


Addams Elementary

10621666006068

Principal's Name: Angelica Espinosa

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

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District Goals	
<p>The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances



<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

Addams School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Angelica Espinosa	X				
2. Chairperson - Rosa Lopez		X			
3. Angelique Hatcher		X			
4. Kalleah Ray		X			
5. Rosemary Kendrick			X		
6. Rosa Munoz				X	
7. Maria Guzman				X	
8. Josefina Martinez				X	
9. Maria Suarez				X	
10. Josefina Vasquez				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date <u>2/21/17</u> .

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Angelica Espinosa		4/3/17
SSC Chairperson	Rosa Lopez		4/3/17

Additional Documents include the site Parent Involvement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2017/18

ADDAMS - 0005

ON-SITE ALLOCATION

3010	Title I	\$64,719 *
7090	LCFF Supplemental & Concentration	\$225,197
7091	LCFF for English Learners	\$121,920
TOTAL 2017/18 ON-SITE ALLOCATION		\$411,836

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,215
Remaining Title I funds are at the discretion of the School Site Council	\$63,504
Total Title I Allocation	\$64,719

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	63/68	N/A ³	13.62%	16.20%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	56/68	N/A ³	13.32%	13.89%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	64/66	N/A ³	12.00%	9.80%	N/A ³	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	66/68	0.00% ⁴	67.88%	69.10%	58.86%	•LCAP Dashboard - 8OtherPupilOutcomes
<input checked="" type="checkbox"/>	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	12/63	N/A ⁶	46.09%	51.85%	5.83%	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	9/63	N/A ⁶	64.35%	68.89%	15.53%	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	58/67	N/A ⁷	N/A ⁷	15.14%	19.52%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input checked="" type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	55/67	N/A ⁸	N/A ⁸	16.69%	23.18%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	63/68	7.69%	13.82%	9.71%	10.84%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	41/68*	13.55%	23.47%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	44/68	44.23%	38.57%	44.95%	37.84%	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	48	ADA Attendance Rate	55/68	92.73%	94.05%	94.18%	94.35%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input checked="" type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	50/69	21.36%	18.06%	19.08%	16.83%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	55/68	N/A ¹⁰	N/A ¹⁰	46.78%	33.95%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	1/69	23.60%	0.23%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate

<input checked="" type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	64/68	23.60%	11.40%	17.18%	12.54%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	1/68	0.00%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	2/67	33.56%	30.02%	99.67%	0.00%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	56/68	N/A ¹³	N/A ¹³	67.95%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input checked="" type="checkbox"/>	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	56/69	N/A ¹³	N/A ¹³	60.38%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input checked="" type="checkbox"/>	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	61/68	N/A ¹³	N/A ¹³	52.80%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	43/68	N/A ¹³	N/A ¹³	70.06%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

7. Formative Assessment started in '15-16 School Year
8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
9. Updated once we have Annual Report from CDE
10. Ties to official ATLAS reporting starting in '15-16 School Year
11. District level indicator - requiring CDE data submission
12. Project launched in '15-16 School Year
13. Tracking started in '15-16 School Year (Baseline Year)
14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: Angelica.Espinosa - 03/05/2017

Save

Addams Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	16.2	21.2	California Teaching Fellows Foundation
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	19	24	California Teaching Fellows Foundation
3169 - 3rd grade students reading at grade level	19	24	Imagine Learning

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Addams Elementary students will be engaged in a rigorous, balanced literacy program which includes: ELA Response to Intervention model, tiered levels of support, English Language Development, and a core academic program aligned to grade level common core state standards. Instructional practices will align with FUSD Instructional Practice Guide/Literacy to include students engaged in the 3C's, grade level state standards, challenging content, standards based and SBAC aligned assessments in order to reduce the number of students reading below grade level as based on multiple reading measures (SBAC/KAIG/DRP/BAS/Illuminate/Fluency).

The **Learning by Doing** text will serve as a foundation for continuing work in building the capacity of the site Instructional Leadership team and grade level Accountable Community Teams. Teachers will utilize the Cycle of Continuous Improvement for analyzing student data, developing aligned instructional plans and common formative assessments with AC teams.

Strategies and practices, such as **Visible Learning** by John Hattie, will be utilized to support data driven effectiveness of instructional programs supporting a culture of learning with high expectations.

SMART Goals

2015-2016 **ELA SBAC** data indicates that 16.2% of students scored "Standards met or Exceeded." By June 2018, there will be a 5% increase in the percentage of students scoring "Standards met or Standards exceeded." 2016-2017 District Interim **ELA CFA#2** data indicates that 19% of students scored "Standards met or Standards exceeded." By June 2018, there will be a 5% increase in the percentage of students scoring "Standards met or Standards exceeded."

[Explain the Progress Monitoring using the Cycle of Continuous Improvement model:](#)

Details: Explain the data which will specially monitor progress toward each indicator target

- District ELACFA Interim Assessments
- Grade level common formative assessment
- DRP
- BAS
- KAIG

Owner(s):

- Teacher
- AC Teams
- Lead Teachers
- Administration

Timeline:

- Daily on-going CFAs
- Wonder's Weekly, Quarterly and End of Unit Assessments
- District Interim Assessments, including KAIG and BAS

Explain the Targeted Actions for Parent Involvement (required by Title I):

Share performance data for ELA to parents at meetings (Coffee Hour, ELAC, SSC, SST's, IEP's and Parent-Teacher Conferences). Share strategies with parents on how to support students at home.

Describe Related Professional Learning:

- Backwards mapping of ELA Standards
- Data Analysis and Action Planning by teacher, grade level and School wide
- Illuminate Test Development
- CFA Development
- Technology to support Literacy Instruction
- Learning By Doing
- Making Thinking Visible
- Visible Learning

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

- Standards Instruction ELA Guaranteed & Viable Curriculum resources and materials
- Tablets for use of online resources
- Teaching Fellows to support small group instruction in K-6 Classrooms
- Imagine Learning as intervention tool for K-6 (English Learners)
- Blended Learning/Differentiated Instruction/ Response to Intervention
- Supplemental contracts for Teachers (i.e. Planning, tutoring, etc.)
- Substitutes for monthly Student Success Team Meetings
- Substitutes for teacher planning and peer observations
- Lease and maintenance of copier
- Maintenance of technology

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Designated & Integrated ELD
- Support from Teaching Fellows & Bilingual Paraprofessionals
- Accountable Communities (Learning By Doing)
- Intervention Teacher (SEL/Literacy)(Designated Schools FTE)

Addams Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				subs for SST and peer observations	\$	4,648.00
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				supplemental pay contracts for AS tutoring	\$	2,368.00
1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				technology service, repair	\$	2,000.00
1	1	Sup & Conc	Instruction	Equipment Lease				Ricoh lease	\$	10,000.00
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology/Equipment	\$	9,934.00
1	1	Title 1 Basic	Instruction	Non Capitalized Equipment				technology	\$	15,000.00
1	1	LCFF: EL	Instruction	Non Capitalized Equipment				technology	\$	10,000.00
1	1	Sup & Conc	Instruction	Materials & Supplies				materials and supplies	\$	6,654.00
Total									\$	60,604.00

Action # 2

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	13.89	21.89	
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	22.66	27.66	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Addams Elementary will continue to have a focus on Early Literacy and Foundational Skills, supporting district goal of all K-3 students reading on grade level. School-wide intervention for students in grades K-6 and classroom data profiles will be used to monitor student progress in order to prevent stagnant progress on KAIG, BAS, DRP, Fluency and CELDT. COST (Coordination of Services Team) will continue to be used to identify Tier II students that are not making progress so that necessary interventions, professional learning and monitoring occurs. Students not making adequate progress with Tier II interventions will be referred to Tier III support of SST. On-going analysis of identified sub groups (EL, African American, SPED) will be monitored to ensure equity and access.

SMART Goals

2015-2016 **Math SBAC** data indicates that 13.89% of students scored "Standards met or Exceeded." By June 2018, there will be a 7% increase in the percentage of students scoring "Standards met or Standards exceeded." 2016-2017 District Interim **Math CFA#2** data indicates that 22.66% of students scored "Standards met or Standards exceeded." By June 2018, there will be a 7% increase in the percentage of students scoring "Standards met or Standards exceeded."

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

District Math CFA Interim Assessments
Grade level common formative assessment

Owner(s):

Teacher
AC Teams
Lead Teachers
Administration

Timeline:

Daily on-going CFAs
GoMath Weekly, Quarterly and End of Unit Assessments
District Interim Assessments

Explain the Targeted Actions for Parent Involvement (required by Title I):

Data sharing at parent meetings (Parent Coffee Hour, ELAC, SSC, Parent Teacher Conferences, etc...) with strategies to support students at home.

Describe Related Professional Learning:

Backwards mapping of Math Standards
Data Analysis and Action Planning by teacher, grade level and School wide
Illuminate/CFA Test Development
Technology to support Math Instruction

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Standards Instruction Math Guaranteed & Mable Curriculum resources and materials
 Tablets for use of online resources
 Differentiated Instruction/ Response to Intervention
 Supplemental contracts for Teachers (i.e. Planning, tutoring, etc.)
 Substitutes for monthly Student Success Team Meetings
 Substitutes for teacher planning and peer observations

Math Progressions & Coherence
 Site-District Math Professional Learning with coaching support

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Support Paraprofessionals (K)
 Visual supports
 Manipulatives & Math Tools

Addams Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
2	1	Title 1 Basic	Instruction	Materials & Supplies				materials and supplies	\$	5,777.00	
									Total	\$	5,777.00

Action # 3

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3751 - Students scoring maximum on the Math and ELA	51.85	56.85	Imagine Learning
3751 - Students scoring maximum on the Math and ELA	68.89	73.89	California Teaching Fellows Foundation

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Addams Elementary will provide comprehensive, balanced mathematical instruction through opportunities related to mathematical understanding and procedural skill in order to support working toward a greater focus and coherence. Teacher learning/support will be provided through development and refinement of high quality first instruction, focusing around the eight mathematical practices, making connections to content. Student learning/support will be based on whole group instruction, cooperative learning groups, and targeted small group support for identified student needs.

The **Learning by Doing** text will serve as a foundation for continuing work in building the capacity of the site Instructional Leadership team and grade level Accountable Community Teams. Teachers will utilize the Cycle of Continuous Improvement for analyzing student data, developing aligned instructional plans and common formative assessments with AC teams.

Strategies and practices, such as **Visible Learning** by John Hattie, will be utilized to support data driven effectiveness of instructional programs supporting a culture of learning with high expectations.

SMART Goals

End of Year percentage of students mastering ELA section on KAIG is 51.86 and End of Year percentage of students mastering Math sections on KAIG is 68.89%. By June of 2018, there will be a 5% increase of students mastering both ELA and Math sections on KAIG.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

- KAIG
- Teacher Common Formative Assessments
- BAS (4th quarter)

Owner(s):

- Teacher
- AC Teams
- Lead Teachers
- Administration

Timeline:

- Daily on-going CFA's for both ELA and Math

Explain the Targeted Actions for Parent Involvement (required by Title I):

Data sharing at parent meetings (Parent Coffee Hour, ELAC, SSC, Parent Teacher Conferences, etc...) with strategies to support students at home.

Describe Related Professional Learning:

Backwards mapping of ELA and Math Standards
Data Analysis and Action Planning by teacher, grade level and School wide

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

Standards Instruction - ELA and Math Guaranteed & Viable Curriculum resources and materials
 Tablets for use of online resources
 Teaching Fellows to support small group instruction in K-6 Classroom (Teaching Fellows would provide additional support within classroom in small groups in any grade level based on identified students needs and strategies provided and supervised by classroom teacher).
 Differentiated Instruction/ Response to Intervention
 Supplemental contracts for Teachers (i.e. Planning, tutoring, etc.)
 Substitutes for monthly Student Success Team Meetings
 Substitutes for teacher planning and peer observations

Imagine Learning
 Math Progressions & Coherence
 Site-District Early Learning Professional Learning with coaching support

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Support from Teaching Fellows & Paraprofessionals
 Visual supports
 Manipulatives & Math Tools

Addams Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	2	LCFF: EL	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	Teaching Fellows- 8	\$ 38,626.00
3	1	Sup & Conc	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	Teaching Fellows- 8	\$ 38,626.00
								Total	\$ 77,252.00

Action # 4

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	9.71	14.71	Imagine Learning

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Addams Elementary will implement a comprehensive, balanced language acquisition program to include Integrated and Designated English Language Development. Designated ELD instructional time will be provided through RtI deployment, along with integrated and designated ELD classroom instruction. Addams will focus this year on building capacity in supporting English Learner students by continuing to improve our redesignation rates and reduce the number of long term English Learners. RFEP Student achievement will be monitored and interventions will be put into place for those students that are not maintaining achievement expectations. Professional learning will be provided in understanding and utilizing ELD Standards.

SMART Goals

2015-2016 End of Year **English Learner Redesignation rate** indicates that 9.71% of English Learner students were redesignated. By June 2018, there will be a 5% increase in the Redesignation rate.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

- ELPAC
- DRP
- BAS
- KAIG
- Grade Level Common Formative Assessments

Owner(s):

- Teacher
- AC Teams
- Lead Teachers
- Administration
- EL Services TSA's

Timeline:

- Daily on-going CFA's
- Quarterly Assessments
- District Interim Assessments, including KAIG

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Share EL performance data to parents at meetings (Monthly Coffee Hour, ELAC, SSC, SST's, IEP's, Parent
- Parent University and Parent-Teacher Conferences).
- Share strategies with parents on how to support students at home.
- Interpreters for parent meetings

Describe Related Professional Learning:

- ELD Standards deconstruction
- ELPAC Data Analysis and Action Planning by teacher, grade level and School wide
- Technology to support ELD Instruction
- Making Thinking Visible
- Visible Learning
- Site/District ELD PL

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Home School Liaison
- ELPAC Assessors
- Teaching Fellows
- Bilingual Paraprofessionals
- Other materials & supplies to support ELA/ELD Instruction
- Digital Literacy Resources such as Starfall, Imagine Learning, etc.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- ELPAC
- DRP
- BAS
- KAIG
- Grade Level Common Formative Assessments

Addams Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	LCFF: EL	Instruction	Direct-Other (Dr)				ELPAC/CELDT Assessors	\$ 4,000.00
4	2	LCFF: EL	Instruction	Materials & Supplies				materials and supplies	\$ 13,020.00
								Total	\$ 17,020.00

Action # 5

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
7133 - Elementary students growth mindset survey results for questions 10-13	60.38	70.38	Other - Please specify within action
7134 - Elementary students self-efficacy survey results for questions 14-17	52.8	62.8	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Addams Elementary will support and monitor school-wide attendance by ensuring that staff will meet with chronically absent students and parents to discuss the importance of attendance and setting goals for improved attendance. School Social Worker, CWAS and HSL will work closely with school attendance clerk and classroom teachers to support parent involvement, improved attendance, school connectedness and provide community resources. Addams will focus on increasing the number of students that are engaged in Goal 2 Activities (Activities, Arts or Athletics). Staff participation will be encouraged in Goal 2 clubs and activities. Staff professional learning will focus on who our unique students and students with chronic absences are, and strategies to promote involvement in Goal 2 activities. Addams will embed Social Emotional Learning (SEL) throughout the teaching and learning process. Students will be taught Self-Management and Self-Awareness strategies with the intent to improve growth mindset and self-efficacy (belief system) to improve student engagement in their learning and promote a strong "student identity" with support from on site School Social Worker (full time) and Resource Counseling Assistant(6 hours/5x/week) and School Psychologist (1.5 extra time). Addams will continue to implement a Coordination of Services Team to identify and review Tier II students to ensure necessary interventions, supports, and monitoring occurs. Staff (SSW, HSL's, Teachers, CWAS, Admin.) will conduct conferences and implement action plans for all students meeting EIS green zone criteria and have 1 or more D or F. As an "Arts Every Day" school, Addams will provide arts integrated instruction within units of study as well as exposure to the arts through study trips, assemblies, artists in residence, and school-wide art & music instruction. Teachers will continue to embed the engagement strategies found in "Engaging Students with Poverty in Mind" to ensure the classroom and school environment creates opportunities for all students to achieve success.

SMART Goals

2015-2016 Social Emotional Learning & School Culture/Climate Student Survey showed 60.38% of students responded affirmatively in the Growth Mindset domain (Questions 10-13) and 52.8% of students responded affirmatively in the Self-Efficacy domain (Questions 14-17). By June 2018, there will be a 10% increase in the Growth Mindset and Self-Efficacy domain, determined by Social Emotional & School Climate/Culture Student Survey.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

Intentional Effective feedback to students:

- 5:1 Ratio of adult positive interactions towards students:
- Feedback to teachers using classroom walk through data & IPG Tenant 1
- Quarterly benchmark assessment created with support of REA
- Model Class Meetings and first 10 day lessons
- First 10 days of SEL Learning
- Goal 2 participation

Owner(s):

- Teachers
- Restorative Practice Counselor
- School Social Worker
- Intervention Teacher (SEL/Literacy)
- Resource Counseling Assistant
- Administration

Timeline:

Daily
Weekly
Monthly

Details: Explain the data which will specially monitor progress toward each indicator target

Revise school policies and procedures to promote growth mindset and self efficacy.

- Guidelines for success to include "I can, I will statements"
- Parents Awareness on SEL

Owner(s):

- Teachers
- Administration
- Restorative Practice Counselor
- School Social Worker
- Intervention Teacher (SEL/Literacy)

Timeline:

Quarterly

Details: Explain the data which will specially monitor progress toward each indicator target

- Class Meetings
- 2nd Step Lessons

Owner(s):

- Teachers

Timeline:

Weekly

Details: Explain the data which will specially monitor progress toward each indicator target

Mentoring for tier 3 students

Owner(s):

- Administration
- School Social Worker
- Resource Counseling Assistant
- School Psychologist (1.5)

Timeline:

Weekly

Details: Explain the data which will specially monitor progress toward each indicator target

Student Leadership:

Assist with modeling behavior to student body
Organize activities for SEL improvement (i.e. "I Can Campaign")
Lead Anti-Bullying Campaign

Owner(s):

- Restorative Practice Counselor
- Resource Counseling Assistant
- School Psychologist (1.5)

Timeline:

Weekly

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Share School Climate & Culture Survey (SEL) data with parents at meetings (Monthly Coffee Hour, ELAC, SSC, Parent University and Parent-Teacher Conferences).
- Share strategies with parents on how to support students at home.
- Interpreters for parent meetings

Describe Related Professional Learning:

EQ (Emotional Intelligence) Training for Teachers
Skillfull Teacher (Feedback to students)
Learning by Doing (Chapter 5 Building the Collaborative Culture of a Professional Learning Community)
Making Thinking Visible
1st 10 days focused on Community Building- emphasis on Growth Mindset & Self-Efficacy
2nd Step
Class Meetings

Community Building, Explicit SEL Instruction & Embedded skills

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Teacher Supplemental Contracts for Goal 2 Activities
- Classified Supplemental Contracts to support classrooms & outside class activities and transitions
- TSA to support classrooms and SEL learning
- Technology to increase SEL learning and improve school climate & culture
- Babysitting, Translating & materials for meetings
- School Social Worker (SSW)
- Resource Counseling Assistant (RCA)

Home School Liaison to support EL students and families through translations, outreach and home visits.

Addams Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
5	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.7500				\$ 42,727.00
5	2	Sup & Conc	Psychological Services	Certificated Pupil Support-Regular	Psychologist, School	0.3000		School Psych 1.5 days; .3 FTE Preference for School Psch: Cesar Tejada Tiscareno		\$ 42,091.00
5	2	Sup & Conc	Psychological Services	Certificated Pupil Support-Regular	Social Worker, School	1.0000				\$ 103,313.00
5	2	Sup & Conc	Parent Participation	Other Classified-Supplemental				babysitting		\$ 5,063.00
5	2	LCFF: EL	Parent Participation	Classified Support-Supplemental				translators		\$ 3,616.00
5	2	LCFF: EL	Instruction	Local Mileage				mileage for HSL		\$ 500.00
5	2	Title 1 Basic	Parent Participation	Materials & Supplies				materials and supplies for parents		\$ 1,215.00
5	2	Sup & Conc	Parent Participation	Materials & Supplies				supplies for parent meetings		\$ 500.00
Total										\$ 199,025.00

Action # 6

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
48 - Attendance rate	94.32	96.32	Other - Please specify within action
5942 - Chronic absenteeism rate	19.08	14.08	Other - Please specify within action
843 - Out of school suspension rate	17.18	12.18	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

A focus on the 4 Core social emotional constructs: self-management, growth mindset, self-efficacy and social awareness will support student college career ready skills. Student support will be provided through class meetings, and professional learning on these 4 constructs. Building these skills will be in support of student academic growth through goal setting (growth mindset), AC teams along with academic planning will include a focus on building student self-efficacy. The Safe and Civil team along with district supports (DPI) will provide professional development and a focus on building capacity in these 4 areas.

Addams Elementary will continue to implement a tiered level of response to behavior incidents and continue effective implementation of Safe and Civil components, which directly relate to suspension rates, attendance rates, lessons distractions for all learners, and enhances campus safety for all students. Guidelines for success and district programs (Class Meetings/Second Step/OLWEUS) will continue to promote personal responsibility and social skills, resulting in fewer conflicts with staff and other students. Safe and Civil Team will provide professional learning to staff in addressing student behaviors at levels 1-3. Students with multiple suspensions will be seen by SST, Behavior Support Plans will be implemented to support student behavior, and the ICET process will be utilized, as needed, for intervention.

Addams Elementary will implement proactive practices to support a decrease in the number of out of school suspension rate per 100 students.

SMART Goals

2016-2017 Attendance rate for Addams showed 94.32% of students attended school regularly and 19.08% students who are chronically absent (90% or less attendance rate). By June of 2018, there will be a 2% increase in attendance and 5% decrease in students chronically absent.

2015-2016 End of Year Out of school suspension rate of 17.18% per 100 students. By June 2018, the End of Year out of suspension rate will decrease 5% as measured by SQII data.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

Owner(s):

Timeline:

- Daily attendance reports will result in phone calls to parents to follow-up on attendance concerns and trends.
- A2A Conferences with students and parents will be held as needed based on attendance trends to establish attendance contracts.

- Office Assistant
- Principal
- CWA

- Daily
- Weekly

Details: Explain the data which will specially monitor progress toward each indicator target

Home Visits to parents in support of attendance efforts and goals.

Owner(s):

- Home School Liason
- District CWA

Timeline:

- Daily
- Weekly

Details: Explain the data which will specially monitor progress toward each indicator target

The percent of students replying agree/strongly agree (positive) to questions regarding expectations and relationships with adults on campus on the student school climate survey will be analyzed.

Owner(s):

- Teachers
- Administration

Timeline:

- Yearly

Details: Explain the data which will specially monitor progress toward each indicator target

Teachers will submit Classroom Discipline Plans based on the CHAMPS protocol at the beginning of the year and reviewed mid-year.

Owner(s):

- Teachers
- Climate & Culture Team
- Administration

Timeline:

- 1st quarter
- 3rd quarter

Details: Explain the data which will specially monitor progress toward each indicator target

Climate and Culture Team meets a minimum of once a month and reviews the data of suspension, misbehavior and Tier 3 students to develop action plans for professional learning/coaching.

Owner(s):

- Climate & Culture Team
- Administration

Timeline:

- Monthly

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Home Visits to parents in support of attendance efforts and goals.
- Daily attendance reports by Office Assistant to share with administration
- Attendance meetings with parents
- Share attendance data to parents at meetings (Monthly Coffee Hour, ELAC, SSC, SST's, IEP's, Parent University and Parent-Teacher Conferences).
- Interpreters for parent meetings
- Student Study Teams will provide parents, teachers and students with information and support services available.
- Restorative Practice counselor will provide parent workshops on parenting using restorative practices.

Describe Related Professional Learning:

Attendance data analysis with teachers by class
Professional Development will be held in the following areas:

- Training on CHAMPS strategies, Class Meetings, Circle processes, and Peer Mediation will be provided by the Climate & Culture Team.
- Restorative Practices training will be provided by the Restorative Practices Counselor and/or the Climate & Culture Team.
- Training on strategies to use with Tier 2 and 3 students will also be provided by School Climate & Culture Team to Office staff.
- OLWEUS Bullying Prevention Program lessons will be provided by the Climate & Culture Team.

**Describe Direct Instructional Services to Students, Including Materials and Supplies
Required(curriculum and instruction):**

Attendance campaign with incentives to classrooms and students
ADistrict Provided Restorative Practice Counselor two days a week.

- All students will be encouraged to participate in a broad range of arts, activities and athletics, including: Clubs focused on leadership, art, music, dance, culture, drama and social events. Supplemental pay contracts will be provided to teachers and extra pay contracts for paraprofessionals to instruct and supervise students in these activities.
- Teachers will provide regular positive reinforcement including reward tickets, specific praise, and group rewards.
- Admin will provide support through noontime recognition, raffles and quarterly assemblies. Bully prevention lessons will be taught during weekly class meetings.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Home School Liaison to support EL students and families through translations, outreach and home visits.
- **School Social Worker and Resource Counseling Assistant will provide behavioral support to struggling students through informal counseling as time permits.**

- School Social Worker and Resource Counseling Assistant will provide behavioral support to struggling students through informal counseling as time permits.
- Individual behavioral contracts between teacher and students will be implemented on an as needed basis to provide behavioral support to struggling students.

Addams Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	1.0000			\$ 52,158.00
								Total	\$ 52,158.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0005 Addams Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Nc-Equipment			: technology	15,000.00
1	1	Sup & Conc	Instruction	Teacher-Subs			subs for SST and peer observations	4,648.00
1	1	Sup & Conc	Instruction	Teacher-Supp			supplemental pay contracts for AS tutoring	2,368.00
1	1	Sup & Conc	Instruction	Mat & Supp			: materials and supplies	6,654.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Technology/Equipment	9,934.00
1	1	Sup & Conc	Instruction	Equip Lease			: Ricoh lease	10,000.00
1	1	Sup & Conc	Instruction	Direct-Maint			technology service, repair	2,000.00
1	1	LCFF: EL	Instruction	Nc-Equipment			: technology	10,000.00
2	1	Title 1 Basic	Instruction	Mat & Supp			materials and supplies	5,777.00
3	1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows- 8	38,626.00
3	2	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows- 8	38,626.00
4	2	LCFF: EL	Instruction	Mat & Supp			materials and supplies	13,020.00
4	2	LCFF: EL	Instruction	Direct-Other			: ELPAC/CELDT Assessors	4,000.00
5	2	Title 1 Basic	Parent Participation	Mat & Supp			: materials and supplies for parents	1,215.00
5	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.750		42,727.00
5	2	Sup & Conc	Parent Participation	Oth Cls-Supp			babysitting	5,063.00
5	2	Sup & Conc	Parent Participation	Mat & Supp			supplies for parent meetings	500.00
5	2	Sup & Conc	Psychological Services	Crt Pupil-Reg	Social Worker, School	1.000		103,313.00
5	2	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.300	School Psych 1.5 days: .3 FTE Preference for School Psch: Cesar Tejeda Tiscareno	42,091.00
5	2	LCFF: EL	Instruction	Local Mileag			: mileage for HSL	500.00
5	2	LCFF: EL	Parent Participation	Cls Sup-Sup			translators	3,616.00
6	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.000		52,158.00

\$411,836.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$64,719.00
Sup & Conc	7090	\$225,197.00
LCFF: EL	7091	\$121,920.00
Grand Total		\$411,836.00

Domain Totals	Budget Totals
Academic	\$105,007.00
SEL / Culture & Climate	\$306,829.00
Grand Total	\$411,836.00