


Addams Elementary

10621666006068

Principal's Name: Angelica Espinosa

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation 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

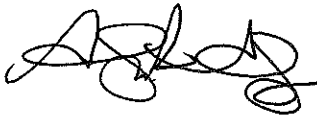

<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 and Family 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 School 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>

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 - Salome Romero				X	
3. Monica Arechiga		X			
4. Anna Gonzalez		X			
5. Eric Moreno		X			
6. Kalleah Ray		X			
7. Veronica Garcia			X		
8. Sandra Carreño				X	
9. Galvia Juarez				X	
10. Josefina Salinas				X	
11. Gloria Tapia				X	
12.					
13.					
14.					
15.					

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

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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Angelica Espinosa		4-30-2020
SSC Chairperson	Salome Romero		4-30-20

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2020/21

Addams - 0005

ON-SITE ALLOCATION

3010	Title I	\$87,662 *
7090	LCFF Supplemental & Concentration	\$276,661
7091	LCFF for English Learners	\$103,632
TOTAL 2020/21 ON-SITE ALLOCATION		\$467,955

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,481
Remaining Title I funds are at the discretion of the School Site Council	\$85,181
Total Title I Allocation	\$87,662

Addams Elementary 2020-2021 - School Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	32.592 %	22.687 %	2018-2019	29.687 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	25.824 %	19.737 %	2018-2019	26.737 %
SBAC ELA Distance from Level 3 (Students w/Disabilities)	-111.8 pts	-134.8 pts	2018-2019	-119.8 pts
SBAC Math Distance from Level 3 (Students w/Disabilities)	-129.2 pts	-170.2 pts	2018-2019	-155.2 pts
SBAC ELA Distance from Level 3 (White)		-98.7 pts	2018-2019	-83.7 pts
SBAC Math Distance from Level 3 (White)		-117 pts	2018-2019	-102 pts
SBAC ELA Distance from Level 3 (Homeless)		-126.9 pts	2018-2019	-111.9 pts
SBAC Math Distance from Level 3 (Homeless)		-125.1 pts	2018-2019	-110.1 pts

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Instructional Leadership Teams were involved in building their capacity in developing common formative assessments and analyzing data to get to student by student performance and needs

Factors that influenced effectiveness in achieving expected outcomes include:

Daily Tier 1 ELA on grade level instruction (120 minutes includes whole and small group for differentiation)

PLC teams were in the initiating and implementing phase of the Learning by Doing PLC continuum.

PLC Areas of growth include:

Continued professional development in creating Common Formative Assessments at the appropriate rigor

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Inconsistent systematic Multi-tiered systems of support structures that ensure all students make continuous progress and are able to demonstrate mastery of standards along with inconsistent progress monitoring that addresses students' skill gaps.

SBAC ELA Distance from Level 3 (Homeless)

Inconsistent systematic Multi-tiered systems of support structures that ensure all students make continuous

of essential grade level standards. Professional Learning included using IAB/FIABs to reflect the rigor of grade level state standards and inform instruction to address students' skill gaps in meeting grade level standards

Continued development of student progress monitoring protocol for CFAs (student by student with specific focus on subgroups: students with disabilities, homeless, EL, etc.)

Continued professional learning in strengthening Professional Learning Community protocols for data collection including CFAs using IAB/FIAB and district assessments-iReady) to appropriately address the learning needs of all students

SBAC ELA Distance from Level 3 (Homeless)

Daily Tier 1 ELA on grade level instruction (120 minutes includes whole and small group for differentiation)

Consistent reteaching in small group when needed

The implementation of a school wide Response to Intervention model that addressed students performing below grade level standards according to SBAC and district assessment i.e. iReady Reading Diagnostic results

SBAC ELA Distance from Level 3 (Students w/Disabilities)

SWD had access to both core curriculum at grade level along with supplemental materials to address IEP goals and objectives. The continued development and use of CFAs reflective of grade level state standards

SBAC ELA Distance from Level 3 (White)

White students had access to core curriculum with support from a Tiered level of support system (RTI: Tier 1 ('good first teach'), Tier 2 (differentiated instruction provided by teacher), and Tier 3 (pull out/ push in support provided by Intervention Teacher with support of Teaching Fellows for grades 1-6)

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Daily Tier 1 Math on grade level instruction (90 minutes includes whole and small group for differentiation)

PLC teams were in the initiating and implementing phase of the Learning by Doing PLC continuum.

Areas of growth include:

- Use of IAB claims and targets documents for planning and CFA development
- Progress monitoring tool
- Data analysis protocol
- Consistent feedback to teachers focused on Math school-wide commitments

Math was a focus for additional Professional Learning to increase knowledge and use of the mathematical shifts and consistent planning using the 5 E's (Engage, Explore, Explain, Elaborate, Evaluate) to ensure conceptual learning along with fluency of all students.

Continued professional development in creating Common Formative Assessments at the appropriate rigor of essential grade level state standards using IAB/FIABs and iReady Diagnostic results to address the needs of students

Continued development of student progress monitoring and goal setting protocols for CFAs (student by

progress and are able to demonstrate mastery of standards along with inconsistent progress monitoring that addresses students' skill gaps.

SBAC ELA Distance from Level 3 (Students w/Disabilities)

Inconsistent implementation of core curriculum to ensure students make progress toward grade level standards at the appropriate rigor.

SBAC ELA Distance from Level 3 (White)

Inconsistent systematic Multi-tiered systems of support structures that ensure all students make continuous progress and are able to demonstrate mastery of standards along with inconsistent progress monitoring that addresses students' skill gaps.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Inconsistent systematic Multi-tiered systems of support structures that ensure all students make continuous progress and are able to demonstrate mastery of standards along with inconsistent progress monitoring that addresses students' skill gaps.

SBAC Math Distance from Level 3 (Homeless)

- Chronic absenteeism
- Suspension rate
- Social/emotional needs

SBAC Math Distance from Level 3 (Students w/Disabilities)

- Inconsistent implementation of core curriculum to ensure students make progress toward grade level standards at the appropriate rigor.
- Chronic absenteeism

SBAC Math Distance from Level 3 (White)

- Chronic absenteeism
- Suspension rate
- Social/emotional needs

student with specific focus on subgroups: students with disabilities, homeless, white and EL students, etc.)

Continued professional learning in strengthening Accountable Community protocols for data collection including CFAs and district assessments(iReady) via Regional Instructional Leadership work

Implementation of Math Regional Plan with grade level specific professional learning with district support via monthly coaching and professional development and reading

SBAC Math Distance from Level 3 (Homeless)

Daily Tier 1 Math on grade level instruction (90 minutes includes whole and small group for differentiation)

Consistent reteaching in small group when needed

All Teachers in grades 1-6, including Special Education Teachers participated in strategic, grade level specific professional learning to enhance instruction in math to benefit all students including: SWD, homeless, and other subgroups i.e. White students, EL students, etc.

SBAC Math Distance from Level 3 (Students w/Disabilities)

Daily Tier 1 Math on grade level instruction (90 minutes includes whole and small group for differentiation)

Consistent reteaching in small group when needed

All Teachers in grades 1-6, including Special Education Teachers participated in strategic, grade level specific professional learning to enhance instruction in math to benefit all students including: SWD, homeless, and other subgroups i.e. White students, EL students, etc.

SBAC Math Distance from Level 3 (White)

Daily Tier 1 Math on grade level instruction (90 minutes includes whole and small group for differentiation)

Consistent reteaching in small group when needed

All Teachers in grades 1-6, including Special Education Teachers participated in strategic, grade level specific professional learning to enhance instruction in math to benefit all students including: SWD, homeless, and other subgroups i.e. White students, EL students, etc.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Addams Elementary students were engaged in a rigorous, balanced literacy program which included: 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 were aligned 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/BAS/iReady/Fluency). The Learning by Doing text served as a foundation for continuing work in building the capacity of the site Instructional Leadership team and grade level Professional Learning Community Teams. Teachers utilized the Cycle of Continuous Improvement for analyzing student data, developing aligned instructional plans and common formative assessments with PLC teams. Strategies and practices, as included in Visible Learning by John Hattie, were utilized to support data driven effectiveness of instructional programs supporting a culture of learning with high expectations. The implementation of the GVC and whole school RTI block focused on gaps in literacy and grade level standards. Based on analysis of iReady Diagnostic results, the intended outcomes were influenced by the inconsistent implementation of new learning from professional learning and the use of protocols to progress monitor data and goal setting to improve student outcomes. There was inconsistency with the full implementation of a 3-tiered level of Response to Intervention. Reteaching standards in reading and math and progress monitoring lead to improved results in iReady Diagnostic #2 for all grade levels in math and ELA. Based on data from IPG, a need for an increase of complex questioning around text is needed and a need for increased analysis of student work to identify common errors when

reteaching.

Title I: Teaching Fellows; iReady- Reading, School Social Worker, Resource Counseling Assistant, School Psychologist

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

The changes that will be made to improve student learning outcomes include the following:

identified subgroups (SWD, homeless, and white students) will include the following:

Continue Math coaching support provided by the district to support planning and use of effective instructional strategies that reflect the mathematical shifts to meet the rigor of CA state standards

Continue to use iReady Diagnostic Results -Reading and Math to guide instructional practices to respond appropriately to meet the instructional needs of students performing at Tiers 1, 2, and 3

K-2 Literacy training and support for all K-2 teachers-Regional Focus with District support

IEP Progress Monitoring

Targeted Support Team (TST) to address the needs of students requiring intervention at a Tier II level. TST will work collaboratively with teachers to address needs of students specific to subgroups i.e. homelessness, SWD, etc. in the areas of reading intervention, after school tutoring, counseling, coping skills, etc.

These changes will be incorporated in SPSA goals and actions (#1 and #4)

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC completed surveys to provide feedback on current resources utilized to have impact on student learning. Survey results show to favor the continuation of investment in both academic and social emotional services and programs to impact student achievement.

Our 2019-2020 SPSA Goal in ELA and Math is to increase by 10%. Our iReady #2 data indicates growth of at least 8% in Reading and 6% in Math as compared to iReady #1 (2019-2020).

Budget Priorities:

- Continue to fund Teaching Fellows to support intervention

2 ELAC:

In combination with SSC: Parents' input included support to maintain social-emotional supports via School Social Worker and School Psychologist. It also included to maintain Teaching Fellows to support a tier-level of intervention (RTI model)

3 Staff:

Surveys were completed by Staff and results show to continue with current resources to impact student achievement.

Budget Priorities:

- Continue to fund SSW, HSL, and district funded Intervention Specialist
- Continue to fund increased school psychologist time

- Continue to fund increased psychologist time(1.5)
- Continue to improve parent/school communication at classroom to parent level.

Action 1

Title: Excel in Reading and Writing

Action Details:

Goal

2018-2019 ELA SBAC data indicates that 22.8% of students scored "Standards met or Exceeded." By June 2020, there will be a 10% increase in the percentage of students scoring "Standards met or Standards exceeded." 2019-2020 District iReady Diagnostic for Reading #2 data indicates that 18% of students scored "Tier 1." By June 2021, there will be a 10% increase in the percentage of students scoring "Tier 1."

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/iReady Diagnostics/BAS/IAB/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 PLC teams. PLC teams 3rd through 6th grade will begin to utilize IABs for analyzing student data and developing aligned instructional plans. 3rd through 6th grade will generate one IAB in quarter 1, two IABs in quarter 2, three IABs in quarter 3, and four IABs in quarter 4. 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.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- SBAC
- IAB assessments
- iReady Diagnostic-Reading
- Grade Level Common Formative Assessments
- IEP Goals progress monitoring for SDC MM and RSP Teacher
- BAS
- KAIG
- Fluency benchmarks
- Sight word benchmarks
- Data chats with teachers
- Grade Level/Teacher/SPED Goal Setting

Owner(s):

- Teachers
- PLC Teams
- Lead Teachers
- TSAs
- Administration

Timeline:

- Daily Checking for Understanding
- CFA, a minimum of 1-2 per quarter
- Quarterly IABs for grades 3-6
- Wonders weekly and end of unit assessments
- iReady Diagnostic
- KAIG quarterly assessment

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Standards Instruction
- ELA Guaranteed & Viable Curriculum resources and materials
- Daily Tier 1 ELA instruction on grade level (120 min. includes whole and small group for differentiation)
- Create, administer, and monitor formative assessments between iReady Diagnostic (teachers and leaders)
- SPED teachers included in goal setting and data CCI's with principal for iReady/SBAC
- RSP caseload students identified on unit based CFA results to include in analysis and next steps
- RSP and General Education teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments
- Goal setting by grade level/content area, by classroom teacher, including SPED teachers on Interim and SBAC assessments with a focus on subgroups i.e SWD, African American students, and Foster youth)
- Blended Learning/Differentiated Instruction
- Tiered Levels of Support through Response to Intervention for targeted groups (SWD, EL, African American, Foster, specific grade levels based on site data)
 - Tier 1 - Ensure access to essential grade-level curriculum, identify and teach essential academic and social behaviors, provide interventions to proactively support student success
 - Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports
 - Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable
- School site will continue to strengthen our focus on Tier 1 in the classroom and school-wide Climate & Culture practices.
- School site developed a common understanding of MTSS Framework.
- School site will continue to build staff efficacy of Tier 1 teaming structures (i.e. ILT, PLC, CCT)
- Direct Maintenance for repairs
- TSAs to manage and monitor Response to Intervention and After School EL Program
- Technology to support language arts instruction
- K-2 Literacy support-Regional/District support Tier 1-3 ELA instruction
- Teaching Fellows to support small group instruction in K-6 Classrooms
- 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
- Substitutes for data chats
- ELPAC Assessors
- Lease and maintenance of copier
- Maintenance of technology
- Materials and supplies to support achievement in language arts including ordering materials from the graphics department.
- School wide RTI Model for grade 1-6
- IAB assessments

Specify enhanced services for EL students:

- Designated ELD will take place daily schoolwide for a minimum of 30 minutes
- Integrated ELD will be implemented throughout the day in all content areas
- Support from Teaching Fellows & Bilingual Paraprofessionals
- Accountable Communities (Learning By Doing)
- Intervention Teacher (SEL/Literacy)(Designated Schools FTE)
- Materials and Supplies
- Integrated ELD

Specify enhanced services for low-performing student groups:

- After school tutoring
- Targeted Response to Intervention
- **ENHANCED ADDITIONAL SERVICES FOR STUDENTS WITH DISABILITIES:**
- 6-8 week site plan will address student with disabilities by discussing progress monitoring during data chats with SDC and RSP teachers.
- Daily differentiated instruction
- SPED Paraprofessional support throughout the day
- RSP services for identified students
- SLP services for identified students

- After School EL Program
- Academic Discourse
- Talk moves/accountable talk
- Language frames
- Bilingual Paraprofessionals
- Explicit vocabulary and grammar instruction
- Explicit instruction with teaching chart and language analysis
- Home School Liaison - Spanish speaking

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

- Share ELA performance data with parents at School Site Council meetings, IEP meetings, Student Study
- Team meetings, ELAC meetings, Parent Coffee Hour and teacher parent conferences.
- Share strategies with parents on how to support at home (coffee hour, Parent University, Parent English Classes)
- Parent meetings to support use of EduText, ATLAS Parent Portal, Rapid Alert, Peach Jar, LCD Tablet distribution, School Messenger, etc.
- Interpreters and babysitting for parent meetings.
- Home School Liaison will support parent communication and involvement in school activities through written and verbal communication.

Describe Professional Learning related to this action:

- Backwards mapping of ELA Standards
- Data Analysis and Action Planning by teacher, grade level and School wide
- IAB/FIAB Test Development or other standards aligned resources
- CFA Development
- Technology to support Literacy Instruction
- Learning By Doing
- Making Thinking Visible
- Visible Learning
- PL K-2 Literacy
- Research-based professional books
- PL on Designated and Integrated ELD Instruction: definition of, implementation, analytics

PL FOCUSED ON NEEDS OF STUDENTS WITH DISABILITIES

- District provided SPED PL on the core curriculum
- District provided SPED PL on the core intervention program
- District provided SPED PL on supplemental SPED curriculum
- District provided SPED PL on social/emotional strategies for SPED students
- District provided SPED Coaching Support

Action 2

Title: Excel in Math

Action Details:

Goal

2018-2019 Math SBAC data indicates that 19.8 % of students scored "Standards met or Exceeded." By June 2020, there will be a 10% increase in the percentage of students scoring "Standards met or Standards exceeded." 2019-2020 iReady Math Diagnostic #2 data indicates that 13% of students scored "Tier 1" By June 2021, there will be a 10% increase in the percentage of students scoring "Tier 1."

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 Professional Learning Community Teams. Teachers will utilize the Cycle of Continuous Improvement for analyzing student data, developing aligned instructional plans and common formative assessments with PLC teams. PLC teams 3rd through 6th grade will begin to utilize IABs for analyzing student data and developing aligned instructional plans. Grades 3 through 6 will generate one IAB in quarter 1, two IABs in quarter 2, three IABs in quarter 3, and four IABs in quarter 4. 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.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- SBAC
- IAB/FIAB Assessments
- iReady Diagnostic
- iReady Standards Mastery
- Grade level common formative assessments
- IEP Goals monitoring for MMSDC and RSP
- GoMath Assessments
- KAIG
- Data Chats with Teachers
- Classroom goal setting
- Student goal setting

Owner(s):

- Teacher
- PLC Teams
- TSAs
- Administration
- Math Coaches
- SEL support staff i.e. SSW, IS, SRPC

Timeline:

- Daily checking for understanding
- CFA (minimum of 1-2 per quarter)
- Go Math Mid-Chapter and End of Chapter
- KAIG Quarterly Assessments
- iReady Diagnostic and Standards Assessment
- IAB/FIAB Assessments Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Standards Instruction Math Guaranteed & Viable Curriculum resources and materials
- Daily Tier 1 Math instruction on grade level (90 min. includes whole and small group for differentiation)
- Create, administer, and monitor formative assessments between iReady Diagnostics (teachers and leaders)
- SPED teachers included in goal setting and data CCIs with principal for iReady/SBAC
- RSP caseload students identified on unit based CFA results to include in analysis and next steps
- RSP and General Education teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments
- Goal setting by grade level/content area, by classroom teacher, including SPED teachers on iReady and SBAC assessments with a focus on subgroups (i.e. SWD, White students, and Homeless youth) Technology to support math instruction
- District support from the Math Department to reinforce learning from prior year's professional learning to improve math instruction
- Differentiated Instruction/Response to Intervention
- Supplemental contracts for Teachers (i.e. Planning, tutoring, etc.)
- Substitutes for teacher planning and peer observations
- Math Guaranteed and Viable Curriculum resources and materials
- Minimum of 90 minutes of math instruction
- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, White, Homeless, and specific grade levels based on site data)
 - Tier 1 - Ensure access to essential grade-level curriculum, identify and teach essential academic and social behaviors, provide interventions to proactively support student success
 - Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports
 - Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity

- School site will continue to strengthen our focus on Tier 1 in the classroom and school-wide Climate & Culture practices.
- School site developed a common understanding of MTSS Framework.
- School site will continue to build staff efficacy of Tier 1 teaming structures (i.e. ILT, PLC, CCT)
- 6-8 week plan will include professional learning, implementation, and progress monitoring of math regional work.
- Direct Maintenance and repairs
- Tablets for use on online resources
- Differentiated instruction/Response to Intervention
- TSAs to manage RTI and After School supports
- Substitutes for Data Chats, peer observations, PL, SST Meetings, IEP meetings
- TST to work collaboratively with teachers to address the needs of students requiring Tier 2 level of support according to behavior i.e. suspension and level 3 misbehaviors, attendance and academic needs
- Teaching Fellows
- Technology such as tablets, headphones, site licenses
- Home School Liaison - Spanish speaking
- Mileage for Home School Liaison
- Translators
- Copy machine maintenance
- After School Program academic support
- Substitutes for Administration to attend meetings and Professional Learning
- Travel, costs, and substitutes for Professional Learning
- Materials and supplies for parent participation
- Materials and supplies that support instruction including but not limited to graphics and technology
- Direct Food Services for professional learning of teachers and parent engagement
- Graphics - direct services for additional materials such as booklets and other resources necessary to support differentiated instruction and intervention in Math

Specify enhanced services for EL students:

- Designated ELD will take place daily schoolwide for a minimum of 30 minutes
- Integrated ELD will be implemented throughout the day in all content areas
- Support Paraprofessionals (K)
- Visual supports
- Academic Discourse in Math content
- Math tools and resources
- After School EL Program

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

- Share Math performance data to parents at School Site Council meetings, IEP meetings, Student Study Team meetings, ELAC meetings, Parent Coffee Hour and teacher parent conferences.
- Parent University Classes
- Parent meetings to support use of EduText, ATLAS Parent Portal, Rapid Alert, Peach Jar, LCD Tablet Distribution, etc. via SSC, Coffee Hour, ELAC, and DELAC
- Interpreters and babysitting for parent meetings.

Specify enhanced services for low-performing student groups:

- support from Math coaches in a cycle of continuous improvement with PLC teams to improve Tier 1 instruction
- Use iReady for intervention in RTI using the diagnostic results and related math resources for Tier 2 & 3 intervention
- Differentiated Instruction

ENHANCED ADDITIONAL SERVICES FOR STUDENTS WITH DISABILITIES:

- 6-8 week site plan will address student with disabilities by discussing progress monitoring during data chats with SDC and RSP teachers.
- Daily differentiated instruction
- SPED Paraprofessional support throughout the day
- RSP services for identified students
- SLP services for identified students

Describe Professional Learning related to this action:

- Backwards mapping of Math standards.
- Use of IAB/FIABs including data analysis and planning
- Data analysis and action planning by teacher, grade level, and school-wide
- CFA development using IAB/FIABs or other standards aligned resources
- Technology to support math instruction
- Math Progressions and Coherence
- Site/District Math coaching support-PLC
- 6-8 week plan will include professional learning, implementation, and progress monitoring.

EDISON REGION YEARLONG MATH PLAN-Continued

- Collaboration with Math Department
- PLC Planning with support from Math Coaches
- Cycles of Observation (Admin, Coach, Peer)
- Math Department Coaching support-PLC
- Use of TQE - Task Question Evidence Planning Tool using the 5Es
- Use of 3 Reads Strategy for word problems

PL FOCUSED ON NEEDS OF STUDENTS WITH DISABILITIES

- District provided SPED PL on the core curriculum
- District provided SPED PL on the core intervention program
- District provided SPED PL on supplemental SPED curriculum
- District provided SPED PL on social/emotional strategies for SPED students
- District provided SPED Coaching Support

Action 3

Title: EL Redesignation Rate

Action Details:

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 EL 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.

2018-2019 End of Year **English Learner Re-designation rate** indicates that 22.5 % of English Learner students were redesignated. By June 2021, there will be a 10% increase in the Re-designation rate.

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

- ELPAC
- iReady
- IAB
- BAS
- KAIG
- Grade Level Common Formative Assessments
- Wonders-specific to EL instructional needs
- Disaggregate data on CFA, IAB and iReady for EL students

Owner(s):

- Teachers
- PLC Teams
- Lead Teachers
- Administration

Timeline:

- Daily, on-going
- CFA's
- Wonder's Weekly, Quarterly and End of Unit Assessments
- iReady Diagnostic, including KAIG and BAS
- ELPAC
- IAB

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Wonders-specific to EL instructional needs
- iReady (Reading)
- Teaching Fellows in Kindergarten and in RTI (all grade levels)

Specify enhanced services for EL students:

- Imagine Learning for primary grades (K-1)
- iReady (Reading)
- Teachers will utilize specific ELD strategies guided in the Wonders ELD sections
- After School Tutoring
- Teaching Fellows in Kinder classrooms

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

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

Specify enhanced services for low-performing student groups:

- Wonders-specific to EL instructional needs
- iReady (Reading)
- Teaching Fellows in Kindergarten and in RTI (all grade levels)

Describe Professional Learning related to this action:

Continued PL from EL services to develop and implement effective instructional strategies to address EL standards for both integrated and designated EL development. PL will be both whole staff and differentiated by PLC needs.

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0005 Addams Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Certificated Supplemental Pay Contracts	3,634.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Education and Leadership Foundation: Inter-Act Fellows Program	69,170.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			\$4532- Babysitters, \$5326- Translators	9,858.00
G1A1	Sup & Conc	Instruction	Equip Lease			RiccoH Lease	10,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance of technology, etc.	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics for ELA, Math and Culture & Climate	2,000.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Materials for parent meetings	1,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies	7,588.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : Education and Leadership Foundation: Inter-Act Fellows Program	20,147.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	9,600.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Technology for Student Instruction	5,000.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs for SSTs, Data Chats, Tchr Planning, CR visits	4,753.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	19,562.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology	52,856.00
G1A2	Sup & Conc	Instruction	Direct-Maint			: Maintenance of technology, etc.	5,000.00

\$225,168.00

Goal 2 - All Students will engage in arts, activities, and athletic

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	25.554 %	76.914 %	2018-2019	83.914 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

Students were encouraged to participate in their grade level sport.

Teachers ensured students were present with a permission slip for their assigned field trip.

Holding a 6th grade camp informational meeting for parents.

Implementing morning routine of walk/run club.

Implementing lunch league during intermediate lunch for 4th-6th grade.

Continue to provide organized sports for grades 4th-6th.

Continue to provide coaches for all extra curricular activities for grades 2-6 including flag football, soccer, basketball, Peach Blossom, cross country and softball.

Continue to provide access to music for grades 1-6

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Goal 2 Participation Rate

Low attendance

Parent support for individual students

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Additional students were engaged in goal 2 activities; 4th-6th grade lunch league

Continued communication with Campus Culture TSA to implement additional goal 2 activities

Monthly character counts assembly

Character building assemblies

Kindness Campaign with spirit week

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Incorporating spirit Fridays wearing blue
100% attendance classroom incentive
Additional goal 2 activities implemented
Lunch league introduced to 3rd grade

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC inquired about having access to sports in grades first through fourth.
SSC inquired about making changes to our character counts assemblies/breakfast.

2 ELAC:

SSC inquired about having access to sports in grades first through fourth.
SSC inquired about making changes to our character counts assemblies/breakfast.

3 Staff:

Providing students more engagement opportunities.
Increasing Tier 1 climate and culture activities

Action 1

Title: Social Emotional Learning & School Culture/Climate

Action Details:

Smart Goal:
2019-2020 Social Emotional Learning & School Culture/Climate Student Survey showed 69.31% of students responded affirmatively in the Self-Efficacy domain (Questions 14-17) and 64% of students responded affirmatively in the Social Awareness domain (Questions 38-45). By June 2020, there will be a 10% increase in the Self-Efficacy and Social Awareness domain, determined by Social Emotional & School Climate/Culture Survey.

Detail the Action:
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, Admin.) will conduct conferences and implement action plans for all students meeting EIS green zone criteria and have 1 or more D or F.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically 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
- Responses on student survey in 2019-2020
- Responses on parent survey in 2019-2020
- Model Class Meetings and first 10 day lessons
- First 10 days of SEL Learning
- Goal 2 participation

Owner(s):

- Teachers
- Climate & Culture Team
- Restorative Practice Counselor
- School Social Worker
- Intervention Teacher (SEL/Literacy)
- Intervention Specialist
- Administration

Timeline:

Daily
Weekly
Monthly

Details: Explain the data which will specifically 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
- Intervention Specialist
- School Social Worker
- Intervention Teacher (SEL/Literacy)

Timeline:

Quarterly

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

- Morning Meetings
- Class Meetings
- 2nd Step Lesson

Owner(s):

- Teachers

Timeline:

Daily
Weekly

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

- Mentoring for tier 3 students; MBK

Owner(s):

- Administration
- School Social Worker
- Intervention Specialist
- School Psychologist (1.5 days)

Timeline:

Weekly

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

Student Leadership:

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

Owner(s):

- Restorative Practice Counselor
- Intervention Specialist
- School Psychologist (1.5 days)
- School Social Worker

Timeline:

Weekly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- School site will continue to strengthened our focus on Tier 1 in the classroom and school-wide Climate & Culture practices.
- School site developed a common understanding of MTSS Framework.
- School site will continue to build staff efficacy of Tier 1 teaming structures (i.e. ILT, PLC, CCT)
- Teachers and staff members on Campus Culture and ILT are a PLC and need to be included in analyzing CFA/Interim/Survey data on an ongoing basis and problem solve actions to address student needs.

- Leaders and teachers need to ensure daily implementation and monitoring of integrated and designated ELD instruction for EL students.
- PLC work must include SPED teachers and other support staff.
- SPED staff/students included for all programs and outside contracts (Budget investments, contracts with outside vendors, etc).
- Teacher Supplemental Contracts for Goal 2 Activities
- Classified Supplemental Contracts to support classrooms & outside class activities and transitions
- Materials and supplies to support student engagement
- 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)
- Intervention Specialist (IS)
- School Psychologist 1.5 days (.3 FTE)
- Community Building, Explicit SEL Instruction & Embedded skills
- Materials and supplies to support and improve the climate and culture on campus
- Cross Functional Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).
- School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
- School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and next steps to accelerate progress.
- Professional learning for site leaders and teachers focused on CSI identified group SPED.

Specify enhanced services for EL students:

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

Explain the 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.

Specify enhanced services for low-performing student groups:

All students are encourage to engage in arts, athletics, and activities.

Describe Professional Learning related to this action:

- Cultural Proficiency 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
- Morning Meetings

Action 2

Title: Engagement in arts, activities, and athletics

Action Details:

Smart Goal:

2019-2020 Addams Elementary students had a goal 2 participate rate of 76.9%. By June 2020, there will be a 10% increase in participation of goal 2 arts, activities, and athletics.

Detail the Action:

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 continue to develop onsite enrichment clubs such as Leadership and Mentoring to support engagement in school. Addams will provide study trips, assemblies, artists in residence, and school-wide art & music instruction.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Goal 2 participation report at the end of a sport
- Attendance of enrichment clubs
- Monthly goal 2 reports generated from ATLAS to track percentage of students participate in arts, activities, and athletics

Owner(s):

- Teachers
- Sport Coaches
- SSW
- Psychologist
- Intervention Specialist

Timeline:

- Monthly
- Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Teachers will provide context to students prior to attending their enrichment trip.
- Uniforms for sports
- Materials and supplies to support student engagement
- Materials and supplies to support and improve the climate and culture of the campus

Specify enhanced services for EL students:

- Home School Liaison will support EL parent communication.

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

- Parents will be encouraged by teachers and administration to engage their child in a school enrichment or sport.

Specify enhanced services for low-performing student groups:

All students are encourage to engage in arts, athletics, and activities.

SDC 1/2, SDC 3/4, & SDC 5/6 will attend all field trips with their assigned grade levels.

Describe Professional Learning related to this action:

- Climate and Culture Team will inform staff regarding enrichment opportunities for Addams students.
- Certificated and Classified staff will be encourage to be a Goal 2 champion for all enrichment activities.

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0005 Addams Elementary (Locked)

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.3000		43,631.00
G2A1	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	1.0000		132,859.00

\$176,490.00

Goal 3 - All Students will demonstrate the character and competencies for workplace success

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
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Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

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Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

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Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

2 ELAC:

3 Staff:

Goal 4 - All Students will stay in school on target to graduate

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	17.387 %	21.175 %	2018-2019	19.175 %
Suspensions Per 100	16.719 %	20.124 %	2018-2019	19.124 %
Chronic Absenteeism (Students with Disabilities)	26.6 %	25.8 %	2018-2019	23.8 %
Suspension Rate (Students w/Disabilities)	13.9 %	13.2 %	2018-2019	10.2 %
Chronic Absenteeism (White)		55.4 %	2018-2019	53.4 %
Suspension Rate (White)		11.3 %	2018-2019	8.3 %
Chronic Absenteeism (Homeless)		63.8 %	2018-2019	61.8 %
Suspension Rate (Homeless)		16.4 %	2018-2019	13.4 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

1. Project Access concerns
2. Lack of resources
3. Lack of transportation to and from school

Factors that impacted the effectiveness in achieving the expected outcomes include:

- Continued development of a tiered support system to meet the needs of students both social emotionally and academically at the appropriate tiered level
- Continued professional learning around SEL for all staff
- Continue to structure Care and Connect to support a 3-tiered support system
- Implementing a 3-Tiered system for identification of students with specific SEL needs according to specific criteria i.e. chronic absenteeism, project access identification, foster youth, and students with disabilities (SWD)
- Improve with consistency in following a 3-Tiered identification process to allocate appropriate resources i.e. School Social Worker, School Psychologist, School Restorative Practices Counselor and Resource Counseling Assistant

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Chronic Absenteeism

1. Lack of access to services in community
2. High mobility of family
3. Project Access no ID
4. Lack of transportation to and from school

Chronic Absenteeism (Homeless)

1. High mobility of family
2. Project Access no ID
3. Lack of transportation to and from school

Chronic Absenteeism (Students with Disabilities)

1. Lack of access to services in community

Chronic Absenteeism (Homeless)

In 2018-19, 63.8% of Homeless students were chronically absent.

Factors that impacted the effectiveness in achieving the expected outcomes include:

- Continued development of a tiered support system to meet the needs of students both social emotionally and academically at the appropriate tiered level
- Continued professional learning around SEL for all staff
- Continue to structure Care and Connect to support a 3-tiered support system
- Implementing a 3-Tiered system for identification of students with specific SEL needs according to specific criteria i.e. chronic absenteeism, project access identification, foster youth, and students with disabilities (SWD)
- Improve with consistency in following a 3-Tiered identification process to allocate appropriate resources i.e. School Social Worker, School Psychologist, School Restorative Practices Counselor and Resource Counseling Assistant

Chronic Absenteeism (Students with Disabilities)

In 2018-19, 25.8% of SWD were chronically absent.

Factors that impacted the effectiveness in achieving the expected outcomes include:

- Continued development of a tiered support system to meet the needs of students both social emotionally and academically at the appropriate tiered level
- Continued professional learning around SEL for all staff
- Continue to structure Care and Connect to support a 3-tiered support system
- Implementing a 3-Tiered system for identification of students with specific SEL needs according to specific criteria i.e. chronic absenteeism, project access identification, foster youth, and students with disabilities (SWD)
- Improve with consistency in following a 3-Tiered identification process to allocate appropriate resources i.e. School Social Worker, School Psychologist, School Restorative Practices Counselor and Resource Counseling Assistant

Chronic Absenteeism (White)

In 2018-19, 55.4% of White students were chronically absent.

Factors that impacted the effectiveness in achieving the expected outcomes include:

- Continued development of a tiered support system to meet the needs of students both social emotionally and academically at the appropriate tiered level
- Continued professional learning around SEL for all staff
- Continue to structure Care and Connect to support a 3-tiered support system
- Implementing a 3-Tiered system for identification of students with specific SEL needs according to specific criteria i.e. chronic absenteeism, project access identification, foster youth, and students with disabilities (SWD)
- Improve with consistency in following a 3-Tiered identification process to allocate appropriate resources i.e. School Social Worker, School Psychologist, School Restorative Practices Counselor and Resource Counseling Assistant

Suspension Rate (Homeless)

The suspension rate for Homeless students was 16.4% in 2018-19.

Chronic Absenteeism (White)

1. Lack of access to services in community

Suspension Rate (Homeless)

1. Students were lacking the social emotional support tied with the suspension action.
2. Lack of reentry circle when returning from a suspension.
3. Inconsistent school wide implementation of morning meetings to build relationships and connections with students.
4. Care and connect room needs to be more proactive in supporting the social emotional needs of tier 2 students.

Suspension Rate (Students w/Disabilities)

1. Students were lacking the social emotional support tied with the suspension action.
2. Lack of reentry circle when returning from a suspension.
3. Inconsistent school wide implementation of morning meetings to build relationships and connections with students.
4. Care and connect room needs to be more proactive in supporting the social emotional needs of tier 2 students.

Suspension Rate (White)

1. Students were lacking the social emotional support tied with the suspension action.
2. Lack of reentry circle when returning from a suspension.
3. Inconsistent school wide implementation of morning meetings to build relationships and connections with students.
4. Care and connect room needs to be more proactive in supporting the social emotional needs of tier 2 students.

Suspensions Per 100

1. Students were lacking the social emotional support tied with the suspension action.
2. Lack of reentry circle when returning from a suspension.
3. Inconsistent school wide implementation of morning meetings to build relationships and connections with students.
4. Care and connect room needs to be more proactive in supporting the social emotional needs of tier 2 students.

Factors that impacted the effectiveness in achieving the expected outcomes include:

- Continued development of a tiered support system to meet the needs of students both social emotionally and academically at the appropriate tiered level
- Continued professional learning around SEL for all staff
- Continue to structure Care and Connect to support a 3-tiered support system
- Implementing a 3-Tiered system for identification of students with specific SEL needs according to specific criteria i.e. chronic absenteeism, project access identification, foster youth, and students with disabilities (SMD)
- Improve with consistency in following a 3-Tiered identification process to allocate appropriate resources i.e. School Social Worker, School Psychologist, School Restorative Practices Counselor and Resource Counseling Assistant

Suspension Rate (Students w/Disabilities)

The suspension rate for Students with Disabilities was 13.2% in 2018-19.

Factors that impacted the effectiveness in achieving the expected outcomes include:

- Continued development of a tiered support system to meet the needs of students both social emotionally and academically at the appropriate tiered level
- Continued professional learning around SEL for all staff
- Continue to structure Care and Connect to support a 3-tiered support system
- Implementing a 3-Tiered system for identification of students with specific SEL needs according to specific criteria i.e. chronic absenteeism, project access identification, foster youth, and students with disabilities (SMD)
- Improve with consistency in following a 3-Tiered identification process to allocate appropriate resources i.e. School Social Worker, School Psychologist, School Restorative Practices Counselor and Resource Counseling Assistant

Suspension Rate (White)

The suspension rate for White students was 11.3% in 2018-19.

Factors that impacted the effectiveness in achieving the expected outcomes include:

- Continued development of a tiered support system to meet the needs of students both social emotionally and academically at the appropriate tiered level
- Continued professional learning around SEL for all staff
- Continue to structure Care and Connect to support a 3-tiered support system
- Implementing a 3-Tiered system for identification of students with specific SEL needs according to specific criteria i.e. chronic absenteeism, project access identification, foster youth, and students with disabilities (SMD)
- Improve with consistency in following a 3-Tiered identification process to allocate appropriate resources i.e. School Social Worker, School Psychologist, School Restorative Practices Counselor and Resource Counseling Assistant

Suspensions Per 100

1. Students were lacking the social emotional support tied with the suspension action.
2. Lack of consistency utilizing the reentry circle when returning from a suspension.
3. Refinement of morning meetings to build relationships and connections with students.

4. Care and connect room needs to be more proactive in supporting the social emotional needs of tier 2 students.

Factors that impacted the effectiveness in achieving the expected outcomes include:

- Continued development of a tiered support system to meet the needs of students both social emotionally and academically at the appropriate tiered level
- Continued professional learning around SEL for all staff
- Continue to structure Care and Connect to support a 3-tiered support system
- Implementing a 3-Tiered system for identification of students with specific SEL needs according to specific criteria i.e. chronic absenteeism, project access identification, foster youth, and students with disabilities (SWD)
- Improve with consistency in following a 3-Tiered identification process to allocate appropriate resources i.e. School Social Worker, School Psychologist, School Restorative Practices Counselor

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- My Brother's Keeper- mentors struggled with completing daily check-ins
- Student support with a focus on the 4 Core social emotional constructs was inconsistent
- Coordination of Services Team implementation was inconsistent
- Tiered level of response to behavior incidents was inconsistent
- Effective implementation of Safe and Civil components was inconsistent

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- My Brother's Keeper met at the end of the year to discuss strategies for successful daily check-ins
- PL will continue to focus on the 4 Core social and emotional constructs
- Targeted Support Team meets weekly to discuss Tier II student needs and to develop action plans
- CCT will provide professional learning to staff to support students with levels of behavior 1-3

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC completed surveys to provide feedback on current resources

2 ELAC:

In combination with SSC: Parents' input included support to maintain

3 Staff:

Surveys were completed by Staff and results show to continue with

utilized to have impact on student learning. Survey results show to favor the continuation of investment in both academic and social emotional services and programs to impact student achievement.

Budget Priorities:

- Continue to fund Teaching Fellows to support intervention
- Continue to fund increased psychologist time(1.5)
- Continue to improve parent/school communication at classroom to parent level.

social-emotional supports via School Social Worker and School Psychologist.

current resources to impact student achievement.

Budget Priorities:

- Continue to fund SSW, HSL, and district funded Intervention Specialist
- Continue to fund increased school psychologist time

Action 1

Title: Chronic Absenteeism

[Action Details:](#)

SMART Goals:

2018-2019 End of Year data indicates that 21.18% of students are chronically absent. By June of 2021, there will be a 5% decrease of students chronically absent.

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.

My Brothers Keeper Success Mentoring Program will train site personnel to support students with chronic absenteeism. Mentors will do daily check-ins with students with chronic absences to build positive relationships and to increase attendance rate.

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 School Psychologist (1.5 extra time). Addams will implement a Targeted Support Team (TST) to identify and review Tier II students to ensure necessary interventions, supports, and to ensure monitoring of students. TST will work collaboratively with teachers to address needs of students specific to subgroups i.e. homelessness, SWD, etc. in the areas of reading intervention, after school tutoring, counseling, coping skills, etc.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

- 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.

[Owner\(s\):](#)

- Attendance Office Assistant
- Principal

[Timeline:](#)

- Daily
- Weekly

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

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

Owner(s):

- Home School Liaison
- District

Timeline:

- Daily
- Weekly

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

- Targeted Support Team (TST) meetings to review data on chronic absenteeism

Owner(s):

- TST

Timeline:

- Monthly

Details: Explain the data which will specifically 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
- Class Meetings and first 10 day lessons
- First 10 days of SEL Learning
- Goal 2 participation

Owner(s):

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

Timeline:

Daily
Weekly
Monthly

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

- Morning Meetings
- Class Meetings
- 2nd Step Lesson

Owner(s):

- Teachers

Timeline:

Daily
Weekly

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

- Mentoring for tier 3 students

Owner(s):

- Administration
- School Social Worker
- School Psychologist (1.5 days)
- My Brother's Keeper

Timeline:

Weekly

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

Student Leadership:

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

Owner(s):

- Restorative Practice Counselor
- School Psychologist (1.5 days)

Timeline:

Weekly

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

- Saturday Academy Attendance

Owner(s):

- Saturday Academy Lead Teacher

Timeline:

Monthly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Targeted Support Team (TST) will work collaboratively with teachers to address needs of students specific to subgroups i.e. homelessness, SWD
- Professional Learning for site leaders and teachers focused on TSI identified student identified group SPED.
- Attendance campaign with incentives to classrooms and students
- Materials and supplies to promote attendance and support student engagement
- Direct food services for students engagement and activities
- A District 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.
- 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)
- School Psychologist 1.5 days (.3 FTE)
- Community Building, Explicit SEL Instruction & Embedded skills
- Mileage for Home School Liaison
- Purchase orders to vendors such as Costco or SaveMart to support student/parent activities focused on attendance
- Graphics - direct services for additional materials such as certificates and other resources necessary to promote attendance
- Additional copy machine and copy machines' maintenance to support/provide materials

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

- Target chronically absent students to attend Saturday School Attendance with emphasis on subgroups i.e. homelessness, SWD, etc.
- Data collection, home visits, and attendance conferences with parents and students as needed for subgroups i.e. homelessness, SWD, etc.
- Targeted Support Team (TST) to address the needs of students requiring intervention at a Tier II level. TST will work collaboratively with teachers to address needs of students specific to subgroups i.e. homelessness, SWD, etc. in the areas of reading intervention, after school tutoring, counseling, coping skills, etc.

Explain the 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

Describe Professional Learning related to this action:

- Attendance data analysis with teachers by class
- Professional Development will be held in the following areas:
 1. Training on CHAMPS strategies, Class Meetings, Circle processes, and Peer Mediation will be provided by

- Share attendance data to parents at meetings (Monthly Coffee Hour, ELAC, SSC, SST's, IEPs, 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.
- Home School Liaison to support EL students and families through translations, outreach and home visits

- the Climate & Culture Team.
- 2. Restorative Practices training will be provided by the Restorative Practices Counselor and/or the Climate & Culture Team.
- 3. Training on strategies to use with Tier 2 and 3 students will also be provided by School Climate & Culture Team to Office staff.
- 4. OLWEUS Bullying Prevention Program lessons will be provided by the Climate & Culture Team.
- 5. Skillful Teacher (Feedback to students)
- 6. Learning by Doing (Chapter 5 Building the Collaborative Culture of a Professional Learning Community)
- 7. Making Thinking Visible
- 8. 1st 10 days focused on Community Building- emphasis on Growth Mindset & Self-Efficacy
- 9. 2nd Step
- 10. Class Meetings
- 11. Morning Meetings
- 12. Cultural Proficiency Training

Action 2

Title: Suspensions per 100

Action Details:

SMART Goals:

2018-2019 End of Year Data indicates that 20.12% of students have out of school suspension per 100 students. By June of 2021, there will be a 5% decrease of students suspended.

Detail the Action:

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. Climate & Culture 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. Targeted Support Team (TST) will address the needs of students requiring intervention at a Tier II level. TST will work collaboratively with teachers to address needs of students specific to subgroups i.e. homelessness, SWD, etc. in the areas of reading intervention, after school tutoring, counseling, coping skills, etc.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically 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 specifically 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 specifically 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:

- Yearly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the CSI identified group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC)
 - School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
 - School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.
- A District Provided Restorative Practice Counselor two days a week.
- 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.
- School Social Worker and Intervention Specialist 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.
- Materials and supplies to promote student engagement
- Graphics - direct services for additional materials such as certificates and other resources necessary to support engagement, safety, and behavioral and social emotional needs.
- Additional copy machine and copy machines' maintenance to support/provide materials
- Funds to provide students incentives focused on the 6 Pillars of Character such as snack prizes, rallies, or assemblies.
- Direct food services for students engagement and activities

Specify enhanced services for EL students:

- School Social Worker and Intervention Specialist will provide behavioral support to struggling students through informal counseling as time permits.

Specify enhanced services for low-performing student groups:

- Target students with multiple suspensions
- Intervention Specialist will support Tier II students
- RP Counselor to conduct re-entry meetings

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

- 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 Professional Learning related to this action:

- Professional Development will be held in the following areas:
 1. Training on CHAMPS strategies, Class Meetings, Circle processes, and Peer Mediation will be provided by the Climate & Culture Team.
 2. Restorative Practices training will be provided by the Restorative Practices Counselor and/or the Climate & Culture Team.
 3. Training on strategies to use with Tier 2 and 3 students will also be provided by School Climate & Culture Team to Office staff.
 4. OLWEUS Bullying Prevention Program lessons will be provided by the Climate & Culture Team.
 5. Cultural Proficiency Training

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0005 Addams Elementary (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	LCFF: EL	Instruction	Local Mileag			HSL Mileage	500.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000		65,797.00

\$66,297.00

2020-2021 Budget for SPSA/School Site Council

State/Federal Dept 0005 Addams Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Certificated Supplemental Pay Contracts	3,634.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Education and Leadership Foundation: Inter-Act Fellows Program	69,170.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			\$4532- Babysitters, \$5326- Translators	9,858.00
G1A1	Sup & Conc	Instruction	Equip Lease			RiccoH Lease	10,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance of technology, etc.	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics for ELA, Math and Culture & Climate	2,000.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Materials for parent meetings	1,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies	7,588.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : Education and Leadership Foundation: Inter-Act Fellows Program	20,147.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	9,600.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Technology for Student Instruction	5,000.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs for SSTs, Data Chats, Tchr Planning, CR visits	4,753.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	19,562.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology	52,856.00
G1A2	Sup & Conc	Instruction	Direct-Maint			: Maintenance of technology, etc.	5,000.00
G2A1	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.3000		43,631.00
G2A1	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	1.0000		132,859.00
G4A1	LCFF: EL	Instruction	Local Mileag			HSL Mileage	500.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000		65,797.00

\$467,955.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$87,662.00
Sup & Conc	7090	\$276,661.00
LCFF: EL	7091	\$103,632.00
Grand Total		\$467,955.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$225,168.00
G2 - All students will engage in arts, activities, and athletics	\$176,490.00
G4 - All students will stay in school on target to graduate	\$66,297.00
Grand Total	\$467,955.00