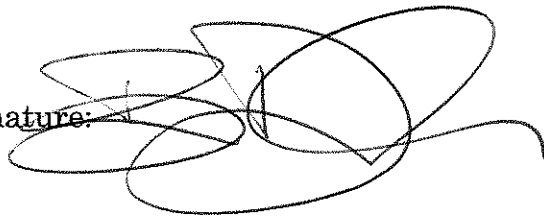


Addams Elementary

10621666006068

Principal's Name: Beth Doyle

Principal's Signature:

A handwritten signature in black ink, appearing to be 'Beth Doyle', written over the text 'Principal's Signature:'. The signature is cursive and somewhat stylized, with several loops and a long tail extending to the right.

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including 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 District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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 Engagement 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 - Beth Doyle	X				
2. Chairperson - Salome Romero				X	
3. Gloria Tapia				X	
4. Galvia Juarez				X	
5. Isabel Garnica				X	
6. Norma Regino				X	
7. Veronica Garcia			X		
8. Lynnea Mitchell		X			
9. Anna Gonzalez		X			
10. Kalleah Ray		X			
11.					
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: Addams Elementary			
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	Beth Doyle		3/26/2021
SSC Chairperson	Salome Romero		3-26-21

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 2021/22

Addams - 0005

ON-SITE ALLOCATION

3010	Title I	\$88,665 *
7090	LCFF Supplemental & Concentration	\$293,304
7091	LCFF for English Learners	\$112,185
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$33,128</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$527,282

* 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	\$2,313
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$86,352</u>
	Total Title I Allocation	\$88,665

Addams Elementary 2021-2022 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELAD2 On Level		25.63 %	2020-2021	32.63 %
I-Ready Math D2 On Level		19.21 %	2020-2021	26.21 %
I-Ready ELAD2 On Level (Students With Disabilities)		3.85 %	2020-2021	10.85 %
I-Ready Math D2 On Level (Students With Disabilities)		2.53 %	2020-2021	9.53 %
I-Ready ELAD2 On Level (Homeless)		26.09 %	2020-2021	33.09 %
I-Ready Math D2 On Level (Homeless)		8.7 %	2020-2021	15.7 %
I-Ready ELAD2 On Level (White)		32.73 %	2020-2021	39.73 %
I-Ready Math D2 On Level (White)		21.15 %	2020-2021	28.15 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELAD2 On Level

Addams Elementary implemented a rigorous, balanced literacy program and intervention program to promote mastery of literacy skills in Grade Kindergarten through 6. The actions taken to support implementation include:

- Daily Tier 1 ELA on grade level instruction (120 minutes includes whole and small group differentiation).
- PLC teams were in the initiating and implementing phase of the PLC Playbook PLC continuum.
- Continued professional development in creating Common Formative Assessments at the

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

I-Ready ELA D2 On Level

- The distance learning environment created by the COVID-19 pandemic generated conditions that highlighted or exacerbated existent disproportionalities in some low performing student groups. Although, our district provided devices and connectivity capabilities to all students to facilitate remote learning, some of these students often lack the appropriate technological support for learning at home; some parents have work schedules that limit their ability to help their children with online learning. As a result, data shows lower levels of student achievement than in previous years.
- Inconsistent feedback during walk throughs to support instructional shifts.
- High number of transiency rate creating inconsistent high quality instruction.

appropriate rigor of essential grade level standards. Professional Learning included using IABs/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
- Continued professional learning in strengthening Professional Learning Communities protocols for data collection including CFAs using IAB/FIAB and district assessments i-Ready to appropriately address the learning needs of all students.

I-Ready ELA D2 On Level (Homeless)

Addams Elementary implemented a rigorous, balanced literacy program and intervention program to promote mastery of literacy skills in Grade Kindergarten through 6. The actions taken to support implementation include:

- Daily Tier 1 ELA on grade level instruction (120 minutes including whole and small group for differentiation)
Consistent reteaching in small group when needed
- The implementation of school wide Response to Intervention model that addressed students performing below grade level standards according to i-Ready and district assessments.

I-Ready ELA D2 On Level (Students With Disabilities)

Addams Elementary implemented a rigorous, balanced literacy program and intervention program to promote mastery of literacy skills in Grade Kindergarten through 6. The actions taken to support implementation include:

- Students with Disabilities had access to both core curriculum in 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.

I-Ready ELA D2 On Level (White)

Addams Elementary implemented a rigorous, balanced literacy program and intervention program to promote mastery of literacy skills in Grade Kindergarten through 6. The actions taken to support implementation include:

- White students had access to core curriculum with support from a tiered level of support systems Tier 1 good first teach, Tier 2 differentiated instruction provided by teacher, and Tier 3 pullout/push in support provided by intervention teacher with support of Teaching Fellows for grades 1-6.

I-Ready Math D2 On Level

Addams Elementary implemented comprehensive professional learning in Math to increase knowledge and use of the mathematical shifts and consistent planning using the 5 E's (Engage, Explore, Elaborate, Evaluate) to ensure conceptual learning all with fluency of all students. The actions taken to support implementation include:

- Daily Tier 1 Math on grade level instruction (90 minutes includes whole and small group differentiation)
- Professional Learning Communities were in the initiating and implementing phase of the Learning By Doing PLC continuum.
- Implementation of Math Regional Plan with grade level specific professional learning with district support via monthly coaching and professional development and reading.

I-Ready ELA D2 On Level (Homeless)

- The distance learning environment created by the COVID-19 pandemic generated conditions that highlighted or exacerbated existent disproportionalities in some low performing student groups. Although, our district provided devices and connectivity capabilities to all students to facilitate remote learning, some of these students often lack the appropriate technological support for learning at home; some parents have work schedules that limit their ability to help their children with online learning. As a result, data shows lower levels of student achievement than in previous years.

I-Ready ELA D2 On Level (Students With Disabilities)

- The distance learning environment created by the COVID-19 pandemic generated conditions that highlighted or exacerbated existent disproportionalities in some low performing student groups. Although, our district provided devices and connectivity capabilities to all students to facilitate remote learning, some of these students often lack the appropriate technological support for learning at home; some parents have work schedules that limit their ability to help their children with online learning. As a result, data shows lower levels of student achievement than in previous years.

I-Ready ELA D2 On Level (White)

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- Daily Tier 1 Math grade level instruction (90 minutes includes whole and small group instruction)
- Consistent reteaching in small group when needed
- All reach 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; Students with Disabilities, homeless, and other sub groups

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Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

According to our 2019-2020 implementation plan teachers would be consistent with reteaching in small group when needed. However, small group reteach (Tier 2) was inconsistent across multiple grade levels. Teachers did receive additional Wonders materials from graphics that we created in our 2019-2020 budget. [Learning By Doing](#) was not utilized to support PLCs.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Actions in achieving these goals:

- K - 2 Literacy training, support and coaching with Curriculum and Instruction around high quality instruction in foundational skills.
- Strengthen progress monitor through RTI - assessment data, social-emotional data, and SSTs.
- Provide small group Tier 2 instruction based on Common Formative Assessment data.
- Offer after school targeted support for Tier 2 and Tier 3 students utilizing tutors or supplemental contracts for staff.
- Provide clarity and refresh around identifying essential learning standards (claims and targets) in each grade level and administer Common Formative Assessments.
- Provide clarity and refresh around IABs and FIABs for Common Formative Assessments.

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:

We communicated with SSC, during regularly scheduled meetings, at least once per quarter, using ELPAC, i-Ready data. SSC members utilized a survey to provide input on current actions and suggestions for modification to actions for next school year.

- Learning for parents on how to help their student with good study habits.
- Learning for parent on how they can support their student with social-emotional needs.
- Gaining information on graduate requirements and credits.
- Desire for supports on how to prepare for successful parent conference or meeting.
- Provide academic and social-emotional support staff (Tier 1 and Tier 2)
- Home School Liaison

2 ELAC:

We communicated with ELAC, during regularly scheduled meetings, at least once per quarter, using ELPAC, i-Ready data. ELAC members utilized a survey to provide input on current actions and suggestions for modification to actions for next school year.

- Learning for parents on how to help their student with good study habits.
- Learning for parent on how they can support their student with social-emotional needs.
- Gaining information on graduate requirements and credits.
- Desire for supports on how to prepare for successful parent conference or meeting.
- Provide academic and social-emotional support staff (Tier 1 and Tier 2)
- Home School Liaison

3 Staff:

We communicated with Addams Staff, during staff meetings, using ELPAC, i-Ready data. Addams Staff utilized a survey to provide input on current actions and suggestions for modification to actions for next school year.

- Ensuring students have access to technology.
- After school targeted support
- Supplemental curriculum to support high quality instruction.
- California Teaching Fellows to support grades 1-6 with small group instruction.
- Targeted academic and social-emotional support.

Action 1

Title: Language Arts Instructional Plan K - 6

Action Details:

Goal

2019 - 2020 i-Ready data indicates that 26% of students scored "on level or above (Tier 1)." By June 2022, the intent will be an increase from 26% to 33% students scoring "on level or above (Tier 1)."

Action

Addams Elementary will be engaged in a rigorous balanced literacy program which includes: K - 2 focus on high quality instruction around foundational skills, K - 6 Response to Intervention, English Language Development, and a academic program aligned to grade level common core standards. Professional Learning Communities teams 3rd through 6th grade will utilize IABs for analyzing student data and developing aligned instructional plans.

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
- KAS
- Fluency 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
- FSA tri-annual assessment

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

- Standards Instruction
- ELA Guaranteed and Viable Curriculum resources and materials
- Daily Tier 1 ELA instruction on grade level (120 minutes 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 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 students needing skills and 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 and software to support language arts instruction
- K-2 Literacy support-Regional/District support Tier 1-3 ELA instruction
- 1 addition FTE K - 3rd grade teacher to support literacy
- 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 grades 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 and Bilingual Paraprofessionals
- Accountable Communities (Learning by Doing)
- Intervention Teacher (SEL/Literacy) (Designated Schools FTE)
- Materials and Supplies
- Integrated ELD
- After School EL Program
- Academic Discourse
- Talk moves/accountable talk
- Language frames
- Bilingual Paraprofessionals
- Explicit instruction with teaching chart and language analysis
- Home School Liaison- Spanish speaking

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

Action 2

Title: Mathematics Instructional Plan K - 6

Action Details:

Goal

2019 - 2020 i-Ready data indicates that 19% of students scored "on level or above (Tier 1)." By June 2022, the intent will be an increase from 19% to 26% of students scoring "on level or above (Tier 1)."

Action

Addams Elementary will provide a 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. Teachers will analyze student data, developing aligned instructional plans and common formative assessments with PLC teams.

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
- iReadyDiagnostic

Owner(s):

- Teacher
- PLC Teams
- TSAs
- Administration
- Math Coaches
- SEL Support Staff (i.e. SSW, IS, RPC)

Timeline:

- Daily checking for understanding
- CFA a minimum of 1-2 per quarter
- Quarterly IABs/FIABs for grades 3-6
- GoMath weekly and end of unit assessments
- iReadyDiagnostic
- FSA tri-annual assessment

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

- Standards Instruction
- Math Guaranteed and Viable Curriculum resources and materials
- Daily Tier 1 Math instruction on grade level (90 minutes includes whole and small group for differentiation)
- Create, administer and monitor formative assessments between iReadyDiagnostic (teachers and leaders)
- SPED teachers included in goal setting and data CCI 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 preventions 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 students needing skills and 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 and software to support math instruction
- Math support-Regional/District support Tier1-3 Math instruction
- 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.
- 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 Bilingual Paraprofessionals

Specify enhanced services for low-performing student groups:

- After school tutoring
- Targeted Response to Intervention

- Professional Learning Playbook
- Intervention Teacher (SEL/Literacy) (Designated Schools FTE)
- Materials and Supplies
- Integrated ELD
- After School EL Program
- Academic Discourse
- Talk moves/accountable talk
- Language frames
- Explicit instruction with teaching chart and language analysis
- Home School Liaison- Spanish speaking

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

Action 3

Title: EL Re-designation Rate

[Action Details:](#)

Goal

2019 - 2020 End of Year English Learner Re-designation rate indicates that 7.5% of English Learner students were re-designated. By June 2022, there will be an increase in re-designation from 7.5% to

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 EL development, 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 re-designation 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.

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> 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](#)

- ELPAC
- iReady
- IAB
- BAS
- KSA
- Grade Level Common Formative Assessments
- Wonders - Specific to EL instructional needs
- Disaggregate data on CF, IAB, and iReady for EL students

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

- Teachers
- PLC Teams
- Lead Teachers
- Administration

[Timeline:](#)

- Daily, on-going
- CFAs
- Wonder's Weekly, Quarterly, and End of Unit Assessments
- ELPAC
- IABs/FIABs

[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:

- iReady (Reading)
- Teachers will utilize specific ELD strategies guided in the Wonders ELD sections
- After School Tutoring
- Teaching Fellows in Kindergarten classrooms
- ELPAC Assessors
- EL appropriate interventions based on student need and data trends
- Small group instruction to align to the needs of struggling RFEF
- Data chats with teachers to communicate clear expectations to teachers and students
- Awards given for students of redesignation

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)

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0005 Addams Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Certificated Supplemental Pay Contracts - No IEPs	3,651.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : ELF: Inter-Act Fellows Program	75,187.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			\$4532 babysitters, \$5326 Translators	9,827.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for SSTs, data chats, tchr planning, CR visits	17,566.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Site license for Mystery Science	1,249.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Site license for Nearpod	9,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	11,427.00
G1A1	Sup & Conc	Instruction	Equip Lease			Ricoh Lease	13,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics for ELA, Math, and Culture and Climate	2,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies; Orton Gillingham materials	15,815.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : ELF: Inter-Act Fellows Program	17,134.00
G1A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			HSL Mileage	500.00
G1A1	One-Time School	Instruction	Mat & Supp			: Materials and supplies	10,000.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology	11,713.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Tech Maintenance	10,000.00
G1A2	One-Time School	Instruction	Nc-Equipment			: Technology	23,128.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Teacher Subs for ELPAC Assessing Support	11,241.00
G1A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000		67,495.00

\$309,933.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	100 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

- Students were encouraged to participate in their grade level sport.
- Teachers ensured students were present with a permission slip ofr their assigned field trip.
- Holding a 6th grade camp informational meeting for parents.
- Implementing morning routine of walk/run club.
- Implementation 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 as it relates to this goal.

Student-centered real world learning experience - Site Defined

- High percentage of student attendance was due to teachers and staff being proactive in communicating with parents the value of attending the study trip.
- The small percentage of students who did not attend was due to absences related to illness or family request to not attend.
- Students in PK to 2nd grade have not had an many opportunities to participate in real-world learning experiences as students in 3rd - 6th grades.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The major differences this school year was the implementation of virtual studytrips instead of in-person tours due to the COMD-19 pandemic.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Addams Elementary will implement spirit Fridays wearing blue, 100% attendance classroom incentive, additional arts, athletics, and social activities, and lunch league to be reinstated post COMD-19 pandemic teaching.

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:

We communicated with SSC, during regularly scheduled meetings, at least once per quarter, using ELPAC, i-Ready data. SSC members utilized a survey to provide input on current actions and suggestions for modification to actions for next school year.

- Learning for parents on how to help their student with good study habits.
- Learning for parent on how they can support their student with social-emotional needs.
- Gaining information on graduate requirements and credits.
- Desire for supports on how to prepare for successful parent conference or meeting.
- Provide academic and social-emotional support staff (Tier 1 and Tier 2)
- Home School Liaison

2 ELAC:

We communicated with ELAC, during regularly scheduled meetings, at least once per quarter, using ELPAC, i-Ready data. ELAC members utilized a survey to provide input on current actions and suggestions for modification to actions for next school year.

- Learning for parents on how to help their student with good study habits.
- Learning for parent on how they can support their student with social-emotional needs.
- Gaining information on graduate requirements and credits.
- Desire for supports on how to prepare for successful parent conference or meeting.
- Provide academic and social-emotional support staff (Tier 1 and Tier 2)
- Home School Liaison

3 Staff:

We communicated with Addams Staff, during staff meetings, using ELPAC, i-Ready data. Addams Staff utilized a survey to provide input on current actions and suggestions for modification to actions for next school year.

- Ensuring students have access to technology.
- After school targeted support
- Supplemental curriculum to support high quality instruction.
- California Teaching Fellows to support grades 1-6 with small group instruction.
- Targeted academic and social-emotional support.
- Increase parent engagement in school setting

Action 1

Title: Real-World Learning Experiences

[Action Details:](#)

Goal

Addams Elementary will implement student centered learning experiences and real-world learning experiences in the areas of the arts, athletics, and social activities. By June 2022, 100% of Pre School - 6th grade will engage in student centered learning experiences and real-world learning experiences.

Action

Addams Elementary is committed to increasing student participation throughout the year by engaging students in culturally inclusive clubs, athletic teams, co-curriculum activities, visual and performing arts activities, study trips, school wide activities, and class sponsored activities.

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

- Monitor attendance through ATLAS
- Panorama Student Surveys
- Parent Surveys

Owner(s):

- Climate and Culture Team
- Teachers
- Home School Liaison
- ILT
- Goal 2 Department

Timeline:

- Weekly
- Monthly
- Quarterly
- Yearly (SEL Survey)

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

- Home School Liaison to support and communicate with parents
- Provide transportation to event or activity, if needed
- Supplemental contracts for Certificated and Classified
- Guest speakers from diverse backgrounds including Bilingual speakers

Specify enhanced services for EL students:

- Home School Liaison to support and communicate with parents
- All parent and student communications will be translated into primary language, including but not limited to, School Messenger, Peach Jar, flyers, and social media platforms.
- SST process-identification of interventions to support services for EL, Foster and economically disadvantaged students.

Specify enhanced services for low-performing student groups:

- All students will be encouraged to engage in real-world learning activities and experiences.
- SST process-identification of interventions to support services for EL, Foster and economically disadvantaged students.

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		34.14 %	2020-2021	32.14 %
Suspensions students with 1 or more		0 %	2020-2021	15.12 %
Chronic Absenteeism (Students with Disabilities)		38.55 %	2020-2021	36.55 %
Suspensions students with 1 or more (Students With Disabilities)		0 %	2020-2021	10.2 %
Chronic Absenteeism (Homeless)		100 %	2020-2021	98 %
Suspensions students with 1 or more (Homeless)		0 %	2020-2021	13.4 %
Chronic Absenteeism (White)		47.46 %	2020-2021	45.46 %
Suspensions students with 1 or more (White)		0 %	2020-2021	8.3 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

- Project Access concerns
- Lack of Resources
- Lack of transportation to and from school

Chronic Absenteeism (Homeless)

In 2019-2020, 100% 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 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)

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

Chronic Absenteeism

- Lack of access to services in community
- High mobility (transient) of family
- Project Access no ID
- Lack of transportation to and from school

Chronic Absenteeism (Homeless)

- High mobility of family
- Project Access no ID
- Lack of transportation to and from school

Chronic Absenteeism (Students with Disabilities)

- Lack of access to services in the community

Chronic Absenteeism (White)

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

- 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 Tier 2 Intervention Specialist.

Chronic Absenteeism (Students with Disabilities)

In 2019-2020, 38.55%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 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 Tier 2 Intervention Specialist.

Chronic Absenteeism (White)

In 2019-202, 47.46%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 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 Tier 2 Intervention Specialist.

Suspensions students with 1 or more

- 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 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 Tier 2 Intervention Specialist.

Suspensions students with 1 or more (Homeless)

- 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
- Implementing a 3-Tiered identification process to allocate appropriate resources i.e. School Social Worker, School Psychologist, and School Restorative Practices Counselor

Suspensions students with 1 or more

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

- Students were lacking the social emotional support tied with the suspension action.
- Lack of consistency utilizing the reentry to build relationships and connections with students.
- Inconsistent school wide implementation of morning meetings to build relationships and connections with students.

Suspensions students with 1 or more (Homeless)

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

- Students were lacking the social emotional support tied with the suspension action.
- Lack of consistency utilizing the reentry to build relationships and connections with students.
- Inconsistent school wide implementation of morning meetings to build relationships and connections with students.

Suspensions students with 1 or more (Students With Disabilities)

- Students were lacking the social emotional support tied with the suspension action.
- Lack of consistency utilizing the reentry to build relationships and connections with students.
- Inconsistent school wide implementation of morning meetings to build relationships and connections with students.

Suspensions students with 1 or more (White)

- Students were lacking the social emotional support tied with the suspension action.
- Lack of consistency utilizing the reentry to build relationships and connections with students.
- Inconsistent school wide implementation of morning meetings to build relationships and connections with students.

- 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 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 Tier 2 Intervention Specialist.

Suspensions students with 1 or more (Students With Disabilities)

- 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 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 Tier 2 Intervention Specialist.

Suspensions students with 1 or more (White)

- 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 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 Tier 2 Intervention Specialist.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Student support with a focus on the 4 Core social emotional 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 (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Addams Elementary professional learning will continue to focus on morning meetings and social emotional competencies. CCT will provide professional learning to staff to support with the levels of misbehavior. Target Support Team will continue to consistently meet once a week to discuss Tier II student needs and to develop action plans.

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:

We communicated with SSC, during regularly scheduled meetings, at least once per quarter, using ELPAC, i-Ready data. SSC members utilized a survey to provide input on current actions and suggestions for modification to actions for next school year.

- Learning for parents on how to help their student with good study habits.
- Learning for parent on how they can support their student with social-emotional needs.
- Gaining information on graduate requirements and credits.
- Desire for supports on how to prepare for successful parent conference or meeting.
- Provide academic and social-emotional support staff (Tier 1 and Tier 2)
- Home School Liaison

2 ELAC:

We communicated with ELAC, during regularly scheduled meetings, at least once per quarter, using ELPAC, i-Ready data. ELAC members utilized a survey to provide input on current actions and suggestions for modification to actions for next school year.

- Learning for parents on how to help their student with good study habits.
- Learning for parent on how they can support their student with social-emotional needs.
- Gaining information on graduate requirements and credits.
- Desire for supports on how to prepare for successful parent conference or meeting.
- Provide academic and social-emotional support staff (Tier 1 and Tier 2)
- Home School Liaison

3 Staff:

We communicated with Addams Staff, during staff meetings, using ELPAC, i-Ready data. Addams Staff utilized a survey to provide input on current actions and suggestions for modification to actions for next school year.

- Ensuring students have access to technology.
- After school targeted support
- Supplemental curriculum to support high quality instruction.
- California Teaching Fellows to support grades 1-6 with small group instruction.
- Targeted academic and social-emotional support.

Action 1

Title: Chronic Absenteeism

Action Details:

Goal:

2020 - 2021 current date indicates that 34% of students are chronically absent. By June of 2022, there will be a decrease from 34% to 32% of students chronically absent.

Action:

Incomplete: 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 students with tier II needs 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.
- Programs that address chronic absenteeism

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 - DPI
- Administration

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:

- Weekly

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 students with tier 3 needs

Owner(s):

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

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

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 2.5 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
- SEL Instruction - Second Step, Morning Meetings, Class Meetings
- Professional Learning on implementation of SEL instruction
- Admin team will conduct classroom visits providing feedback to individual teachers and PLCs on the implementation of SEL instruction
- Schoolwide use of regulation/cool-down and student reflections, restorative conferences/circles, conflict mediation and participation in reentry circles (post suspension) facilitated by RP counselor
- Peer Mediation Peacemaking Program 4th-6th
- RP counselor providing coaching/consulting on building, affirming and repairing relationships and culturally responsive and trauma informed practices aligned to restorative principles

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.

Action 2

Title: Suspensions per 100

Action Details:

SMART Goals:

2020-2021 current data indicates that 0% of students have out of school suspension per 100 students. By June of 2022, there will be no more than 15% of students suspended.

2020-2021 current data indicates that 0% of homeless students have out of school suspensions per 100 students. By June 2022, there will be no more than 13% of homeless students suspended.

2020-2021 current date indicates that 0% of students with disabilities have out of school suspensions per 100 students. By June 2022, there will be no more than 10% of students with disabilities suspended.

2020-2021 current data indicates that 0% of Caucasian students have our of school suspensions per 100 students. By June 2022, there will be no more than 8% of Caucasian 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:



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

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):

- A District Provided Restorative Practice Counselor 2.5 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
- SEL Instruction - Second Step, Morning Meetings, Class Meetings
- Professional Learning on implementation of SEL instruction
- Admin team will conduct classroom visits providing feedback to individual teachers and PLCs on the implementation of SEL instruction
- Schoolwide use of regulation/cool-down and student reflections, restorative conferences/circles, conflict mediation and participation in reentry circles (post suspension) facilitated by RP counselor
- Peer Mediation Peacemaking Program 4th-6th
- RP counselor providing coaching/consulting on building, affirming and repairing relationships and culturally responsive and trauma informed practices aligned to restorative principles

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

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0005 Addams Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.3000	1069132	45,889.00
G3A1	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	1.0000		134,304.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnd II	0.5000	Tier II Support Split CWAS with Sites to retain grant funded staff	36,156.00

\$216,349.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Goal - Site Defined		0 %	2020-2021	100 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

- There is a need to increase recruitment of staff reflecting the diversity of our community.
- Provide Professional Learning opportunities to increase Tier 1 instruction.

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

Staff Goal - Site Defined

- Minimal Literacy support across all grade levels.
- Minimal ELA professional learning to increase strong ELA tier 1 instruction.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

This is a new FUSD GOAL therefore, there are no major differences between the intended and achieved implementation of actions and expenditures to meet this goal.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

As a result of Step 1 and Step 2, there is an open position available for the 2021 - 2022 school year - Special Education qualifications and diversity of the community will be highly considered when hiring for the open position.

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:

We communicated with SSC, during regularly scheduled meetings, at least once per quarter, using ELPAC, i-Ready data. SSC members utilized a survey to provide input on current actions and suggestions for modification to actions for next school year.

- Learning for parents on how to help their student with good study habits.
- Learning for parent on how they can support their student with social-emotional needs.
- Gaining information

We communicated with ELAC, during regularly scheduled meetings, at least once per quarter, using ELPAC, i-Ready data. ELAC members utilized a survey to provide input on current actions and suggestions for modification to actions for next school year.

- Learning for parents on how to help their student with good study habits.
- Learning for parent on how they can support their student with social-emotional needs.
- Gaining information

We communicated with Addams Staff, during staff meetings, using ELPAC, i-Ready data. Addams Staff utilized a survey to provide input on current actions and suggestions for modification to actions for next school year.

- Ensuring students have access to technology.
- After school targeted support
- Supplemental curriculum to support high quality instruction.
- California Teaching Fellows to support grades 1-6 with small group instruction.
- Targeted academic and social-emotional support.

Action 1

Title: Staff Training and Support

Action Details:

Addams Elementary will provide opportunities for staff to build their capacity on the following areas: Cultural Proficiency and Culturally Proficient Instruction, SBAC Claims and Targets, CFAs, Restorative Practices, Foundational Skills, Social Emotional Learning, and Professional Learning Communities.

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

- iAchieve staff learning reports
- Site Professional Learning attendance reports
- Staff surveys

Owner(s):

- Administration
- ILT
- ELA/Math Coaches

Timeline:

- Quarterly
- End of Year

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- **Student Academics:** SBAC Claims and Targets, CFAs, Foundational Skills, Professional Learning Communities, and Common Core State Standards
- **Student Centered and Real-World Learning:** Cultural Proficiency and Culturally Proficient Instruction
- **Student Engagement:** Restorative Practices, Climate and Culture Tier 1-3 improvement, and Social Emotional Learning

- Online resources such as software and licenses including Nearpod
- Guaranteed and Viable Curriculum - ELA Wonders and Go Math; resources and materials
- Supplemental contracts for Certificated and Classified to attend professional development meetings
- Substitutes to provide release time for teachers to attend professional learning meetings
- Materials and supplies that support professional learning including, but not limited to textbooks, office supplies, graphics, and technology
- Purchase orders to support professional learning activities

- Technology to support delivery of professional learning such as Elmos, tablets, projectors, document cameras, and other accessories/supplies, as needed
- Direct maintenance and repairs
- Professional Learning

Specify Professional Development or Staff Services to support EL students:

- ELPAC training for all teachers
- Professional Learning around ELD standards
- PLs designed to support effective instruction
- Effective teacher planning structures to ensure implementation of EL instruction
- Professional Learning Community commitments aligned to professional learning EL topic

Specify Professional Development or Staff Services to support low-performing student groups:

- Professional Learning Opportunities for Paraprofessionals and Tutors supporting Tier 2 and Tier 3 students focused on iReady, Tutor.com, SORA, etc.

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Family Goal - Site Defined		0 %	2020-2021	100 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

- New Goal and Action

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

Family Goal - Site Defined

- No data on the reasoning behind why families may not feel welcomed.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Actions to promote family engagement events weren't carried out due to COVID-19 pandemic. However, newsletters, virtual parent meetings, and online events such as awards ceremony were carried out.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Addams Elementary will continue to provide families with opportunities to engage in school community, and we will ensure we increase our efforts to improve home/school communication via home visits, phone calls, in-person conferences, school events/gathering to promote school and community partnership.

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:

We communicated with SSC, during regularly scheduled meetings, at least once per quarter, using ELPAC, i-Ready data. SSC members utilized a survey to provide input on current actions and suggestions for modification to actions for next school year.

- Learning for parents on how to help their student with good study habits.
- Learning for parent on how they can support their student with social-emotional needs.
- Gaining information

We communicated with ELAC, during regularly scheduled meetings, at least once per quarter, using ELPAC, i-Ready data. ELAC members utilized a survey to provide input on current actions and suggestions for modification to actions for next school year.

- Learning for parents on how to help their student with good study habits.
- Learning for parent on how they can support their student with social-emotional needs.
- Gaining information

We communicated with Addams Staff, during staff meetings, using ELPAC, i-Ready data. Addams Staff utilized a survey to provide input on current actions and suggestions for modification to actions for next school year.

- Ensuring students have access to technology.
- After school targeted support
- Supplemental curriculum to support high quality instruction.
- California Teaching Fellows to support grades 1-6 with small group instruction.
- Targeted academic and social-emotional support.
- Increase in parent involvement

Action 1

Title: Create a Positive, Family-Oriented Community

Action Details:

Goal:

2020-2021 parent Climate and Culture Survey reflects that 129 families (96%) feel welcomed at their students school. By June 2022, we will increase the number of families feeling welcomed at their student's school from 129 families (29%) to 179 families (40%).

Action:

Addams Elementary will provide parent and family engagement opportunities to foster a positive culture where families feel welcomed and included in the decision-making process that promotes academic progress, cultural awareness, and social-emotional supports.

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

- Panorama parent Climate Culture Survey
- Site Pulse Survey
- Panorama student Climate Culture Survey
- QR reader to sign in participation in school events

Owner(s):

Climate and Culture Team
Office Staff
Teachers
Home School Liaison
Administration
TSAs

Timeline:

Quarterly

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- Student Academics: Parent/Teacher Conferences, SSTs, IEPs, Parent Meetings (Coffee Hours), Parent Learning Opportunities (Parent University), StudyTrips (Chaperones), Open House
- Student Centered and Real-World Learning: Career Day, Science Fair, Study Trips, Literacy Week, Book Clubs, Carnivals, Cultural Awareness Fair, etc.
- Student Engagement: Academic Awards, Student of the Month Celebrations, Community Building Celebratory Weeks (Red Ribbon Week, Literacy Week, Kindness Week, Black History Week, Read Across America, Clubs, Athletics, Music Education, etc.
- Supplemental contracts for certificated and classified for preparation and organization of community events
- Materials and supplies to promote family engagement including, but not limited to office supplies, books, technology, food services, and incentives.
- Independent Contract Agreements for services that promote family engagement (DJs, photo booths, speakers, service providers, bounce houses)
- Student Incentives Spirit Wear Guest speakers/Role Models from the community to promote an inclusive culture, and the importance of family engagement.
- Awards and incentives to recognize parent involvement

Specify Direct Service and Opportunities for parents and families to support EL students:

- Home School Liaison
- Child Care
- Books
- Parent Learning Opportunities (from Site and Parent University)

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- SSTs
- Home School Liaison
- Child Care
- Books
- Parent Learning Opportunities (from Site and Parent University)

2021-2022 SPSA Budget Goal Subtotal

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G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Materials for parent meetings	1,000.00

\$1,000.00

2021-2022 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 - No IEPs	3,651.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : ELF: Inter-Act Fellows Program	75,187.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			\$4532 babysitters, \$5326 Translators	9,827.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for SSTs, data chats, tchr planning, CR visits	17,566.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Site license for Mystery Science	1,249.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Site license for Nearpod	9,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	11,427.00
G1A1	Sup & Conc	Instruction	Equip Lease			Ricoh Lease	13,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics for ELA, Math, and Culture and Climate	2,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies; Orton Gillingham materials	15,815.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : ELF: Inter-Act Fellows Program	17,134.00
G1A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			HSL Mileage	500.00
G1A1	One-Time School	Instruction	Mat & Supp			: Materials and supplies	10,000.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology	11,713.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Tech Maintenance	10,000.00
G1A2	One-Time School	Instruction	Nc-Equipment			: Technology	23,128.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Teacher Subs for ELPAC Assessing Support	11,241.00
G1A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000		67,495.00
G3A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.3000	1069132	45,889.00
G3A1	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	1.0000		134,304.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnd II	0.5000	Tier II Support Split CWAS with Sites to retain grant funded staff	36,156.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Materials for parent meetings	1,000.00
Total							\$527,282.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$88,665.00
Sup & Conc	7090	\$293,304.00
LCFF: EL	7091	\$112,185.00
One-Time School	7099	\$33,128.00
Grand Total		\$527,282.00

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$309,933.00	
G3 - Increase student engagement in their school and community	\$216,349.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$1,000.00	
Grand Total		\$527,282.00