

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Adams Elementary School	42 76786 6045819		May 21, 2019

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.

As a Title I school, our categorical funding is carefully allocated to cover expenditures directly tied to supporting student achievement with programs and resources that align with District LCAP priorities.

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

Previous year's budget expenditures, school data, and current expenditures and priorities established for the 19-20 school year were shared, discussed, and agreed upon in the following open forum school-wide settings: SSC 2-5-19, 4-16-19, ELAC 2-5-19, 4-16-19, staff meeting 2-6-19, 4-3-19, Site Leadership Team 2-27-19, PTA 3-19-19, 4-8-19.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Cultural Proficiency Goal: Ensure administration and staff are culturally sensitive and proficient.

1. A Professional Learning Community schedule will be maintained that allows grade level teachers to collaborate within the school day for at least 90 minutes a week to review and respond to student data. During this time 100% of students will have access to music, art, PE, and Design.
2. Increase the number of staff trained in IEE and Implicit Bias.
3. Ensure all remaining teaching staff will be trained in GLAD strategies for classroom instruction maintaining our commitment over a two-year period.
4. Increase the number of classified staff, and ensure 100% of certificated staff are trained in Restorative Approaches and implementing Restorative Approaches in the school setting.
5. Maintain a suspension rate lower than 2.5% and a 0% expulsion rate by implementing Restorative Approaches to address discipline.
6. Increase parent sense of engagement / involvement.

Identified Need

As a school-wide Title I school with 71.55% Hispanic population and 36% EL population the need to ensure Adams provides a culturally sensitive and proficient environment is imperative to their individual academic and emotional success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff Participation in Professional Learning around Cultural Proficiency	Overall: 17 staff in Implicit Bias, 8 in IEE	Continue to provide Implicit Bias and IEE opportunities to all staff
% of Students taking Visual Performing Arts (VAPA)	Overall: 100%	Overall: 100%
Suspension Rate	Overall: Suspension rate went from 2.39% in 17-18 to .97% thus far in 18-19	Overall: Maintain below 2.5%
GLAD staff trained	Overall: 100% of teachers in 4th -6th grade were trained in the 18-19 school year	Overall: 100% of teachers in TK - 3 grades will be trained during the 19-20 school year.
Number of staff who have participated in Restorative Approach Training	Overall: 25 certificated staff are trained, 6 classified staff are trained	Overall: Increase classified staff training and ensure all certificated staff are trained.

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

Hire Relationship-Driven Yard Duty Staff, four adults

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)

62,039

Source(s)

Site Categorical - 0899

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

SED, EL, and Hispanic subgroups

Strategy/Activity

Partner with Just Communities to provide IEE PD for teachers

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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Custodial supplies to maintain safe and clean campus for student learning

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

Lottery - 1100

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

EL and Hispanic sub groups

Strategy/Activity

Encourage parents to attend free English Classes to EL Parents through the Adult Ed program at SBCC. Invite families to help plan and attend culturally diverse Family Nights such as Dias De Los Muertos.

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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

EL and Hispanic subgroups

Strategy/Activity

Offer bilingual office staff to support Spanish speaking families with enrollment in the Summer

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)

3,307.76

Lottery - 1100

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Train new credentialed staff, and increase number of classified staff in Restorative Approaches and implement RA for student conflict and community building in classrooms.

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)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Partner with the Audacious Foundation to begin the school year with a team building and challenge course for sixth grade students. Partner with the Audacious Foundation to provide free tickets for families to attend a variety of UCSB Arts and Lectures Family Fun Series. Partner with the Audacious Foundation to provide funding support to send 5th Graders to Astro Camp and 6th Graders to Cimi. Partner with the Wilderness Youth Project to support 4th Grade Environmental Science. Partner with the YMCA, UCSB, and Santa Barbara Public Swim to support third and sixth grade Swim Lessons, including transportation costs.

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)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide food, babysitting, interpretation, and at home instructional support materials to increase Parent Engagement

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)

400

Site Categorical - 0899

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

EL and Hispanic subgroups

Strategy/Activity

Provide interpreting at parent conferences, SST, and IEP meetings to increase Parent Engagement

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)

500

Source(s)

Site Categorical - 0899

Annual Review

SPSA Year Reviewed: 2018-19

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.

Strategies to support cultural proficiency at Adams are plentiful and impactful. With the increase in staff trained in IEE and Implicit Bias, as well as half the staff participation in GLAD there is a greater awareness and implementation of strategies for approaching students needing intensive targeted instructional support, in addition to ensuring connectedness to school and sensitivity to cultural differences and home life / background. The increase in RA trained staff has led to an increase in the use of RA meetings both on the playground and as an alternative consequence to suspension, especially when more than one student is involved in a behavior incident and willing to participate. Providing culturally diverse school-wide family nights, and within the school-day assemblies / programs is another successful way we have engaged our entire school community in the awareness of cultural diversity within and outside our school community. Use of PLC time allow for staff collaboration which directly ties to increased student achievement, but additionally allows for 100% of our student population to participate in VAPA course offerings each week. Providing interpretation at school events, conferences, SST meetings, IEP meetings and BTSN ensures we better communicate and connect with our EL families. All of these effective strategies tied to funding, efforts, time and energy will continue to be allocated towards positively impacting Cultural Proficiency.

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

Implicit Bias training dates offered were limited to summer only this year. As such, additional staff was not trained. Our plan is to continue to increase staff member's training, as this continues to be an important District Priority.

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.

Strategies specific to the partnership offerings with the Audacious Foundation are being compiled together within Goal #1 for future plans, as no site-specific funds are required to support this strategy. They are listed as a strategy simply to demonstrate the positive impact this relationship has on our school community. The hiring of an Adams Teacher on Special Assignment, and its

funding source is being removed from Goal 1 and moved to Goal 3 in future plans as it directly ties to student achievement.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Family Engagement Goal:

To maintain and enhance the current community and parent partnerships in a meaningful way to enhance student achievement:

1. Adams school will maintain Chronic Absenteeism and Truancy at a lower rate, at least below 7%.
2. Maintain high levels of student's sense of school connectedness and a sense of safety as measured by the California Healthy Families Survey.
3. Maintain our families sense of school safety and school connectedness above 90%.

Identified Need

As a Title I school with approximately 50% Hispanic population and 37% EL it is very important to include parents and families in activities and decision making for Adams. Students need to be at school daily to access learning and feeling safe is a school-wide priority for staff and students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of Students with a High Sense of Safety at School	Overall: 5th Grade: 90 6th Grade: 83	Overall: Maintain over 80% in both grades
% of Students with a High Sense of Connectedness to School	Overall: 5th Grade: 83 6th Grade: 79	Overall: Increase or maintain to over 80% in both grades
Chronic Absenteeism Rate	Overall: As of March 2018: = 7.0%, as of March 2019 =7.2	Overall: Decrease by the end of the year 2019, and maintain or decrease to below 6% in 2020
Number of Parents Responding to the California School Parent Survey	Overall: 167	Overall: maintain over 30% of families
% of Parents that Agree or Strongly Agree that:	Overall: 93%	Overall: maintain over 90%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> this school allows input and welcomes parents' contributions 		
% of Parents that Agree or Strongly Agree that: They are welcome to participate in their child's school	Overall: 98%	Overall: maintain over 90%
% of Parents that Agree or Strongly Agree that: High Sense of Safety at School	Overall: 94%	Overall: maintain over 90%

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)

EL Families

Strategy/Activity

Extend office staff hours to provide Bilingual support before and after school

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,407.78

Source(s)

Site Categorical - 0899

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All sixth grade students

Strategy/Activity

Provide free financial literacy to all sixth grade students with a \$50 matching savings account, provide free orthodontics to all at-risk sixth grade students, and provide free Keys program (Etiquette classes) to all sixth grade students within the school day.

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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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Adams school will continue to engage all Tigers (students & families), and the community in meaningful partnerships that benefit the learning environment of our school. Maintain Community Partnerships: Audacious Foundation, SB YMCA, SB Rotary North, SB Bike, Samarkand Retirement Center, Westmont College, SBCC, UCSB, SBEF, Partners in Education, and more. Maintain 80 plus parent volunteers on various committees. Ensure Credentialed and Classified Staff are supporting and participating in school-wide and family events. Ensure Credentialed and Classified Staff are supporting and participating in school-wide and family events through advertising, recognizing, and incentivizing.

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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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

The principal and PTA will offer parent meetings to support parent understanding of CCSS, Balanced Literacy, School and District Curriculum, NGSS, technology, and VAPA programs

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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Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Extended Library Hours / Tutorial

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)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

The school will have a Dia De Los Muertos. The school will have a Hands-On Science Night with the support from over 60 community partnerships. The school will have a Maker Faire. The school will invite Grandparent to shadow their grandchild for the day. The school will hold Family Movie Night in the auditorium and family restaurant nights three to four times per year. The principal will hold tours of the school for families wishing to enroll their child for the 2019-2020 school year. The school will hold a Science Fair for 1-6th grade students on a voluntary basis. The school will hold a spring Art Show and Open House. The school will hold PTA sponsored Principal Coffees and Tiger Time Breakfasts. Parents will be invited to Friday Flag Assemblies each week where students and staff are celebrated, birthdays are recognized, and PBIS ROAR students receive awards. The teachers and principal will host a volunteer appreciation tea and honorary service awards.

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)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

RFEP students

Strategy/Activity

The school will hold a reclassification awards breakfast to celebrate students and invite their extended families to the celebration.

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)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Parent Engagement opportunities

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)

947.14

Title I - 3010

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Purchase a MAC computer for Assistant Principal work

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)

1,557.31

Lottery - 1100

Annual Review

SPSA Year Reviewed: 2018-19

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.

All family involvement opportunities took place during the school year including Dia De Los Muertos, Maker Fair, movie night, Art Showcase, Open House, Tiger Breakfasts, Grandparent's

Day, and school tours. Increased attendance at events by the EL population is due to the functioning ELAC committee and volunteers. The generous donations by Audacious Foundation such as orthodontia, Key Etiquette Program, and financial literacy increased parent / home / school / community connection. Extended office hours, summer hours, and library hours support our EL population as well. Awards ceremonies, reclassification breakfast, parent appreciation tea brings the school community together in a celebratory way.

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

There were no major differences in proposed offerings and actual events. But a few of the events were modified to incorporate more parent involvement such as changing movie nights to once a year but adding restaurant nights. Tiger breakfasts were changed to Principal's Coffees, sponsored by the PTA. Additionally, the District's EL focus contributed in three school activities to support EL family engagement, Cafecito four times per year, Parent School Partnership 12 times per year, ELAC training and orientation, and Family Literacy Project.

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.

One School One Book was funded with intervention monies outlined in goal 5, to be continued next year with Title I parent involvement monies. This meaningful literacy program brings the whole school community together to read a novel and build the home school connection. Therefore it will be moved to an additional strategy in goal 2 as well.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Increase overall student achievement school-wide on the CAASPP 2019 in ELA by 3% and in Math by 3%.

Per Site Implementation plan: Increase SBAC 2019 ELA Writing Claim by 5% and increase SBAC Math Claim 3 by 5%.

Identified Need

Adams continues to need intensive academic support, (Professional Development, instructional materials, intervention programs) to supplement core instruction to close the achievement gap for our EL, Special Ed, and Hispanic sub groups as evidenced in the decline, and / or below standard for sub groups reported on Adam's dashboard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>CA School Dashboard Academic Indicator, ELA</p> <p>Note: For all metrics, as applicable, the overall rate will be listed as well as:</p> <p>a) the groups that fall 2% points above, within, and below the overall %, OR</p> <p>b) the groups for which there is a 2-or more color rating difference on the CA School Dashboard</p>	<p>Overall: Status, Color & Change: 7.7 points above standard, yellow, declined 10.8</p> <p>65.5 points above: White, green, declined 5.4</p> <p>9 points near: Hispanic/ Latino, orange, declined 13.2</p> <p>17 points below: EL, orange, declined 16.4</p> <p>17.4 points below SED, orange, declined 19.9</p> <p>80.7 points below SWD, declined 17</p> <p>25.8 points below Homeless, declined 23.7</p> <p>42.5 points above English Only</p> <p>28.8 points above: Reclassified English Proficient</p> <p>68.3 points below: English Learner</p>	<p>Overall Goal: Status, Color & Change: above standard, green, increase by 3%</p>
<p>CA School Dashboard Academic Indicator, Math</p>	<p>Overall: Status, Color & Change: 5.7 points below standard, yellow, declined 5.8</p>	<p>Overall Goal: Status, Color & Change: above standard, green, increase by 3%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	48.5 points above: White, green, declined 7.2 22.7 points near: Hispanic/Latino, yellow, declined 6.7 22.8 points below: EL, yellow, declined 4.5 28.9 points below SED, orange, declined 10.8 102.7 points below SWD, declined 31.1 29.3 points below Homeless, declined 11.3 18.4 points above English Only 15.8 points above: Reclassified English Proficient 66 points below: English Learner	
CA School Dashboard English Learner Progress Indicator (% of English Learners that Met or Exceeded ELD Standards via ELPAC)	Overall: 76.6%	Overall: increase by 3%
Number and % of Long Term English Learners (LTEL= students who remain EL for 6 or more school years)	Number: 7 students in fifth or sixth grade	Number: decrease current number of students (19) at risk of becoming LTEL in 6th grade
School-wide Writing On Demand Post Narrative	Overall: Grades 3-6 Percent of students scoring 3 or 4 on rubric: 3rd: 7.8 % 4th: 27% 5th: 18% 6th: 10%	Overall: Grades 3-6, increase each grade by 3% Percent of students scoring 3 or 4 on rubric:
STAR Early Lit % of students identified as probable reader (As of March Administration)	Overall: Lexile: grades TK-1 Percent of students identified as probable reader: 2018, 2019 TK-1st: 55%, 53%	Overall: Lexile: grades TK-1, increase by 3% Probable Reader: 2020
STAR Reading % of students reading at or above grade level (As of March administration)	Overall: Lexile: grades. 3-6 Percent At or Above: 2018, 2019 3rd: 59%, 46% 4th: 31%, 39% 5th: 59%, 51%	Overall: Lexile: grades. 3-6, increase by 3% Percent At or Above: 2020

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	6th:17%, 39%	
STAR Math % of students performing at or above grade level (As of March administration)	Overall: CAASP comparison grades. 3-6 Percent At or Above: 2018, 2019 3rd: 54%, 58% 4th: 36%, 38% 5th: 32%, 29% 6th: 23%, 34%	Overall: CAASP comparison grades 3-6, increase by 3% Percent At or Above: 2020

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

Retain our full-time PE Teacher to allow for PLC time, partially funded by District LCAP.

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)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Technology hardware for student use to access software intervention programs to be paid for with lottery, or office use for day to day operations

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)

2,500

Lottery - 1100

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Montessori students, which include SED, Hispanic, special ed and EL students

Strategy/Activity

Provide two 3.0 Curriculum Specialists to Support Students in both the 1st-3rd and 4th-6th Grade Montessori Classrooms.

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)

23,410

20,147.80

Source(s)

Lottery - 1100

Supplemental/Concentration Grant - 0790

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students in grades 1-6

Strategy/Activity

Ensure wellness and development of the whole child are supported by the whole school community including the 100-mile running club program

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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Hire a Teacher On Special Assignment to support teacher professional development and student literacy. This position will be split funded between site funds, donations account, District, and PTA.

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)

26,584

Source(s)

Supplemental/Concentration Grant - 0790

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Purchase Library Books to increase circulation, across varied levels and genres

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)

2,700

Source(s)

Restrict Lottery - 6300

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Our PTA will continue to support STEM at Adams with the purchase of equipment for the Design Center to support NGSS, and the incorporation of reading, writing, and math within design time.

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)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Renew Renaissance Learning Learning Math Facts in a Flash, Accelerated Math, IXL, and/or Freckles Site Licenses or for 4-6th grade support in math

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)

2,500

Source(s)

Lottery - 1100

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide a math curriculum specialist to support grades 1-6, funded by the PTA

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)

Donations Account

Strategy/Activity 10

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)

Donations Account

Strategy/Activity 11

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)

Donations Account

Annual Review

SPSA Year Reviewed: 2018-19

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.

Adams Literacy Coach directly impacts teacher proficiency and student achievement in the areas of reading and writing on a daily basis. Our SLT team works together to make decisions about PLC time, ensuring data is analyzed and the cycle of inquiry process is utilized to analyze student work. This is made possible through the use of funds to provide a full time PE and design teacher. Purchase of iPads, software licenses and reading materials for small group leveled instruction have also been effective use of monies to support student achievement this year.

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

This year we allocated \$11,556.74 towards before or after school tutoring and / or within the school day Tier III support. The cost ended up being \$19, 636, to cover a curriculum specialist, which was paid for by the PTA ROAR and donations account instead. Site funds were then redistributed to purchase sets of diversity and culturally sensitive leveled readers for our school library and primary classroom libraries, iPad cases, iPad chargers, and professional reading materials.

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.

The hiring of an Adams Teacher on Special Assignment, and its funding source is being removed from Goal 1 and moved to Goal 3 in future plans as it directly ties to student achievement. A majority of the strategies specific to the partnership offerings with the Audacious Foundation are being compiled together within Goal #1 for future plans, as no site-specific funds are required to support this strategy. They are listed as a strategy simply to demonstrate the positive impact this relationship has on our school community. The Curriculum Specialist position funded by the PTA will stay on board in the kindergarten program to support literacy, as reflected as a strategy in Goal 5. In addition, the hiring of a second Curriculum Specialist to support teachers and students in grades 1-6 with math interventions will be funded by the PTA and local donations.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Adams Elementary will implement Balanced Literacy, incorporating Readers and Writers Workshops school-wide, to increase the percentage of students Reading to Learn by the end of 2nd Grade.

Adams staff strives to increase percent of third graders by 3 percent meeting ELA standards and reading claim standards.

Identified Need

With only 67% of third graders at or above standard on the CAASPP 2018 there is a need to continue to support staff and students in the are of reading instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Running Records March Administration, grades 1-2	Overall: Percent of students at or above in grades 1- 2 as of March 1st: 42% 2nd: 42%	Overall: increase percent of students at or above in grades 1-2 by 3%
CAASPP Percent of students in third grade at or above standard	Overall: percent of students 2017, 2018 3rd grade: 68%, 67%	Overall: increase percent of students by 3% 2019 3rd grade:

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

Continue to support school-wide goals for reading and provide academic incentives.

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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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continue to provide PLC time for grade level articulation.

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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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Purchase Materials for at-home support of reading. "One School One Book".

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)
3,900	Lottery - 1100

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All TK and kindergarten students

Strategy/Activity

Hire two 4.0 Curriculum Specialist to assist the TK and kindergarten Classrooms. One to be paid for with site funds and one by the PTA.

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)
9888.87	Title I - 3010
16,151.20	Supplemental/Concentration Grant - 0790
2,959.93	Lottery - 1100

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Professional Literature for teachers.

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)
1203.99	Title I - 3010

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

At Risk Students

Strategy/Activity

Read Naturally, Lexia, and other ELA site licenses for At Risk Learners.

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)
2,500	Lottery - 1100

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Classroom Instructional Supplies Account 0823 from District \$20,500

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

20,500

20,000

Lottery - 1100

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Professional Development opportunities for staff to support instructional delivery. To be paid for by PTA TCRWP \$15,000

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)

2,000

Site Categorical - 0899

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All kindergarten students

Strategy/Activity

Kinder Camp summer tutorial program offering.

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)

1,740.06

Site Categorical - 0899

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Substitute Release Days for Data Meetings with the Principal

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)

500

Source(s)

Site Categorical - 0899

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students

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)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

Kinder through second grade

Strategy/Activity

IPads to replace old technology to support primary literacy

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)

7,905.16

Source(s)

Site Categorical - 0899

Annual Review

SPSA Year Reviewed: 2018-19

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.

Site software licenses were renewed and supported by school site funds and PTA funds. PLC time, made possible through addition of the PE teacher allows for staff to analyze reading data from STAR, CAASPP, Running Records, and informal assessments. PLC time is also used to establish which additional instructional materials are needed to promote literacy. For instance, one time Title I funds from District allocation allowed for the purchase of below level readers. Substitute release days provide one on one and grade level time for year-long planning and goal setting meetings with the principal. Professional Development opportunities through Teachers College, Literacy Partners, and District offerings included support for RW and WW, paid for with PTA, donations account, and site funds. Kindergarten Summer Camp in 2018 offered introductory opportunity to newly enrolled, incoming kindergarten students. Instructional materials including RW folders and notebooks, anchor charts, stickies, pens, staplers, paper, book bins and shelving all support literacy. The kindergarten Curriculum Specialist has worked with all four kindergarten classes this year pulling small groups of students that need targeted instruction in reading and writing. Reading incentives were purchased in the form of materials to support Readers Workshop celebrations and ROAR prizes.

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

There were no major differences between budget expenditures and strategies outlined in goal five, except for the elimination of reading incentives for AR. An alternative after school enrichment reading program opportunity is being explored and implemented in the third trimester, and in future years if successful.

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.

During the 19-20 school year our desire is to increase the number of Curriculum Specialists to support additional grades. Donations account, PTA, and 0790 funds will be used to provide such support.

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	\$12,040.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$248,250.00

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 (\$)
	\$20,500.00
Lottery - 1100	\$72,635.00
Restrict Lottery - 6300	\$2,700.00
Site Categorical - 0899	\$77,492.00
Supplemental/Concentration Grant - 0790	\$62,883.00
Title I - 3010	\$12,040.00

Subtotal of state or local funds included for this school: \$248,250.00

Total of federal, state, and/or local funds for this school: \$248,250.00

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.

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.

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.

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 **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-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.

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

Appendix D: 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
- 1 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Kelly Fresch	Principal
Dan Brooks	Parent or Community Member
Stefanie Tcharos	Parent or Community Member
Shannon Kwast	Parent or Community Member
Monica Kaderali	Parent or Community Member
Ernestina Angel	Other School Staff
Chloe Milligan	Classroom Teacher
Mallory Price	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.

Appendix E: 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
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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 4-16-19.

Attested:

Kelly Fresch
Chloe Milligan

Principal, Kelly Fresch on
SSC Chairperson, Chloe Milligan on

Appendix G: School and Student Performance Data

Student Population

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






2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
562	62.3%	33.8%	This is the percent of students whose well-being is the responsibility of a court.
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.	

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	190	33.8%
Homeless	106	18.9%
Socioeconomically Disadvantaged	350	62.3%
Students with Disabilities	44	7.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.2%
Asian	5	0.9%
Filipino	3	0.5%
Hispanic	404	71.9%
Two or More Races	4	0.7%
White	138	24.6%

Appendix G: School and Student Performance Data

























































Overall Performance

2018 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>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		

Appendix G: School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Appendix G: 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.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	1	0

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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 7.7 points above standard Declined -10.8 points 302 students	 Orange 17 points below standard Declined -16.4 points 178 students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 25.8 points below standard Declined -23.7 points 72 students	 Orange 17.4 points below standard Declined -19.9 points 199 students	 No Performance Color 80.7 points below standard Declined -17 points 26 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic  Orange 9 points below standard Declined -13.2 points 229 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Pacific Islander  No Performance Color 0 Students	White  Green 65.5 points above standard Declined -5.4 points 65 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 68.3 points below standard Declined -14.2 points 84 students	Reclassified English Learners 28.8 points above standard Declined -12.4 points 94 students	English Only 42.5 points above standard Maintained -1.5 points 123 students
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Appendix G: 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.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	1	0

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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 5.7 points below standard Declined -5.8 points 302 students	English Learners  Yellow 22.8 points below standard Declined -4.5 points 178 students	Foster Youth  No Performance Color 0 Students
Homeless  Orange 29.3 points below standard Declined -11.3 points 72 students	Socioeconomically Disadvantaged  Orange 28.9 points below standard Declined -10.8 points 199 students	Students with Disabilities  No Performance Color 102.7 points below standard Declined -31.1 points 26 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic  Yellow 22.7 points below standard Declined -6.8 points 229 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Pacific Islander  No Performance Color 0 Students	White  Green 48.5 points above standard Declined -7.2 points 65 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 66 points below standard Declined -13.4 points 84 students	Reclassified English Learners 15.8 points above standard Increased 7.3 points 94 students	English Only 18.4 points above standard Declined -7.4 points 123 students
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Appendix G: School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	265	224	190	48	40	34
Fluent English Proficient (FEP)	75	89	104	14	16	19
Reclassified Fluent English Proficient (RFEP)	73	53	44	22	20	20

The source of this data is the most recent California Department of Education (CDE) official report of the number of English Learner students Redesignated to Fluent English Proficient.

Adams Elementary School	2015-16	2016-17	2017-18
	Number (Rate) Reclassified	Number (Rate) Reclassified	Number (Rate) Reclassified
English Learners Reclassified	73 (22.1 %)	53 (20.0 %)	44 (19.6 %)

The source of this data is the most recent California Department of Education (CDE) official report of the number of English Learner students that are At-Risk of Becoming, or are, Long Term English Learners.

Adams Elementary School	2015-16	2016-17	2017-18
	Number	Number	Number
Long Term English Learners (6 + Years)	12	7	7
At Risk of Becoming LTEL (4-5 Years)	26	25	19

Appendix G: School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results

Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
188	31.4%	45.2%	17.6%	5.9%

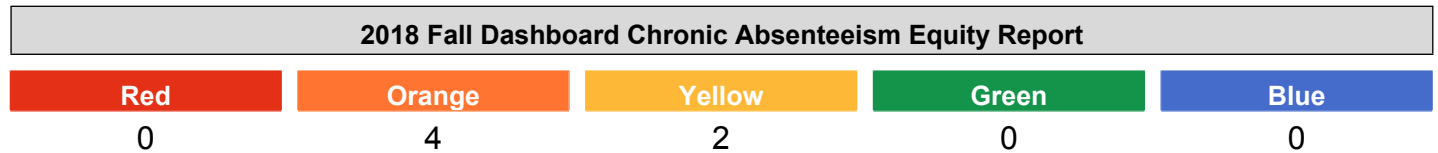
Appendix G: School and Student Performance Data

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.



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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Orange 6.2% chronically absent Increased 2.9% 578 students	English Learners  Orange 7.8% chronically absent Increased 3.2% 204 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Homeless  Yellow 4.7% chronically absent Increased 2.1% 107 students	Socioeconomically Disadvantaged  Orange 8% chronically absent Increased 4.2% 362 students	Students with Disabilities  Orange 9.4% chronically absent Increased 7.5% 53 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic  Orange 7.5% chronically absent Increased 3.3% 416 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	White  Yellow 3.5% chronically absent Increased 2.8% 142 students

Appendix G: 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.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	6	0	0	0

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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 2.7% suspended at least once Increased 2.7% 586 students	 Orange 2.4% suspended at least once Increased 2.4% 206 students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 2.7% suspended at least once Increased 2.7% 110 students	 Orange 3% suspended at least once Increased 3% 367 students	 Orange 5.7% suspended at least once Increased 5.7% 53 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 7 students	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data 6 students	Filipino  No Performance Color Less than 11 Students - Data 3 students
Hispanic  Orange 2.9% suspended at least once Increased 2.9% 419 students	Two or More Races  No Performance Color Less than 11 Students - Data 5 students	Pacific Islander  No Performance Color 0 Students	White  Orange 2.1% suspended at least once Increased 2.1% 146 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0% suspended at least once	0% suspended at least once	2.7% suspended at least once