

Addicott Elementary

10621666116651

Principal's Name: Robyn Scroggins

Principal's Signature: 

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


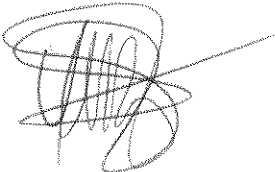
| |
|---|
| <p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p> |
| <p>The SSC, and all advisory committees, are formed 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 - Robyn Scroggins | X | | | | |
| 2. Chairperson - Yessica Jimenez | | | | X | |
| 3. Faree Bradshaw | | X | | | |
| 4. Monica Coombs | | | | X | |
| 5. Emily Valero | | | | X | |
| 6. Lee Hartounian | | | X | | |
| 7. | | | | | |
| 8. | | | | | |
| 9. | | | | | |
| 10. | | | | | |
| 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: Addicott 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 | Robyn Scroggins |  | 4/8/2021 |
| SSC Chairperson | Yessica Jimenez |  | 4/8/2021 |

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

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/Guiding Coalition (CSI) Team, which includes applicable department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners in alignment with schools chosen focus, work in tandem with the site team as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team/Guiding Coalition (CSI) Team to complete a root cause analysis and determine areas of focus.
 - School site team works with CF Pivot /Guiding Coalition (CSI) Team to identify actions and metrics as part of the site leaders 6-8-week plan.
 - School site team and CF Pivot Team/Guiding Coalition (CSI) 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.
- ❖ Professional learning for site leaders and teachers focused on CSI identified student groups.
- ❖ Resources and/or Professional Learning provided to school sites:
 - Culturally Proficient Learning Communities, book
 - i-Ready Teacher Toolbox
 - Restorative Practices New/Refresher Course(s)

Addicott School 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 |
|-----------------------------|----------------|--------|-----------|--------|
| Student Goal - Site Defined | | 0 % | 2020-2021 | 10 % |

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 Goal - Site Defined

EL Reclassification Rate (all grade levels)

Students take an alternative EL assessment at Addicott. Our students are non-verbal thus making it difficult to redesignate EL students.

This school year, we redesignated one EL student using the alternative EL assessment along with observation and parent input.

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 Goal - Site Defined

Currently 30% of the students at Addicott are identified as EL students. Some students at Addicott, the primary language at home is Spanish and their instruction at school is in English.

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 2021-2022 SPSA will remain the same in regards to actual implementation of actions and school budget expenditures from the previous year..

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.

The 2021-2022 SPSA will remain the same from the previous year. Addicott will continue to have 2 planning days for teachers to plan instruction and develop rubrics for students participation and engagement. In addition to the 2 planning days for teachers, professional learning will be focused on the Unique Curriculum.

We will increase communication skills for all students at Addicott. Students will be assessed for assistive technology/AAC devices to determine if they are appropriate to utilize other forms of communication.

Currently 2% of the students at Addicott met all their IEP goals, as measured at their annual review. We would like to increase students who met all their IEP goals from 2 to 10% during the 2021-2022 school year.

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:

This goal will be addressed at SSC meetings. SSC members will be informed of students EL redesignation rate and professional learning provided to the staff.

2 ELAC:

Addicott does not have an ELAC.

3 Staff:

Staff will assess EL student using the alternative EL assessment. Results of the EL assessment will be shared with staff. Staff will be encouraged to participate in professional learning opportunities that support the curriculum.

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
- IEP Quarterly Benchmark and Goals
- IEP goals will be written to address: functional academics, daily living, sensory and fine/gross motor

Owner(s):

Principal, Teachers and CSI Manager III

Timeline:

Materials will be used throughout the 2021-2022 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 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.

Supplies and material will be made available for classrooms to support the monthly Unique theme.

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 alternative English Language assessment to measure English Language development.
- Group home and Foster students will have more opportunities for hands-on learning.

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.

Action 2

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 to decrease our chronic absenteeism.

| |
|--|
| 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

- Consistent active use of Unique, as recorded on Unique Admin site
- IPG ratings will be more than 80% mostly and yes in Tenet 1 and 2A
- Greater percent of IEP Goals being met

Owner(s):

Principal and Teachers

Timeline:

2021-2022 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.

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 will incorporate the use of technology

-Active utilization of Unique curriculum

Owner(s):

Principal, Teachers, and Office Manager

Timeline:

2021-2022 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.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0553 Addicott (Locked)

G1 - Improve academic performance at challenging levels

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|-----------------|-----------------------------------|--------------|-----------|-----|---|----------|
| G1A1 | Title 1 Basic | Separate Classes: Special Educati | Mat & Supp | | | : | 1.00 |
| G1A1 | Sup & Conc | Separate Classes: Special Educati | Mat & Supp | | | Materials and Supplies - Curriculum | 8,295.00 |
| G1A1 | Sup & Conc | Separate Classes: Special Educati | Off Eq Lease | | | Ricoh printer lease | 3,534.00 |
| G1A1 | LCFF: EL | Instruction | Mat & Supp | | | : Supplies and Materials - Curriculum | 5,513.00 |
| G1A1 | One-Time School | Separate Classes: Special Educati | Mat & Supp | | | : Supplies and Materials for Unique Curriculum | 1,353.00 |
| G1A2 | ESSA-CSI | Separate Classes: Special Educati | Teacher-Subs | | | Sub Days for Teachers - two sub planning days per year, teachers to plan to reduce chronic absenteeism **NO IEPs** | 2,342.00 |
| G1A2 | LCFF: EL | Separate Classes: Special Educati | Teacher-Subs | | | Sub Days for Teachers- Teacher Release Time for Planning | 281.00 |
| G1A3 | ESSA-CSI | Separate Classes: Special Educati | Direct-Maint | | | Technology Repairs/Maintenance for sensory room, music garden & student devices. | 1,752.00 |

\$23,071.00

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 | 75 % |

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

Addicott has been identified as a CSI school due to chronic absenteeism. We have a higher absentee rate when students go on field trips. We encourage parents to attend community experiences/field trips, yet we do have families that want their child in the community.

At Addicott we have a Student Garden, Sensory Room where students have access to and we will have a music garden on site for all students. We would like to open a motor room at Addicott which these experiences can lead to student centered learning.

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

Off site field trips to events will provide our students real world learning experiences. Field trips will tie to the Unique Curriculum.

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.

For the 2021-2022 SPSA, we would have included supplies and materials for the Student Garden, Sensory Room, Music Garden and Motor Room. These experiences will provide for student centered learning experiences. In addition, students will have the opportunity to attend field trips either virtually or in person in order to expand their real-world learning experiences. Addicott celebrates cultural diversity and will have cultural performers come to the site and perform/dance for the students.

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.

The only changes in the SPSA will include supplies and materials for the Music Garden and Motor Room.

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

1 SSC:

SSC Members will be informed at each meeting of student centered and real world learning experience for our students.

2 ELAC:

Addicott does not have an ELAC.

3 Staff:

Staff will work with families regarding field trips and make arrangements for students to remain on site if families do not want to send students on a field trip.

Action 1

Title: Student Centered and Real-World Learning Experiences

Action Details:

Addicott is a center based program and students are in self-contained classrooms. Our students require hands on activities in order to access the curriculum. In addition, our students need opportunities to participate in real world experiences which can include the following: Sensory Room, Music Garden, Student Garden, Field Trips and Assemblies. The Unique Curriculum provides cooking opportunities for students, which they have an opportunity to cook in class.

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

Data will be collected on student participation on field trips. Currently, when the students have the opportunity to attend a field trip, we have our lowest attendance rate for the year. By including families on field trips, we have increased attendance so that all students are included on real-world learning experiences.

The Unique Learning Systems (ULS) curriculum has cooking lessons for students. to access real world learning experiences.

Owner(s):

CSI Manager, Administrator and Teacher

Timeline:

Supplies/materials will be used throughout the 2021-2022 school year, as needed to better support student centered and real-world learning experiences.

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

When students are taken in the community, we need wheelchair busses for our students. There might be costs/fees for field trips/virtual field trips which will be covered by the school site. Parents will have the opportunity to ride the bus with their child on the field trip. Material/Equipment will need to be updated in the Sensory Room, Student Garden and Music Garden. Our current CSI area of focus is chronic absenteeism, and by purchasing items for a Motor Room on site, we will provide students the opportunity to work on mobility (student centered) skills, increasing student attendance/engagement. Classrooms will need cooking supplies and ingredients, for cooking activities related to the curriculum. Real world learning experiences also entails cultural experiences/performances on site for our students to experience cultural traditions.

Specify enhanced services for EL students:

EL students will have more opportunities for language and vocabulary development

Specify enhanced services for low-performing student groups:

Group home and foster students will have more opportunities for hands on experiences.

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 |
|--|

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.

Specify enhanced services for low-performing student groups:

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

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0553 Addicott (Locked)

G2 - Expand student-centered and real-world learning experiences

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|----------|-----------------------------------|--------------|-----------|-----|---|----------|
| G2A2 | ESSA-CSI | Separate Classes: Special Educati | Mat & Supp | | | : Supplies and Materials - Curriculum | 561.00 |
| G2A2 | ESSA-CSI | Separate Classes: Special Educati | Nc-Equipment | | | Motor Room and Music Garden Equipment/Material | 8,050.00 |

\$8,611.00

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 | | 75 % | 2020-2021 | 20 % |
| Suspensions students with 1 or more | | 0 % | 2020-2021 | 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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

Addicott is identified as a CSI school due to chronic absenteeism. Prior to distance learning, our attendance rate increased to 79% from 67%. For the 2020-2021 school year, our attendance rate dropped to 72%.

Suspensions students with 1 or more

Addicott has had no suspensions during the 2020-2021 school year.

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

Prior to distance learning (March 2020) our attendance rate was at 79%. This school year (2020-2021) our attendance rate dropped to 72%. With student returning to school, we will continue to increase our attendance rate.

Suspensions students with 1 or more

N/A

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.

No Changes to affect the SPSA

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.

No Changes to affect the 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: |
| Report at each SSC meeting attendance data for the month/quarter. |

| |
|----------------|
| 2 ELAC: |
| N/A |

| |
|---|
| 3 Staff: |
| Staff to increase student engagement in their school and community. |

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. It is important for our students to go out in the community as many do not have this opportunity at home. In addition, it is great for the community to see our students accessing community events.

Our students have the opportunity to participate in music therapy weekly which has supported our site in growing our own music garden.

| | | | |
|---|---|--|---|
| 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

- 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:

2021-2022 School Year

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

- Student participation on off campus and virtual events
- Costs associated with events on and off campus
- Snacks and materials needed to support student's welfare off campus
- Materials/Supplies needed for Student Garden, Music Garden, Sensory Room and Motor Room
- 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:

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

Specify enhanced services for low-performing student groups:

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

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

At Addicott we have not had difficulty recruiting staff for open positions. For the 2020-2021 school year, we would like to focus on retention of staff by including Cultural Proficiency and Social Emotional Learning (SEL) training to staff.

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

Addicott has not had difficulty recruiting personnel to apply for open positions. In order to keep the retention of staff, staff will be surveyed to address their connectedness to the site and building capacity when working with others.

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.

Changes to the 2020-2021 SPSA will include training on Cultural Proficiency and Social Emotional Learning.

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.

For the 2021-2022 school year, we would like to retain all staff. In addition, all staff (100%) will attend Social Emotional Training (SEL) and Cultural Proficiency training offered on site as measure by staff sign in sheets,

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:

Report to SSC the site Cultural Proficiency Trainings and retention of staff.

N/A

Staff attend professional learning on Cultural Proficiency and Social Emotional Learning (SEL).

Action 1

Title: Professional Learning Opportunites

[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

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

SPED Program Manager, Principal and Teachers

[Timeline:](#)

2021-2022 School Year

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

-Contracts for costs for services and presentations on improving school climate/social emotional learning (SEL) training and Cultural Proficiency training.

-Supplies/Materials needed for the following trainings: Cultural Proficiency and SEL

[Specify Professional Development or Staff Services to support EL students:](#)

Trainings will increase staff awareness of working with EL students and their families. Professional learning will focus on our CSI area of chronic absenteeism to increase student attendance relationships with our families.

[Specify Professional Development or Staff Services to support low-performing student groups:](#)

Professional Learning for staff on SEL and Cultural Proficiency.

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 | 70 % |

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

We will increase family engagement in their child's education by hosting quarterly coffee hours, assemblies, sending home quarterly newsletters, quarterly assemblies and provide activities on site where parents can attend.

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

All families will be aware of what their child is learning each month using the Unique Curriculum monthly themes. Teachers will send home a monthly newsletter indicating what student's will be learning about each month.

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.

Changes to the 2020-2021 SPSA will include hosting activities on site that parents can attend. Families can attend quarterly events on campus (ie., Pies with Parents, Winter Celebration, Spring Fling and End of Year celebration).

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.

During the 2021-2022 school year, we would like to increase family engagement by parents attending on site activities/field trips with their child. We would like to increase student participation on field trips to 70% or higher by having parents attending field trips with their child.

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:

At each SSC meeting, discuss opportunities for families to engage in their student's education will be shared.

N/A

Staff to provide opportunities for families to participate in their student's education.

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 CSI Guiding Coalition (CF) Team to complete a root cause analysis and determine areas of focus.

Owner(s):

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

Timeline:

August 2021 through June 2022

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:

- 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
- Quarterly Parent Newsletters
- Quarterly Coffee Hour for parents to connect with the school site.
- Equipment, supplies and materials for sensory, music garden and motor rooms.
- Support Groups for Parents
- Opportunities for families to participate in events on site with their child (ie. Pies with Parents, Goodies with Grandparents, etc.)

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

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

[Specify Direct Service and Opportunities for parents and families to support 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 at quarterly attendance assembly.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0553 Addicott (Locked)

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 | Title 1 Basic | Attendance & Social Work Service | Cls Sup-Reg | Liaison, Home/School Spanish | 0.0538 | 6 hour Spanish HSL - Site and District funded | 3,794.00 |
| G5A1 | Sup & Conc | Parent Participation | Direct-Graph | | | Graphics for parent participation | 150.00 |
| G5A1 | LCFF: EL | Attendance & Social Work Service | Local Mileag | | | Mileage for HSL | 281.00 |

\$4,225.00

2021-2022 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 | | | : | 1.00 |
| G1A1 | Sup & Conc | Separate Classes: Special Educati | Mat & Supp | | | Materials and Supplies - Curriculum | 8,295.00 |
| G1A1 | Sup & Conc | Separate Classes: Special Educati | Off Eq Lease | | | Ricoh printer lease | 3,534.00 |
| G1A1 | LCFF: EL | Instruction | Mat & Supp | | | : Supplies and Materials - Curriculum | 5,513.00 |
| G1A1 | One-Time School | Separate Classes: Special Educati | Mat & Supp | | | : Supplies and Materials for Unique Curriculum | 1,353.00 |
| G1A2 | ESSA-CSI | Separate Classes: Special Educati | Teacher-Subs | | | Sub Days for Teachers - two sub planning days per year, teachers to plan to reduce chronic absenteeism **NO IEPs** | 2,342.00 |
| G1A2 | LCFF: EL | Separate Classes: Special Educati | Teacher-Subs | | | Sub Days for Teachers- Teacher Release Time for Planning | 281.00 |
| G1A3 | ESSA-CSI | Separate Classes: Special Educati | Direct-Maint | | | Technology Repairs/Maintenance for sensory room, music garden & student devices. | 1,752.00 |
| G2A2 | ESSA-CSI | Separate Classes: Special Educati | Mat & Supp | | | : Supplies and Materials - Curriculum | 561.00 |
| G2A2 | ESSA-CSI | Separate Classes: Special Educati | Nc-Equipment | | | Motor Room and Music Garden Equipment/Material | 8,050.00 |
| G5A1 | Title 1 Basic | Attendance & Social Work Servic | Cls Sup-Reg | Liaison, Home/School Spanish | 0.0538 | 6 hour Spanish HSL - Site and District funded | 3,794.00 |
| G5A1 | Sup & Conc | Parent Participation | Direct-Graph | | | Graphics for parent participation | 150.00 |
| G5A1 | LCFF: EL | Attendance & Social Work Servic | Local Mileag | | | Mileage for HSL | 281.00 |
| \$35,907.00 | | | | | | | |

| Funding Source Totals | Unit # | Budget Totals |
|-----------------------|--------|--------------------|
| Title 1 Basic | 3010 | \$3,795.00 |
| ESSA-CSI | 3182 | \$12,705.00 |
| Sup & Conc | 7090 | \$11,979.00 |
| LCFF: EL | 7091 | \$6,075.00 |
| One-Time School | 7099 | \$1,353.00 |
| Grand Total | | \$35,907.00 |

| Goal Totals | Budget Totals |
|---|--------------------|
| G1 - Improve academic performance at challenging levels | \$23,071.00 |
| G2 - Expand student-centered and real-world learning experiences | \$8,611.00 |
| G5 - Increase inclusive opportunities for families to engage in their students' education | \$4,225.00 |
| Grand Total | \$35,907.00 |