

**Santa Ana Unified School District  
School Plan for Student Achievement Summary  
2023-24**



**Adams Elementary**

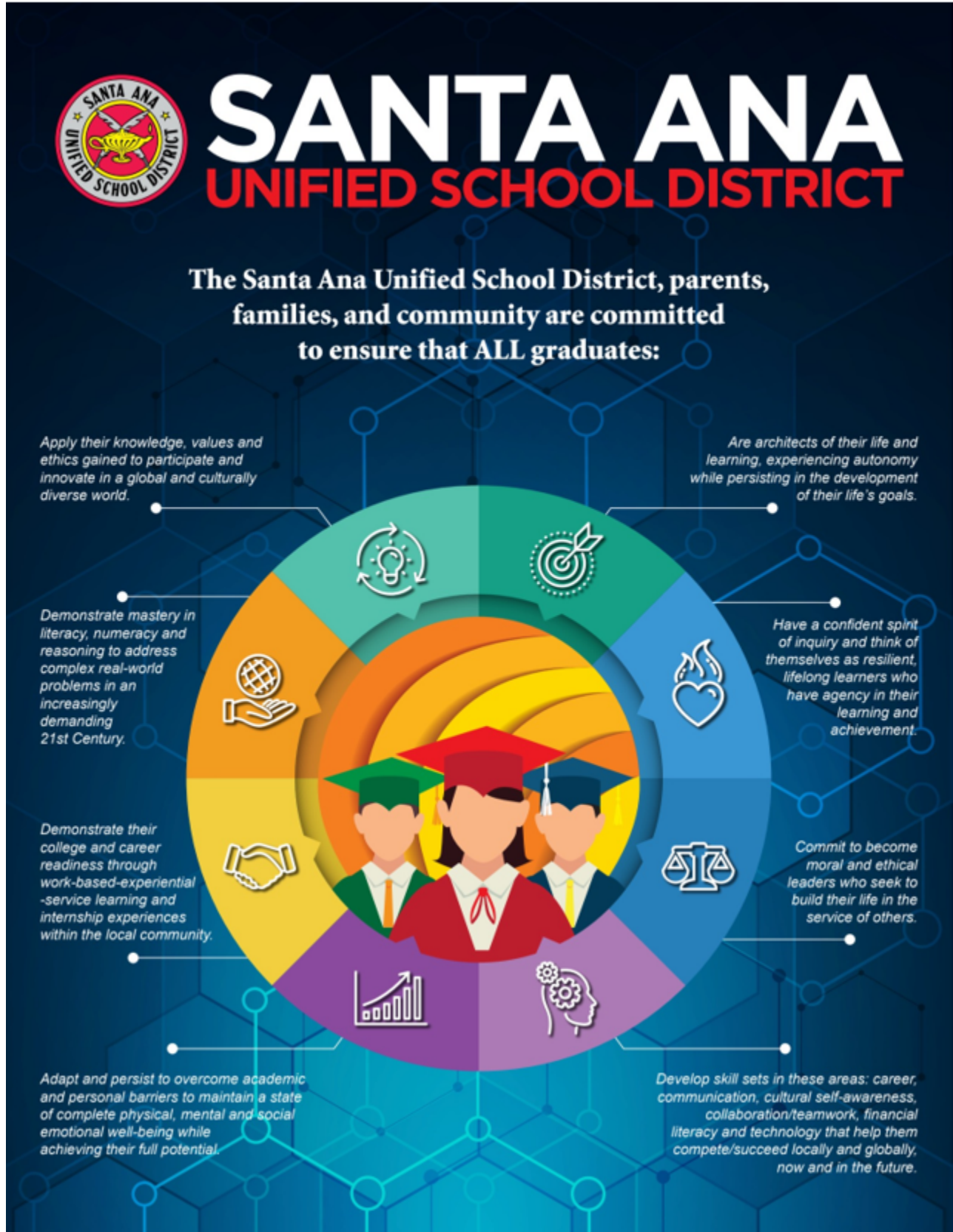
**Superintendent**

Jerry Almendarez

**Board of Education**

Carolyn Torres, President • Alfonso Alvarez, Vice President  
Hector Bustos, Clerk • Katelyn Brazer Aceves Member • Rigo Rodriguez, Ph.D., Member

In addition to addressing components of the District's Local Control and Accountability Plan (LCAP) and fulfilling other requirements as specified herein, this School Plan for Student Achievement (SPSA) is developed to support students and families in alignment with Santa Ana Unified School District's Graduate Profile Characteristics:



## Goal Areas and Planned Improvements

### Goal 1 - School Climate and Vision

#### LCAP Goal and SAUSD Board Priority Alignment

Goal 3: Social Emotional Wellness. The SAUSD community (staff and community partners) will provide students with resources and multi-tiered support to meet their individual social-emotional, mental health, behavioral and physical well-being.

---

#### School Climate and Vision Goal:

At John Adams Elementary, our mission is to educate, nurture, and prepare our students to reach their potential as learners and citizens of a multi-cultural society. Our school vision leads us to focus on creating a positive climate by fostering a growth mindset in students and staff, practicing social/emotional learning, preparing students for college and career, and providing a multi-tiered level of support so all children can lean in an equitable and innovative way. There is a mutual trust and respect between district, community, and school where all stakeholders' input will continue to be valued and seen as a vital part of decision making to increase student achievement in the 2023-2024 school year.

#### Strategy/Activity 1

Teachers are embarking in Year 3 of UDL implementation (Universal Design for Learning). This teaching approach fosters voice and choice in students and allows students to explore their strengths and learning styles in order to access and interact with meaningful content. UDL engages students to become passionate about learning, and to take responsibility for their learning while setting goals for themselves and for their future. Thus, the UDL initiative at John Adams is supporting SAUSD's graduate profile in several areas.

#### Budgeted Amount:

8,000

---

#### Strategy/Activity 2

Our Social-Emotional Curriculum, Second Step will be taught with fidelity by all grade levels. Our school counselor will provide classroom lessons/presentations utilizing district-approved lessons on anti-bullying, fostering resilience, and the Know-Go program, to name a few. Staff will be trained on how to identify potential warning signs and risk factors as well as how to create a trauma informed and supportive classroom space. We will use a PBIS and an MTSS framework to identify and monitor student outcomes, which includes COST (Coordination of Services Team) and SST (Student Support Team).

#### Budgeted Amount:

2,000

---

#### Strategy/Activity 3

Our school wide positive behavior program is intended to support positive behavioral outcomes for all students. Team members will use PBIS meetings to review data (Cost data wall) and students needing Tier I, Tier II and Tier 3 interventions. Teachers and staff will use best practices for supporting positive behavior throughout the day (classroom management) including the use of ROAR ticket distribution, which can then be transferred to Class Dojo points. Administration and PBIS team will monitor student progress. Attendance has become an increased issue as we returned to in-person learning. Much of this is due to the need to quarantine with Covid cases and also compromised immune systems due to masking and being at home for so long at a young age (for many). We are seeing a lot of colds and flu, which is negatively impacting our attendance rate. For those students with chronic absenteeism, not due to health-related issues, they are on attendance contracts and are offered many incentives for coming to school each day. In addition, we have a school-wide incentive for perfect monthly attendance through the use of "brag tags" that students can collect.

#### Budgeted Amount:

6,500

---

#### Total Expenditures

16,500.00
-----------

## Goal 2 - English Language Arts

### LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

#### School English Language Arts Goal:

At Adams, teaching language arts is a team effort. Using a multi-tiered support system of support framework, teachers, parents and administration will facilitate our students on their journey from learning to read, to reading to learn and to develop a love for lifelong learning. Adams students will have access to high quality academic programs, given opportunities to engage in collaborative conversations, and will be exposed to appropriate academic language and complex sentences and text. In order to facilitate growth in English Language arts, English learners will be provided with scaffolding and differentiated instruction using the Benchmark Program.

---

#### Strategy/Activity 1

As part of our core ELA program, all students will have access to the Core ELA curriculum through the Benchmark program. Using an MTSS framework, teachers will differentiate instruction to meet the needs of the students. Substitute teachers cover classes so teachers can meet throughout the year to review data, collaborate and plan ELA lessons at the classroom level and a grade level. Various supplementary software programs are used to reinforce student learning at their instructional level during small group instruction. Supplemental materials will be provided to meet student needs.

#### Budgeted Amount:

17,194.60

---

#### Strategy/Activity 2

As part our our ELA program, students needing Tier II level of support will be identified and given appropriate intervention during small group time. Student progress will be monitored and modified as necessary. Credentialed teachers will use their training to provide supplemental instruction before, during and after school with programs such as Rewards, SIPPS Plus, SIPPS Challenge, Lexia, and Phonics for Reading. Intervention teachers will focus on foundational skills using SIPPS. Students will get intervention 4-5 times per week for 30 minutes.

#### Budgeted Amount:

11,250

---

#### Strategy/Activity 3

Students not making adequate progress in our intervention programs can be referred to our Tier III identification systems such as our Coordination of Services Team (COST) and our Student Success Teams (SST) to design individual academic studies and intervention plans. Student progress will be monitored and modified as needed. Intervention teachers will focus on using Benchmark Advance, Steps to Advance, Readers Theater, and Close Reading passages with students.

#### Budgeted Amount:

2,021.45

---

**Total Expenditures**

30,466.05

### Goal 3 - English Learner Progress

#### LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

#### School English Learner Progress Goal:

All Adams English Learners will receive systematic English Language Instruction with the goal of making one years' growth in English Proficiency at a minimum as they move through their journey to English Mastery. Through consistent practice with academic English, designated as well as integrated instruction, intervention for struggling students, as well as integration of technology throughout the program, all English Learners will have access to core content while developing English Language skills. Lexia English is being utilized for our newcomers.

---

#### Strategy/Activity 1

All English Learners will have access to the core EL program through integrated as well as designated instruction. Teacher will use data to differentiate instruction to meet the needs of English Learners as well as monitor the progress of our students in need of tier II and III interventions, As part of our strategy to facilitate one years or more growth in our English Learners, we will integrate Lexia English to meet this goal.

#### Budgeted Amount:

5,317.49

---

#### Strategy/Activity 2

Lexia English as an add-on intervention outside of the school day, including Lexia English mini lessons as needed. Intervention to be provided by trained staff. Newcomers and Emerging EL students will receive after-school tutoring in the library 2 times per week.

#### Budgeted Amount:

1,500

---

#### Strategy/Activity 3

Students in 4th and 5th grade who have not yet reclassified will be given particular attention during COST, Data Chats, Grade Level collaboration, etc. to design instruction that will help them move forward with reclassification. A focus on writing intervention during the school day will be designed for these students with conferencing, feedback, and self/partner editing. Tier 2 push in support for students who are English Language Learners to receive supplemental intervention inside the classroom.

#### Budgeted Amount:

21,945.45

---

#### Strategy/Activity 4

Student in need of Tier III EL interventions will be identified using an MTSS framework and given access to a variety of technology and tailored interventions intended to facilitate their growth towards English language proficiency. Lexia English will also be utilized to support these students in the area of ELD proficiency. Ensure that areas of challenge for students (identified by ELPAC scores) is being addressed by targeted intervention (i.e. writing, reading fluency, etc.). Tier 3 after school intervention provided through district funds to support EL Learners

#### Budgeted Amount:

---

**Total Expenditures**

28,762.94

## Goal 4 - Math

### LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

#### School Math Goal:

In order to access the Common Core Math Standards, students at Adams will receive instruction with the Math Expressions/IMP Program, with the goal of ensuring 5th graders are competent with fractions (college success predictor). Student progress will be monitored, and students who are working below grade level will receive intervention. Students identified as gifted will receive differentiated instruction in order to be challenged and may be offered STEAM and Project based Learning activities. Technology will be integrated throughout the grade levels to prepare our students for 21st century skills, college and careers. This year, we have added a new online math program that is prescriptive and fills in holes in students learning of particular skills along the math standards continuum. It is our goal that this supplemental program will support students with learning loss caused by distance learning and will also support best first instruction by the classroom teacher. In addition, Adams is in year 2 of UDL (Universal Design for Learning) implementation. This year, we have a math focus within UDL implementation. It is our goal that through UDL/Math Focus, that all student will have access to the Common Core Math Standards and will receive instruction that is engaging and promotes students who are architects of their learning.

---

#### Strategy/Activity 1

All students will have access to the common core Mathematics Standards through the district-adopted standards-based Houghton Mifflin Math Expressions curriculum. Using an MTSS framework, teachers will differentiate instruction to meet the needs of all students. Data will be used to identify and monitor Tier II and III students. Various supplemental software programs will be used to reinforce student learning. Supplemental materials will be provided to meet student needs.

#### Budgeted Amount:

8,895.09

---

#### Strategy/Activity 2

Teachers will administer a variety of Mathematics assessments to identify student learning needs and inform instruction. In grade level meetings, grade level planning days and release days, teachers and staff will analyze student progress in the Houghton Mifflin Math Expressions quiz/test assessment, MAP assessments, ST Math, the Irvine Math Project, and our new program, Happy Numbers to identify students in need of Tier II interventions. Students in the Tier II category in mathematics will receive additional academic support in small groups and one-on-one instruction during the math intervention time with the support of our math intervention teachers (5 extra FTE's this year).

#### Budgeted Amount:

4,884.72

---

#### Strategy/Activity 3

Student in need of Tier III math interventions will be identified using an MTSS framework and by using the Cost and SST process. Teachers, parents and administration will meet and plan next steps to improve math learning. Identified students will be given access to a variety of technology and tailored interventions intended to facilitate their growth towards math proficiency. These students will also receive small group intervention in math with our support staff-math intervention teacher (we have support for all grade levels).

#### Budgeted Amount:

1,423

---

**Total Expenditures**

15,202.81

**Goal 5 - Content Area Goal**

**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School Content Area Goal:**

All Adams' students grades TK-5 will develop inquiring minds and curiosity about science, engineering, art and the natural world. Guided by Common Core State Standards, up to date instruction materials, and instructional passes, our students will acquire knowledge, conceptual understanding and skills to solve problems and make informed decisions in scientific and other contexts.

---

**Strategy/Activity 1**

All students at John Adams Elementary will have access to Common Core Science. Content will be accessed through direct instruction, small group activities, project based learning units, STEM projects, field trips, and close reads of non-fiction grade leveled texts. Teachers at Adams will differentiate instruction in order to make content accessible for all students and provide intervention for those students at risk of not making adequate progress towards Common Core State Standards. Students in 4th & 5th grade will have to Scholastic Super Science.

**Budgeted Amount:**

3,290.20

---

**Total Expenditures**

3,290.20

## Goal 6 - Parent Engagement

### LCAP Goal and SAUSD Board Priority Alignment

Goal 2: Family and Community Engagement. SAUSD will design, develop, and deliver a multi-tiered system of services and supports that promotes family, staff, and community as active partners in preparing ALL students for college and career readiness and future life success.

---

#### School Parent Engagement Goal:

At John Adams, parents are an integral part of our success as a school. Our goal is to give parents a variety of ways to be involved in the academic success of their children in positive and meaningful ways. Parents can volunteer in class, serve on school committees such as School Site Council, the English Learner Advisory Committee, the District English Learner Advisory Committee, The District Advisory Committee, and the Parent Teacher Organization. Parents also play a vital role in fundraising, allowing our students access to incentives for expected behaviors, field trip opportunities, assemblies, and much more. We build parent capacity by offering parent leadership, English language development, parenting, and technology classes. Parents also participate in improving student outcomes through their participation in the IEP and SST processes. Families in need are referred to services brought to us by community partners such as monthly food distribution from Second Harvest, SOS holiday baskets, the Operation School Bell program for free school uniforms and the McKinney-Vento program, which offers resources to our families who are struggling in finding permanent housing. We keep channels of communication open by daily messages and digital flyers on Parent Square and Class Dojo. We provide monthly parent meetings, and regular posts on social media such as Face Book and Instagram.

---

#### Strategy/Activity 1

Create and maintain open communication with families and caregivers about all essential functions of school, both at the classroom level and school-wide. Teachers utilize Class Dojo to communicate at the classroom level (some use Parent Square). We provide yearly Title I Parent Meetings, and posts in students' home language. Parent Square messages go home regularly regarding school events. The electronic message board informs parents of upcoming events, accomplishments, and other important information. The Parent Square phone, text, and e-mail system will be utilized to communicate with parents. Surveys will be sent to families to provide feedback to the school and district regarding needs, requests, and comments. We will continue partnerships with Second Harvest Food Bank, Phoenix House, Turning Point Center for Families, SOS, Kiwanis, Santa Ana Police Department Softball League, and others to meet the academic, social and emotional needs of our students. Classroom teachers use phone calls, meetings, electronic messaging applications (Class Dojo), Parent Square, and notes home to stay in regular contact with parents.

#### Budgeted Amount:

123,000

---

#### Strategy/Activity 2

Supplies will be purchased to support family engagement activities (STEAM Night), maintenance of the wellness center, prizes for raffles at parent meetings, and needed supplies for meetings.

#### Budgeted Amount:

3,800

---

#### Total Expenditures

126,800.00
------------



## Expenditures by Goal

<b>Goal Area</b>	<b>Total Expenditures</b>
Goal Area 1, School Climate and Social-Emotional Wellness	16,500.00
Goal Area 2, English Language Arts	30,466.05
Goal Area 3, English Learner Progress	28,762.94
Goal Area 4, Math	15,202.81
Goal Area 5, Content Area Goal	3,290.20
Goal Area 6, Parent Engagement	126,800.00
<b>Total Funds Budgeted</b>	<b>221,022</b>