professional learning communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.1.9 Professional Learning Community Implementation, Professional Learning & Curriculum Implementation: No additional site LCFF is being allocated for this strategy.</p> | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | | |
| 1.1.10 | <p>Data Analysis and Evaluation</p> <p>Professional development (Centralized Funding) for school site administrators, teachers, and instructional staff focused on best practices, professional learning communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.10 Data Analysis and Evaluation: No additional site LCFF is being allocated for this strategy.</p> | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | | |

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| 1.1.11 | <p>Access to Foundational & Outdoor Learning Spaces</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.11 Access to Foundational & Outdoor Learning Spaces: No additional site LCFF is being allocated for this strategy.</p> | | | |
| 1.1.12 | <p>Acceleration of Learning</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.12 Acceleration of Learning: No additional site LCFF is being allocated for this strategy.</p> | | | |

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| <p>1.1.13</p> | <p>Literacy and Library Supports</p> <p>Library Media Assistants support student literacy by oversight of the school library through the acquisition, circulation, maintenance and distribution of library books and instructional materials at an assigned school site; assist students and teachers in the selection, location and use of library materials and equipment. Maintaining library functionality at the school site increases and improves unduplicated pupils' access to current and culturally relevant reading materials that support increased and improved student achievement.</p> <p>Library Media Assistant: Library Media Assistant (.375 FTE- District Funded - Learning Recovery Grant / .25 Site Funded) will perform a variety of clerical library duties involved in the acquisition, circulation, maintenance and distribution of library books and instructional materials at an assigned school site; process new books and instructional materials; oversee the cataloguing of books and instructional materials. As well as, Instruct students in proper methods of utilizing library and reference materials; assist students with utilizing computers for research projects; monitor and maintain acceptable student behavior in the library. (Position has not been filled as of October 24, 2024).</p> <p>(If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc.)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.13 Literacy and Library Supports: (.25 FTE) Library Media Assistant Salary & Benefits: \$19,550</p> | <p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p> | <p>\$19,550</p> | <p>0100 - LCFF/S&C (site)</p> |
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| 1.1.14 | <p>Advancement Via Individual Determination (AVID)</p> <p>To provide services, resources, and support, to improve and accelerate learning, recapture learning loss, and implementation of recovery programs that focus on all students. Conference -To provide students with organizational tools that support AVID organizational strategies to meet grade level expectations that support student collaboration (e.g., binder checks, etc.) / AVID Conference July 2025. Instructional Materials - To provide students with binders, notebooks, flashcards, chart paper, composition books, dry erase boards, headphones, easel pads, graph paper, highlighters, index cards, planners, poster boards, sentence strips, tag boards, and copy paper 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.).</p> <p>Title I Funding Allocation: Instructional Materials: \$15,000</p> <p>LCAP 1.1.14 Advancement Via Individual Determination (AVID): Conferences: \$22,000</p> | <p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p> | <p>\$15,000</p> <p>\$22,000</p> | <p>3010 - Title I</p> <p>0100 - LCFF/S&C (site)</p> |

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| 1.1.15 | <p>Recapturing Learning Loss</p> <p>Targeted Instruction, RTI: Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services will be provided by a variety of personnel, including general education teachers, special educators, and specialists, paraprofessionals, and administrators. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.</p> <p>For RTI implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner:</p> <p>High-quality, scientifically based classroom instruction. All students receive high-quality, research-based instruction in the general education classroom.</p> <p>Ongoing student assessment. Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison, with the peer group. These data are then used when determining which students need closer monitoring or intervention. Throughout the RTI process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.</p> <p>Tiered instruction. A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.</p> <p>Parent involvement. Schools implementing RTI provide parents information about their child's progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic or behavioral goals for their child.</p> <p>Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions: Within Tier 1, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to</p> | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | \$5,000 | 3010 - Title I |
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inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being "at risk" through universal screenings and/or results on state- or districtwide tests receive supplemental instruction during the school day in the regular classroom. The length of time for this step can vary, but it generally should not exceed 8 weeks. During that time, student progress is closely monitored using a validated screening system such as curriculum-based measurement. At the end of this period, students showing significant progress are generally returned to the regular classroom program. Students not showing adequate progress are moved to Tier 2.

Tier 2: Targeted Interventions:

Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professional's providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Tier 3: Intensive Interventions and Comprehensive Evaluation:

At this level, students receive individualized, intensive interventions that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

In addition to variations in the tiers used to deliver RTI services, K-6 teachers to utilize a classroom management system that frees up the teacher so that he/she can provide targeted instruction to meet each student's individual academic needs. 7 - 8 grade electives are also designed to provide time for Targeted Instruction as well. Teachers are taking this information and through collaboration time and PLC's, they are developing improved instructional strategies, common rubrics and consistent presentations to better target areas of growth. Potential strategies/curriculum :

- * Universal Design for Learning.
- * Guided Reading
- * AVID

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| <ul style="list-style-type: none"> * 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 * Restorative Practices * Multi-Tiered System of Supports (MTSS); PBIS, SAP * Integrated language and literacy instruction in all core curriculum * Adherence to Designated ELD time * Guided Language Acquisition and Development (GLAD) Instructional Strategies <p>Title I Funding Allocation: License Agreements: \$5,000</p> <p>LCAP 1.1.15 Recapturing Loss: No additional site LCFF is being allocated for this strategy.</p> | | | |
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| 1.1.16 | <p>Outdoor Education/Science Camp</p> <p>Sky Mountain Outdoor Education Center (Centralized Funding) is owned and operated by the San Joaquin County Office of Education (SJCOE). Sky Mountain is located in Placer County and sits on 62 acres of conifer forest on the edge of the Lake Valley Reservoir. Sky Mountain Outdoor Education Center (Sky Mountain) goal is to provide the best experience possible for you and your students. Through lessons, games, observations, and explorations, students will return a new person with lifelong memories, a stronger connection to nature, and more confidence and independence.</p> <p>Outdoor Education: Sky Mountain offers either 3-day/2-night sessions or occasionally 5-day/4-night sessions throughout the school year. Outdoor education offered during the school year is designed for 5-6th grade students. Students who attend outdoor education are 5th and 6th graders from San Joaquin County public, private and charter schools. Opportunities for other grades to attend are available on weekends and during the summer through our guest group registrations.</p> <p>Sky Mountain - MISSION: The Sky Mountain Outdoor Education Center cultivates environmental literacy through experiential and place-based learning. We enrich student understanding of the NGSS and the Environmental Principles and Concepts while providing an opportunity for students to fall in love with nature.</p> <p>Sky Mountain - VISION: We envision a great adventure for all that is supported by a GROWTH mindset, a sense of COMMUNITY, and environmental STEWARDSHIP. These three elements encourage independence while fostering life-long memories and nurturing environmental advocates.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.1.16 Outdoor Education/Science Camp: No additional site LCFF is being allocated for this strategy.</p> | All Students | | |

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

All TK-6 grade teachers have attended SIPPS training. We have seen a marked increase in student performance. School properly identifies Accountability designation. Brief description provided of plan for effectively meeting ESSA requirements in alignment with LCAP. Plan approval dates are noted for ELAC, SSC, and Local Board. Mission and Vision statements included. in our School Compact and Handbooks.

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

AMOs do not include subgroup indicators. Relevant LCAP strategies unmentioned (STEM & Science Camp, extended day). Metrics for monitoring progress of strategies not identified. Broad strategy scope and too many varied activities included in one area. Strategies do not include plan for addressing subgroup needs. Aspects of strategy narrative contradict supplement vs supplant (student laptops). Some strategies have no Needs Statement attached. Most evidence sources are incorrect. Evidence based resources are present. Expenditures have appropriate titles and align with strategy narrative. Some significant expenditure types missing from strategy narrative (such as transportation & student fees or conference consultant for use in every goal). Some needs are not stated as student inequities and some root causes mentioned are unactionable. No student subgroup performance detailed. Overall strategy effectiveness and implementation level not articulated. Only mention of Bilingual Assistant in describing what is working and why. No description of changes in expenditures or funds unspent. Some modifications mentioned but no specific strategies referenced. We were not able to get a retired teacher to provide interventions to students due to shortage in substitutes. .

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.

Previously some needs statements were not framed as student or subgroup inequities. Some root causes lacked alignment with strategies and are not actionable. Changes have been made to meet this criteria. Did a full evaluation of current year SPSA in order to complete CNA and DMM is methodology identified and all subsections now are complete. Our guiding coalition is working to create a school-wide MTSS to meet the needs of all of our students.

Goal 2.1

| Goal # | Description |
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| Goal 2.1 | Decrease the percentage of for ALL students and in ALL SUBGROUPS who are Suspended by 10% by End of 2024-2025 School year. Attendance/Chronic Truancy - Decrease the percentage of for ALL students and in ALL SUBGROUPS who are chronically absent by 10% by End of 2024-2025 School year. |

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Professional development is needed for teachers and all support staff in bias and social emotional learning and de-escalation strategies to address student behavior and engagement.

Students have inconsistent access to high quality instructional practices and over 80% of students are performing below grade level in ELA and Math. Professional development needs to occur in order to support the teachers and staff to implement the programs to meet the district and site goals.

Students continue to need intensive intervention support in Reading, Writing, and Math, and social emotional strategies.

Students struggled with engagement and seemed to lack motivation to pursue academic goals. Access to creative, hands on, inquiry-based content as well as environments that allow student choice and movement are needed to re-engage student learning.

Teachers are challenged with connecting and engaging with students to support and motivate them, this has changed since the pandemic. Staff is also facing mental health issues, depression and after effects of the pandemic.

Adams needs to hire a parent support staff to increase parent involvement and participation. Parent need support with accessing resources offered by the school, learn about ways to support their student, community outreach resources, parent trainings, coffee hour, and other outlets to bridge resources and build school connectivity.

Very few parent volunteers thus limiting positive parent involvement with the school community. Parents need a staff member to walk them through the steps required to volunteer on campus including finger printing and using the Be A Mentor platform required to volunteer.

There is concern for the safety of students and staff due to inadequate staffing and supervision. The extreme behaviors of students during this school year negatively impacted our school's culture and climate and increased chronic absenteeism, suspension and expulsion rates.

Teachers are challenged with connecting and engaging with students to support and motivate them, this has changed since the pandemic. Staff is also facing mental health issues, depression and after effects of the pandemic, coupled with increased student aggression and profanity directed towards staff members.

Students are in need of mentoring and active engagement during unstructured time in the common areas. Suspension data shows many infractions happen on the playground. Programs such as Elevo has curriculum that uses social and emotional learning through movement and games as a vehicle to engage students. to decrease behavior infractions that often leads to suspensions

Teacher training in social emotional , truancy, and school climate. de-escalation strategies.

Lack of opportunities for student engagement outside of academics.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
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| Chronic Truancy | 57.85% | 45% |
| Suspensions | 90 | 50 |

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures | Funding Source(s) |
|-------------------------|--|--|--------------------------|-------------------|
| 2.1.1 | <p>Educational Equity, Diversity, and Inclusion</p> <p>Implement a comprehensive diversity and inclusion framework that ensures equitable access to educational resources for all students. This will include the establishment of culturally responsive curricula, training for all staff on implicit bias and inclusive teaching strategies, and the creation of a student-led diversity council to foster dialogue and community engagement. We aim to increase student representation in advanced placement courses by 20% and improve overall student satisfaction with school climate as measured by annual surveys.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.1.1 Educational Equity, Diversity, and Inclusion: No additional site LCFF is being allocated for this strategy.</p> | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | | |
| 2.1.2 | <p>Ethnic Studies Program</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy.</p> | | | |

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| 2.1.3 | <p>Equity and Inclusion Training and Workshops</p> <p>Equity-centered professional learning (Centralized Funding) is for educators growing their multicultural knowledge, skills, and habits to create a more inclusive school environment and to gain a better awareness of blind spots in their personal and cultural knowledge to better support all students, with a particular focus on those from underrepresented populations.</p> <p>Elementary counselors and administrators require professional learning that focuses on the developmental needs of younger students. Our professional learning supports school counselors implementing Response to Intervention (RtI), Positive Behavior Intervention Support (PBIS), conflict resolution programs, and parent and family education programs.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.1.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy.</p> | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | | |

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| 2.1.4 | <p data-bbox="254 159 772 191">Cultural Relevance, Outreach, and Support</p> <p data-bbox="254 224 1213 532">Creating a Cultural Relevance, Outreach, and Support goal for a school involves fostering an inclusive environment that respects and celebrates diversity while providing necessary resources for all students. In order to do so we need 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 ELAC Meetings, Parent Coffees, Parent: Students gathering such as pie for parents, lunch on the lawn, and student performances.</p> <p data-bbox="254 565 1203 873">Foster educational partnerships that target student and community needs and provide support services. Increase parent involvement, resulting in student success through access, awareness and connection between school and community. Provide opportunities, supports, resources, staff, and space for parents/guardians at the site, such as English Learner Advisory Committee (ELAC), School Site Council (SSC), and other Parent Advisory Committees, to contribute to the development and monitoring of various programs and supports made available to all students, staff and community. Conduct parent trainings and school events that empower community in supporting student achievement and build capacity for school relations and partnership.</p> <p data-bbox="254 906 1199 1084">In collaboration with the principal, teachers, families, parent organization, business/community partners, and other staff, help the school develop a family-friendly school climate by developing programs and activities designed to engage families in improving student achievement and enhancing communication between parents/families and school staff. (Position has not been filled as of October 24, 2024).</p> <p data-bbox="254 1117 877 1182">Title I Funding Allocation: Parent Liaison Salary & Benefits (.80 FTE): 83,178</p> <p data-bbox="254 1214 919 1273">LCAP 2.1.4 Cultural Relevance, Outreach and Support: Parent Liaison Salary & Benefits: (20 FTE): \$25,993</p> | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | \$83,178 \$25,993 | 3010 - Title I 0100 - LCFF/S&C (site) |
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| <p>2.1.5</p> | <p>Positive Behavior Interventions and Support (PBIS)</p> <p>Alignment of resources, staff, trainings, and services to unduplicated pupils that direct health and wellness, health care needs, support with outside agencies, culture and climate, mental health, academic & social-emotional supports, and various well-being health direct services to students' families, and staff districtwide focused on increasing and improving the learning experience.</p> <p>Increase and/or improve unduplicated pupil access to leadership experiences, career & technical student organizations, student clubs & activities, and collaborative academic learning focused on acquiring positive and inclusive experiences, developing leadership skills, and contributing to positive and equitable school cultures.</p> <p>Student Leadership & Engagement Experiences: Peer Leaders Uniting Students (PLUS) program experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.1.5 Positive Behavior Interventions and Support (PBIS): No additional site LCFF is being allocated for this strategy.</p> | <p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p> | | |
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| 2.1.6 | <p>Student Assistance Program Support (SAP)</p> <p>The goal of the SUSD multi-tiered SAP (Centralized Funding) process is to work with the classroom teacher to identify struggling students who are exhibiting , academic, behavioral and/or social-emotional needs. The site collaborative team utilizes the respective professional knowledge of the site multi-discipline team members to appraise the whole child in order to provide the child and the classroom teacher necessary support, providing or connecting student and family to a full-scope of remedial interventions based on the appraised targeted areas of need.</p> <p>The SAP process is a tiered system of support: Tier 1: Universal Classroom Interventions & Structures Tier 2: Selective Intervention & CARE Team Tier 3: Targeted Intervention & SST</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.1.6 Student Assistance Program Support (SAP): No additional site LCFF is being allocated for this strategy.</p> | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | | |

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| 2.1.7 | <p>Behavior Support Services</p> <p>We can plan our Bullying prevention and intervention strategies using the PBIS triangle. The first level is PREVENTION - clear expectations and teaching the behaviors we want the students to use. The second level is EARLY INTERVENTION - support for students who may need extra instruction and support. The third level is INTENSIVE INTERVENTION - supports for students with high levels of need.</p> <p>We use progressive discipline with the student who bullies, however discipline alone is not the answer. Research shows that using discipline as the only intervention can result in the bullying getting worse. Bullying is a complex issue that requires multiple strategies, including teaching students appropriate power. The PBIS approach shows us the power of teaching and focusing on the behaviors we do want, not those we don't want.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.1.7 Behavior Support Services: No additional site LCFF is being allocated for this strategy.</p> | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | | |
| 2.1.8 | <p>New Teacher Training and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.8 New Teacher Training and Support: No additional site LCFF is being allocated for this strategy.</p> | | | |
| 2.1.9 | <p>Social Service Supports for Families in Transition</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy.</p> | | | |

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| 2.1.10 | <p>Central Enrollment Direct Services to Families</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy.</p> | | | |
| 2.1.11 | <p>Student Attendance and Truancy</p> <p>Provide a positive school climate for students with basic, academic, behavioral, attendance, and social emotional supportive resources. Student learning through counseling, instructional supports, incentives, and structured engagement activities such as the PLUS program, Character Counts, school performances and recognition. Teachers, instructional staff and support staff members engage with community and after school members to promote a positive school climate focused around integrity, respect and responsibility. Students are provided incentives for positive attendance, behavior and academic achievement.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.1.11 Student Attendance and Truancy: No additional site LCFF is being allocated for this strategy.</p> | <p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p> | | |
| 2.1.12 | <p>Health and Wellness Services and Supports</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.12 Health and Wellness Services and Supports: No additional site LCFF is being allocated for this strategy.</p> | | | |

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| 2.1.13 | <p>Mental Health Resources and Supports for Students</p> <p>The Mental Health and Behavior Support Services (MH-BSS) department was created on July 1, 2018 as part of Stockton Unified School District's effort to create learning environments that are safe, nurturing, consistent, and that work for all students. The supports, services, and programs offered through MH-BSS help promote the healthy social-emotional development of all students and address behavioral and mental health-related barriers to learning. MH-BSS strives to incorporate trauma-informed practices and positive behavioral interventions and supports into the school culture to strengthen all components of a welcoming, safe and healthy school environment supporting school-site leadership, teachers, staff, students, and families. Adams has 1.0 FTE MH-BSS on site.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.1.13 Mental Health Resources and Supports for Students: No additional site LCFF is being allocated for this strategy.</p> | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | | |

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| 2.1.14 | <p>Social Emotional and Restorative Practices and Responsive Schools</p> <p>Social-emotional learning (SEL) shares some similarities with terms such as emotional intelligence, resilience, well-being and self-care. However, the specific components of SEL for adults in school settings are unique.</p> <p>Educator SEL is: The competencies that adults need in order to manage stress and create a safe and supportive classroom environment. The skills and mindsets that adults need to effectively embody, teach, model and coach SEL for students.</p> <p>The overall well-being and emotional state of adults in school settings so that they can 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. Allows schools can and should create play environments that help kids be their best. Studies show that recess matters: a thoughtful approach to recess improves children's physical health and social and emotional learning.</p> <p>Consultant helps schools and districts make the most of recess through on-site staffing, consultative support, professional development, free resources, and more. They also support youth programs and other organizations that wish to improve playtime. For recess to reinforce school culture, we've learned that a holistic approach is needed. Here are a few areas of the focus SEL, Safety, Engagement, and Empowerment.</p> <p>Title I Funding Allocation: Consultants: \$25,000</p> <p>LCAP 2.14 Social Emotional Restorative Practices and Responsive Schools: No additional site LCFF is being allocated for this strategy.</p> | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | \$25,000 | 3010 - Title I |
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| <p>2.1.15</p> | <p>School Connectedness</p> <p>Character education SEL materials and supplies to support the SEL program in the classroom to help motivate and support student and staff connectiveness. Increase and/or improve unduplicated pupil access to Multi-Tiered System of Supports (MTSS) to individual students, classrooms, school-wide efforts, families, and community. There will be a focus on high quality first instruction, systems, and practices to improve student responsiveness and alignment between academic, behavioral, and/or social-emotional supports specific to their unique needs. Provide Positive Behavior Interventions and Support (PBIS) to impact positive relationship building, cultivate connectedness between students/ family/school, and nurture student mental health and overall well-being.</p> <p>Preschool, Transitional Kindergarten: 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 *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.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.15 School Connectedness: No additional site LCFF is being allocated for this strategy.</p> | <p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p> | | |
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| 2.1.16 | <p>Assistant Principal Restoration at TK-8th Grade School Sites</p> <p>Centralizes Services: Assistant Principal Restoration At TK-8th Grade School Sites: Restoring Assistant Principal site leadership support at TK-8th grade school sites to support the development and implementation of programs, services, and resources focused on student academic achievement, social-emotional development, and family engagement.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.1.16 Assistant Principal Restoration at TK-8th Grade School Sites: No additional site LCFF is being allocated for this strategy.</p> | All Students | | |
| 2.1.17 | <p>Additional School Site Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.17 Additional School Site Support: No additional site LCFF is being allocated for this strategy.</p> | | | |
| 2.1.18 | <p>Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.18 Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy.</p> | | | |
| 2.1.19 | <p>Technology and Innovation Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.19 Technology and Innovation Support: No additional site LCFF is being allocated for this strategy.</p> | | | |

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|--------|--|---|--------------------------------|---|
| | | | | |
| 2.1.20 | <p>Instructional Technology</p> <p>Instructional Technology (District Funded) Increase and/or improve unduplicated pupil access to learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allows teachers to remotely monitor student learning. Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of Common Core state standards. Such equipment may include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMART boards, printers, copiers, laminators, poster makers, wireless audio components, and other instructional ancillary devices.</p> <p>Teachers will also use various equipment such as the laminator, poster maker, copier, Duplo, poster maker. Replace outdated, broken, obsolete classroom printers.</p> <p>Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.</p> <p>Title I Funding Allocation: Technology Equipment: \$12,772 Maintenance Agreements: \$5,000</p> <p>LCAP 2.20 Instructional Technology: No additional site LCFF is being allocated for this strategy.</p> | <p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p> | <p>\$12,772</p> <p>\$5,000</p> | <p>3010 - Title I</p> <p>3010 - Title I</p> |
| 2.1.21 | <p>Instruction and Teacher Staffing</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.21 Instruction and Teacher Staffing: No additional site LCFF is being allocated for this strategy</p> | | | |

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|--------|---|--|--|--|
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| 2.1.22 | Recruit, Hire, Retain High Qualified Staff Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff: No additional site LCFF is being allocated for this strategy. | | | |
| 2.1.23 | School Facilities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.23 School Facilities: No additional site LCFF is being allocated for this strategy. | | | |
| 2.1.24 | Student and Campus Safety Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.24 Student and Campus Safety: No additional site LCFF is being allocated for this strategy. | | | |

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

We were able to contract with Playworks to assist with teaching students and staff to make the most of recess to reinforce school culture, we've learned that a holistic approach is needed. Here are a few of the focus areas Playworks helps schools address safety, engagement, and empowerment.

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

The program was only 4 days long, we would have liked to have more systematic support throughout the year.

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.

We have seen an increase in student in student social emotional needs, therefore we will focus on providing staff with professional development in order for them to better serve SEL needs of students and self.

Goal 3.1

| Goal # | Description |
|----------|---|
| Goal 3.1 | Provide Stakeholder with numerous opportunities to provide input and assist in the monitoring and developing of the SPSA, school activities, school culture, and parent involvement opportunities, unfortunately, our site struggles with getting adequate participation from various stakeholders. |

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Staff Professional development in the PLC process is needed to build high functioning and highly effective teams, continued and ongoing development of school wide, grade level, and vertical professional learning communities is needed.

Students have inconsistent access to high quality instructional practices and over 80% of students are performing below grade level in ELA and Math. Professional development needs to occur in order to support the teachers and staff to implement the programs to meet the district and site goals.

Students continue to need intensive intervention support in Reading, Writing, and Math, and social emotional strategies.

Students struggled with engagement and seemed to lack motivation to pursue academic goals. Access to creative, hands on, inquiry-based content as well as environments that allow student choice and movement are needed to re-engage student learning.

Teachers are challenged with connecting and engaging with students to support and motivate them, this has changed since the pandemic. Staff is also facing mental health issues, depression and after effects of the pandemic.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|----------------------------------|---|---------------------------|
| Student Led Conference Schedules | Data (schedules) from 2024-2025 conferences | Increase in participation |

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures | Funding Source(s) |
|-------------------------|---|--|--------------------------|-------------------|
| 3.1.1 | <p>Student Engagement and Leadership Opportunities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.1 Student Engagement and Leadership Opportunities: No additional site LCFF is being allocated for this strategy.</p> | | | |
| 3.1.2 | <p>Youth Engagement Activities and Athletic Programs</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.2 Youth Engagement Activities and Athletic Programs: No additional site LCFF is being allocated for this strategy.</p> | | | |
| 3.1.3 | <p>Arts Programming</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.3 Arts Programming: No additional site LCFF is being allocated for this strategy.</p> | | | |
| 3.1.4 | <p>Expanded Learning and Enrichment Opportunities</p> <p>Extended Day/Year Programs (Centralized Funding) to increase and/or improve unduplicated pupil access to academic experiences and activities beyond the regular instructional day (before, after, intersession) and school year (summer). The expanded learning activities will be inclusive of tutoring (Reading, Writing, Math, etc.) for common core standards mastery, enrichment activities, outdoor education/elementary science camps, academic competitions, and athletics which will promote increased engagement, social emotional growth, accelerated learning, interventions, and support to students.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.4 Expanded Learning and Enrichment Opportunities: No additional site LCFF is being allocated for this strategy.</p> | Students with Disabilities, Low Income, Foster Youth, English Learners | | |

| | | | | |
|--------------|---|---------------------|----------------|---------------------------------------|
| <p>3.1.5</p> | <p>Academic Planning Conferences:</p> <p>Substitute teacher/or teacher preparation compensation to cover teacher classrooms to have academic conferences (3 days) between teacher and site leadership team three times a year.</p> <p>Teachers are provided with a substitute or release time three times a year to meet with site Instructional Team each trimester. This allows for Instructional Leadership Team to assist teachers with identify and unpacking priority standards, developing learning targets, and common formative assessments that drive instruction and lesson planning.</p> <p>Teachers will then use this information to drive PLC Collaboration Team discussions. In turn true real-time data can be used during mid-trimester student led conferences, meeting with parents and students prior to the end of trimester. This gives students an opportunity to improve their grades as necessary. In addition, Teachers communicate via class Dojo or other technological applications that allow for documented communications, as well as email and phone calls on a regular basis.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.1.13 Mental Health Resources and Supports for Students: Additional Teacher Compensation: \$5,000</p> | <p>All Students</p> | <p>\$5,000</p> | <p>0100 - LCFF/S&C (site)</p> |
|--------------|---|---------------------|----------------|---------------------------------------|

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Very powerful and impactful meetings with teachers during academic conferences. Data analysis and SMART goals were established and reviewed.

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

articulated goal.

For Parent Coffee hours we had an increase in parent attendance. We still struggled to get parents to represent school at district functions, i.e.. DELAC, etc.

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

Based on the DMM and CNA, a parent liaison will be hired in an effort to increase parent outreach and support school connectedness.

Goal 4.1

| Goal # | Description |
|----------|-------------|
| Goal 4.1 | . |

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
| | | |

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures | Funding Source(s) |
|-------------------------|--|--------------------------|---|---|
| 4.1.1 | <p>Family and Community Communication, Empowerment, and Engagement</p> <p>Provide parents with support and resources that empowers them be engaged in their student's learning such as parent conferences to increase student academic learning and performance by enhancing the quality and quantity of parent-teacher communication and interaction, communication, after school academic focused activities, etc. Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee Hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do.</p> <p>Materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning.</p> <p>The Community Assistant will increase parent involvement school wide, to provide families access to the school wide supports and supplies for families to help their students be successful in school and at home. The Community Assistant will provide workshops, clinics, trainings, and other supports to family. # of meetings coordinated # of parents attending # of parents attending parent/teacher conference. Community Assistant to serve in a liaison capacity between school and community to secure parent involvement and understanding of school programs and objectives.</p> <p>Title I Funding Allocation: Community Assistant Salary and Benefits (8125 FTE): \$ 56,603 Non-Instructional Materials: \$500 - Title I Parent Instructional Materials: \$2,609 - Title I Parent</p> <p>LCAP 2.1.13 Mental Health Resources and Supports for Students: No additional site LCFF is being allocated for this strategy.</p> | All Students | <p>\$2,609</p> <p>\$500</p> <p>\$56,603</p> | <p>3010 - Title I - Parent</p> <p>3010 - Title I - Parent</p> <p>3010 - Title I</p> |
| 4.1.2 | <p>District Strategic Planning and Communication</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.2 District Strategic Planning and Communication: No additional site LCFF is being allocated for this strategy.</p> | | | |

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| 4.1.3 | Community Schools Supports and Resources Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 4.3 Community Schools Supports and Resources: No additional site LCFF is being allocated for this strategy. | | | |
| 4.1.4 | Parent Advisory Committee Supports and Resources Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 4.4 Parent Advisory Committee Supports and Resources: No additional site LCFF is being allocated for this strategy. | | | |

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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

Goal 5.1

| Goal # | Description |
|----------|-------------|
| Goal 5.1 | . |

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
| | | |

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures | Funding Source(s) |
|-------------------------|--|--------------------------|--------------------------|-------------------|
| 5.1.1 | Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy. | | | |
| 5.1.2 | Developing Student Individual Transition Plans Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy. | | | |

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| 5.1.3 | <p>Accelerate Learning for all SPED Students</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.3 Accelerate Learning for all SPED Students: No additional site LCFF is being allocated for this strategy.</p> | | | |
| 5.1.4 | <p>Culturally Responsive Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.4 Culturally Responsive Professional Development: No additional site LCFF is being allocated for this strategy.</p> | | | |
| 5.1.5 | <p>Meaningful Student Experiences and Opportunities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy.</p> | | | |
| 5.1.6 | <p>Recruit, Hire and Retain Student Support Personnel</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy.</p> | | | |
| 5.1.7 | <p>Parent and Family Supports and Resources</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy.</p> | | | |

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| 5.1.8 | Enhancing School Engagement and Attendance for Students with Disabilities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy. | | | |

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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

Goal 6.1

| Goal # | Description |
|----------|-------------|
| Goal 6.1 | . |

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
| | | |

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures | Funding Source(s) |
|-------------------------|--|--------------------------|--------------------------|-------------------|
| 6.1.1 | Student Achievement Plan Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy. | | | |
| 6.1.2 | Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA) Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy. | | | |

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|-------|---|--------------|-------|----------------|
| | | | | |
| 6.1.3 | <p>Educator Gap Equity Plan</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy.</p> | | | |
| 6.1.4 | <p>BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy</p> <p>Adams will provide culturally responsive books to include within the library along with class sets of books that represent the diverse population of students on campus.</p> <p>Title I Funding Allocation: Books: \$555</p> <p>LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy: No additional site LCFF is being allocated for this strategy.</p> | All Students | \$555 | 3010 - Title I |
| 6.1.5 | <p>BSAP Community Partnerships</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy.</p> | | | |
| 6.1.6 | <p>Development of an African American Studies Course</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy.</p> | | | |

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| 6.1.7 | BSAP School Climate & Wellness Personnel Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.7 BSAP School Climate & Wellness Personnel Support: No additional site LCFF is being allocated for this strategy. | | | |
| 6.1.8 | BSAP Community -Based Safety Pilots Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.8 BSAP Community-Based Safety Pilots: No additional site LCFF is being allocated for this strategy. | | | |

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

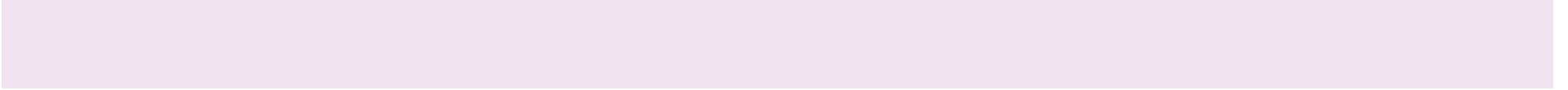
An Analysis of how this goal was carried out in the previous year.

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

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

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.



Budget Summary

Complete the Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the ConApp | \$206,217.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$288,760.00 |

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

| Federal Programs | Allocation (\$) |
|-------------------------|-----------------|
| 3010 - Title I | \$203,108.00 |
| 3010 - Title I - Parent | \$3,109.00 |

Subtotal of additional federal funds included for this school: \$206,217.00

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 (\$) |
|-------------------------|-----------------|
| 0100 - LCFF/S&C (site) | \$90,278.00 |

Subtotal of state or local funds included for this school: \$90,278.00

Total of federal, state, and/or local funds for this school: \$296,495.00

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

| Signature | Committee or Advisory Group Name |
|----------------|----------------------------------|
| Nicole Prudhel | SSC Chairperson |

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. This SPSA was adopted by the SSC at a public meeting on 10/24/2024.

Attested:

| |
|---|
| Principal, Sharon Womble on 10/24/2024 |
| SSC Chairperson, Nicole Prudhel on 10/24/2024 |

Addendums

2024-25 School Plan for Student Achievement

Recommendations and Assurances

Site Name: _____

The School Site Council (SSC) recommends this school plan and proposed expenditures(s) to the governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

Date of Meeting

4. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee

Date of Meeting

5. The SSC reviewed the content requirements for school plans of programs included in the SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
6. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive coordinated plan to reach stated school goals to improve student academic performance.

2024-25 SPSA was adopted by the SSC at a public meeting on _____.
Date of Meeting

(Optional)

Other committees included in the Comprehensive Needs Assessment and SPSA review include:

Attested: Committee

Date of Meeting

Typed Name of School Principal

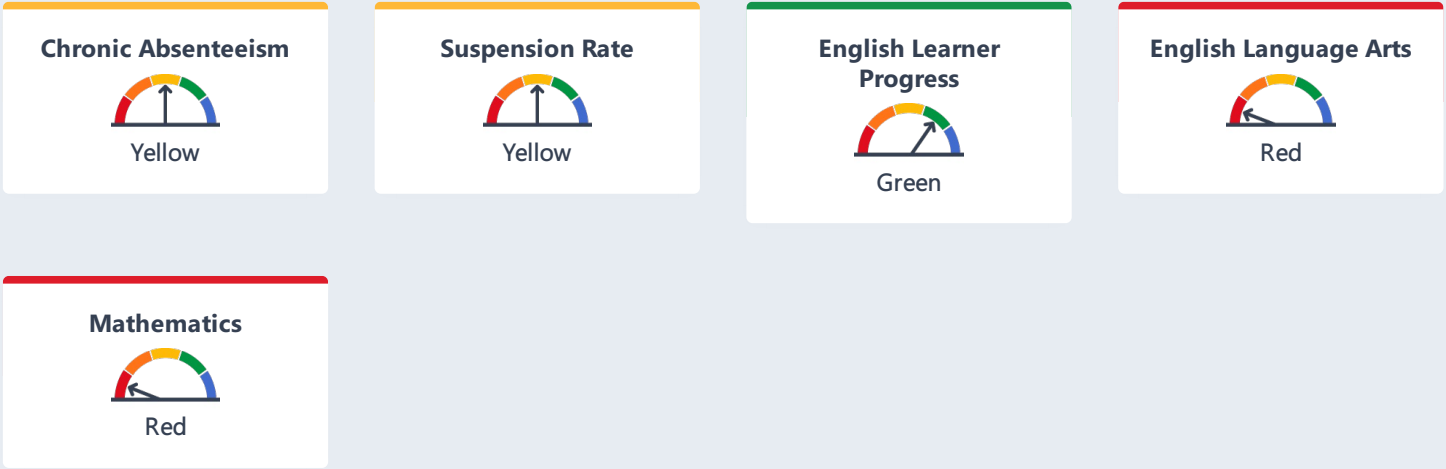


Signature of School Principal

Date

Adams Elementary

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



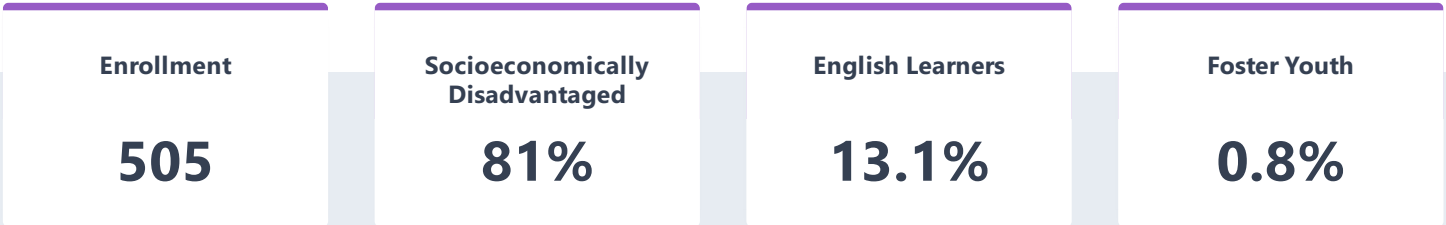
School Details

| | | | |
|----------------------------------|---|------------------------|------------------------------|
| <div>NAME</div> Adams Elementary | <div>ADDRESS</div> 6402 Inglewood Avenue Stockton, CA 95207-3829 | <div>WEBSITE</div> N/A | <div>GRADES SERVED</div> K-8 |
| <div>CHARTER</div> No | <div>DASHBOARD ALTERNATIVE SCHOOLS STATUS</div> No | | |

ADAMS ELEMENTARY

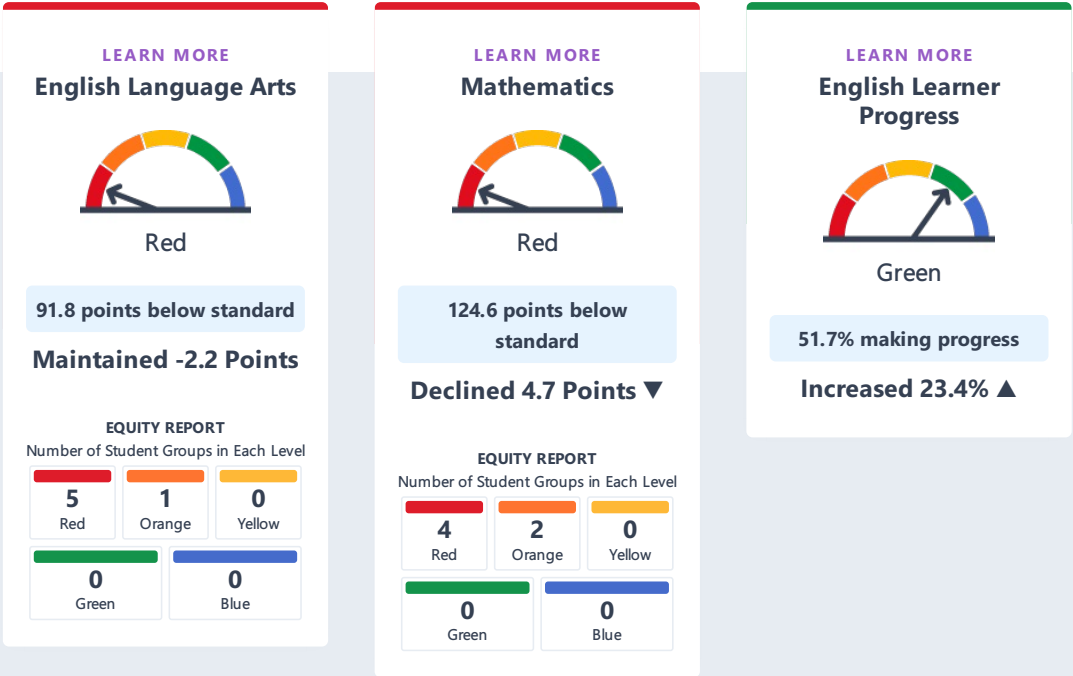
Student Population

Explore information about this school's student population.



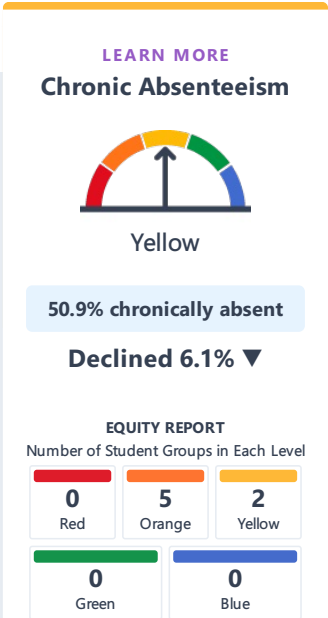
Academic Performance

View Student Assessment Results and other aspects of school performance.



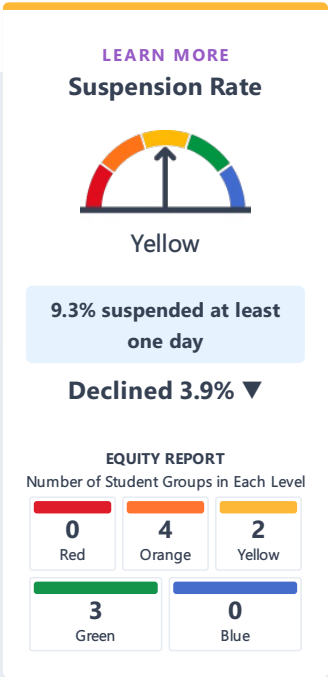
Academic Engagement

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



Conditions & Climate

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



Academic Performance


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

English Language Arts

All Students

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

All Students



Red

91.8 points below standard


Maintained -2.2 Points

Number of Students: 310

Student Group Details

All Student Groups by Performance Level

12 Total Student Groups



Red


African American

English Learners

Hispanic


Socioeconomically Disadvantaged

Students with Disabilities




Orange

Asian




Yellow

No Student Groups



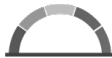
Green

No Student Groups



Blue

No Student Groups



No Performance Color

American Indian

Filipino

Foster Youth

Homeless

Two or More Races

White

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino



No Performance Color

46.5 points below standard

Declined 24.5 Points ▼

Number of Students: 15

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Homeless



No Performance Color

142.4 points below standard

Declined 26.7 Points ▼

Number of Students: 28

Two or More Races



No Performance Color

47.3 points below standard

Increased 77.2 Points ▲

Number of Students: 13

White



No Performance Color

87.3 points below standard

Declined 19.8 Points ▼

Number of Students: 16

African American



Red

114.4 points below standard

Maintained -2.4 Points

Number of Students: 59

English Learners



Red

114.3 points below standard

Declined 20 Points ▼

Number of Students: 52

Hispanic



Red

98.8 points below standard

Declined 9.1 Points ▼

Number of Students: 170

Socioeconomically Disadvantaged



Red

99.6 points below standard

Declined 7.5 Points ▼

Number of Students: 248

Students with Disabilities



Red

138.8 points below standard

Maintained 1.9 Points

Number of Students: 96

Asian



Orange

72.6 points below standard

Increased 6.4 Points ▲

Number of Students: 37

Distance From Standard (English Language Arts)

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

2022

2023

All Students

89.6 points below standard

91.8 points below standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.


| Current English Learners | Recently Reclassified English Learners | English Only |
|---|---|---|
| 142.9 points below standard Maintained -0.8 Points Number of Students: 39 | 28.4 points below standard Declined 7.9 Points ▼ Number of Students: 13 | 96.1 points below standard Maintained -0.7 Points Number of Students: 221 |

Mathematics

All Students

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

All Students



Red

124.6 points below standard

Declined 4.7 Points ▼

Number of Students: 308

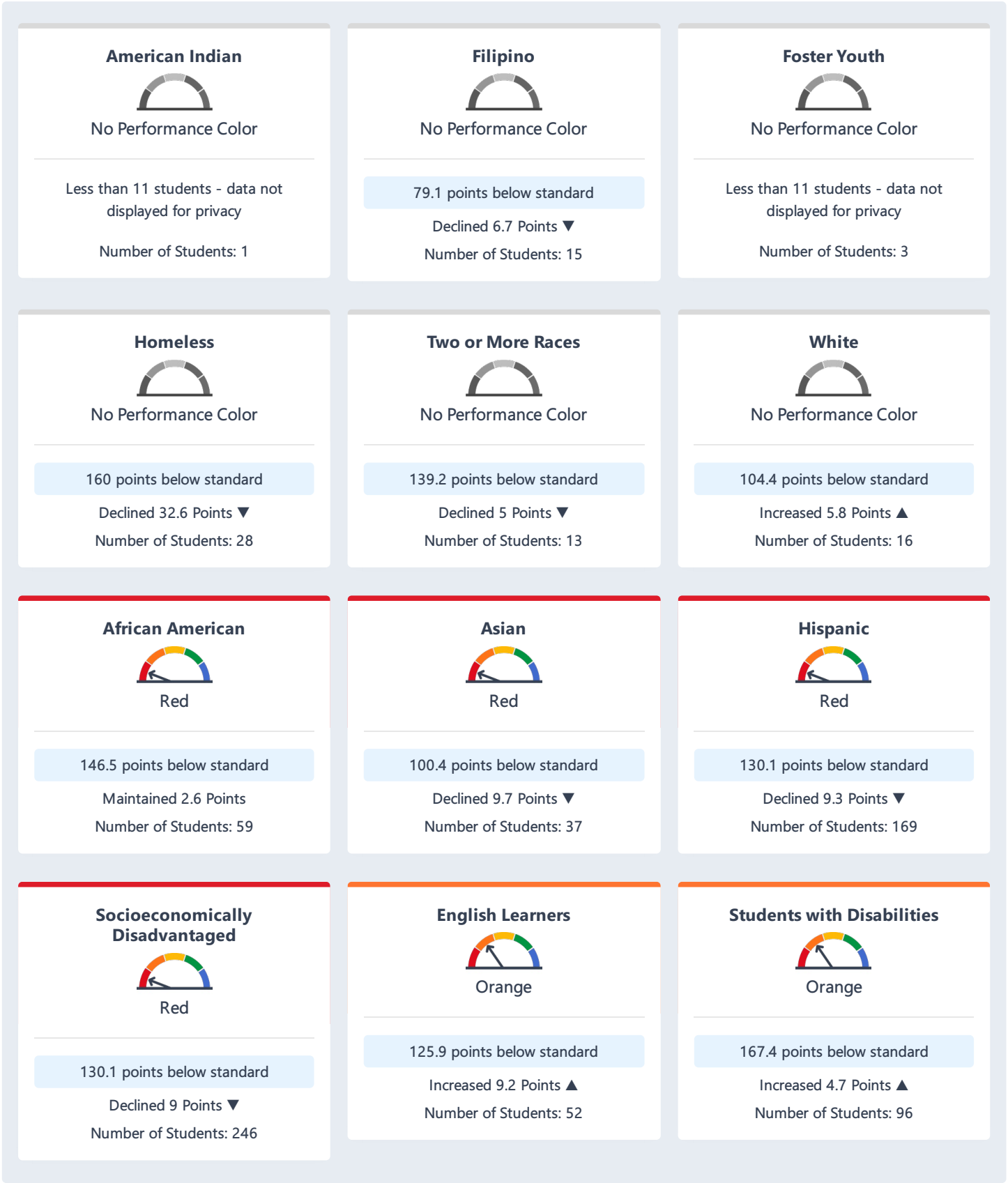
Student Group Details

All Student Groups by Performance Level

| | | |
|--|---|--|
| 12 Total Student Groups | | |
| <div>Red</div> <div>African American</div> <div>Asian</div> <div>Hispanic</div> <div>Socioeconomically Disadvantaged</div> | <div>Orange</div> <div>English Learners</div> <div>Students with Disabilities</div> | <div>Yellow</div> <div>No Student Groups</div> |
| <div>Green</div> <div>No Student Groups</div> | <div>Blue</div> <div>No Student Groups</div> | <div>No Performance Color</div> <div>American Indian</div> |

| |
|-------------------|
| Filipino |
| Foster Youth |
| Homeless |
| Two or More Races |
| White |

● ○ ○ ○ ○ ○



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

| | 2022 | 2023 |
|--------------|-----------------------------|-----------------------------|
| All Students | 119.9 points below standard | 124.6 points below standard |

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

Current English Learners

153.3 points below standard

Increased 20.2 Points ▲

Number of Students: 39

Recently Reclassified English Learners

43.8 points below standard

Increased 25.7 Points ▲

Number of Students: 13

English Only

130.6 points below standard

Declined 11.2 Points ▼

Number of Students: 219


English Learner Progress Indicator

All English Learner Students

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

[LEARN MORE](#)

English Learner Progress



Green

51.7% making progress towards English language proficiency

Increased 23.4% ▲

Number of EL Students: 60

Student English Language Acquisition Results

Summative ELPAC

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

Academic Engagement


View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: <https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=39686766042501&year=2022-23>

All Students



Yellow

50.9% chronically absent


Declined 6.1% ▼

Number of Students: 580

Student Group Details


All Student Groups by Performance Level

13 Total Student Groups



Red

No Student Groups



Orange


African American

Asian

English Learners

Homeless


Students with Disabilities



Yellow


Hispanic

Socioeconomically Disadvantaged




Green

No Student Groups



Blue

No Student Groups



No Performance Color

American Indian

Filipino

Foster Youth

Two or More Races

Pacific Islander

White

American Indian

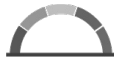


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Filipino



No Performance Color

26.3% chronically absent

Declined 1.5% ▼

Number of Students: 19

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Two or More Races



No Performance Color

53.8% chronically absent

Declined 1.2% ▼

Number of Students: 26

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White



No Performance Color

58.1% chronically absent

Increased 0.9% ▲

Number of Students: 31

African American



Orange

60.5% chronically absent

Declined 5% ▼

Number of Students: 124

Asian



Orange

37.5% chronically absent

Declined 12.5% ▼

Number of Students: 64

English Learners



Orange

46.5% chronically absent

Declined 5.8% ▼

Number of Students: 99

Homeless



Orange

60.9% chronically absent

Declined 3.9% ▼

Number of Students: 69

Students with Disabilities



Orange

50.8% chronically absent

Declined 15.9% ▼

Number of Students: 128

Hispanic



Yellow

49.7% chronically absent

Declined 6.7% ▼

Number of Students: 312

Socioeconomically Disadvantaged



Yellow

53.2% chronically absent

Declined 5.2% ▼

Number of Students: 491

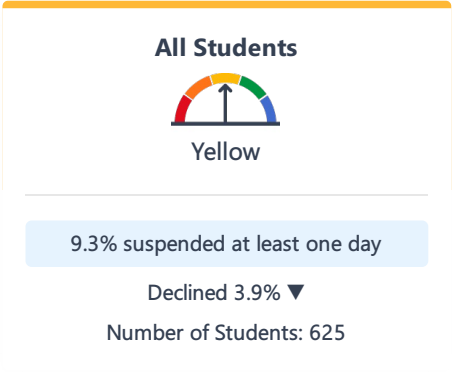
Conditions and Climate

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

Suspension Rate

All Students

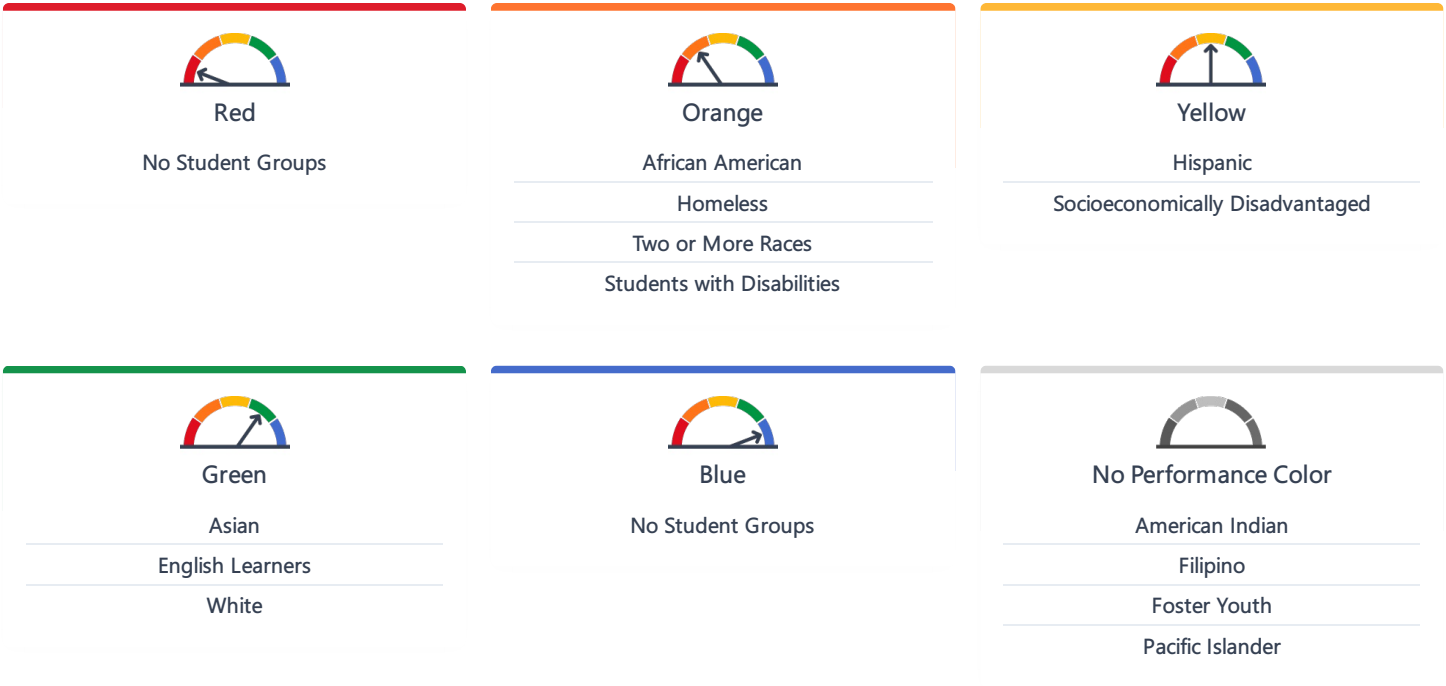
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.



Student Group Details

All Student Groups by Performance Level

13 Total Student Groups



American Indian

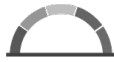


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Filipino



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 19

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

African American



Orange

15.3% suspended at least one day

Declined 2.9% ▼

Number of Students: 137

Homeless



Orange

10.8% suspended at least one day

Declined 2% ▼

Number of Students: 83

Two or More Races



Orange

16.7% suspended at least one day

Declined 1.9% ▼

Number of Students: 30

Students with Disabilities



Orange

8.9% suspended at least one day

Declined 8.8% ▼

Number of Students: 135

Hispanic



Yellow

9.1% suspended at least one day

Declined 3.4% ▼

Number of Students: 328

Socioeconomically Disadvantaged



Yellow

9.6% suspended at least one day

Declined 3.9% ▼

Number of Students: 529

Asian



Green

1.4% suspended at least one day

Declined 1.8% ▼

Number of Students: 69

English Learners



Green

2% suspended at least one day

Declined 9.6% ▼

Number of Students: 102

White



Green

2.7% suspended at least one day

Declined 12.9% ▼

Number of Students: 37

Suspension Rate By Year

Percentage of students who were suspended.

| | 2022 | 2023 |
|-----------------|-------|------|
| Suspension Rate | 13.1% | 9.3% |

Adams Data Review

April 2024

Summary



Research and Accountability Department

Empowering with data.

Accountability

- Current ESSA Status is **No Status**, exiting CSI for the most current year ([slide 10](#))
- Areas identified as “Red” were ELA and Math ([slide 10](#)) and were lower than the district ([slide 11](#))
- State Indicators for **Suspension and ELPI** are higher than the district ([slide 11](#))
- State Indicator for **Chronic Absenteeism** is the same as the district ([slide 11](#))
- Chronic Absenteeism decreased last year from prior year, ending 2022-23 at 50.9% ([slides 13](#))

Demographics

- Demographics are majority **Hispanic** at 52.3% of the student population ([slide 5](#))
- 13.1% of students were English Learners in the latest school year available (2022-23), 9% lower than the district ([slide 6](#))

State Assessments

- Percent of students meeting or exceeding standards on **ELA** increased 2.8% from prior year to 18.61% ([slide 14](#))
- Percent of students meeting or exceeding standards on **Math** increased 1.9% from prior year to 9.68% ([slide 16](#))
- Number of **students tested with ELPAC** increased from 2022 to 2023 by 17 students to 94 ([slide 18](#))
- Percent of students scoring at **Level 4** increased by 7% ([slide 18](#))

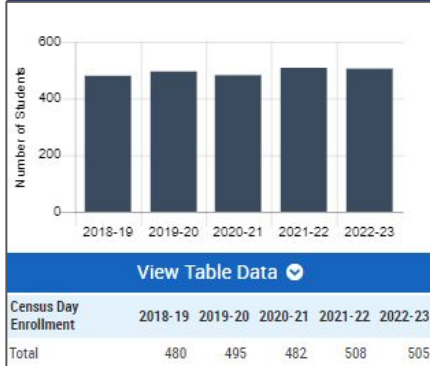
Local Assessments

- i-Ready (starting on [slide 21](#)): At the end of 2022-23, **Reading on grade level** increased to 29% and **Math** increased to 21%
- i-Ready Lessons: Students have spent on average 34 minutes in reading and 33 minutes in math for i-Ready lessons ([slide 33](#))
- **Engagement in curriculum** (Benchmark, Ready Math) is low across the grade levels (starting on [slide 27](#))

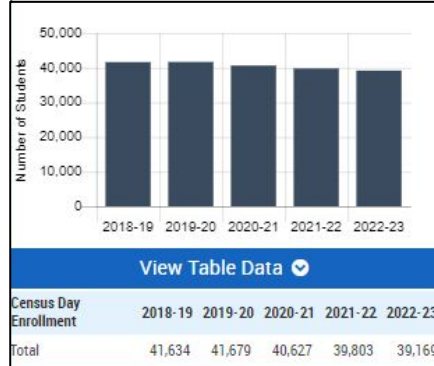
Demographics

Enrollment

Adams



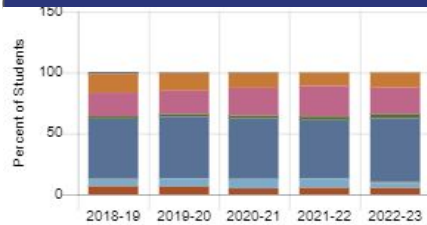
SUSD



- Adams' enrollment declined by 3 students from 2021-22 to 2022-23, but has increased from 5 years ago (district overall has seen a decline)
- Adams' **stability rate** (percent of students who start and end the school year at the school) is 70.6%, nearly 17% lower than the district (87%)

Demographics

Adams

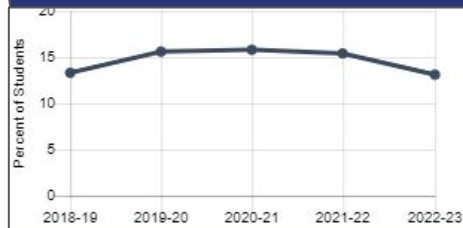


| Census Day Enrollment by Ethnicity | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | SUSD 2022-23 |
|-------------------------------------|---------|---------|---------|---------|---------|--------------|
| American Indian or Alaska Native | 1.3 % | 0.6 % | 0.6 % | 0.4 % | 0.4 % | 0.7 % |
| Asian | 15.4 % | 14.5 % | 12.2 % | 10.8 % | 12.3 % | 8.8 % |
| Black or African American | 19.4 % | 19.2 % | 22.6 % | 25 % | 21.8 % | 9.2 % |
| Filipino | 2.1 % | 2 % | 2.5 % | 3 % | 3.4 % | 3.3 % |
| Hispanic or Latino | 49.4 % | 50.7 % | 49.6 % | 48 % | 52.3 % | 69.6 % |
| Native Hawaiian or Pacific Islander | 0.2 % | 0 % | 0 % | 0 % | 0.4 % | 0.5 % |
| None Reported | 0 % | 0 % | 0 % | 0 % | 0 % | 0.3 % |
| Two or More Races | 5.8 % | 6.7 % | 7.7 % | 7.5 % | 4.4 % | 3.5 % |
| White | 6.5 % | 6.3 % | 4.8 % | 5.3 % | 5.1 % | 4.1 % |

- Adams' population is majority **Hispanic**, with 52.3% of the student population followed by **Black/African American** at 21.8%

English Learners

Adams



View Table Data

| English Learners | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|------------------|---------|---------|---------|---------|---------|
| Total | 13.3 % | 15.6 % | 15.8 % | 15.4 % | 13.1 % |
| English Learners | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
| Total | 64 | 77 | 76 | 78 | 66 |

SUSD



View Table Data

| English Learners | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|------------------|---------|---------|---------|---------|---------|
| Total | 22.8 % | 22.8 % | 21.7 % | 24.1 % | 24.4 % |

- Adams averaged 14.64% English Learners over the last 5 years
- Most current data is **13.1%** of the student population are English Learners
- The percent of English Learners is **lower** than the district (between 21% and 25% over the last 5 years)

English Learners' Language

Adams

| Languages of English Learners | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|--------------------------------|---------|---------|---------|---------|---------|
| All Other | 1.3 % | 1.6 % | 1 % | 1 % | 0.6 % |
| Arabic | | | | | 0.2 % |
| Filipino (Pilipino or Tagalog) | | | | 0.4 % | |
| Hmong | 0.8 % | 0.8 % | 0.6 % | 0.6 % | 0.2 % |
| Khmer (Cambodian) | 0.6 % | 1.2 % | 1 % | 0.8 % | 1 % |
| Lao | | | 0.2 % | | |
| Mandarin (Putonghua) | 0.4 % | 0.6 % | | | |
| Pashto | | | | | 0.2 % |
| Russian | | 0.4 % | 0.4 % | | |
| Spanish | 9.6 % | 10.9 % | 12.4 % | 12.2 % | 10.9 % |
| Urdu | 0.6 % | | | | |
| Vietnamese | | | | 0.4 % | |

SUSD

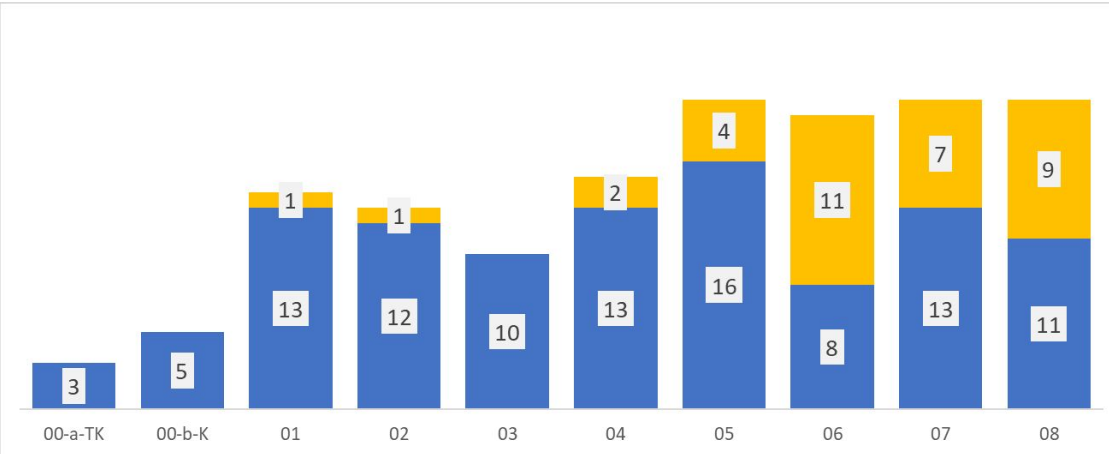
| Languages of English Learners | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|--------------------------------|---------|---------|---------|---------|---------|
| All Other | 1.2 % | 1.3 % | 1.2 % | 1.4 % | 1.4 % |
| Arabic | 0.3 % | 0.2 % | 0.2 % | 0.3 % | 0.3 % |
| Filipino (Pilipino or Tagalog) | 0.3 % | 0.3 % | 0.3 % | 0.3 % | |
| Hmong | 0.6 % | 0.5 % | 0.5 % | 0.5 % | 0.5 % |
| Khmer (Cambodian) | 0.5 % | 0.5 % | 0.4 % | 0.4 % | 0.4 % |
| Punjabi | | | | | 0.2 % |
| Spanish | 19.9 % | 20.1 % | 19.1 % | 21.2 % | 21.7 % |

- Spanish is the majority language of English Learners
- This is in line with the district as the top language for ELs

Current ELs and RFEPs by Grade Level

3 5 14 13 10 15 20 19 20 20

139



English Learners

RFEP

Adams

- Adams has 104 English Learners and 35 RFEP students*
- 5th grade has the highest number of English Learners at 16

**Source: Synergy, local data as of 4/8/24*

State Assistance & Indicators

2023 ESSA Support



Research and Accountability Department
Empowering with data.

- Adams exited CSI this year and currently has “No Status”
- Adams **improved**:
 - Absenteeism
 - Suspension
 - ELPI
- ELA and Math **remained** unchanged

| Year | Status | Area | Current Indicator | Previous Indicator |
|-----------------------|------------------|-------------|-------------------|--------------------|
| Current (2023) | No Status | ELA | 1 - Red | 1 - Red |
| 2022 | CSI | Math | 1 - Red | 1 - Red |
| 2021 | ATSI | Absenteeism | 3 - Yellow | 1 - Red |
| 2020 | ATSI | Suspension | 3 - Yellow | 1 - Red |
| 2019 | ATSI | ELPI | 4 - Green | 1 - Red |
| 2018 | CSI | | | |

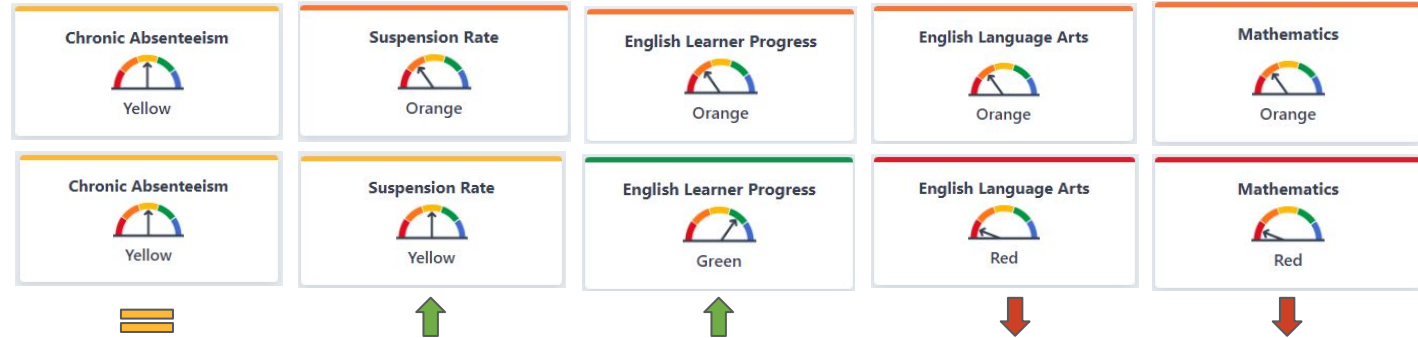


Note: These are the color indicators on the California School Dashboard (see next slide)

Source: [ESSA 2023](#), visually on [2023 Indicator Dashboard](#)


California School Dashboard


Stockton Unified



- **Absenteeism** was the same as the district as Yellow
- **Suspension** was higher than the district as Yellow
- **ELPI** was higher than the district as Green
- **ELA and Math** were lower than the district, both Red

Source: [California School Dashboard](#)

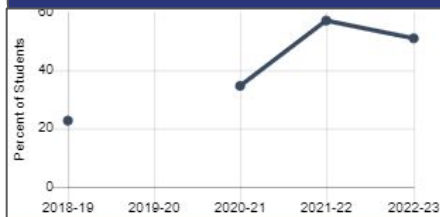
 Higher than the district

 Lower than the district

 Same as the district

Chronic Absenteeism Historical

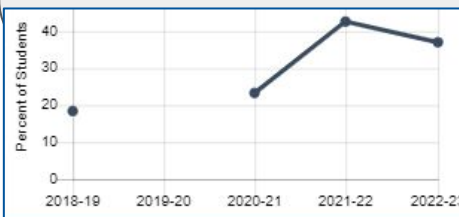
Adams



[View Table Data](#)

| Chronic Absenteeism Rate | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|--------------------------|---------|---------|---------|---------|---------|
| All Students | 22.7 % | N/A | 34.6 % | 57 % | 50.9 % |

SUSD



[View Table Data](#)

| Chronic Absenteeism Rate | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|--------------------------|---------|---------|---------|---------|---------|
| All Students | 18.4 % | N/A | 23.3 % | 42.6 % | 37 % |

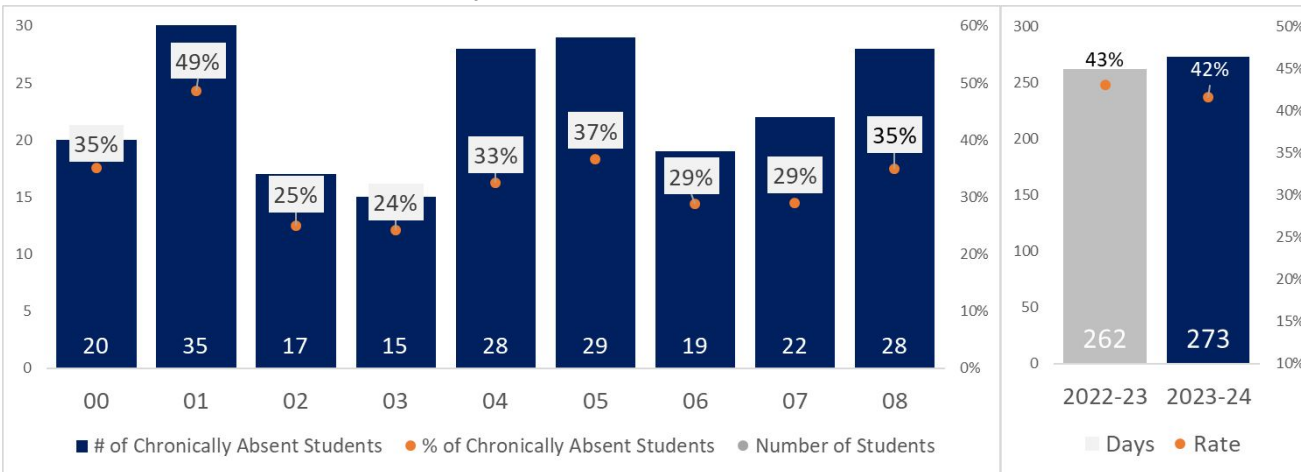
- Last year, Adams decreased the percent of Chronic Absenteeism from 57% to 50.9%
- This was lower than the district's absenteeism rate at 37%

Chronic Absenteeism

Current Year

Adams Chronic Absenteeism through February

2023-24 Percent of Chronically Absent Students by Grade Level
(# of students Chronically Abs / Total Students)



- The number of days absent increased from 262 to 273 and percent of days decreased by 1% (through March)
- **1st grade** has the highest chronically absent rate of students at 49% (35 students)

Source: Synergy, local data provided by Student Support services, March

Chronic Absenteeism

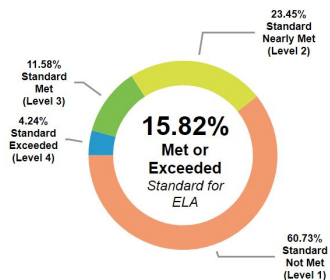


Yellow

CAASPP ELA 2 years

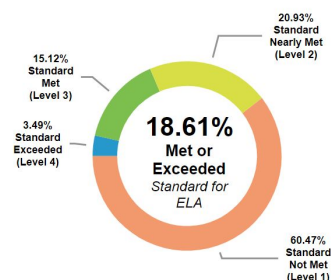
2021-2022

Percent of students within each achievement level

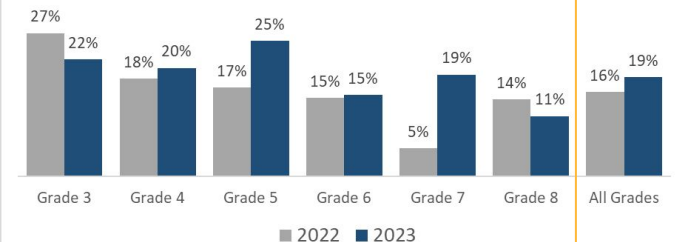


2022-2023

Percent of students within each achievement level



CAASPP Percent of Student Met or Exceeded Standards
2023 and 2022



Percent Met or Exceeded Standards by Grade Level



| Reporting Categories | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | All Grades |
|--------------------------------|---------|---------|---------|---------|---------|---------|------------|
| Standard Not Met (Level 1) | 54% | 59% | 69% | 59% | 62% | 60% | 60.5% |
| Standard Nearly Met (Level 2) | 24% | 20% | 6% | 25% | 19% | 29% | 20.9% |
| Standard Met (Level 3) | 10% | 19% | 20% | 12% | 19% | 11% | 15.1% |
| Standard Exceeded (Level 4) | 12% | 2% | 6% | 3% | 0% | 0% | 3.5% |
| Number of Students With Scores | 50 | 54 | 51 | 59 | 68 | 62 | 344 |

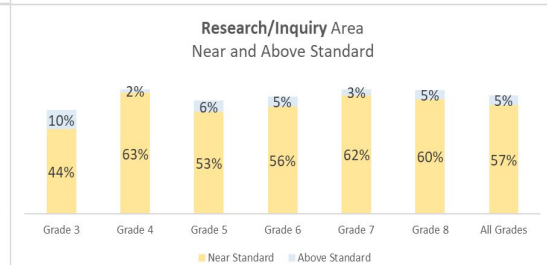
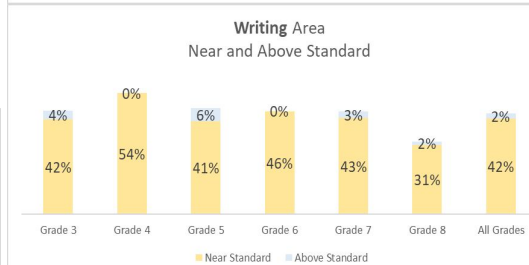
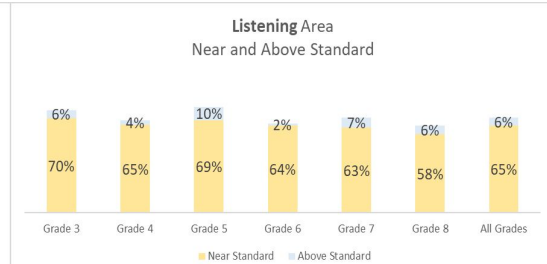
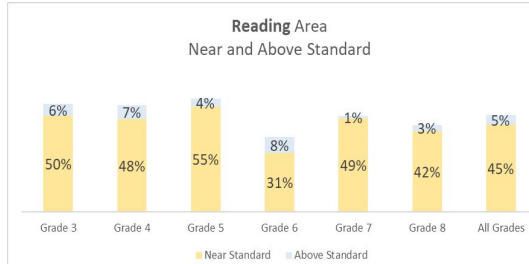
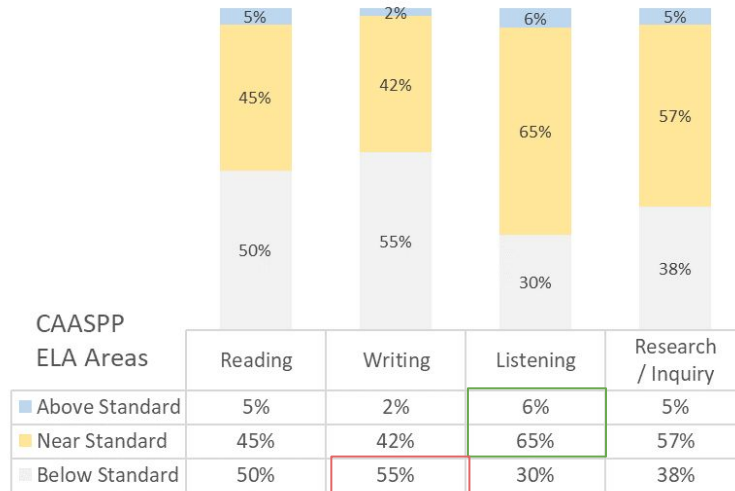
- **18.61%** of students met or exceeded ELA standards (9.2% lower than the district at 27.78%)
- This was a 2.8% increase from the prior year
- **5th grade** had the highest percent met or exceeded standards (25%)
- **8th grade** had the lowest percent met or exceeded standards (11%)

English Language Arts



CAASPP ELA 2022-2023

By Area



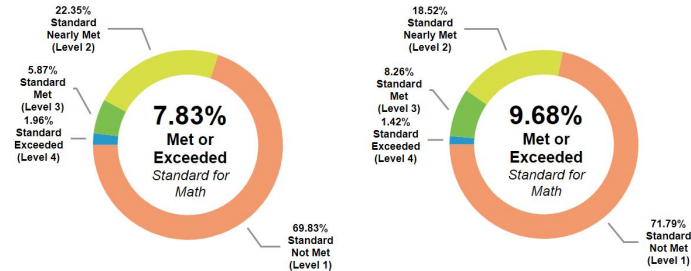
- **Writing** was the lowest area on CAASPP, with 55% of students below standard
- **Listening** was the highest with 70% near or above standard

CAASPP Math 2 years

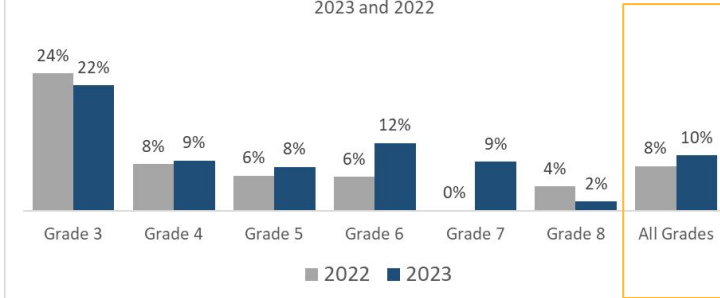
2021-2022

2022-2023

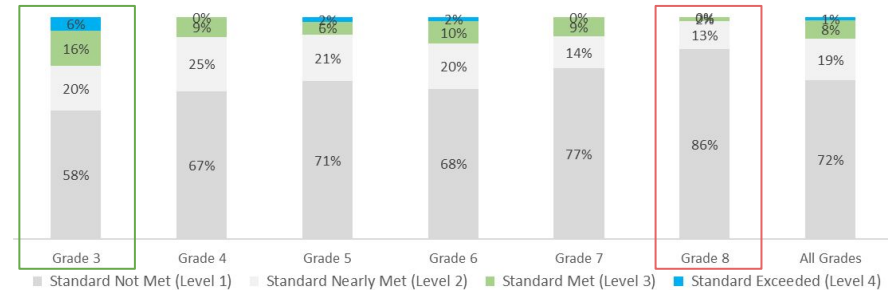
Percent of students within each achievement level Percent of students within each achievement level



CAASPP Percent of Student Met or Exceeded Standards
2023 and 2022



Percent Met or Exceeded Standards by Grade Level



| Reporting Categories | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | All Grades |
|--------------------------------|---------|---------|---------|---------|---------|---------|------------|
| Standard Not Met (Level 1) | 58% | 67% | 71% | 68% | 77% | 86% | 72% |
| Standard Nearly Met (Level 2) | 20% | 25% | 21% | 20% | 14% | 13% | 19% |
| Standard Met (Level 3) | 16% | 9% | 6% | 10% | 9% | 2% | 8% |
| Standard Exceeded (Level 4) | 6% | 0% | 2% | 2% | 0% | 0% | 1% |
| Number of Students With Scores | 50 | 57 | 52 | 59 | 70 | 63 | 351 |

- **9.68%** of students met or exceeded Math standards (7.08% lower than the district at 16.76%)
- This was an increase of 1.85%
- **3rd grade** was the highest at 19% met or exceeded standards
- **8th grade** was the lowest at 2% met or exceeded standards

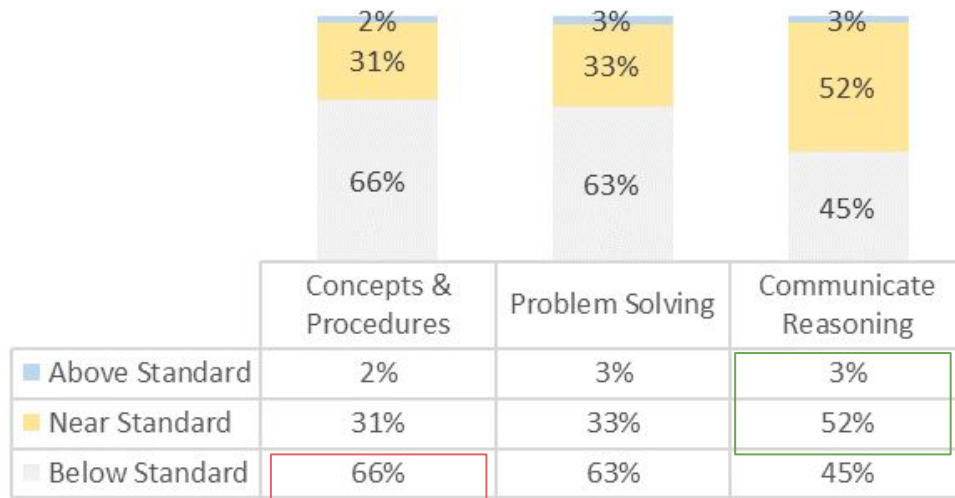
Mathematics



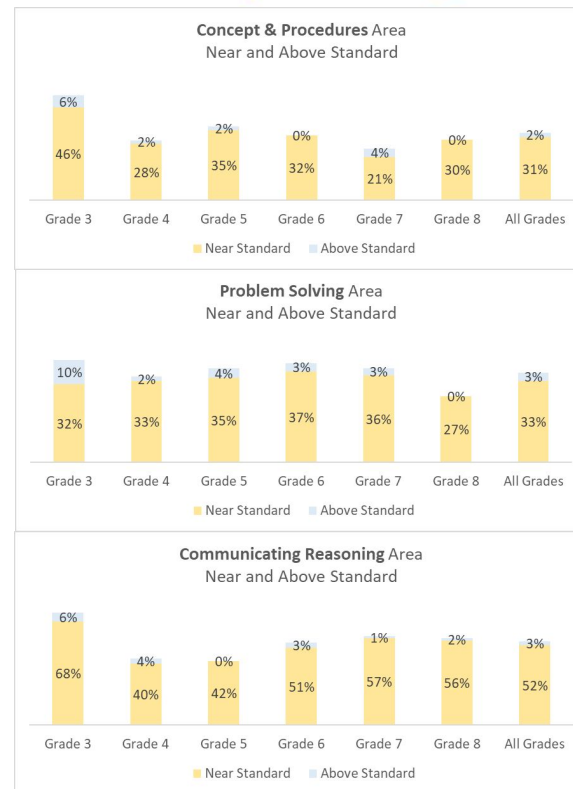
Red

CAASPP Math 2022-2023

By Area

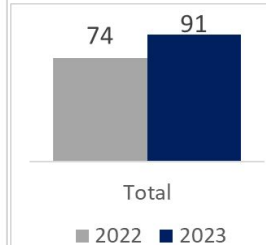
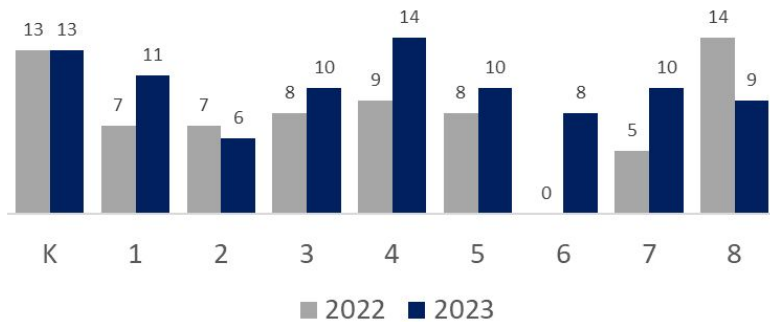


- **Concepts & Procedures** was the lowest math area in CAASPP at 66% of students below grade level
- **Communicate Reasoning** was the highest area at 55% of students near or above grade level

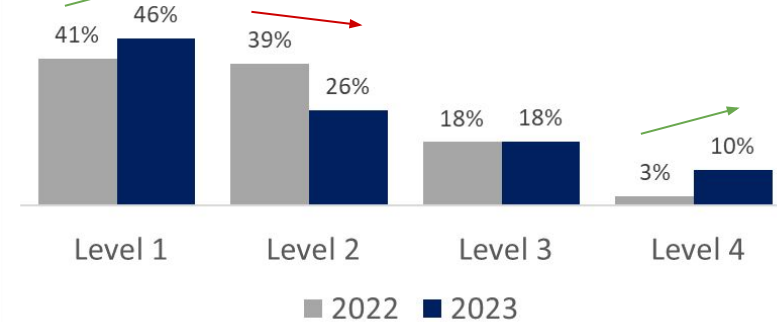


ELPAC 2 Years Overview

Number of Students Tested With ELPAC
2022 and 2023



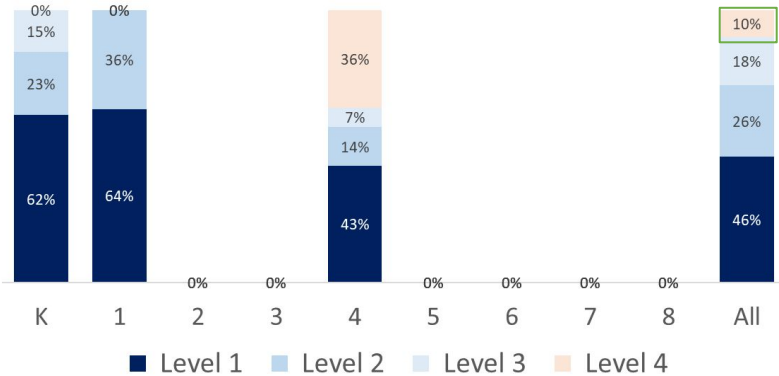
Percent of ELPAC Levels
2022 and 2023



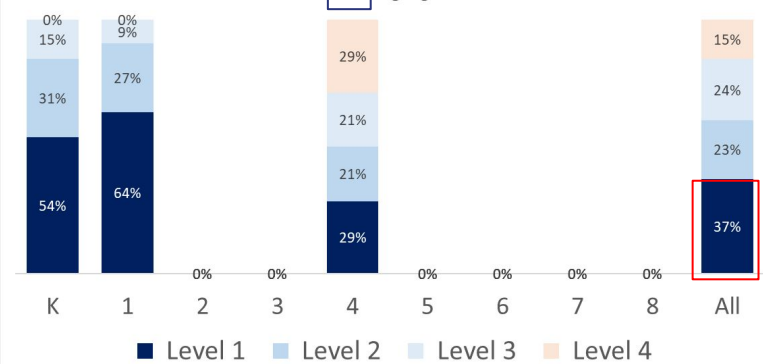
- Number of students taking the ELPAC **increased by 17** from 74 to 91
- The number of students increased the most in 4th (+5) and 7th (+5)
- Percent of students scoring level 4 increased by 7%

ELPAC 2022-2023 Overall Results

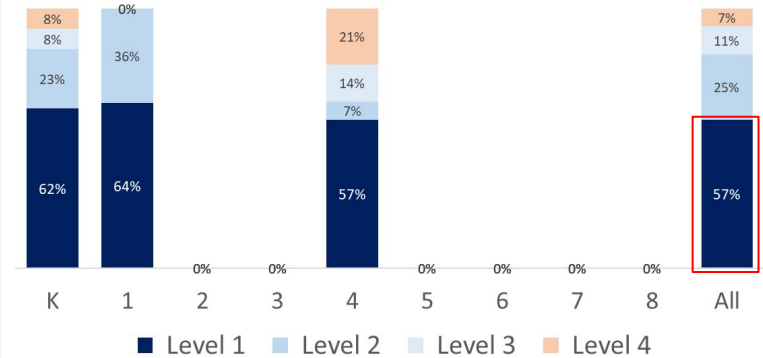
ELPAC 2022-2023 **Overall** Language Performance Levels



ELPAC 2022-2023 **Oral** Language Performance Levels



ELPAC 2022-2023 **Written** Language Performance Levels



| PL | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | All |
|---------|----|----|---|----|----|----|---|----|---|-----|
| Level 1 | 8 | 7 | * | * | 6 | * | * | * | * | 42 |
| Level 2 | 3 | 4 | * | * | 2 | * | * | * | * | 24 |
| Level 3 | 2 | 0 | * | * | 1 | * | * | * | * | 16 |
| Level 4 | 0 | 0 | * | * | 5 | * | * | * | * | 9 |
| Total | 13 | 11 | 6 | 10 | 14 | 10 | 8 | 10 | 9 | 91 |

- 91 students took the ELPAC in 2022-2023
- 10% of students received a 4 (considered “proficient”)
- 57% of students received a 1 in **Written** Language versus 37% received a 1 in **Oral** Language

English Learner Progress



Green

i-Ready

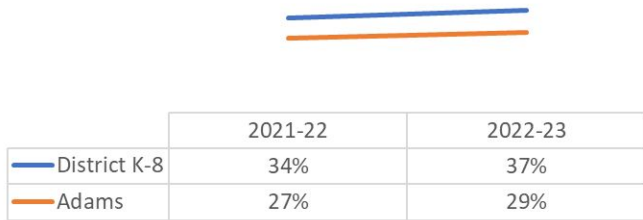
i-Ready Reading



Research and Accountability Department

Empowering with data.

% on Grade Level Diagnostic 3



Diagnostic 3 - End of Year

- Adams increased the percent of students on grade level by 2% with 29% of students on grade level at the end of last year

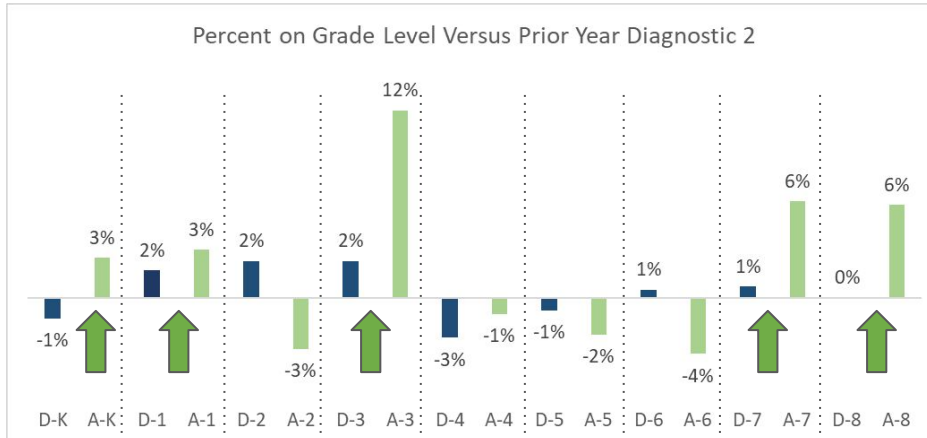
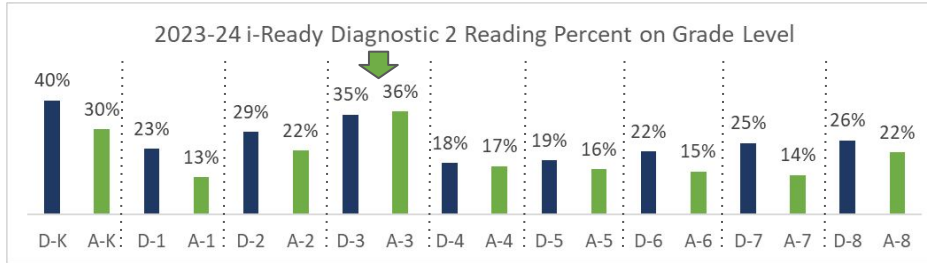
% on Grade Level Diagnostic 2



Diagnostic 2 - Most Current

- Based on the most recent diagnostic (Winter 2023-24), 20% of students were on grade level, increasing 2% from prior year

i-Ready Diagnostic 2 Reading On Grade Level



Strengths

- **3rd grade** has a higher percent of students than the district (36% versus 35%) and had a 10% higher increase than the district
- **Kinder, 1st, 3rd, 7th, and 8th** increased the percent of students on grade level from prior year

Opportunities

- **6th grade** had the largest decline in percent of students on grade level at -4%, where the district increased
- **4th grade** declined percent on grade level, matching the district's decline in the grade

D = District
A = Adams

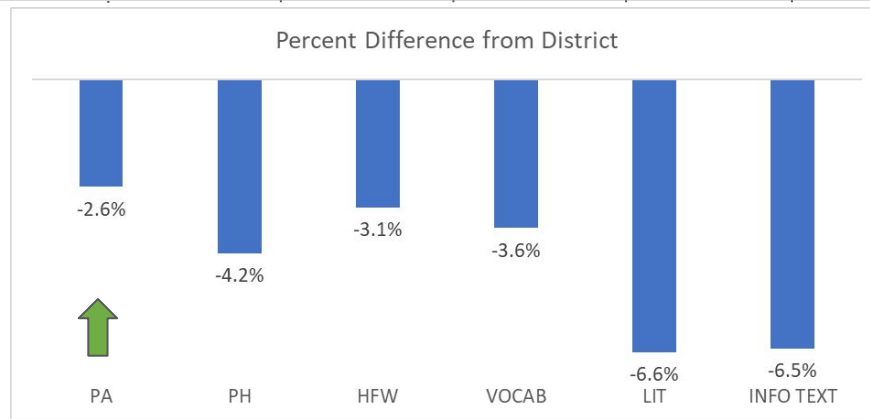
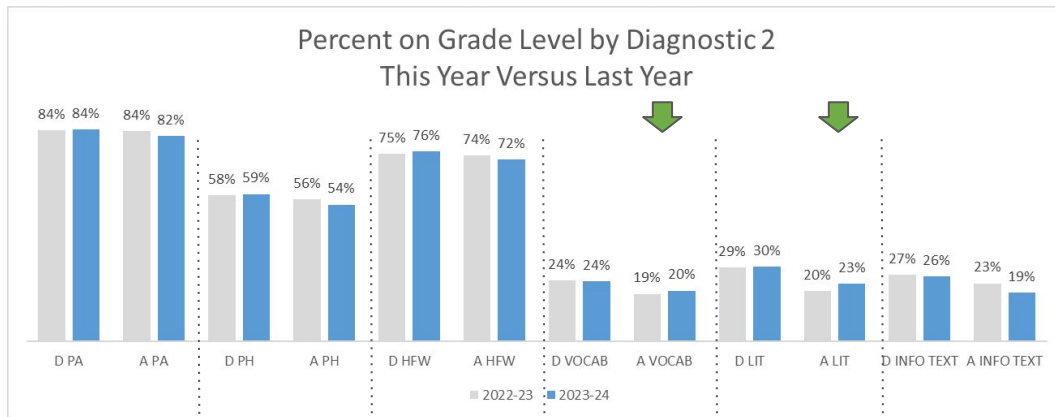
i-Ready Reading Domains Percent on Grade Level

Strengths

- **Vocabulary and Literature** increased the percent of students on grade level from prior year
- **Phonological awareness** had the least gap to the district for percent on grade level

Opportunities

- **Informational Text and Literature** have the largest percent of students on grade level to the district
- **Literature** has the lowest percent of students on grade level



D = District
A = Adams
PA = Phonological Awareness
PH = Phonics
HFW = High-Frequency Words
VOCAB = Vocabulary
LIT = Literature
INFO TEXT = Informational Text

% on Grade Level Diagnostic 3



Diagnostic 3 - End of Year

- Percent of students ended 2022-23 up 1% versus 2021-22 at 21% of students on grade level

% on Grade Level Diagnostic 2



Diagnostic 2 - Most Current

- For the most current diagnostic, percent of students on grade level increased 2% to 11% of students on grade level

i-Ready Diagnostic 2 Math On Grade Level

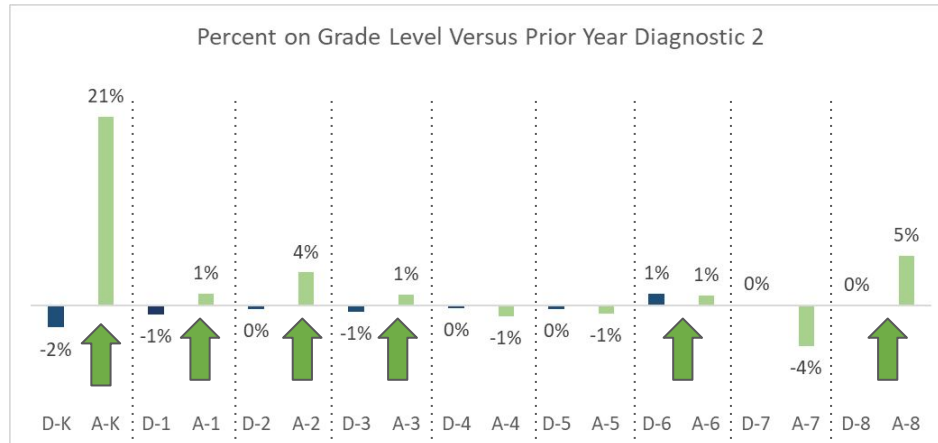
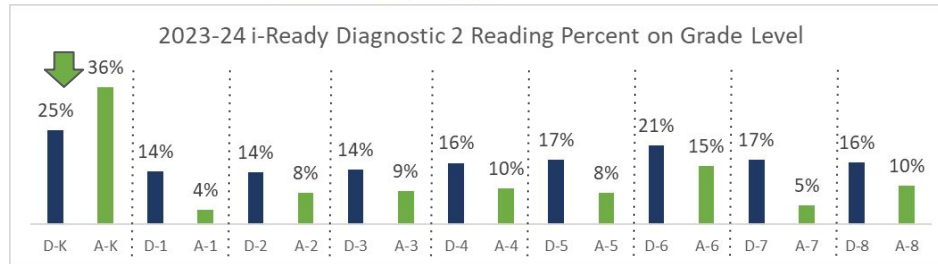
Strengths

- **Kinder** has a higher percent of students on grade level than the district and had the highest increase versus prior year
- **1st, 2nd, 3rd, 6th, and 8th** increased the percent of students on grade level

Opportunities

- **7th grade** had the largest decrease and has 12% gap to the district

D = District
A = Adams



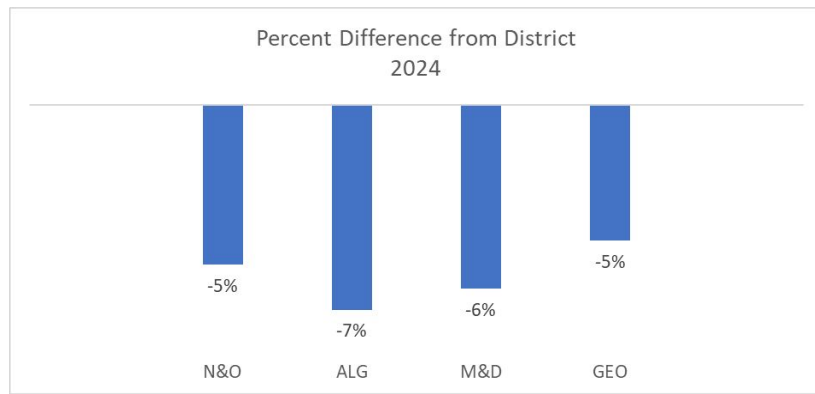
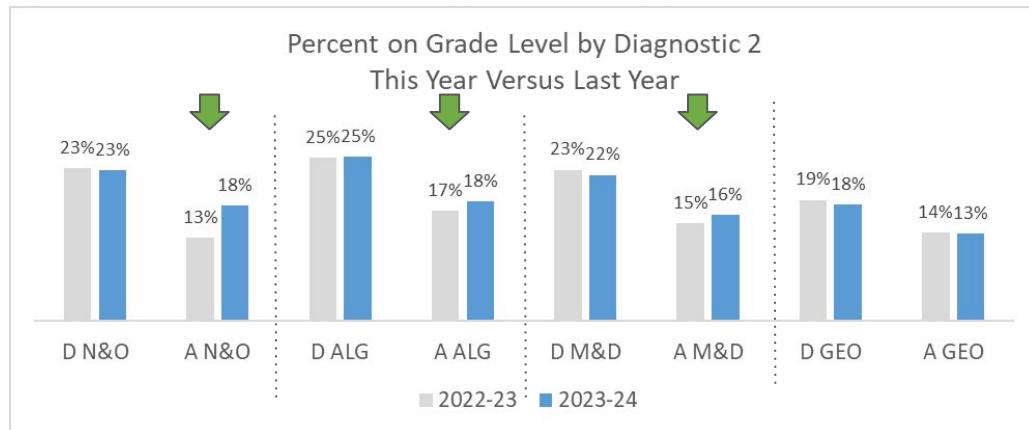
i-Ready Math Domains Percent on Grade Level

Strengths

- **All domains** increased percent of students on grade level from prior year, except Geometry

Opportunities

- **Algebra** had the largest gap of students on grade level to the district, at 7% (25% versus 18%)



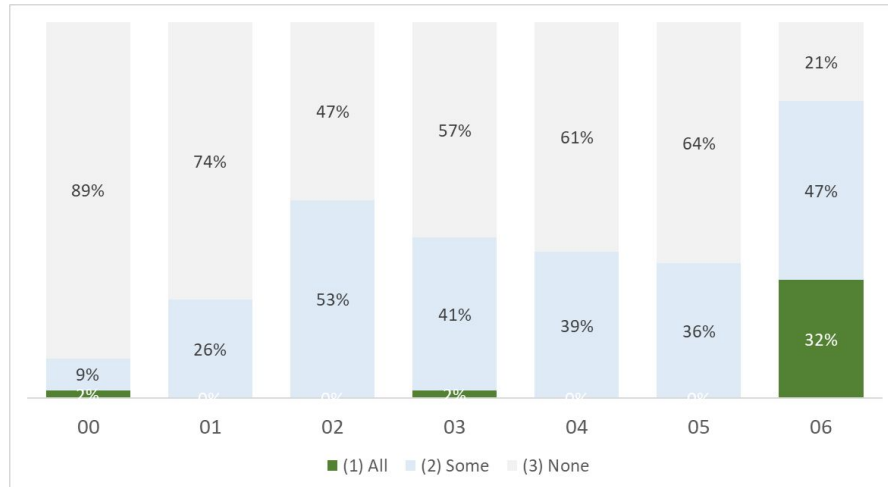
D = District
A = Adams
N&O = Numbers and Operations
ALG = Algebra and Algebraic Thinking
M&D = Measurement & Data
GEO = Geometry

Curriculum Engagement and Results

Benchmark

Benchmark Engagement K-6 ELA Curriculum

Adams
Percent of Benchmark Unit Assessments Administered
2023-2024



- At this point in the year, 6 Benchmark unit assessments were on the Assessment calendar
- Engagement in the Benchmark Unit Assessments is **mixed**:
 - ➔ **High Engagement**
 - 6th
 - ➔ **Some Engagement**
 - Kinder, 1st, 2nd, 3rd, 4th, 5th
 - ➔ **No Engagement**
 - None

**Data included is for online administered assessments*

Benchmark Standards Performance Overall

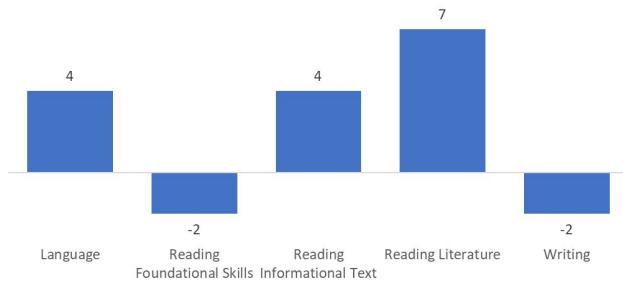
Adams

| Strand | Language | Reading: Foundational Skills | Reading: Informational Text | Reading: Literature | Writing |
|---------|----------|------------------------------|-----------------------------|---------------------|---------|
| School | 56 | 62 | 47 | 57 | 44 |
| Grade k | 37 | 60 | 20 | 29 | - |
| Grade 1 | 47 | 59 | 49 | 50 | 39 |
| Grade 2 | 46 | 54 | 45 | 43 | 48 |
| Grade 3 | 47 | 62 | 40 | 43 | 37 |
| Grade 4 | 71 | 76 | 57 | 71 | 43 |
| Grade 5 | 57 | 63 | 48 | 48 | 48 |
| Grade 6 | 57 | 65 | 44 | 58 | 46 |

SUSD

| Strand | Language | Reading: Foundational Skills | Reading: Informational Text | Reading: Literature | Writing |
|----------|----------|------------------------------|-----------------------------|---------------------|---------|
| District | 52 | 64 | 43 | 50 | 46 |
| Grade k | 74 | 83 | 55 | 66 | - |
| Grade 1 | 57 | 72 | 56 | 67 | 50 |
| Grade 2 | 53 | 61 | 52 | 51 | 43 |
| Grade 3 | 47 | 59 | 41 | 45 | 50 |
| Grade 4 | 51 | 60 | 40 | 47 | 40 |
| Grade 5 | 48 | 58 | 43 | 45 | 45 |
| Grade 6 | 55 | 61 | 42 | 53 | 48 |

Percent Difference From District



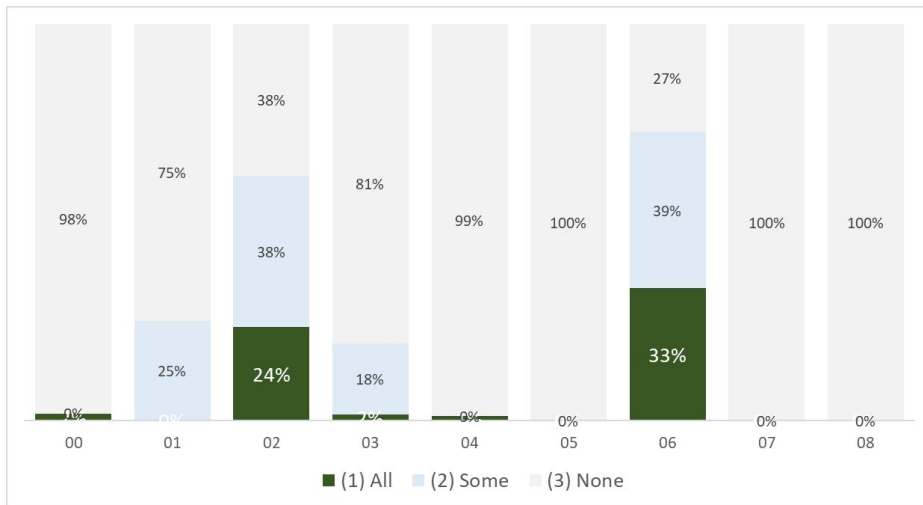
- **Reading Foundational Skills** has the highest percent correct at 62%, a 2% gap to the district
- **Reading Literature** had a higher percent correct than the district (57% versus 50%)
- **Writing** was the lowest percent correct at 44% with a 2% gap to the district

Curriculum Engagement and Results

Ready Math

Ready Math Engagement

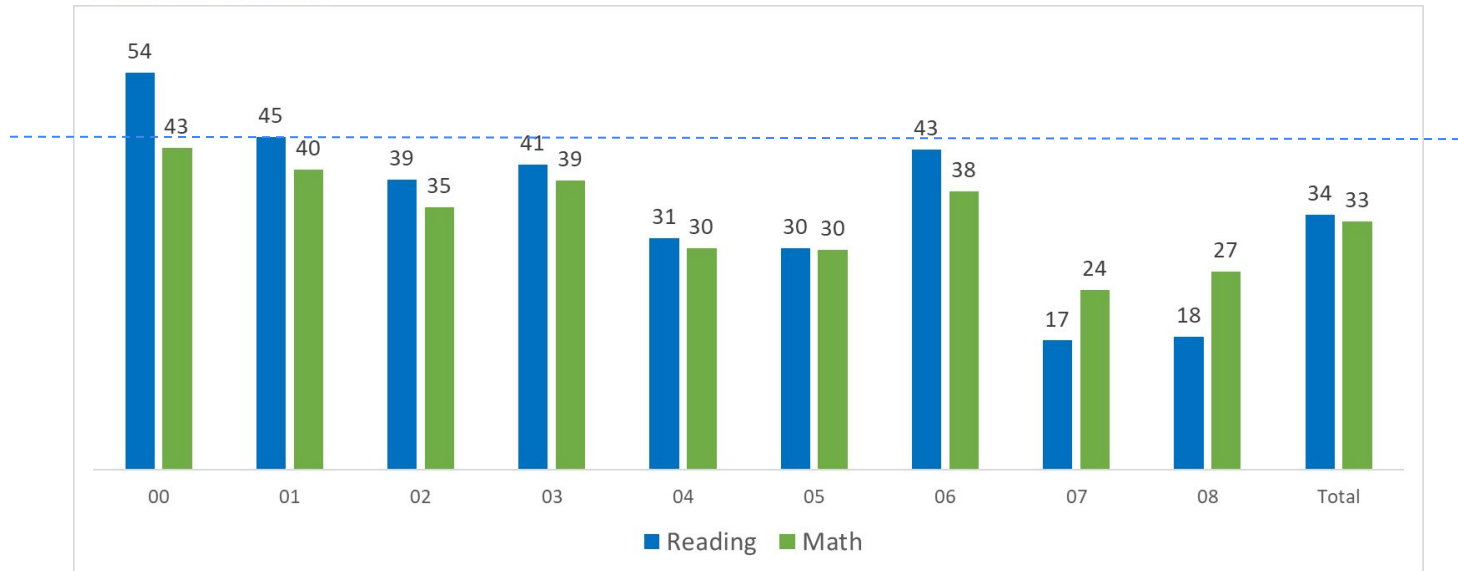
Adams
Percent of Ready Math Unit Assessments Administered
2023-2024



- Engagement in the Ready Math Unit Assessments is **low**:
 - ➔ **High Engagement**
 - None
 - ➔ **Some Engagement**
 - 1st, 2nd, 3rd, 6th
 - ➔ **No Engagement**
 - 4th, 5th, 7th, 8th

i-Ready Lessons

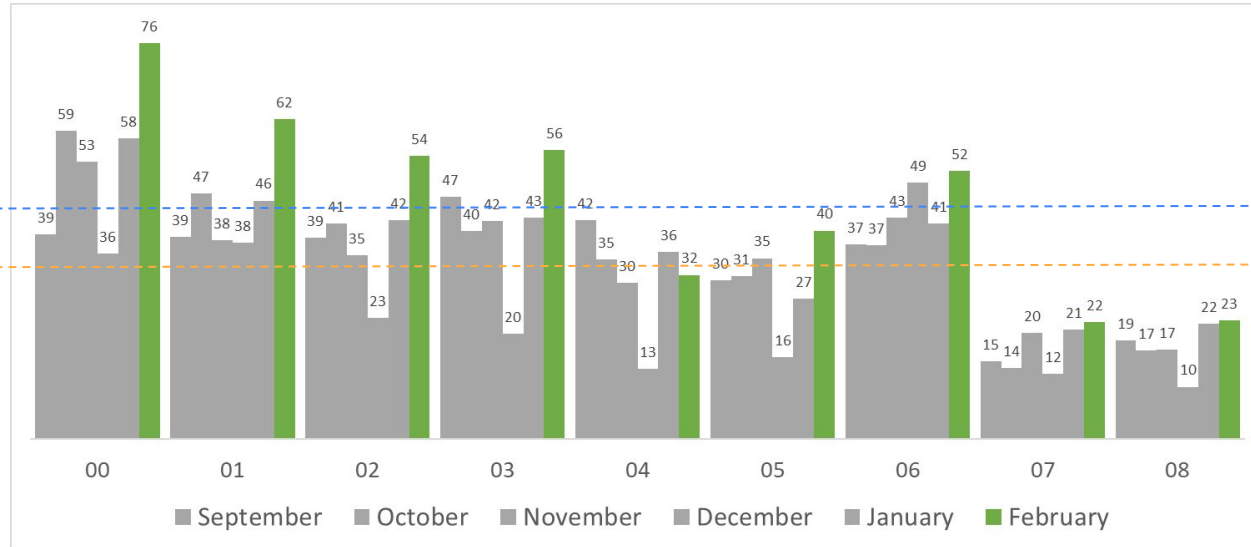
Average Minutes - i-Ready Lessons



***i-Ready recommends a minimum 45 minutes per week per subject (blue dashed line)**

- **Overall**, the average year-to-date minutes 34 for reading and 33 for math
- Kinder had the highest average at 97 total minutes (54 for reading, 43 for math)

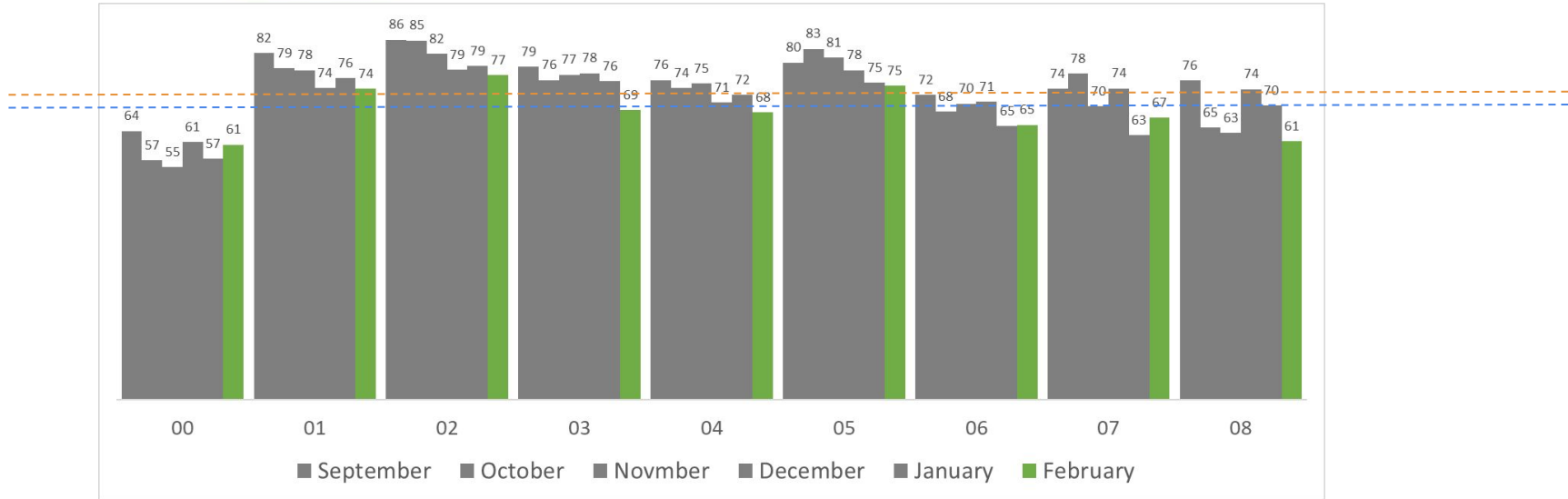
i-Ready Pathway Data- Avg Minutes Reading



**i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)*

- For Adams, **34 minutes** were spent on average in i-Ready Reading (orange line)
- **Kinder and 1st** met the recommended 45 minutes per week for reading

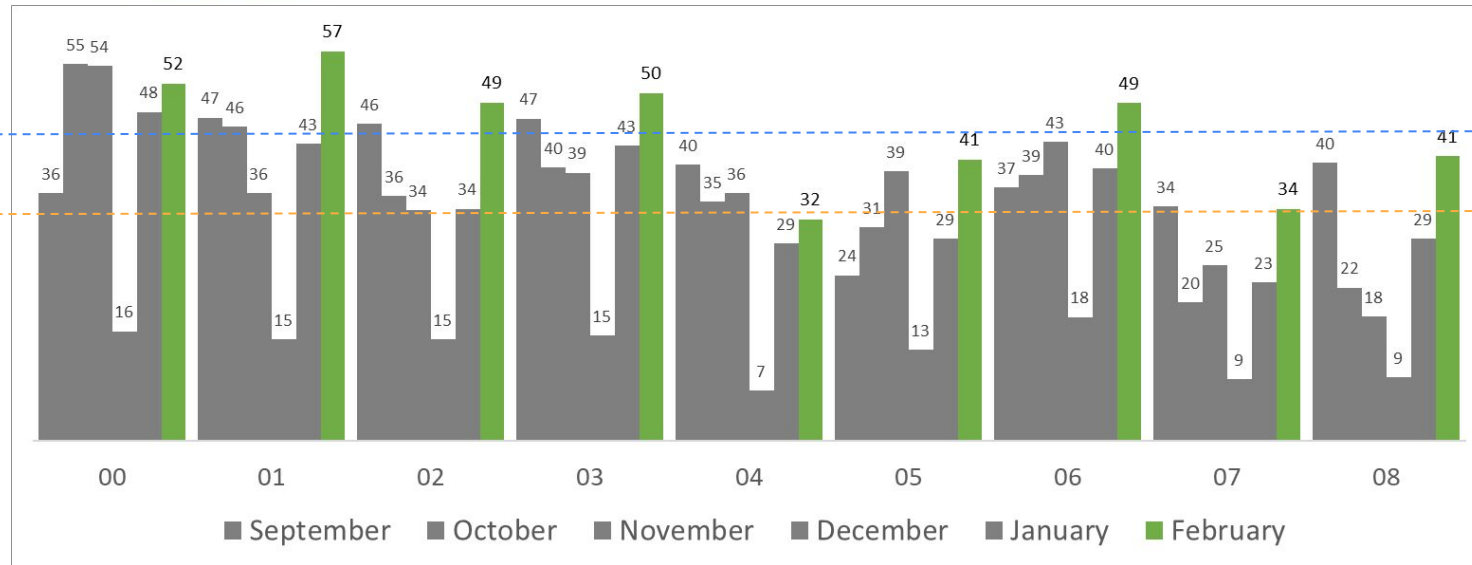
i-Ready Pathway Data- % Correct Reading



**i-Ready recommends 70% for passing lessons (blue line)*

- For Adams, **average was 73%, above the target**
- Most grades are meeting the target of 70% with the exception of Kinder, 6th, and 8th grade

i-Ready Pathway Data- Avg Minutes Math



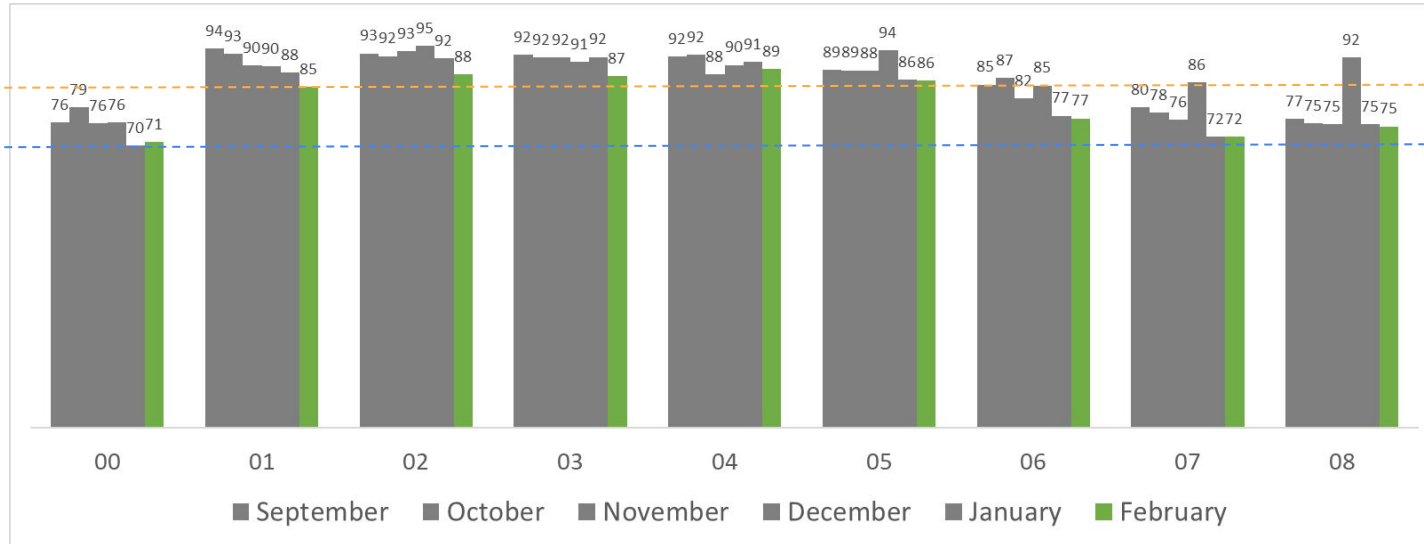
**i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)*

- For Adams, **33 minutes** were spent on average in i-Ready Math (orange line)
- No grade levels met the recommended average 45 minutes

i-Ready Pathway Data- % Correct Math



Research and Accountability Department
Empowering with data.



**i-Ready recommends 70% for passing lessons (blue line)*

- For Adams, average was 85% (orange line)
- On average, all grades met the 70% target

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

| Acronym | Description |
|---------|--|
| AB | Assembly Bill |
| ACE | American Council on Education (Outside CDE Source) |
| ACSA | Association of California School Administrators (Outside CDE Source) |
| ACT | American College Testing (Outside CDE Source) |
| ADAD | Assessment Development and Administration Division – CDE |
| AID | Audits and Investigations Division – CDE |
| AIECE | American Indian Early Childhood Education |
| AMARD | Analysis, Measurement, and Accountability Reporting Division – CDE |
| AP | Advanced Placement |
| API | Academic Performance Index |
| ARP | American Rescue Plan Act of 2021 (Stimulus 3) |
| APR | Accountability Progress Reporting |
| ATSI | Additional Targeted Support and Improvement |
| AVID | Advancement Via Individual Determination |

B

| Acronym | Description |
|---------|--|
| BTSA | Beginning Teacher Support and Assessment |

C

| Acronym | Description |
|----------|---|
| CAASFEP | California Association of Administrators of State and Federal Education Programs (Outside CDE Source) |
| CAASPP | California Assessment of Student Performance Data System |
| CABE | California Association of Bilingual Education (Outside CDE Source) |
| CALPADS | California Longitudinal Pupil Achievement Data System |
| CalSTRS | California State Teachers' Retirement System (Outside CDE Source) |
| CalWORKS | California Work Opportunity and Responsibility to Kids |

| | |
|----------|---|
| CARES | Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1) |
| CARS | Consolidated Application and Reporting System |
| CASBO | California Association of School Business Officials (Outside CDE Source) |
| CBEDS | California Basic Educational Data System |
| CBEST | California Basic Educational Skills Test (Outside CDE Source) |
| CCC | California Community Colleges (Outside CDE Source) |
| CCCCO | California Community Colleges Chancellor's Office (Outside CDE Source) |
| CCEE | California Collaborative for Educational Excellence (Outside CDE Source) |
| CCI | College/Career Indicator |
| CCR | California Code of Regulations |
| CCSESA | California County Superintendents Educational Services Association (Outside CDE Source) |
| CCSS | Common Core State Standards |
| CCSSO | Council of Chief State School Officers (Outside CDE Source) |
| CCTD | Career and College Transition Division – CDE |
| CDC | Centers for Disease Control and Prevention (Outside CDE Source) |
| CDE | California Department of Education |
| CDS Code | County/District/School Code |
| CEI | Community Engagement Initiative (Outside CDE Source) |
| CFIRD | Curriculum Frameworks, and Instructional Resources Division – CDE |
| CFR | Code of Federal Regulations (Outside CDE Source) |
| CFT | California Federation of Teachers (Outside CDE Source) |
| CHKRC | California Healthy Kids Resource Center (Outside CDE Source) |
| CHKS | California Healthy Kids Survey |
| CHSPE | California High School Proficiency Examination |
| CLAD | Crosscultural, Language, and Academic Development (Outside CDE Source) |
| CMD | Clearinghouse for Multilingual Documents |
| CMT | California Department of Education Monitoring Tool |

| | |
|--------|---|
| CNIPS | Child Nutrition Information Payment System |
| COE | County Office of Education |
| CPS | Child Protection Services |
| CSB | California School for the Blind |
| CSBA | California School Boards Association (Outside CDE Source) |
| CSEA | California State Employees Association (Outside CDE Source) |
| CSI | Comprehensive Support and Improvement |
| 21CSLA | 21st Century California School Leadership Academy |
| CSU | California State University (Outside CDE Source) |
| CTA | California Teachers Association (Outside CDE Source) |
| CTC | Commission on Teacher Credentialing (Outside CDE Source) |
| CTE | Career Technical Education |
| CYA | California Youth Authority (Outside CDE Source) |

D

| Acronym | Description |
|-----------|--|
| Dashboard | California School Dashboard |
| DASS | Dashboard Alternative School Status |
| DHCS | Department of Health Care Services |
| DOF | Department of Finance (Outside CDE Source) |
| DOL | U.S. Department of Labor (Outside CDE Source) |
| DSS | Department of Social Services (Outside CDE Source) |

E

| Acronym | Description |
|---------|--|
| EANS | Emergency Assistance to Non-public schools |
| EC | Education Code (Outside CDE Source) |
| ED | U.S. Department of Education (Outside CDE Source) |
| EDGAR | Education Department General Administrative Regulations (Outside CDE Source) |
| EDMD | Educational Data Management Division – CDE |
| EEED | Educator Excellence and Equity Division – CDE |
| EL | English learner |

| | |
|------------|---|
| ELA | English-language Arts |
| ELCD | Early Learning and Care Division – CDE |
| ELD | Expanded Learning Division – CDE |
| ELPAC | English Language Proficiency Assessments for California |
| ELPI | English Learner Progress Indicator |
| EL Roadmap | English Learner Roadmap Policy |
| ELSB | Early Literacy Support Block |
| ELSD | English Learner Support Division – CDE |
| ESEA | Elementary and Secondary Education Act of 1965 (Outside CDE Source) |
| ESSA | Every Student Succeeds Act |
| ESSER | Elementary and Secondary School Emergency Relief Fund |
| ETS | Educational Testing Service (Outside CDE Source) |
| EWIG | Educator Workforce Investment Grant |

F

| Acronym | Description |
|---------|---|
| FASD | Fiscal and Administrative Services Division |
| FM | Fiscal Monitoring |
| FPM | Federal Program Monitoring |
| FRPM | Free or Reduced-Priced Meals |
| FTE | Full-time Equivalent |
| FY | Fiscal Year |
| FYS | Foster Youth Services |

G

| Acronym | Description |
|---------|--|
| GAD | Government Affairs Division – CDE |
| GATE | Gifted and Talented Education |
| GED | General Educational Development Test |

| | |
|-------|--|
| GEER | Governor's Emergency Education Relief Fund |
| GL | General Ledger |
| GMART | Grant Management and Reporting Tool |
| GPA | Grade Point Average |

H

| Acronym | Description |
|---------|-------------|
|---------|-------------|

I

| Acronym | Description |
|---------|--|
| IB | International Baccalaureate |
| IDEA | Individuals with Disabilities Education Act (Outside CDE Source) |
| IEP | Individualized Education Program |
| IS | Independent Study |
| ISSPO | Integrated Student Support and Programs Office |

J

| Acronym | Description |
|---------|-------------|
|---------|-------------|

K

| Acronym | Description |
|---------|-------------|
|---------|-------------|

L

| Acronym | Description |
|---------|---|
| LAC | Legal, Audits, and Compliance Branch |
| LASSO | Local Agency Systems Support Office |
| LCAP | Local Control and Accountability Plan |
| LCFF | Local Control Funding Formula |
| LEA | Local Educational Agency |
| LTEL | Long-term English Learner |

M

| Acronym | Description |
|---------|-------------|
|---------|-------------|

| | |
|------|---|
| MSD | Multilingual Support Division – CDE |
| MTSS | Multi-tiered System of Support (Outside CDE Source) |

N

| Acronym | Description |
|---------|---|
| NBCT | National Board Certified Teacher |
| NCBE | National Clearinghouse for Bilingual Education |
| NCLB | No Child Left Behind Act of 2001 |
| NEA | National Education Association (Outside CDE Source) |
| NGSS | Next Generation Science Standards (Outside CDE Source) |
| NPS | Non-Public School |
| NSBA | National School Boards Association (Outside CDE Source) |
| NSD | Nutrition Services Division – CDE |

O

| Acronym | Description |
|---------|--|
| OMB | Office of the Management and Budget |
| OSE | Office of the Secretary of Education (Outside CDE Source) |
| OSHA | Occupational Safety and Health Administration (Outside CDE Source) |

P

| Acronym | Description |
|---------|--|
| PCA | Program Cost Account |
| PFT | Physical Fitness Testing |
| PSAT | Preliminary Scholastic Achievement Test (Outside CDE Source) |
| PTA | Parent Teacher Association (State) (Outside CDE Source) |

Q

| Acronym | Description |
|---------|-------------|
|---------|-------------|

R

| Acronym | Description |
|---------|--------------------------|
| RFA | Request for Applications |
| RFP | Request for Proposals |

| | |
|------|--|
| ROCP | Regional Occupational Centers and Programs |
|------|--|

S

| Acronym | Description |
|---------------------|--|
| SACS | Standardized Account Code Structure |
| S and C Funds | Supplemental and Concentration Funds |
| SARB | School Attendance Review Board |
| SARC | School Accountability Report Card |
| SASD | Student Achievement and Support Division – CDE |
| SAT | Scholastic Achievement Test |
| SB | Senate Bill |
| SBE | State Board of Education |
| SBP | School Breakfast Program |
| SCO | State Controller's Office |
| SCOE | Sacramento County Office of Education |
| SDAIE | Specially Designed Academic Instruction in English |
| SDC | Special Day Class |
| SEA | State Educational Agency |
| SED | Special Education Division – CDE |
| SELPA | Special Education Local Plan Area |
| SELPA Content Leads | SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp |
| SES | Supplemental Educational Services (Outside CDE Source) |
| SFSD | School Fiscal Services Division |
| SIG | School Improvement Grant |
| SIL | SELPA Systems Improvement Leads (Outside CDE Source) |
| SNP | School Nutrition Program |
| SnS | Supplement not Supplant |
| SpED | Special Education |
| SPSA | School-Plan for Student Achievement |
| SSC | Schoolsite Council |

| | |
|-------|---|
| SSD | Single School District |
| SSI | School Support and Improvement |
| SSID | Statewide Student Identifier |
| SSO | (Statewide) System of School Support |
| SSPI | State Superintendent of Public Instruction |
| SSSSD | State Special Schools and Services Division |
| STAR | Standardized Testing and Reporting Program |
| STEM | Science, Technology, Engineering, and Mathematics |
| SWD | Students with Disabilities |
| SWP | Schoolwide programs |

T

| Acronym | Description |
|---------|--|
| T5 | Title 5, California Code of Regulations |
| TA | Technical Assistance |
| TAS | Targeted School Assistance |
| TSD | Technology Services Division |
| TSI | Targeted Support and Improvement |
| TUPE | Tobacco-Use Prevention Education |

U

| Acronym | Description |
|---------|---|
| UC | University of California (Outside CDE Source) |
| UCOP | University of California Office of the President (Outside CDE Source) |
| UCP | Uniform Complaint Procedures |
| UGG | Uniform Grant Guidance |
| USDA | U.S. Department of Agriculture (Outside CDE Source) |

V

| Acronym | Description |
|---------|--|
| VAPA | Visual and Performing Arts |

W

| Acronym | Description |
|---------|--|
| WASC | Western Association of Schools and Colleges (Outside CDE Source) |
| WestEd | WestEd (Outside CDE Source) |
| WIC | Women, Infants, and Children (Outside CDE Source) |

X, Y, Z

| Acronym | Description |
|---------|--------------------------------------|
| YRE | Year-round Education |

Questions: Felicia Novoa | fnovoa@cde.ca.gov