

Addicott Elementary

10621666116651

Principal's Name: Robyn Scroggins

Principal's Signature:

A handwritten signature in cursive script that reads "Robyn Scroggins".

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

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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


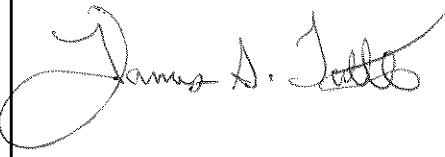
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 - Robyn Scroggins	X				
2. Chairperson - James Tuttle		X			
3. Sandra Lopez				X	
4. Monica Coombs				X	
5. Sonia Herrera				X	
6. Alma Trinidad				X	
7. Yeraldine Martinez				X	
8. Shaun Albert		X			
9. Donna Jost		X			
10. Lee Hartounian			X		
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input 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	Robyn Scroggins		3/12/2020
SSC Chairperson	James Tuttle		3/12/2020

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

Addicott - 0553

ON-SITE ALLOCATION

3010	Title I	\$3,008 *
7090	LCFF Supplemental & Concentration	\$15,270
7091	LCFF for English Learners	\$7,239
3182	Comprehensive Support and Improvement	<u>\$11,392</u>
TOTAL 2020/21 ON-SITE ALLOCATION		\$36,909

* 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	\$96
Remaining Title I funds are at the discretion of the School Site Council	<u>\$2,912</u>
Total Title I Allocation	\$3,008

Assurances for Comprehensive Support and Improvement Schools (CSI)

- ❖ Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
 - Utilization of evidence based strategies aligned to state identification.
- ❖ Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team to complete a root cause analysis and determine areas of focus.
 - School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
 - 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 any additional needs to share with Cabinet for feedback and support to accelerate progress.
 - CSI manager III assigned to school site to support CCI data monitoring.
 - Additional resources available in a “menu of options” for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.
- ❖ Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.
- ❖ Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
 - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- ❖ Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).
- ❖ Professional learning for site leaders and teachers focused on CSI identified student groups.

Addicott School 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
EL Reclassification Rate (All grade levels)	7 %	0 %	2018-2019	7 %

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.

<p>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.</p> <p>EL Reclassification Rate (All grade levels)</p> <p>Utilizing Unique Learning curriculum in all classes and progress is monitored on pre and post assessments at the beginning of each Unique unit, on track to meet goal.</p> <p>EL students will take the new stated alternative English Language Development assessment and data will be reviewed to determine if students can be redesignated.</p>	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p>EL Reclassification Rate (All grade levels)</p> <p>Parents have requested that their child not take statewide assessments and therefore we do not have school wide data on the California Alternative Assessment (CAA).</p>
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Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Last years goal was to increase functional academic goals (IEP goals), that were met. Currently 6.6% of IEP goals developed were met. Therefore, we will continue to focus on student's IEP goals to monitor progress of IEP goals. Funds will be monitored to support academic programs.

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.

Increase communication skills of all students. Students will be assessed for assistive technology/AAC devices to determine if they are appropriate to utilize other forms of communication. We will continue the action with implementation across all grade levels with fidelity.

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:

Some parent present a written note asking that their children to not participate in testing. They do not see the value in their children participating in an assessment that will only emphasize what their children can't do. SSC/ELAC agreed to start using IEP goal data that the school collects every quarter to review progress that students are making.

2 ELAC:

Some parent present a written note asking that their children to not participate in testing. They do not see the value in their children participating in an assessment that will only emphasize what their children can't do. SSC/ELAC agreed to start using IEP goal data that the school collects every quarter to review progress that students are making.

3 Staff:

Staff is using IEP goal data that the school collects every quarter to review progress that students are making.

Action 1

Title: Unique Learning Materials and Supplies

Action Details:

Unique Learning materials and supplies will be created and implemented to support student learning within the Guaranteed Viable Curriculum. Each month the Unique theme provides opportunities for students to interact with literature and materials through all modalities of learning that support the themes presented through Unique Learning.

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

- Pre and Post Assessments at the beginning and end of every Unique study unit.
- SEIS data: Increase of Functional Academic goals met

Owner(s):

Principal, Teachers and CSI Manager III

Timeline:

Materials will be used throughout the 2020-2021 school year, as needed to better support student access to the curriculum.

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

Materials and supplies may be shared throughout classrooms on a monthly basis. Materials and activities will be thematically aligned and each activity will support a specific standard and/or IEP goal. Students will have opportunities throughout Unique lessons to connect to the theme through all modalities of learning.

Color printer for teacher use for curriculum / use of graphics

Coaching/support/monitoring of SPSA goals/actions/outcomes

Specify enhanced services for EL students:

- EL students will have more opportunities for language and vocabulary development.
- EL students will take the VCCALPS alternative English Language assessment to measure English Language development
- Group home and Foster students will have more of an opportunity with hands-on opportunities.

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

- At the start of the school year, a parent meeting will be held to review the Unique curriculum and how parents can support learning at home.

Specify enhanced services for low-performing student groups:

- EL students will have more opportunities for language and vocabulary development.
- Group home and foster students will have more of an opportunity for hands-on opportunities.

Describe Professional Learning related to this action:

-Through AC time and professional learning time, teachers will create, discuss, and plan out Unique lessons. The lessons will allow for students to have opportunities to practice their IEP goals within their 5 Domains.

Action 2

Title: Maintain specialized equipment in Sensory and Motor Room

Action Details:

Provide extra monies to maintain specialized equipment in the Motor and Sensory Rooms.

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

Any Sensory and Motor room or equipment issues will be properly assessed and addressed in a timely manner.

Owner(s):

Principal and Office Manager

Timeline:

2020-2021 School Year

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

Materials and supplies needed for Motor and Sensory Room

- Labor needed to fix or replace broken parts in the Sensory Room or with Specialized Equipment

Specify enhanced services for EL students:

Greater access to the 5 Domains specifically Sensory and Motor practice.

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

Students and families will be encouraged to use the Sensory Room once a week. (See Action #3)

Specify enhanced services for low-performing student groups:

Greater access to the 5 Domains specifically Sensory and Motor practice.

Describe Professional Learning related to this action:

Staff will have a professional learning revisiting upkeep, best practices, and protocols involving the Sensory Room

Action 3

Title: Technology

Action Details:

Increase opportunities for students to utilize technology and to create greater access to learning. Technology will be used to support student learning through the district's guaranteed viable curriculum, Unique.

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

- Weekly/Daily walkthroughs
- Curriculum maps will incorporate the use of technology
- Active utilization of Unique curriculum

Owner(s):

Principal, Teachers, and Office Manager

Timeline:

2020-2021 School Year

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

- Each classroom will be equipped with a laptop for student centered instruction and access to GVC.
- Switches
- Assistive Technology
- Along with district refresh, set aside funds for technology in the classroom, including tech maintenance

Specify enhanced services for EL students:

Technology allows for greater access to the curriculum and greater practice of functional academic skills and communication skills.

Specify enhanced services for low-performing student groups:

Technology allows for greater access to the curriculum and greater practice of functional academic skills and communication skills.

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

Communicate with parents in communication journals technology available to their child throughout the day.

Describe Professional Learning related to this action:

Work with Technology Services on creating training opportunities for staff members.

Action 4

Title: Teacher Release Day for Planning

Action Details:

To help teachers get a better understanding of Unique and N2Y, teachers will meet as grade levels on-site, to plan out monthly lesson plans, field trips, and on-site experiences. They will develop lessons and plan out materials needed to meet the needs of all their students. If time available, teachers will also discuss IEP goals, progress on those goals, and data collection around goals. This time will also be used to visit other programs throughout the valley that use Unique in order to generate more ideas and build relationships with other programs.

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

- Consistent active use of Unique, as recorded on Unique Admin site
- IPG ratings will be more than 80% mostly and yes.
- Greater percent of IEP Goals being met

Owner(s):

Principal and Teachers

Timeline:

2020-2021 School Year

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

Substitute support for teachers to meet two times a year.

Specify enhanced services for EL students:

Greater access to curriculum, which will lead towards more goals being met for our EL students and our Foster/Group Home students.

Specify enhanced services for low-performing student groups:

Greater access to curriculum, which will lead towards more goals being met for our lower performing students.

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

During IEP Meetings, student progress will be shared with parents. Monthly Parent Newsletter will notify parents of curriculum themes for the month and other activities available to students throughout the month.

Describe Professional Learning related to this action:

Conversations started in a teacher workday will be carried over to PLC meetings throughout the year.

Action 5

Title: Professional Learning Opportunitites

Action Details:

Provide relevant professional learning opportunities for all Addicott staff members. This will provide stronger goal writing and better assistance from staff in helping students reach their goals

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

- Survey data after each professional learning
- Review SEIS data reports to see how many student met IEP goals after training in a specific Domain.

Owner(s):

SPED Program Manager, Principal and Teachers

Timeline:

2020-2021 School Year

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

- Contracts for costs for services and presentations on Unique curriculum
- Contracts for costs for services and presentations on improving school climate/social emotional learning (SEL) training
- Refreshments for trainings
- Supplies/Materials needed for the following trainings: Unique, school climate/social emotional learning (SEL) training

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

Greater access to the 5 Domains which will lead towards more greater goal meeting performances for our EL students and Foster/Group home students

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

- Parents will be included in specific training that will help positively impact the way they work with their child.
- Materials such as notebooks, pens, markers, etc, that are needed for parents to participate in training.

Greater access to the 5 Domains which will lead towards more greater goal meeting performances for our lower performing students.

Describe Professional Learning related to this action:

- Professional Learning that are specifically designed around the 5 Domains, best practices/strategies, team building, and curriculum.
- Utilizing direct graphics for posters and other needed materials for PL

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0553 Addicott (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	Separate Classes: Special Educati	Mat & Supp			Supplies and Material *NO FOOD OR INCENTIVES*	604.00
G1A1	Sup & Conc	Separate Classes: Special Educati	Teacher-Subs			Planning Days - 1 Planning Day per 9 Teachers	1,712.00
G1A1	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			Unique Material and Supplies, Save Mart, Home Depot, etc.	2,152.00
G1A1	Sup & Conc	Separate Classes: Special Educati	Off Eq Lease			Ricoh Lease	5,000.00
G1A3	Sup & Conc	Separate Classes: Special Educati	Direct-Maint			Maintenance for technology	300.00
G1A4	Title 1 Basic	Separate Classes: Special Educati	Teacher-Subs			Teacher Planning - 1 planning day for 9 teachers	1,712.00

\$11,480.00

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	59 %	0 %	2018-2019	7 %

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

We increase our off campus experiences by 10% which has allowed students to gain more experiences around textures, sounds, smells and sometime taste. It has also helped to give the students more community experiences and practice what it is like participating in community events/activity.

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

Goal 2 Participation Rate

The data listed above is not the same data we work from Atlas. WE have very little disaproportionality, but when we do, it is due to medical conditions - not from being excluded from the activity. When we have an on site or off site experience, all students are offered the opportunity.

Although all students are invited to events, parents choose not to send their children to outside events. On the days we had off campus experiences, we have very low attendnace rate.

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

Addicott participate in off campus experiences to all students to gain more experiences. The annual budget expenditures allowed Addicott to meet this goal.

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 process of off campus experiences will continue in 2020-21 school year. Addicott staff will evaluate the structure of Addicott's off campus experiences to ensure the correlation of Unique lessons, Inclusionary Practices, student safety and supervision.

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:
 Appreciate all the events/experiences we provide for all students.

2 ELAC:
 Appreciate all the events/experiences we provide for all students.

3 Staff:
 On days events are planned off campus, our student attendance rate is low. Although the experiences are beneficial, parents are reluctant to send their child to off site events. All parents are invited to attend these events yet our attendance rate for student participation is low. The site previously went on school wide off campus events and we are now looking at certain grades/classes going off campus and students whose parents do not want them attend the off campus event, can remain at school in a different class.

Action 1

Title: Extra Support for Goal 2 Activities/Experiences

Action Details:

Students will be exposed to extra-curricular activities throughout the year to support the goal of obtaining Community Readiness.

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

- Input data as needed to Goal 2 after experiences and events
- Use Atlas Engagement Summary Report

Owner(s):

CSI Manager III, Principal, Teachers, and Office Manager

Timeline:

2020-2021 School Year

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

- Student participation in Sports Day
- Costs associated with events on and off campus
- Snacks and materials needed to support student welfare off campus
- Materials/Supplies needed for Student Garden
- Content about field trip and trip expense
- Students may have the opportunity to participate in Special Olympic events
- Home School Liaison to improve parent involvement in participation of Goal 2 events.

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

Helps to ensure access for EL and Foster students to on-site and off-site experiences.

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

Parents are invited to participate in field trips with their child, as long as they complete a volunteer application form. Parents will also be invited to participate in on-site events with their child.

Helps to ensure access for low performing students on site and off site experiences.

Describe Professional Learning related to this action:

Early release days will provide time for planning on and off campus events.

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.

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.

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	66.75 %	73.077 %	2018-2019	71.077 %
Suspensions Per 100	0 %	0 %	2018-2019	0 %

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

Our students are medically fragile and therefore have many doctor appointments and often develop infections or other medical issues that keep them from attending school. Pre-K parents often suffer from separation anxiety and have a very hard time leaving their children at school all day, therefore, many request an adjusted schedule which results in fewer days attendance. The 2019-2020 SPSA did not include specific actions in this area. This area of attendance will continue to be an area of improvement with actions that are in place for the 2020-2021 school year. At the start of the school year, parents and teachers will be informed regarding the importance of school attendance. The Fever Workflow Process for Addicott will be reviewed with teachers at the start of the school year.

Suspensions Per 100

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

Chronic Absenteeism

. Our students are medically fragile and therefore have many doctor appointments and often develop infections or other medical issues that keep them from attending school. Pre-K parents often suffer from separation have a very hard time leaving their children at school all day, therefore, many request an adjusted schedule which results in fewer days attendance.

Suspensions Per 100

Addicott has a zero suspension rate.

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

Establish a positive relationship with students and families - Friendly greeting to each family/student, welcome back to school letter

Establish a positive, supportive and engaging school climate - school climate survey for teachers, parents and conduct Social Emotional Learning (SEL) with student

Attendance Awards for 90% attendance or higher per quarter. Students and parents were acknowledged at quarterly award's assemblies where both parents and students received certificates and they were also acknowledged in parent newsletters that goes out monthly to all families. Supplies were also used to create posters in the front office identifying attendance award winners.

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.

Establish Positive, Supportive and Engaging School Climate, such as: -School Climate survey for Teachers, Paras and DIS staff to evaluate the schools condition of learning

- Ensure all materials and curricula in the school are grade level
- Review the Whole Child Approach to learning with staff and identify frameworks in the following areas: Academics, Goals and Objectives, MOVE, SEL and Communication
- School Instructional Lead Teachers will review and support Climate and Culture of the school site in the following areas: monthly review of reasons why students are absent, work with Equity and Access and a Cross Functional Team to support root cause of absenteeism
- Review root cause with ILT and School site nurse and develop a problem of practice and aim statement.
- Educate and engage students and families with attendance procedures and expectation, such as: develop a Parent and Staff Handbook with clear expectations for the 2020-2021 school year, launch a school wide attendance campaign which aligns to attendance awards, Develop a system/structure to analyze chronic absences (identify root causes), include attendance records on report cards/progress reports, make personal phone calls to students with high attendance rates, share with families community resources for support, engage community partners to aid in attendance gaps for individual students (CVRC), provide all school communication in home language for parents.

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:

-More incentives for 90% attendance or higher, there is nothing they can do when their child gets sick, but it would really be nice to receive some recognition for their child actually achieving 90% or better attendance for a month.

2 ELAC:

-More incentives for 90% attendance or higher, there is nothing they can do when their child gets sick, but it would really be nice to receive some recognition for their child actually achieving 90% or better attendance for a month.

3 Staff:

-Would like to be able to record students who are tardy and late and be able to address tardiness. Currently, if a parent brings their child to school for one minute and then leaves, that child gets attendance for being at our site all day. Staff would also appreciate a CWA at least one day a week.

Action 1

Title: Improve Attendance/Good Attendance Incentives

Action Details:

Addicott's absenteeism increased almost 10% this school year indicating that 73.3% of the students are chronically absent. For the 2020-2021 school year, we would like to improve attendance by decreasing absenteeism by 3.0 percent. One way to increase attendance is to recognize parents who send their child to school. We have students who are medically fragile and due to illness are unable to attend school which does affect Addicott's chronic absenteeism rate.

Rewards and incentives provided for students who have 90% attendance or higher for every month.

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

- Use Atlas monthly attendance to see which students are achieving 90% or better attendance.
- Monitor site attendance weekly.
- School site team works with CF Pivot Team to complete a root cause analysis and determine areas of focus.

Owner(s):

Cross Functional (CF) Pivot Team, CSI Manager III, Principal, Teachers, and Office Manager

Timeline:

August 2020 through June 2021

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

- Rewards and incentives to be provided with students who obtain 90% or higher attendance quarterly.
- Supplies and materials provided for staff and parents for communication.
- Supplies and materials needed to post pictures of students with 90% or higher attendance.
- Teacher professional learning to support academic Goal 1 to improve the implementation of Unique curriculum with fidelity, school culture and improve student attendance.
- Home School Liaison to connect families to Addicott which will support improved attendance
- Updated health practices
- Monthly Coffee Hour for parents to connect with the school site.
- Equipment, supplies and materials for sensory and motor rooms

Specify enhanced services for EL students:

EL Students: Communication will be provided in their home language.

Specify enhanced services for low-performing student groups:

Foster/Group Home Students: Students with the highest attendance are our foster/group home students, which means that they will be acknowledged for their efforts every month.

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

- Parents will receive information about the importance of attendance
- Parents will learn about Home Hospital Instruction protocols and procedures.
- Students with 90% or better attendance will receive an award at quarterly assemblies.

Describe Professional Learning related to this action:

Back to School Night will be the opportunity to teach parents about the importance of attendance

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0553 Addicott (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	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement *NO FOOD OR INCENTIVES*	692.00
G4A1	ESSA-CSI	Separate Classes: Special Educati	Mat & Supp			: Supplies/Material/Equipment for Sensory/Motor Rooms *No Food No Incentives*	11,392.00
G4A1	Sup & Conc	Separate Classes: Special Educati	Direct-Graph			Graphics	150.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2024	HSL- Split Funded 7090 and 7091	5,956.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2351	HSL- Split Funded 7090 and 7091	6,919.00
G4A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			Mileage for HSL	320.00

\$25,429.00

2020-2021 Budget for SPSA/School Site Council

State/Federal Dept 0553 Addicott (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Separate Classes: Special Educati	Mat & Supp			Supplies and Material *NO FOOD OR INCENTIVES*	604.00
G1A1	Sup & Conc	Separate Classes: Special Educati	Teacher-Subs			Planning Days - 1 Planning Day per 9 Teachers	1,712.00
G1A1	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			Unique Material and Supplies, Save Mart, Home Depot, etc.	2,152.00
G1A1	Sup & Conc	Separate Classes: Special Educati	Off Eq Lease			Ricoh Lease	5,000.00
G1A3	Sup & Conc	Separate Classes: Special Educati	Direct-Maint			Maintenance for technology	300.00
G1A4	Title 1 Basic	Separate Classes: Special Educati	Teacher-Subs			Teacher Planning - 1 planning day for 9 teachers	1,712.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement *NO FOOD OR INCENTIVES*	692.00
G4A1	ESSA-CSI	Separate Classes: Special Educati	Mat & Supp			: Supplies/Material/Equipment for Sensory/Motor Rooms *No Food No Incentives*	11,392.00
G4A1	Sup & Conc	Separate Classes: Special Educati	Direct-Graph			Graphics	150.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2024	HSL- Split Funded 7090 and 7091	5,956.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2351	HSL- Split Funded 7090 and 7091	6,919.00
G4A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			Mileage for HSL	320.00

\$36,909.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$3,008.00
ESSA-CSI	3182	\$11,392.00
Sup & Conc	7090	\$15,270.00
LCFF: EL	7091	\$7,239.00
Grand Total		\$36,909.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$11,480.00
G4 - All students will stay in school on target to graduate	\$25,429.00
Grand Total	\$36,909.00