

School Year:

2021-22



## School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
John Adams Elementary School	20652436024004	5/18/21	6/22/21

### Purpose and Description

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

Schoolwide Program

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

John Adams Elementary

District Mission Statement:

We are committed to creating and sustaining a culture enabling Madera Unified students to experience an unparalleled educational journey that is intellectually, socially, and personally transformative.

#### District Vision Statement:

Madera Unified will set the standard for hard work, creativity, and resiliency with a fearless drive to continuously improve.

#### School Mission Statement

Our purpose, in partnership with our parents and community, is to provide a safe learning environment where all students are challenged to develop and apply problem-solving & critical thinking skills that will prepare them for success in an ever-changing world.

#### School Vision Statement

We here at John Adams, aim to inspire students to develop into lifelong learners that reach their highest potential and become productive members of society.

#### Plan Summary

At John Adams Elementary we will continue to focus on raising student achievement in ELA and Math. We have identified our primary problem as the number of students who are at or above the national norm for NWEA reading and math has declined in the last school year. We believe literacy and foundational math skills are vital components of academic success and impact all parts of the school. Further, we have identified our highest root cause that contributes to this primary problem as teacher capacity. Consequently, we will take a balanced approach to literacy that aims to build teacher capacity in their understanding of the content standards and their ability to design and deliver rigorous lessons that use the core curriculum. In Math, the focus will continue to be building student understanding of procedural and conceptual mathematics along with growing students' foundational skills. Teachers will include activities and instructional strategies into their math 15DPs to promote this focus and best meet the needs of our current students. In ELD we build English Language Development for our English Learners through designated and integrated instruction. We also value the ELL principles and support 70%-30% student-teacher dialogue. Technology will continue to be a key instrument in driving the level of rigor, depth, and complexity of our instruction. At the end of each year, we will continue to inventory the instructional needs of our teachers and provided the necessary hardware, software, and professional development needed to staff and students.

The implementation of district instructional strategies will also continue including:

- \* Thinking Maps
- \* Write from the Beginning
- \* Kagan Structures
- \* Read Alouds/Guided Reading/Close Reading
- \* Project-Based Learning
- \* Integrated Curriculum
- \* Collaborative Groups
- \* Academic Talk
- \* Higher Order Questions
- \* Number Talks/Mathematical Discourse
- \* 15-Day Planning Mathematics
- \* Path to Proficiency Strategies (ELD)

#### SPSA HIGHLIGHT

The key features for the 2020-2021 SPSA were:

#### ELA

- \* The RtI TSA and Teacher Professional Learning Communities have concentrated on building students' Literacy skills throughout this school year
- \* Supplies have been purchased to continue the implementation of Thinking Maps and Write from the Beginning strategies
- \* Next Step Guided Reading Materials were provided for K-3rd
- \* MyOn Reading and Lexia Core5 provided for grades K-6th

#### Math

- \* Teacher Professional Learning Communities have concentrated on building students' procedural and conceptual Mathematical skills throughout this school year using Math in Practice
- \* Resources through the 15-Day planning process
- \* MAPS Accelerator utilized in 4-6th grade

#### English Language Development

- \* Teachers are implementing designated and integrated ELD throughout the school day
- \* Formal/Informal assessments to identify student needs.

#### Behavior Response to Intervention

- \* PBIS implementation
- \* Second Step Social-Emotional Learning Training/Implementation for grades K-6th
- \* Character Counts Education program to support attitudes, values, and behaviors that contribute to the ethical climate of the school.

#### Parent Involvement

- \* Administration and staff provided guidance and support to parents specific to needs throughout the year

#### Intervention Support Services

- \* The full-time RtI TSA will continue to provide intensive reading intervention to students in grades 4-6 who are two or more years below grade level
- \* The full-time RtI TSA will continue to provide support to the teachers of students who attend the intervention lab guiding them with strategies to help the students access the core curriculum

#### Increase and Improve Technology:

- \* Continue to develop teacher capacity in using technology as a resource to enhance students' understanding of grade-level content
- \* Provide appropriate devices to all grade levels to increase the opportunity for student access on a daily basis. iPads are available in Kindergarten and First-grade classrooms and the students were provided Chromebooks to support distance learning
- \* MyOn reading and Lexia Core5 available for student use at school and home TK-6th grade
- \* MAPS Accelerator utilized in 4-6th grade

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

District Climate Teacher & Student Survey, ELAC Survey, Title One Night Feedback Survey

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations were completed on a formal and informal basis by site administration to classroom teachers on a daily basis. The purpose of the observations were to provide teachers with timely and effective feedback to support their development and growth.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

ESGI- Kindergarten (ELA & Math / Fall, Winter, Spring)  
NWEA: 1st (Math / Winter)  
NSGR: 1st & 2nd (Reading / Fall)  
NWEA: 2nd-6th (Reading, Math & Language / Fall, Winter)  
RI: 3rd-6th (Reading / Fall & Winter)

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The state and local assessments were used to collect data to drive instruction. Teachers designed lessons and differentiated lesson delivery based upon student needs. In addition, grade-levels used common formative assessments to monitor student learning and design lessons to differentiate instruction.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

John Adams Elementary employed two teachers during the 2019-20 school year who did not meet the requirements for highly qualified teacher status.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All credentialed teachers participated in ongoing school-wide and grade-level professional development.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development was designed to meet the needs of specific grade-levels and teachers.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District Academic Coaches, site TSAs and new teachers support and mentoring coaches supported teachers within the classroom. The support included lesson design guidance, lesson demos, and on/off site peer observations.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers in all grade-levels were provided PLC time on a weekly basis.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers utilized district priority standards and essential program components (EPCs) to design high quality lessons.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers utilized the EPCs to design lessons that included the recommended instructional minutes for ELA and Math.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

School schedule was designed to ensure students would be able to receive all services during a school day (i.e. Tier 1-3, RSP pull-out, Speech and Language Services, etc.).

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All teachers and students had access to all district approved curriculum and materials for all core subjects.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The District Office's Curriculum, Instruction, and Assessment department assure that the instructional and intervention materials are aligned with SBE and the standards.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Rtl TSA received district training and resources to meet the needs of Tier 3 underperforming students.

## Evidence-based educational practices to raise student achievement

The implementation of district instructional practices to raise student achievement included:

- \* Thinking Maps
- \* Write from the Beginning
- \* Kagan Strategies
- \* Read aloud, guided reading, and close reading
- \* Project-based learning (PBL)
- \* Integrated curriculum
- \* Academic talk
- \* Higher-order questions
- \* Number Talks
- \* 15-Day Plans (ELA & Math)
- \* Pathways to Proficiency
- \* PLCs
- \* Distance learning best practices as outlined The Distance Learning Playbook

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

All meetings were held via Zoom this school year due to safety guidelines.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Title 1 Meeting: The parent community was presented the school plan and given an opportunity to provide feedback.

School Site Council: Parents participated in School Site Council to give input on programs and expenditures.

ELAC: Parents participated in English Language Advisory Committee to provide feedback for our English Learner students.

PAC: Parent(s) participated with Parent Advisory Council to provide feedback on district initiatives.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Rtl TSA (Tier 3 literacy intervention)

Fiscal support (EPC)

Title I Parent Ed and Professional Development

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Input for the SPSA came from a variety of sources, including:

- \* ELAC Committee
- \* School Site Council
- \* Site Instructional Leadership Team, Technology Team, PBIS Team & staff

## Resource Inequities

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

### GREATEST PROGRESS

This year provided a real challenge due to the school being in a distance learning instructional model for the first three quarters of the school year. As a school district, we did not participate in state testing (CAASPP) in the 2019-20 school year and will not participate again in the 2020-21 school year. However, John Adams Elementary will continue to monitor the academic achievement & progress of our students through alternate assessments

This year our library new books through site funds and the district library initiative. Many of the new books focused on diversity, which we purchased to give more our students more access to literacy.

### CAASPP:

2020-2021: N/A

2019-2020: Our projections at the time of the school closure were 46% of our students would meet/exceed the standard in ELA, an increase of 6% from the previous year. In Math, 36% of our students were projected to meet/exceed standards, an increase of 3% from the previous year. The projections are based on the Student Success Indicator.

2018-2020: John Adams had 41% of our students meet/exceed standards in ELA and 33% in Math on the 2018-2019 test. In addition, our DF3 grew by +7 in ELA and +20 in Math. All CAASPP data indicated a significant increase in student achievement.

### NWEA

#### 2019-2020 RIT ELA

Grade 3: Fall 184 / Winter 192

Grade 4: Fall 195 / Winter 199

Grade 5: Fall 200 / Winter 203

Grade 6: Fall 204 / Winter 206

#### 2019-2020 RIT MATH

Grade 3: Fall 186 / Winter 194

Grade 4: Fall 201 / Winter 206

Grade 5: Fall 207 / Winter 210

Grade 6: Fall 209 / Winter 212

### 2019-2020 READING INVENTORY

2017-18	2018-2019	2019-2020	
Test 1		33%	29%
Test 2		36%	38%
Test 3		43%	43%
			30%
			41%
			N/A

### PBIS

2020-2021: As a district, we began a new PBIS program which allowed us to revisit our Tier 1 structures and make some adjustments to enhance their effectiveness.

2019-2020: With the full implementation of PBIS we have seen a continued decrease in the number of suspensions as well as a decrease in the number of office referrals. PBIS has contributed to a positive shift in culture at John Adams and student, staff, and parent relationships are strong. In addition, we also utilized referral rhino this year which provided us specific data that allowed us to focus on specific areas and actions.

#### School Climate Survey

2020-2021: MUSD used a new survey to measure school climate with our 5th & 6th-grade groups.

The results of favorable responses were as follows:

5th Grade: Challenging Feelings 51%, Emotion Regulation 45%, Positive Feelings 73%, Self-management 66%

6th Grade: Challenging Feelings 55%, Emotion Regulation 49%, Positive Feelings 61%, Self-management 68%



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	1.13%	0.99%	0.75%	9	8	6
African American	1.89%	1.99%	0.88%	15	16	7
Asian	1.13%	1.12%	1%	9	9	8
Filipino	%	%	0%			0
Hispanic/Latino	78.72%	77.76%	79.57%	625	626	635
Pacific Islander	%	%	0%			0
White	14.36%	15.53%	15.16%	114	125	121
Multiple/No Response	0.50%	0.75%	1.5%	4	6	9
Total Enrollment				794	805	798

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	125	148	136
Grade 1	117	95	128
Grade 2	116	120	89
Grade3	110	115	114
Grade 4	105	107	118
Grade 5	109	107	108
Grade 6	112	113	105
Total Enrollment	794	805	798

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	80	79	71	10.1%	9.8%	8.9%
Fluent English Proficient (FEP)	53	40	49	6.7%	5.0%	6.1%
Reclassified Fluent English Proficient (RFEP)	18	5	19	20.0%	6.3%	24.1%

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	102	107	115	102	106	113	102	106	113	100	99.1	98.3
Grade 4	110	105	107	110	104	106	110	104	106	100	99	99.1
Grade 5	113	112	101	113	112	98	113	112	98	100	100	97
Grade 6	117	114	109	116	114	109	116	114	109	99.1	100	100
All Grades	442	438	432	441	436	426	441	436	426	99.8	99.5	98.6

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2406.	2421.	2416.	15.69	22.64	18.58	25.49	17.92	29.20	22.55	34.91	26.55	36.27	24.53	25.66
Grade 4	2430.	2430.	2448.	12.73	16.35	14.15	20.91	18.27	29.25	19.09	22.12	16.04	47.27	43.27	40.57
Grade 5	2468.	2462.	2482.	9.73	11.61	16.33	31.86	20.54	24.49	20.35	26.79	25.51	38.05	41.07	33.67
Grade 6	2498.	2492.	2490.	9.48	4.39	10.09	22.41	29.82	22.02	38.79	34.21	29.36	29.31	31.58	38.53
All Grades	N/A	N/A	N/A	11.79	13.53	14.79	25.17	21.79	26.29	25.40	29.59	24.41	37.64	35.09	34.51

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.67	21.70	21.24	41.18	50.94	48.67	42.16	27.36	30.09
Grade 4	17.27	16.35	13.21	43.64	42.31	55.66	39.09	41.35	31.13
Grade 5	15.04	11.61	25.51	51.33	43.75	39.80	33.63	44.64	34.69
Grade 6	10.34	12.28	13.76	53.45	42.11	43.12	36.21	45.61	43.12
All Grades	14.74	15.37	18.31	47.62	44.72	46.95	37.64	39.91	34.74

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.65	16.98	16.81	45.10	51.89	55.75	37.25	31.13	27.43
Grade 4	12.73	17.31	15.09	40.00	33.65	48.11	47.27	49.04	36.79
Grade 5	20.35	19.64	25.51	43.36	37.50	40.82	36.28	42.86	33.67
Grade 6	9.48	7.02	11.01	49.14	50.88	55.96	41.38	42.11	33.03
All Grades	14.97	15.14	16.90	44.44	43.58	50.47	40.59	41.28	32.63

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.69	19.81	15.93	59.80	66.04	71.68	24.51	14.15	12.39
Grade 4	14.55	12.50	15.09	57.27	62.50	68.87	28.18	25.00	16.04
Grade 5	8.85	10.71	10.20	73.45	61.61	65.31	17.70	27.68	24.49
Grade 6	11.21	11.40	10.09	73.28	64.04	66.97	15.52	24.56	22.94
All Grades	12.47	13.53	12.91	66.21	63.53	68.31	21.32	22.94	18.78

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.59	25.47	18.58	44.12	50.00	56.64	35.29	24.53	24.78
Grade 4	16.36	16.35	13.21	49.09	54.81	54.72	34.55	28.85	32.08
Grade 5	15.93	15.18	24.49	47.79	44.64	44.90	36.28	40.18	30.61
Grade 6	18.10	16.67	15.60	59.48	59.65	46.79	22.41	23.68	37.61
All Grades	17.69	18.35	17.84	50.34	52.29	50.94	31.97	29.36	31.22

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	102	107	115	102	106	113	102	106	113	100	99.1	98.3
Grade 4	110	105	107	110	104	107	110	104	107	100	99	100
Grade 5	113	112	101	113	112	99	113	112	99	100	100	98
Grade 6	117	114	109	117	114	109	117	114	109	100	100	100
All Grades	442	438	432	442	436	428	442	436	428	100	99.5	99.1

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2418.	2432.	2444.	14.71	14.15	18.58	28.43	30.19	39.82	26.47	38.68	25.66	30.39	16.98	15.93
Grade 4	2430.	2440.	2456.	4.55	6.73	9.35	19.09	17.31	22.43	35.45	39.42	46.73	40.91	36.54	21.50
Grade 5	2449.	2450.	2466.	6.19	6.25	10.10	7.96	10.71	10.10	30.97	28.57	34.34	54.87	54.46	45.45
Grade 6	2482.	2453.	2482.	4.27	0.00	5.50	15.38	9.65	14.68	38.46	35.09	31.19	41.88	55.26	48.62
All Grades	N/A	N/A	N/A	7.24	6.65	10.98	17.42	16.74	22.20	33.03	35.32	34.35	42.31	41.28	32.48

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.47	28.30	39.82	34.31	47.17	42.48	39.22	24.53	17.70
Grade 4	12.73	15.38	18.69	24.55	30.77	40.19	62.73	53.85	41.12
Grade 5	5.31	8.04	11.11	23.01	28.57	27.27	71.68	63.39	61.62
Grade 6	8.55	3.51	9.17	38.46	28.95	32.11	52.99	67.54	58.72
All Grades	12.90	13.53	20.09	30.09	33.72	35.75	57.01	52.75	44.16

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.63	22.64	29.20	54.90	49.06	49.56	26.47	28.30	21.24
Grade 4	8.18	8.65	16.82	41.82	50.96	46.73	50.00	40.38	36.45
Grade 5	8.85	8.04	13.13	40.71	35.71	40.40	50.44	56.25	46.46
Grade 6	8.55	0.00	6.42	46.15	41.23	48.62	45.30	58.77	44.95
All Grades	10.86	9.63	16.59	45.70	44.04	46.50	43.44	46.33	36.92

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.61	19.81	27.43	50.00	58.49	53.10	30.39	21.70	19.47
Grade 4	10.00	10.58	12.15	43.64	43.27	56.07	46.36	46.15	31.78
Grade 5	2.65	4.46	10.10	52.21	41.96	42.42	45.13	53.57	47.47
Grade 6	7.69	1.75	10.09	47.01	37.72	43.12	45.30	60.53	46.79
All Grades	9.73	8.94	15.19	48.19	45.18	48.83	42.08	45.87	35.98

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1432.0	1429.2	1445.8	1445.6	1399.6	1390.9	17	17
Grade 1	1473.6	*	1477.9	*	1468.8	*	17	6
Grade 2	1479.2	*	1484.1	*	1473.9	*	14	10
Grade 3	*	*	*	*	*	*	*	8
Grade 4	*	*	*	*	*	*	*	10
Grade 5	*	*	*	*	*	*	*	5
Grade 6	*	*	*	*	*	*	*	6
All Grades							77	62

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	11.76	*	29.41	*	47.06		11.76	17	17
1	*	*	*	*	*	*	*	*	17	*
2	*	*	*	*	*	*		*	14	*
3		*		*	*	*	*	*	*	*
4	*	*	*	*		*	*	*	*	*
5		*	*	*	*	*		*	*	*
6	*	*	*	*	*	*		*	*	*
All Grades	33.77	9.68	44.16	32.26	15.58	45.16	*	12.90	77	62

<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	23.53	*	35.29	*	29.41	*	11.76	17	17
1	70.59	*	*	*	*	*		*	17	*
2	*	*	*	*	*	*		*	14	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*		*		*	*	*
6	*	*	*	*		*		*	*	*
All Grades	61.04	22.58	23.38	37.10	*	30.65	*	9.68	77	62

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	11.76	*	11.76	*	64.71	*	11.76	17	17
1	*	*	*	*	*	*	*	*	17	*
2	*	*	*	*	*	*	*	*	14	*
3		*		*	*	*	*	*	*	*
4		*	*	*	*	*	*	*	*	*
5		*	*	*	*	*	*	*	*	*
6		*		*	*	*	*	*	*	*
All Grades	15.58	6.45	35.06	16.13	28.57	53.23	20.78	24.19	77	62

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	64.71	23.53	*	58.82	*	17.65	17		17
1	70.59	*	*	*	*	*	17		*
2	85.71	*	*	*		*	14		*
4	*	*	*	*	*	*	*		*
All Grades	55.84	20.97	38.96	62.90	*	16.13	77		62



Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	11.76	*	76.47	*	11.76	17	17
1	70.59	*	*	*	*	*	17	*
2	*	*	*	*		*	14	*
3	*	*	*	*	*	*	*	*
All Grades	62.34	20.97	31.17	64.52	*	14.52	77	62

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	82.35	88.24	*	11.76	17	17
1	*	*	*	*	*	*	17	*
2	*	*	*	*	*	*	14	*
5	*	*	*	*	*	*	*	*
All Grades	19.48	3.23	50.65	61.29	29.87	35.48	77	62

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	35.29	*	41.18	*	23.53	17	17
1	*	*	*	*	*	*	17	*
2	*	*	*	*	*	*	14	*
All Grades	24.68	14.52	66.23	70.97	*	14.52	77	62

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
805	77.9	9.8	0.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	79	9.8
Foster Youth	3	0.4
Homeless	18	2.2
Socioeconomically Disadvantaged	627	77.9
Students with Disabilities	65	8.1





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	2.0
American Indian	8	1.0
Asian	9	1.1
Hispanic	626	77.8
Two or More Races	15	1.9
White	125	15.5

Conclusions based on this data:

1.

# School and Student Performance Data

## Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Yellow</div>	<div>Chronic Absenteeism</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Orange</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		

Conclusions based on this data:

1.

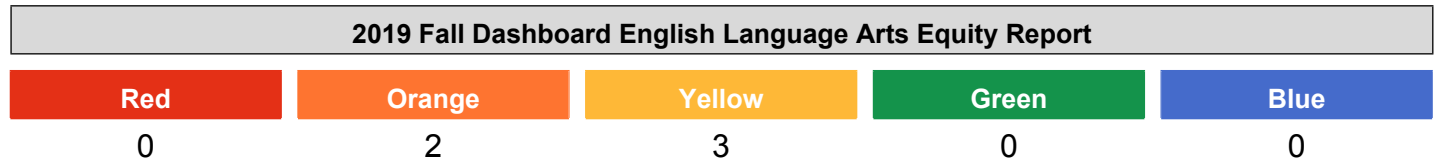
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 24.8 points below standard Increased ++7.4 points 418	 Yellow 30.7 points below standard Increased ++6.1 points 54	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 51.8 points below standard Declined Significantly -15.3 points 12	 Yellow 33.3 points below standard Increased ++10.4 points 322	 Orange 81.4 points below standard Increased Significantly ++33.7 points 39

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  Yellow 26.9 points below standard Increased ++8.4 points 329	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Orange 20.4 points below standard Declined -7.1 points 65

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 84.6 points below standard Increased Significantly ++16.7 points 24	<b>Reclassified English Learners</b> 12 points above standard Increased ++5.9 points 30	<b>English Only</b> 25.1 points below standard Increased ++8.1 points 356
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#### Conclusions based on this data:

1.

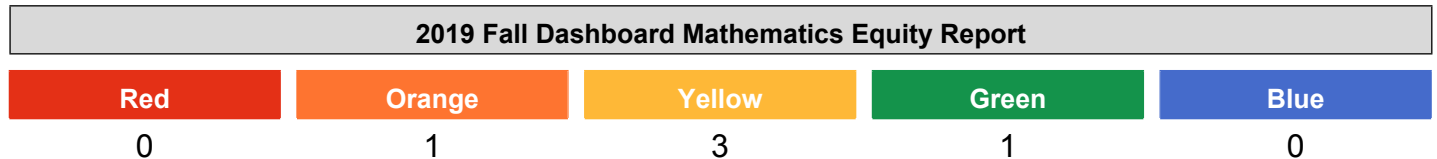
# School and Student Performance Data

## Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 36.6 points below standard Increased Significantly ++19.9 points 418	<b>English Learners</b>  Yellow 43.2 points below standard Increased Significantly ++15.2 points 54	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  No Performance Color 70 points below standard Increased ++12.5 points 12	<b>Socioeconomically Disadvantaged</b>  Yellow 42.6 points below standard Increased Significantly ++22.4 points 322	<b>Students with Disabilities</b>  Orange 96.8 points below standard Increased Significantly ++30.2 points 39

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Filipino</b>
<b>Hispanic</b>  Yellow 40.3 points below standard Increased Significantly ++17 points 329	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>Pacific Islander</b>	<b>White</b>  Green 22.6 points below standard Increased Significantly ++23.7 points 65

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 85 points below standard Increased Significantly ++19.5 points 24	<b>Reclassified English Learners</b> 10 points below standard Increased Significantly ++17.6 points 30	<b>English Only</b> 36.3 points below standard Increased Significantly ++21.4 points 356
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**Conclusions based on this data:**

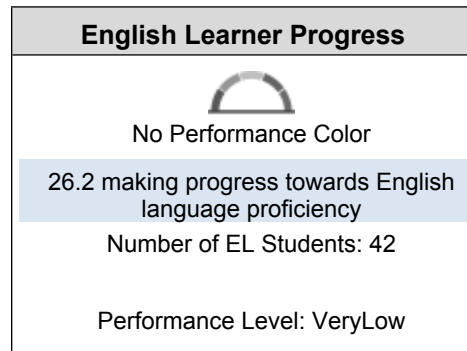
1.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of 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.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
35.7	38.0	2.3	23.8

Conclusions based on this data:

1.



# School and Student Performance Data

## Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
<b>Red</b>	<b>Orange</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>
0	5	0	1	0

This section provides 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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Orange 8.5 Increased +1.2 820	<b>English Learners</b>  Orange 6 Increased +2.3 84	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<b>Homeless</b>  Orange 20 Increased +17.3 35	<b>Socioeconomically Disadvantaged</b>  Orange 9.6 Increased +1.3 646	<b>Students with Disabilities</b>  Orange 11 Increased +2.3 73

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color <div>17.6</div> Increased +7.6 17	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<b>Hispanic</b>  Orange <div>8.5</div> Increased +1.5 636	<b>Two or More Races</b>  No Performance Color <div>4.8</div> Maintained +0.2 21	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>White</b>  Green <div>5.5</div> Declined -2.3 128

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

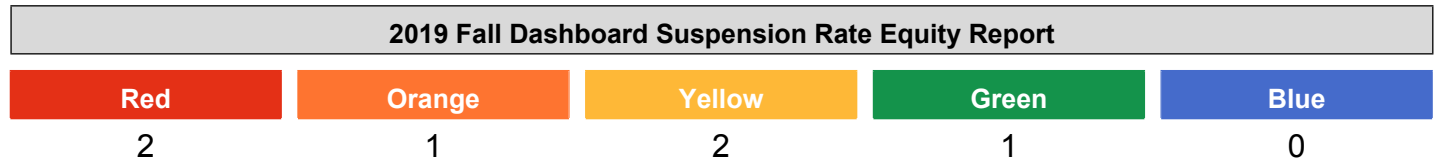
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



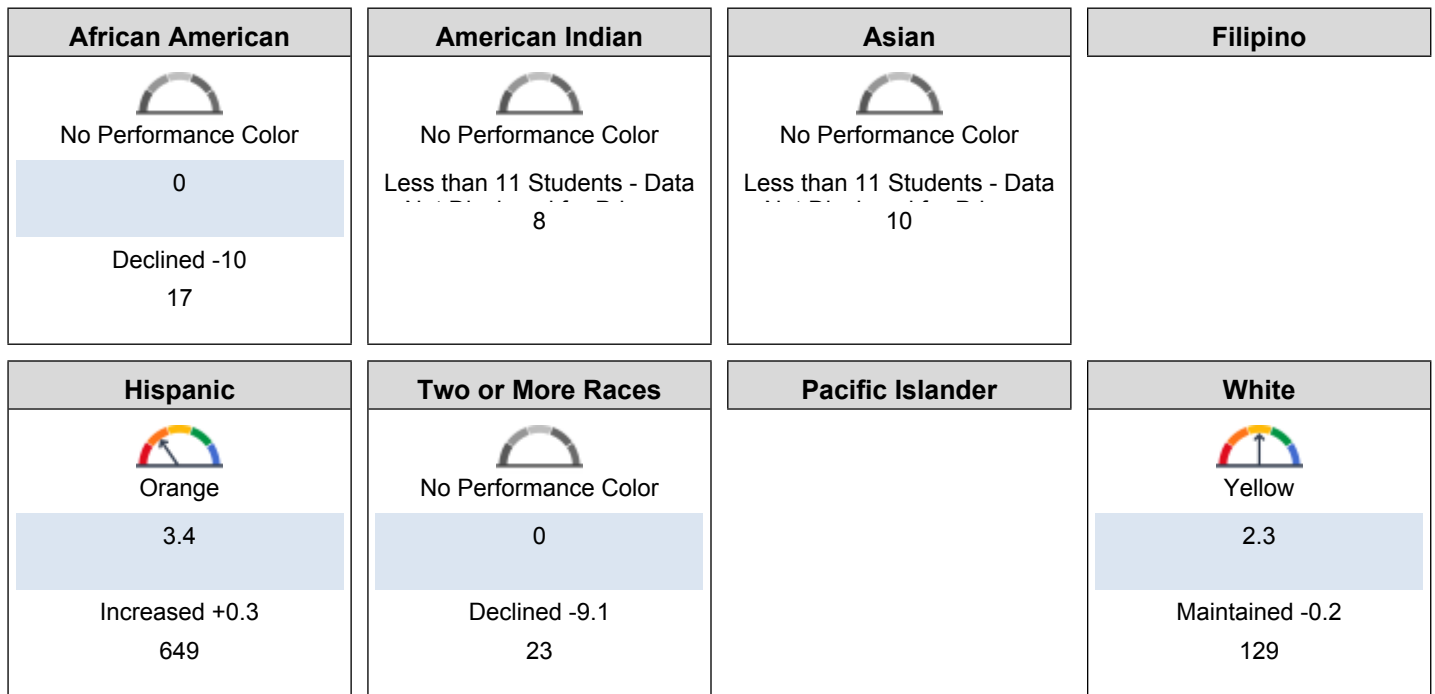
This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Orange 3.1 Maintained -0.1 836	<b>English Learners</b>  Green 1.1 Declined -2.4 89	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 6
<b>Homeless</b>  Red 8.6 Increased +5.9 35	<b>Socioeconomically Disadvantaged</b>  Yellow 3.2 Declined -0.8 661	<b>Students with Disabilities</b>  Red 8.2 Increased +1.1 73

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity



This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.2	3.1

Conclusions based on this data:

1.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

3-Year District Specific Goal: Madera Unified will obtain an ELA academic score of [medium-high (green)] performance for all students as measured by the California Dashboard.  
Madera Unified will obtain an mathematics academic score of [medium-high (green)] performance for all students as measured by the California Dashboard.  
Madera Unified will obtain an English Learner progress score of [medium-high (green)] performance for all EL and recent RFEP students as measured by the California Dashboard.

3-Year School Specific Goal: Adams elementary will obtain an ELA academic score of medium-high (green) performance for all students as measured by the California Dashboard.  
Adams elementary will obtain an mathematics academic score of medium (yellow) performance for all students as measured by the California Dashboard.  
Adams elementary will obtain an English Learner progress score of medium performance for all EL and recent RFEP students as measured by the California Dashboard.

State Priorities X 1 X 2 X 4 X 7 X 8

Local Priorities \*ELA Assessment, K-3 Early Literacy, and Reading, employee retention, campus aesthetic, and certificated staff input related to state standards  
\*Math Assessment, K-3 Early Reading Literacy and Reading, Ds or Fs on Report Card, employee retention, campus aesthetic, and certificated staff input related to state standards

Identified Need 1. Build and sustain a standards-aligned ELA, ELD, and Math instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely and support, and leadership development for teachers, leaders and staff.

## Goal 1

Due to the COVID-19 pandemic and school closure, CAASPP testing was not administered in the 2020-21 school year. John Adams Elementary shifted to utilizing a local assessment, the NWEA, to measure achievement in both reading and math. To identify student achievement and growth, we compared the winter assessments of the NWEA assessments for the 2019-20 & 2020-21 school years.

Our data showed that although the mean RIT score increased in both content areas, there was a significant decrease in the number of students in the Above the National Norm band. This would indicate that although there was new learning, it did not reach the expected level for a school year. The following represents the school data:

### READING

Above the National Norm	Below the National Norm	Mean RIT	
Winter 19-20	37.9%	62.1%	195.9
Winter 20-21	29.2%	70.8%	197.4

### MATH

Above the National Norm	Below the National Norm	Mean RIT	
Winter 19-20	33.3%	66.7%	195
Winter 20-21	27.7%	72.3%	204

The student achievement goal at John Adams Elementary is to close the gap between our current student achievement and where our student achievement is expected to be based on their grade-level content standards in both reading and math.

## Identified Need

Build and sustain a standards-aligned ELA, ELD, and Math instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely and support, and leadership development for teachers, leaders and staff.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA Distance from Level 3 (DF3)	2018-2019 DF3 ELA: -26.04  2017-2018 DF3 ELA: -32.4  2020-2021: Not tested  2019-2020: Not tested	Color: (Green): DF3: -20
Local Interim Assessment ELA (NWEA)	Winter 2020-2021: 29% above national norm  Winter 2019-2020: 37.9% above national norm  Winter 2018-2019: 35.4% above national norm	There was an approximately 9% decline in the number of students who are above the national norm.  Students will continue to make progress toward ELA good/better/best goals.
Scholastic Next Step Guided Reading: K	Kinder (May-June Assessment) 2019-2020: 58.2% at or above grade-level 2018-2019: 54.4 at or above grade-level  1st Grade (May-June Assessment) 2019-2020: 65.6% at or above grade-level 2018-2019: 68.4% at or above grade-level  2nd Grade (May-June Assessment) 2019-2020: 76.3% at or above grade-level	Kinder 2020-2021: Test not completed  1st Grade 2020-2021: Test not administered (changed to NWEA- Reading Fluency)  2nd Grade 2020-2021: Test not administered (changed to NWEA- Reading Fluency)



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2018-2019: 74.6% at or above grade-level	
Scholastic Reading Inventory: 3rd to 6th (EL students only)	2019-2020 Test 1: 30% Test 2: 41% Test 3: 43%  2018-2019 Test 1: 29% Test 2: 38% Test 3: 43%	3rd-6th 2020-2021: Test not administered  Note: SRI used for ELD subgroup
CAASPP SBAC Math Distance from Level 3 (DF3)	2018-2019 DF3 Math: -37.04  2017-2018 DF3 Math: -57.06  2020-2021: Not tested  2019-2020: Not tested	Color: (Green): DF3: -40
Local Interim Assessment Math (NWEA)	Winter 2020-2021: 27.5% above national norm  Winter 2019-2020: 33.3% above national norm  Winter 2018-2019: 30.3% above national norm	Approximately 6% decline in number of students who are above the national norm.  Students will continue to make progress toward Math good/better/best goals.
English Learner Progress (ELPAC)	Color 2019: Status: Yellow 26.2% making progress towards English language proficiency	Color: (Projected 2022): Status: Green 35% making progress towards English language proficiency
Reclassification Rate	2019-2020 = 5 students 2020-2021 = 0 students	2021-2022 = 5 students

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All

### Strategy/Activity

#### Goal 1 Strategy/Activity 1

Hire a teacher on special assignment (TSA): Response to Intervention

- \* Review and analyze data from various sources: CAASPP and/or NWEA results, ELPAC scores, district assessments and common formative assessments to identify student needs
- \* Work collaboratively with teachers to analyze data and identify students needing additional support
- \* Identify academic need and create appropriate instructional groups for our Literacy Lab & Push-in Support
- \* Provide intervention, targeting student's identified needs, & monitor and log progress, as well as assessment assistance
- \* Attend and provide professional development and teacher support to assist in the implementation of early literacy strategies and research-based intervention through demos & coaching to build teacher capacity
- \* Update services provided, monitor progress, and support identified interventions indicated on the Green Intervention Folder
- \* Organize and schedule SST/COST meetings with parents & staff
- \* Provide Support to teachers and students during distance learning, hybrid and school house models of content delivery.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

69,998.03

Source(s)

TSA 1100 (Title I)

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All

### Strategy/Activity

#### Goal 1 Strategy/Activity 2

Provide teacher release time, extra time and travel and conference PD.

For example:

- \* observe high-quality lessons through coaching cycles.

- \* create high-quality lessons and assessments, analyze student data, develop targeted intervention plans and refine/enhance instructional practices throughout the school year.
- \* attend scheduled meetings for struggling, at-risk or SPED students to discuss academic progress and identify next steps.
- \* allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- \* assess student learning and analyze results
- \* provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD standards
- \* purchase materials and supplies to support the implementation of intervention and advanced thinking skills (for example, programs such as site Robotics Program, project-based learning, STEM activities, after-school tutoring and/or enrichment program, etc.).

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

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

Amount(s)	Source(s)
10,000	Certificated Extra Time 1190 (Title I)
6571.97	Travel & Conference 5200 (Title I)
0	Certificated Subs 1125 (Title I)
1,500	Outside Contracted Services 5800 (Title I)

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

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

All

#### **Strategy/Activity**

##### **Goal 1 Strategy/Activity 3**

Purchase supplemental Instructional supplies, books and reference materials and duplication/print shop.

- \* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
- \* Purchase materials to improve performance on Smarter Balanced assessment.
- \* Utilize the district's print shop service to provide materials for students to support classroom instruction and student learning.

- \* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
- \* Purchase materials and supplies to support the implementation of intervention and advanced thinking skills (for example, programs such as site Robotics Program, project-based learning, STEM activities, after-school tutoring and/or enrichment program, etc.).
- \* Purchase materials and supplies to support distance learning, hybrid and school house models of content delivery.
- \* Outside Contracted Services (5800)  
Contract with a outside resources to enhance the education of our students. For example, learning experiences for staff and students: To support language development & math concepts. To improve student attendance. To build motivation and confidence in student who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
25,000	Instructional Supplies 4310 (Title I)
8,000	Duplicating/Print shop 5715 (Title I)
0	Outside Contracted Services 5800 (Title I)
0	Instructional Supplies 4310 (Carryover)

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All

#### Strategy/Activity

Goal 1 Strategy/Activity 4

Provide classified staff release and extra time to do the following:

\* Support Strategy 1

\*Translating and Child care to support Strategy 1

As funds become available

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Clerk/Office Extra time 2490 (Title I)

# Annual Review

## SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

Goal 1 Strategy/Activity 1

The Rtl provided Tier 3 intervention to 4th-6th grade students. The Rtl also scheduled and attended SSTs, where they provided research-based interventions to help struggling learners.

What were the activities implemented and to what level?

Our Rtl was able to provide intervention to our Tier 3 4th-6th grade students and schedule & attend our SSTs.

What was not implemented that was in the 2020-21 site plan and why?

All strategies/actions from Goal 1, Strategy/Activity 1 were implemented.

What was the overall effectiveness of this action?

Due to COVID-19 guidelines the intervention groups were all done through distance learning. Also, SSTs were difficult to schedule due to distance learning and a lack of quality data points. The overall effectiveness of this action did not have the impact due to these circumstances.

Goal 1 Strategy/Activity 2

Teacher extra time was provided for teachers to work in their collaborative PLCs to identify priority standards, analyze data to identify student needs and develop rigorous lessons & assessments.

What were the activities implemented and to what level?

Teacher collaboration time did occur and all grade-levels were able to meet weekly in PLCs to identify student needs and create lessons plans to support student learning. In addition, to respond to the challenges of distance learning and teachers working off-site, we utilized teams to work collaboratively together to support student learning. These teams included an instructional team, technology team, PBIS team and grade-level team.

What was not implemented that was in the 2020-21 site plan and why?

All strategies/actions from Goal 1, Strategy/Activity 2 were implemented.

What was the overall effectiveness of this action?

Due to COVID-19 guidelines almost all the teacher collaboration time was done through Zoom. Consequently, the overall effectiveness of this action did not have the intended impact due to these circumstances.

#### Goal 1 Strategy/Activity 3

Supplemental instructional materials were purchased & duplication of instructional materials by Print Shop was provided to each grade-level.

What were the activities implemented and to what level?

We were able to implement this strategy/activity as intended. We did purchase materials to support our student achievement goals through distance learning. Also, grade-levels did use their Print Shop materials to supplement the core curriculum through distance learning.

What was not implemented that was in the 2020-21 site plan and why?

All strategies/actions from Goal 1, Strategy/Activity 3 were implemented.

What was the overall effectiveness of this action?

Due to COVID-19 guidelines most of the school year was spend in distance learning. Consequently, the overall effectiveness of this action did not have the intended impact due to these circumstances.

#### Goal 1 Strategy/Activity 4

No funds were spent on this strategy. As funds become available we do hope to provide our students after school tutoring and create an enrichment program.

What were the activities implemented and to what level?

What was not implemented that was in the 2020-21 site plan and why?

What was the overall effectiveness of this action?

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

#### Goal 1 Strategy/Activity 1

We were able to implement this strategy/activity as intended. Our Rtl provided Tier 3 intervention to 4th-6th grade students and did schedule and attend our SSTs. In addition, our Rtl coached our site teachers as needed to support struggling students and small group intervention.

Allocation: \$45,974

Estimated Actuals: \$45,848.23

Major Differences: We did spend the money for Strategy 1/Activity 1 as intended, there was not a major difference between our allocation and actual.

#### Goal 1 Strategy/Activity 2

We were able to implement this strategy/activity as intended. Teacher collaboration time did occur and all grade-levels were able to meet weekly in PLCs to identify student needs and plan lessons to support student learning. To respond to the challenges of distance learning and teachers working off-site, we utilized teams to work collaboratively together to support student learning. These teams included instructional team, technology team, PBIS team and grade-level team.

Allocation: \$16,680

Estimated Actuals: \$14,028

Major Differences: We did spend the money for Strategy 2/Activity 2 as intended, there was not a major difference between our allocation and actual. It's likely our actuals will match our allocation when our school year is over.

#### Goal 1 Strategy/Activity 3

We were able to implement this strategy/activity as intended. We did purchase materials to support our student achievement goals through distance learning. Also, grade-levels did use their Print Shop materials to supplement the core curriculum through distance learning.

Allocation: \$32,716

Estimated Actuals: \$32,118.89

Major Differences: We did spend the money for Strategy 3/Activity 3 as intended, there was not a major difference between our allocation and actual.

#### Goal 1 Strategy/Activity 4

No funds were spent on this strategy.

Allocation: \$0

Estimated Actuals: \$0

Major Differences: N/A

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 1 Strategy/Activity 1

We will continue to fund our Rtl teacher to support our struggling readers in Tier 3 and to coach our classroom teachers on Tier 2 instructional strategies. Our Rtl will also continue to schedule and attend our site COST and SSTs.

Changes: Keep, Delete, or Modify?

No changes will be made in this strategy/activity.

Why are you Keeping, Deleting, or Modifying this Action and or Goal?

We understand the importance of Tier 2 and Tier 3 work and will continue to fund a Rtl TSA to support our student achievement goals.

#### Goal 1 Strategy/Activity 2

We will continue to fund teacher release time to provide planning time for teachers to create high-quality lessons and analyze student learning. Travel and Conference funds will be utilized as needed to continue to build teacher capacity to best meet the needs of our students.

Changes: Keep, Delete, or Modify?

No changes will be made in this strategy/activity.

Why are you Keeping, Deleting, or Modifying this Action and or Goal?

We understand the importance of teacher planning time and teacher PD and will continue to fund these areas to help support our student achievement goals.

### Goal 1 Strategy/Activity 3

Supplemental instructional materials will be purchased as needed to support our site initiatives/goals and best target the needs of our students in distance learning, hybrid and school house models of content delivery.

Changes: Keep, Delete, or Modify?

No changes will be made in this strategy/activity.

Why are you Keeping, Deleting, or Modifying this Action and or Goal?

We understand the importance of instructional materials to support student learning and will continue to fund these areas to help support our student achievement goals.

### Goal 1 Strategy/Activity 4

We will use these funds if money is available and our student needs supports it.

N/A

Changes: Keep, Delete, or Modify?

Why are you Keeping, Deleting, or Modifying this Action and or Goal?



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Statement of Goal: Safe and Healthy Environment for Learning and Work

3-Year District Specific Goal: Madera Unified will obtain an Suspension score of [medium-low] performance for all students as measured by the California Dashboard and will increase the school climate survey favorable index score each year.

State Priorities 1 2 3 4 X 5 X 6 7 8

Local Priorities - Student attendance, student expulsion, student input on school extra-curricular activities and VAPA/athletics programs, student input on district programs and initiatives, parent input related to school climate, and teacher input related to school climate

Identified Need 1. Maintain a healthy, caring, respectful, and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration among school, home, public safety, health and recreational agencies, and community-based organizations.

## Goal 2

John Adams Elementary will obtain an Suspension score of [low, medium-low, medium, medium-high, or high] performance for all students as measured by the California Dashboard and will increase the school climate survey favorable index score each year.

John Adams Elementary will raise the 5th & 6th grade climate index score by 5% in all measured areas.

## Identified Need

Maintain a healthy, caring, respectful, and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration among school, home, public safety, health and recreational agencies, and community-based organizations.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension	2018-2019 California Dashboard 3.1% suspended at least once. 2019-2020 California Dashboard 2.0% suspended at least once Declined of 1.1 % Number of Students 860 SARC Data 2019-20 Suspensions 17	Projected for 2020-2021 = 1.50%
5th Grade School Climate Favorable Index Score	Fall 2020 Challenging Feelings: 51%	Increase of favorable responses by 5% in all areas

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Emotion Regulation: 45% Positive Feelings: 73% Self-Management: 66%	
6th Grade School Climate Favorable Index Score	Fall 2020 Challenging Feelings: 55% Emotion Regulation: 49% Positive Feelings: 61% Self-Management: 68%	Increase of favorable responses by 5% in all areas

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All

### Strategy/Activity

#### Goal 2 Strategy/Activity 1

Sustain the implementation of Tier 1 PBIS supports, develop Tier 2 interventions and begin development on Tier 3 systems and supports.

PBIS team will:

Seek support in professional development related to:

1. Restorative Justice
2. Conflict Resolution
3. Peer Mediation
4. Positive Behavior Support

PBIS team will attend trainings/conferences/workshops that are targeted toward our site goals.

Cost: As funds become available

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Travel and Conference

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All

### Strategy/Activity

#### Goal 2 Strategy/Activity 2

Purchase supplemental material to support the implementation of PBIS initiatives schoolwide.

\* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of school-wide PBIS expectations.

\* Utilize the district's print shop service to provide materials for student use as well as for parent education.

\* Purchase materials including, but not limited to, banners to promote PBIS expectations or materials for poster maker to make our own PBIS posters.

\* Purchase materials and supplies to support character education.

Cost: As funds become available.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Instructional Supplies

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

#### Goal 2 Strategy/Activity 1

Sustain the implementation of Tier 1 PBIS supports, develop Tier 2 interventions and begin development on Tier 3 systems and supports.

What were the activities implemented and to what level?

We started a new PBIS program that was district led and enhanced our Tier 1 markers to best support our student achievement goals.

What was not implemented that was in the 2020-21 site plan and why?

We did implement Goal 2 Strategy/Activity 1 with regard to Tier 1. We were not able to address Tier 2 or Tier 3 interventions.

What was the overall effectiveness of this action?

It is difficult to measure the effectiveness of our work in Tier 1, as most of the school year was spent in distance learning. However, our engagement strategies did have a positive impact on Zoom meetings and student motivation.

Goal 2 Strategy/Activity 2

Purchase supplemental material to support the implementation of PBIS initiatives schoolwide.

What were the activities implemented and to what level?

No new supplemental materials were purchased as the new program was completely supported by the district.

What was not implemented that was in the 2020-21 site plan and why?

N/A

What was the overall effectiveness of this action?

N/A

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

Goal 2 Strategy/Activity 1

Allocation \$0

Estimated Actuals: \$0

Difference: N/A

Why or why not is there a difference?:

Goal 2 Strategy/Activity 2

Allocation \$0

Estimated Actuals: \$0

Difference: N/A

Why or why not is there a difference?:

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 2 Strategy/Activity 1

Sustain the implementation of Tier 1 PBIS supports, develop Tier 2 interventions and begin development on Tier 3 systems and supports.

Changes: Keep, Delete, or Modify?

No changes will be made in this strategy/activity.

Why are you Keeping, Deleting, or Modifying this Action and or Goal?

We understand the importance of PBIS and the implementation of Tiers 1-3 and will continue to fund these areas to help support our student achievement goals.

Goal 2 Strategy/Activity 2

Purchase supplemental material to support the implementation of PBIS initiatives schoolwide.

Changes: Keep, Delete, or Modify?

No changes will be made in this strategy/activity.

Why are you Keeping, Deleting, or Modifying this Action and or Goal?

We understand the importance of PBIS supplemental materials and will continue to fund these areas to help support our student achievement goals.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Statement of Goal: Improve parent involvement programs making it an essential component of our educational program.

State Priorities 1 2 3 4 X 5 X 6 7

Local Priorities 1. none

Identified Need 1. Embrace parents and families as partners in student learning through mutual respect, culturally inclusive practices, and open communication, and nurture enduring partnerships with our external stakeholders by linking school-based learning with the world of work, aligning resources for cost-effectiveness, and maintaining open channels of communication with leaders and policy makers.

## Goal 3

John Adams Elementary will increase the number of parents attending School Site Council (SSC), ELAC, Back to School Night, Parent Portal Login, and Title 1 Parent Meeting by 10% as specified in the table below.

## Identified Need

Embrace parents and families as partners in student learning through mutual respect, culturally inclusive practices, and open communication, and nurture enduring partnerships with our external stakeholders by linking school-based learning with the world of work, aligning resources for cost-effectiveness, and maintaining open channels of communication with leaders and policy makers.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title 1 Parent Meeting	7 2019-2020	20 2021-2022
Back-to-school Attendance	90% 2019-2020	95% 2021-2022
Active Parent Portal Users	600 2019-2020	500 2021-2022
SSC	8 2019-2020	15 2021-2022
ELAC	7 2019-2020	15 2021-2022

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

#### Goal 3 Strategy/Activity 1

Provide certificated/classified staff release and extra time to support parent engagement.

Examples include:

- \* Provide parent translation – oral and written.
- \* Provide preparation time for parent support.
- \* Provide parent education nights
- \* Phone calls/notes home to inform parents of school meetings

Note: As funds become available

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

0

Source(s)

Certificated Extra Time 1190 (Parent Ed)

Other classified 2990 (Parent Ed)

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All

### Strategy/Activity

#### Goal 3 Strategy/Activity 2

Purchase supplemental instructional supplies, books, reference materials and duplication/Printshop to support parent engagement.

Examples include:

- \* Purchase materials to support parent involvement.
- \* Utilize the district's print shop service to provide materials for parent communication.
- \* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2715

Source(s)

Supplies 4300 (Parent Ed)

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

#### Goal 3 Strategy/Activity 1

Provide certificated/classified staff release and extra time to support parent engagement.

What were the activities implemented and to what level?

We did not need to provide certificated/classified staff release and extra time to support parent engagement. Funds were allocated 'as needed'.

What was not implemented that was in the 2020-21 site plan and why?

N/A

What was the overall effectiveness of this action?

N/A

#### Goal 3 Strategy/Activity 2

Purchase supplemental instructional supplies, books, reference materials and duplication/Printshop to support parent engagement.

What were the activities implemented and to what level?

We did purchase supplemental instructional materials that will be utilized throughout the remainder of the school year and in 2021-22. The materials focus on building literacy skills and support our ELA student achievement goals.

What was not implemented that was in the 2020-21 site plan and why?

We did not purchase duplication/Printshop supplies.

What was the overall effectiveness of this action?

The instructional supplies have been effective with Rtl and small group instruction at home.

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



### Goal 3 Strategy/Activity 1

Allocation: \$0

Estimated Actuals: \$0

\*Difference: N/A

We did not need to provide certificated/classified staff release and extra time to support parent engagement. Funds were allocated 'as needed'.

### Goal 3 Strategy/Activity 2

Allocation: \$2,585

Estimated Actuals: \$2,581.92

Difference: \$3.08

Why or why not is there a difference?

N/A

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 3 Strategy/Activity 1

Provide certificated/classified staff release and extra time to support parent engagement.

Changes: Keep, Delete, or Modify?

No changes will be made in this strategy/activity.

Why are you Keeping, Deleting, or Modifying this Action and or Goal?

We understand the importance of parent engagement and will continue to fund these areas to help support our student achievement goals.

### Goal 3 Strategy/Activity 2

Purchase supplemental instructional supplies, books, reference materials and duplication/Printshop to support parent engagement.

Changes: Keep, Delete, or Modify?

No changes will be made in this strategy/activity.

Why are you Keeping, Deleting, or Modifying this Action and or Goal?

We understand the importance of parent engagement and will continue to fund these areas to help support our student achievement goals.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Statement of Goal: Increase and improve technology.

State Priorities X 1 2 3 4 5 6 7 8

Local Priorities - None

Identified Need 1. Ensure students are provided with basic 21st century tools such as computers and access to the internet that will help student learning outcomes to improve.

## Goal 4

John Adams Elementary will maintain an average daily student device usage of 1-hour a day for each school year.

## Identified Need

Ensure students are provided with basic 21st century tools such as computers and access to the internet that will help student learning outcomes to improve.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Google API (per device usage data)	33.1% of Chromebook devices met 75% of 2-hour daily threshold. 2019-2020	60% of Chromebook devices met 75% of 2-hour daily threshold. 2021-2022
Google API (average daily usage of devices)	1.5 hours per day 2019-2020	1.5 hours per day 2021-2022

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All

### Strategy/Activity

Goal 4 Strategy/Activity 1

Purchase technology and supplemental materials that support our school student achievement goals.

For example:

\* Purchase technology to support technology goal.

\* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.

\* Provide for repairs as needed to keep equipment in working order.

\* Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,500	Comp. Hardware/Software Maintenance & License 5885 (Title I)
0	Comp. Hardware under \$500 4385 (Title I)
0	Comp. Hardware \$500-\$5,000 4485 (Title I)

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

#### Goal 1 Strategy/Activity 1

Purchase technology and supplemental materials that support our school student achievement goals.

What were the activities implemented and to what level?

We were able to purchase technology and supplemental materials that support the school's student achievement goals. The school purchased a student license in grades 2-6 for Accelerated Reader and STAR programs.

What was not implemented that was in the 2020-21 site plan and why?

All strategies/actions from Goal 4 Strategy/Activity 1 were implemented.

What was the overall effectiveness of this action?

The technology that was purchased had an impact on supporting the school student achievement goals.

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

Goal 1 Strategy/Activity 1

Purchase technology and supplemental materials that support our school student achievement goals.

Budgeted: \$7,428

Estimated Actuals: \$7,428

\*Difference: \$0

Why or why not is there a difference?:

We purchased the items that were included in the budget.

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 4 Strategy/Activity 1

Purchase technology and supplemental materials that support our school student achievement goals.

Changes: Keep, Delete, or Modify?

No changes will be made in this strategy/activity.

Why are you Keeping, Deleting, or Modifying this Action and or Goal?

We understand the technology and will continue to fund these areas to help support our student achievement goals.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$131,285
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$131,285.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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 (\$)
Certificated Extra Time 1190 (Parent Ed)	\$0.00
Certificated Extra Time 1190 (Title I)	\$10,000.00
Certificated Subs 1125 (Title I)	\$0.00
Clerk/Office Extra time 2490 (Title I)	\$0.00
Comp. Hardware \$500-\$5,000 4485 (Title I)	\$0.00
Comp. Hardware under \$500 4385 (Title I)	\$0.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	\$7,500.00
Duplicating/Print shop 5715 (Title I)	\$8,000.00
Instructional Supplies	\$0.00
Instructional Supplies 4310 (Carryover)	\$0.00
Instructional Supplies 4310 (Title I)	\$25,000.00
Instructional Supplies 4310 (Title I)	\$25,000.00
Other classified 2990 (Parent Ed)	\$0.00

Outside Contracted Services 5800 (Title I)	\$1,500.00
Supplies 4300 (Parent Ed)	\$2,715.00
Travel & Conference 5200 (Title I)	\$6,571.97
Travel and Conference	\$0.00
TSA 1100 (Title I)	\$69,998.03

Subtotal of state or local funds included for this school: \$131,285.00

Total of federal, state, and/or local funds for this school: \$131,285.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 3 Other School Staff
- 2 Parent or Community Members

Name of Members	Role
Kevin Gregor	Other School Staff
Janet Aguilar	Other School Staff Parent or Community Member
Medlinda Engelman	Classroom Teacher
Cindy Pena	Classroom Teacher Parent or Community Member
Vivian McLain	Other School Staff
Beatrice Moreno	Other School Staff Parent or Community Member
Casey Gates	Classroom Teacher Parent or Community Member
Erin Stanley	Principal
Kevin Gregor	Principal
Diana Boyd	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



# 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

English Learner Advisory Committee

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 5/14/19.

Attested:



Principal, Kevin Gregor on 5-14-19

SSC Chairperson, Tammie Boehm on 5-14-19

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

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

### Description

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

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

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

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.



- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## **Appendix C: Select State and Federal Programs**

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

# Budget By Expenditures

## John Adams Elementary School

**Funding Source: Certificated Extra Time 1190 (Parent Ed)**      **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		Goal 3 Strategy/Activity 1 Provide certificated/classified staff release and extra time to support parent engagement.  Examples include: * Provide parent translation – oral and written.  * Provide preparation time for parent support.  * Provide parent education nights  * Phone calls/notes home to inform parents of school meetings  Note: As funds become available

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Certificated Extra Time 1190 (Parent Ed) Total Expenditures:      \$0.00

Certificated Extra Time 1190 (Parent Ed) Allocation Balance:      \$0.00

**Funding Source: Certificated Extra Time 1190 (Title I)**      **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## John Adams Elementary School

\$10,000.00

### Goal 1 Strategy/Activity 2

Provide teacher release time, extra time and travel and conference PD.

For example:

- \* observe high-quality lessons through coaching cycles.

- \* create high-quality lessons and assessments, analyze student data, develop targeted intervention plans and refine/enhance instructional practices throughout the school year.

- \* attend scheduled meetings for struggling, at-risk or SPED students to discuss academic progress and identify next steps.

- \* allow for one-on-one teacher testing for students who are at-risk and/or on grade level.

- \* assess student learning and analyze results

- \* provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD standards

- \* purchase materials and supplies to support the implementation of intervention and advanced thinking skills (for example, programs such as site Robotics Program, project-based learning, STEM activities, after-school tutoring and/or enrichment program, etc.).

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Certificated Extra Time 1190 (Title I) Total Expenditures: \$10,000.00

Certificated Extra Time 1190 (Title I) Allocation Balance: \$0.00

### Funding Source: Certificated Subs 1125 (Title I)

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## John Adams Elementary School

\$0.00

### Goal 1 Strategy/Activity 2

Provide teacher release time, extra time and travel and conference PD.

For example:

- \* observe high-quality lessons through coaching cycles.

- \* create high-quality lessons and assessments, analyze student data, develop targeted intervention plans and refine/enhance instructional practices throughout the school year.

- \* attend scheduled meetings for struggling, at-risk or SPED students to discuss academic progress and identify next steps.

- \* allow for one-on-one teacher testing for students who are at-risk and/or on grade level.

- \* assess student learning and analyze results

- \* provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD standards

- \* purchase materials and supplies to support the implementation of intervention and advanced thinking skills (for example, programs such as site Robotics Program, project-based learning, STEM activities, after-school tutoring and/or enrichment program, etc.).

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Certificated Subs 1125 (Title I) Total Expenditures:	\$0.00
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Certificated Subs 1125 (Title I) Allocation Balance:	\$0.00
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**Funding Source: Clerk/Office Extra time 2490 (Title I)    \$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## John Adams Elementary School

\$0.00

Goal 1 Strategy/Activity 4  
Provide classified staff release and extra time to do the following:

\* Support Strategy 1

\*Translating and Child care to support Strategy 1

As funds become available

Clerk/Office Extra time 2490 (Title I) Total Expenditures: \$0.00

Clerk/Office Extra time 2490 (Title I) Allocation Balance: \$0.00

**Funding Source: Comp. Hardware \$500-\$5,000 4485 (Title I)** **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		<p>Goal 4 Strategy/Activity 1 Purchase technology and supplemental materials that support our school student achievement goals.</p> <p>For example:</p> <p>* Purchase technology to support technology goal.</p> <p>* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.</p> <p>* Provide for repairs as needed to keep equipment in working order.</p> <p>* Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support.</p>

## John Adams Elementary School

Comp. Hardware \$500-\$5,000 4485 (Title I) Total Expenditures: \$0.00

Comp. Hardware \$500-\$5,000 4485 (Title I) Allocation Balance: \$0.00

**Funding Source: Comp. Hardware under \$500 4385 (Title I)** **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		<p>Goal 4 Strategy/Activity 1 Purchase technology and supplemental materials that support our school student achievement goals.</p> <p>For example: * Purchase technology to support technology goal.</p> <p>* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.</p> <p>* Provide for repairs as needed to keep equipment in working order.</p> <p>* Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support.</p>

Comp. Hardware under \$500 4385 (Title I) Total Expenditures: \$0.00

Comp. Hardware under \$500 4385 (Title I) Allocation Balance: \$0.00

**Funding Source: Comp. Hardware/Software Maintenance & License 5885 (Title I)** **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## John Adams Elementary School

\$7,500.00

Goal 4 Strategy/Activity 1  
Purchase technology and supplemental materials that support our school student achievement goals.

For example:

- \* Purchase technology to support technology goal.

- \* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.

- \* Provide for repairs as needed to keep equipment in working order.

- \* Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support.

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Comp. Hardware/Software Maintenance & License 5885 (Title I) Total Expenditures:	\$7,500.00
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Comp. Hardware/Software Maintenance & License 5885 (Title I) Allocation Balance:	\$0.00
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**Funding Source: Duplicating/Print shop 5715 (Title I)    \$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$8,000.00

### Goal 1 Strategy/Activity 3

Purchase supplemental Instructional supplies, books and reference materials and duplication/print shop.

- \* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.

- \* Purchase materials to improve performance on Smarter Balanced assessment.

- \* Utilize the district's print shop service to provide materials for students to support classroom instruction and student learning.

- \* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.

- \* Purchase materials and supplies to support the implementation of intervention and advanced thinking skills (for example, programs such as site Robotics Program, project-based learning, STEM activities, after-school tutoring and/or enrichment program, etc.).

- \* Purchase materials and supplies to support distance learning, hybrid and school house models of content delivery.

- \* Outside Contracted Services (5800)

Contract with a outside resources to enhance the education of our students. For example, learning experiences for staff and students: To support language development & math concepts. To improve student attendance. To build motivation and confidence in student who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers.

## John Adams Elementary School

Duplicating/Print shop 5715 (Title I) Total Expenditures: \$8,000.00

Duplicating/Print shop 5715 (Title I) Allocation Balance: \$0.00

### Funding Source: Instructional Supplies \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		Goal 2 Strategy/Activity 2 Purchase supplemental material to support the implementation of PBIS initiatives schoolwide.  * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of school-wide PBIS expectations.  * Utilize the district's print shop service to provide materials for student use as well as for parent education.  * Purchase materials including, but not limited to, banners to promote PBIS expectations or materials for poster maker to make our own PBIS posters.  * Purchase materials and supplies to support character education.  Cost: As funds become available.

Instructional Supplies Total Expenditures: \$0.00

Instructional Supplies Allocation Balance: \$0.00

### Funding Source: Instructional Supplies 4310 (Carryover) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$0.00

Goal 1 Strategy/Activity 3

Purchase supplemental Instructional supplies, books and reference materials and duplication/print shop.

\* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.

\* Purchase materials to improve performance on Smarter Balanced assessment.

\* Utilize the district's print shop service to provide materials for students to support classroom instruction and student learning.

\* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.

\* Purchase materials and supplies to support the implementation of intervention and advanced thinking skills (for example, programs such as site Robotics Program, project-based learning, STEM activities, after-school tutoring and/or enrichment program, etc.).

\* Purchase materials and supplies to support distance learning, hybrid and school house models of content delivery.

\* Outside Contracted Services (5800)

Contract with a outside resources to enhance the education of our students. For example, learning experiences for staff and students: To support language development & math concepts. To improve student attendance. To build motivation and confidence in student who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers.

# John Adams Elementary School

Instructional Supplies 4310 (Carryover) Total Expenditures: \$0.00

Instructional Supplies 4310 (Carryover) Allocation Balance: \$0.00

**Funding Source: Instructional Supplies 4310 (Title I)      \$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$25,000.00

### Goal 1 Strategy/Activity 3

Purchase supplemental Instructional supplies, books and reference materials and duplication/print shop.

- \* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.

- \* Purchase materials to improve performance on Smarter Balanced assessment.

- \* Utilize the district's print shop service to provide materials for students to support classroom instruction and student learning.

- \* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.

- \* Purchase materials and supplies to support the implementation of intervention and advanced thinking skills (for example, programs such as site Robotics Program, project-based learning, STEM activities, after-school tutoring and/or enrichment program, etc.).

- \* Purchase materials and supplies to support distance learning, hybrid and school house models of content delivery.

- \* Outside Contracted Services (5800)

Contract with a outside resources to enhance the education of our students. For example, learning experiences for staff and students: To support language development & math concepts. To improve student attendance. To build motivation and confidence in student who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers.



## John Adams Elementary School

Instructional Supplies 4310 (Title I) Total Expenditures: \$25,000.00

Instructional Supplies 4310 (Title I) Allocation Balance: \$0.00

### Funding Source: Other classified 2990 (Parent Ed) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		Goal 3 Strategy/Activity 1 Provide certificated/classified staff release and extra time to support parent engagement.  Examples include: * Provide parent translation – oral and written.  * Provide preparation time for parent support.  * Provide parent education nights  * Phone calls/notes home to inform parents of school meetings  Note: As funds become available

Other classified 2990 (Parent Ed) Total Expenditures: \$0.00

Other classified 2990 (Parent Ed) Allocation Balance: \$0.00

### Funding Source: Outside Contracted Services 5800 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$0.00

Goal 1 Strategy/Activity 3

Purchase supplemental Instructional supplies, books and reference materials and duplication/print shop.

\* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.

\* Purchase materials to improve performance on Smarter Balanced assessment.

\* Utilize the district's print shop service to provide materials for students to support classroom instruction and student learning.

\* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.

\* Purchase materials and supplies to support the implementation of intervention and advanced thinking skills (for example, programs such as site Robotics Program, project-based learning, STEM activities, after-school tutoring and/or enrichment program, etc.).

\* Purchase materials and supplies to support distance learning, hybrid and school house models of content delivery.

\* Outside Contracted Services (5800)

Contract with a outside resources to enhance the education of our students. For example, learning experiences for staff and students: To support language development & math concepts. To improve student attendance. To build motivation and confidence in student who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers.

## John Adams Elementary School

\$1,500.00

### Goal 1 Strategy/Activity 2

Provide teacher release time, extra time and travel and conference PD.

For example:

- \* observe high-quality lessons through coaching cycles.

- \* create high-quality lessons and assessments, analyze student data, develop targeted intervention plans and refine/enhance instructional practices throughout the school year.

- \* attend scheduled meetings for struggling, at-risk or SPED students to discuss academic progress and identify next steps.

- \* allow for one-on-one teacher testing for students who are at-risk and/or on grade level.

- \* assess student learning and analyze results

- \* provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD standards

- \* purchase materials and supplies to support the implementation of intervention and advanced thinking skills (for example, programs such as site Robotics Program, project-based learning, STEM activities, after-school tutoring and/or enrichment program, etc.).

Outside Contracted Services 5800 (Title I) Total Expenditures: \$1,500.00

Outside Contracted Services 5800 (Title I) Allocation Balance: \$0.00

### Funding Source: Supplies 4300 (Parent Ed)

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## John Adams Elementary School

\$2,715.00

Goal 3 Strategy/Activity 2

Purchase supplemental instructional supplies, books, reference materials and duplication/Printshop to support parent engagement.

Examples include:

\* Purchase materials to support parent involvement.

\* Utilize the district's print shop service to provide materials for parent communication.

\* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

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Supplies 4300 (Parent Ed) Total Expenditures: \$2,715.00

Supplies 4300 (Parent Ed) Allocation Balance: \$0.00

**Funding Source: Travel & Conference 5200 (Title I)**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## John Adams Elementary School

\$6,571.97

### Goal 1 Strategy/Activity 2

Provide teacher release time, extra time and travel and conference PD.

For example:

- \* observe high-quality lessons through coaching cycles.

- \* create high-quality lessons and assessments, analyze student data, develop targeted intervention plans and refine/enhance instructional practices throughout the school year.

- \* attend scheduled meetings for struggling, at-risk or SPED students to discuss academic progress and identify next steps.

- \* allow for one-on-one teacher testing for students who are at-risk and/or on grade level.

- \* assess student learning and analyze results

- \* provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD standards

- \* purchase materials and supplies to support the implementation of intervention and advanced thinking skills (for example, programs such as site Robotics Program, project-based learning, STEM activities, after-school tutoring and/or enrichment program, etc.).

Travel & Conference 5200 (Title I) Total Expenditures: \$6,571.97

Travel & Conference 5200 (Title I) Allocation Balance: \$0.00

### Funding Source: Travel and Conference

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## John Adams Elementary School

\$0.00

Goal 2 Strategy/Activity 1  
Sustain the implementation of Tier 1 PBIS supports, develop Tier 2 interventions and begin development on Tier 3 systems and supports.

PBIS team will:

Seek support in professional development related to:

1. Restorative Justice
2. Conflict Resolution
3. Peer Mediation
4. Positive Behavior Support

PBIS team will attend trainings/conferences/workshops that are targeted toward our site goals.

Cost: As funds become available

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Travel and Conference Total Expenditures: \$0.00

Travel and Conference Allocation Balance: \$0.00

**Funding Source: TSA 1100 (Title I)**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## John Adams Elementary School

\$69,998.03

### Goal 1 Strategy/Activity 1

Hire a teacher on special assignment (TSA): Response to Intervention

- \* Review and analyze data from various sources: CAASPP and/or NWEA results, ELPAC scores, district assessments and common formative assessments to identify student needs

- \* Work collaboratively with teachers to analyze data and identify students needing additional support

- \* Identify academic need and create appropriate instructional groups for our Literacy Lab & Push-in Support

- \* Provide intervention, targeting student's identified needs, & monitor and log progress, as well as assessment assistance

- \* Attend and provide professional development and teacher support to assist in the implementation of early literacy strategies and research-based intervention through demos & coaching to build teacher capacity

- \* Update services provided, monitor progress, and support identified interventions indicated on the Green Intervention Folder

- \* Organize and schedule SST/COST meetings with parents & staff

- \* Provide Support to teachers and students during distance learning, hybrid and school house models of content delivery.

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TSA 1100 (Title I) Total Expenditures:	\$69,998.03
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TSA 1100 (Title I) Allocation Balance:	\$0.00
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John Adams Elementary School Total Expenditures:	\$131,285.00
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