



2023-2024

Addams Elementary

School Plan for Student Achievement

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students. The SPSA contains the following:

Needs Assessment:

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement:

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: http://www.lbschools.net/Departments/Local_Control/. The LCAP Federal Addendum is presented at: http://www.lbschools.net/Departments/EACCR/lea_plan.cfm.

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

The LBUSD Strategic Plan (2017-2022), which can be viewed at http://www.lbschools.net/Departments/Strategic_Planning/, has the following goals:

- Ensure equitable opportunities for every student
- Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- Promote academic growth for every student.
- Establish college and career readiness for every student.
- Support effective communication throughout the district.

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:

Recommendation 1: Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.

Recommendation 2: Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.

Recommendation 3: Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.

Recommendation 4: Create additional, continuous training for all teachers to better serve special education students, African American students,

Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).

Recommendation 5: Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.

Recommendation 6: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 7: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 8: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

Recommendation 9: Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.

Recommendation 10: Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, “double dose” courses, and Summer school, also considering preK students.

Recommendation 11: Expand Summer School opportunities, especially for “transition” grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.

Recommendation 12: Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.

Recommendation 13: Expand programs of instruction to the educational system to new families, including civics education.

Recommendation 14: Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.

Recommendation 15: Provide workshops on values and character building that contribute to a safe, civil and productive school.

DELAC Recommendations:

1. Monitor the implementation of the district’s comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPS and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;
7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPS in Math, English and English Language Development (ELD);
9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020.1, which contains the

following fifteen components:

1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's Title I, Part A funds will be reserved for parental involvement and 95% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;
4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guideline s or Single Plan for Student Achievement are not acceptable to them;

10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;
11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;
12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent participation, seamless transitions and greater success of preschoolers;
13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.
14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;
15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Findings

Written Analysis

iReady ELA - 1st - 5th showed 131% growth average; AA showed 110% growth average,ELs showed 128% growth average. iReady 43% of all students were on or above target;AA 33%,EL/RFEP 32%.SBAC ELA showed 36% met or exceeded; AA 23% Met or exceeded;EL/RFEP 34% met or exceeded.Scale score growth was 9 points above the district average.FRSA - ELA K - 2 Foundational Reading Scores showed: K - 61% on track, 1st - 56%, 2nd - 54%. 57% for all K - 2 were on track.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

Action Plan: Implementation of a structured literacy program in all grades with an emphasis on grades K - 2 for foundational skills. Using professional development from Getting Reading Right, Language Wall, Kagen Cooperative Learning, English Language Development, Write From the Beginning and our Literacy Intervention programs, teachers will implement their training and provide high quality, rigorous instruction that is equitable and standards aligned using evidence of student learning to determine next steps.

Progress Monitoring: Progress will be monitored through formative and summative assessments via district assessments (FRSA, fluency, Writing PT's, PSA, end of unit assessments) i-Ready and SBAC. Teachers will collect and analyze data regularly at grade level meetings, staff meetings and district QCI days for grades K-2.

- Goals:
1. iReady ELA -50% of all students in grades 1-5, including AA, ELL/RFEP's will be on on or above grade level by the end of the year.
 2. SBAC ELA - 40% of all students in grades 3-5, including AA, ELL/RFEP's will score met or exceeded on the SBAC ELA by the end of the year.
 3. FRSA - 70% of all students in grades K-2 students will be on track on FRSA skills by the end of the year.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis

i-Ready MATH - 1st-5th showed 120% growth average. AA showed 100% growth average, ELs showed 127% growth average; 36% of all students were on or above target; AAs 28%; ELL/RFEP;s 26%SBAC MATH showed 30% met or exceeded; AA 18% met or exceeded; EL 31% met or exceeded.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis

Action Plan: Implementation of a structured math program including formative and interim assessments in all grades. Using professional development from grade level cohorts and district PD, teachers will implement their training and provide high quality, rigorous instruction that is equitable and standards aligned using evidence of student learning to determine next steps. Teachers will provide systems to help students meet their recommended minutes per week in ST Math.

Progress Monitoring: Progress will be monitored through formative and summative assessments via district assessments (Math PT's, end of unit assessments) i-Ready and SBAC. Teachers in grades 3-5 will implement the 5E lesson plan following district guidelines. Teachers will collect and analyze data regularly at grade level meetings, staff meetings and district QCI days. for grade 3-5

- Goals:
1. iReady Math -40% of all students in grades 1-5, including AA, ELL/RFEP's will be on on or above grade level by the end of the year.
 2. SBAC Math - 40% of all students in grades 3-5, including AA, ELL/RFEP's will score met or exceeded on the SBAC ELA by the end of the year.
 3. 90% of students will meet their recommended minutes per week in ST Math

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis

27.8% of student population is EL. 238 students are identified ELL. Out of those, 18 are RFEP.
24% of students are beginning, 42% are somewhat developed, 29% are moderately developed, 5% are well-developed
Redesignation rate was 17%

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis

Action Plan: Implementation of integrated and designated ELD. Using professional development from the district and site IIC, along with Wonders ELD materials and ELPAC, teachers will consistently implement integrated and designated ELD instruction. All EL students will receive 30 minutes of designated ELD daily along with integrated ELD. Newcomers and level 1 EL students will have access to the Lexia English digital platform. Level 3 students will have access to Summit K-12 digital platform.

Progress Monitoring: Progress will be monitored through formative assessments, digital platforms (Lexia English and Summit K-12), ELPAC and related ELA assessments.

Goal:

All ELL students will make one level of growth (beginning, somewhat/moderately, well-developed) on at least 1 of the ELD domains (reading, writing, listening, speaking)

Redesignation rate of 27%

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings
Written Analysis
<p>Sense of Belonging 70% Safety 69% (above district average) increased 9% Attendance - 88% overall; AA 79.9%; EL 90.8% Chronic attendance 36.7% missed more than 10%; AA 42.9%, EL/RFEP 32.7%</p>

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals
Written Analysis
<p>Action Plan: Implementation of counseling and SEL systems, including Harmony curriculum, Motivational Monday, and attendance incentives, to connect students, support their emotional well being and safety, and improve their sense of belonging and attendance. Progress Monitoring: Progress will be monitored by overall implementation of PBIS throughout the school, general observation of school climate, data collection regarding SEL implementation, attendance monitoring and Core Survey.</p>
<p>Goal: Increase Sense of Belonging to 74% Increase Safety to 73% Attendance - 96% overall Chronic attendance - 20%</p>

Comprehensive Needs Assessment

SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	<p>1) School wide focus on a Balanced Literacy Program with focus on Foundational Reading Skills and the application to writing.</p> <p>Identified area of need: 54% of students at Addams are working 2 - 3 years below grade level in ELA Iready results. Achievement Gap in ELA for African American students and EL student populations.</p> <p>Goal: to increase iReady results for each student by 150% and to make a year and a half year's growth in iReady ELA results by focusing on Foundational Reading skills, reading and application to writing.</p>	Goal Partially or Not Met	<p>Average growth attainment in ELA was 131%</p> <p>Typical growth of 83% outperformed 9/10 similar schools</p> <p>Foundational skills Kindergarten 61% - outperformed similar schools (59%) District 66%</p> <p>1st - 56% Similar schools - 59% District 66%</p> <p>2nd - 53% Similar schools 65% District 72%</p>	<p>Getting Reading Right district training for K-2 teachers</p> <p>District grade level cohort meetings</p> <p>Heggerty phonics implemented in all K</p> <p>Increased Language Wall training and implementation to include 3-5 teachers</p> <p>Continued PD and support with writing</p> <p>Grade level teacher movement</p> <p>Designated ELD</p>

	<p>Action Plan: Teachers will receive professional development for writing, vocabulary studies, multiple text sources, reading comprehension and Kaagen structures. Literacy team will focus on support of the 54% to provide intervention and small group instruction in reading, foundational skills and writing.</p> <p>Progress monitoring summaries - Using the performance task bi-monthly writing assessments, monitoring progress through the three diagnostic assessments in iReady ELA and monitoring 3x a year foundational reading skills.</p>			
Math	<p>1) School wide focus on math supports, differentiation and scaffolding to ensure that all students are given opportunities to apply new learning with concrete manipulatives, representational drawings and abstract mathematical problem solving.</p> <p>Identified area of need: 71% of all students are working below grade level based on math iReady results.</p>	Goal Partially or Not Met	<p>i-Ready MATH - 1st-5th showed 120% growth average. AA showed 100% growth average, EL's showed 127% growth average;</p> <p>36% of all students were on or above target; AA's 28%; ELL/RFEP;s 26%</p> <p>SBAC MATH showed 30% met or exceeded; AA 18% met or exceeded; EL 31% met or exceeded.</p>	<p>3-5 Math Lead Lead provides intervention in grades 3-5 District grade level cohort meetings Math supports infused with art Teachers attended summer district QCI training District math coach supporting teachers Math night for parents</p>

Goal: All students will grow a year and a half or 150% on iReady math results. African American students scores will increase in an effort to close the achievement gap.

Action Plan: Intentional teacher feedback for the concrete, representational and abstract math problem solving. Professional development for releasing students in math for collaboration and oral rehearsal of vocabulary.

Progress monitoring summaries: Using Edulastics Platform to monitor and report data to grade level teams every unit. Looking at students work in grade levels to monitor progress at planning and data days with staff.

English Learner	1) Given planned interventions with daily EI instruction varied time and instruction, the number of EI students meeting/exceeding SBAC ELA proficiency will increase by 5%. Teachers will utilize a new feedback tool to track and monitor progress throughout the year. EL redesignation rates will increase from 17% to 28% percent by June.	Goal Partially or Not Met	27.8% of student population is EL. 238 students are identified ELL. Out of those, 18 are RFEP. 24% of students are beginning, 42% are somewhat developed, 29% are moderately developed, 5% are well-developed Redesignation rate was 17%	Designated ELD time Grade level teaming for language groups Students are grouped according to language level Ensuring that money is going to support EL students September and October staff meetings focused on ELD standards, instruction, materials, ELPAC assessments Targeting instruction on specific language skills Parent workshop through ELAC
Culture/Climate	1) Improve systems and reporting for safety and attendance. Implement new student support plan for student reflection, reporting and referring discipline. Increased counseling opportunities in classrooms and in groups for students. Team building for staff as well as implementation of a shared decision making team to gather the voices of the staff for improvement.	Goal Partially or Not Met	Sense of Belonging 70% Safety 69% (above district average) increased 9% Attendance - 88% overall; AA 79.9%; EL 90.8% Chronic attendance 36.7% missed more than 10%; AA 42.9%, EL/RFEP 32.7% 13% of parents completed Core Survey 103/784	Continue to implement new student support plan Child Net counseling services Behavior interventionist - RBT assigned to Addams Harmony Social Emotional Learning Sankofa Saturdays Motivational Mondays Family Resource Center Counseling (FRS)

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
To support intervention and SBAC preparation, Students will need access to technology, Chromebooks, headphones and mice. These technology supplies and materials will be of great benefit to preparing for online assessment practices. (SM 3)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
The assistant principal will implement a Resonse to Intervention and support PBIS and develop programs that positively impact student achievement, engagement, and parent involvement. Therefore, increase school wide student recognition to improve school wide climate. As well assist in the implementation and monitoring of academic interventions, social skills groups for students who are at-risk (emotional, behavioral, and academic) resulting in an increase of emotional, behavioral, and academic achievement. As well assist with the development of programs in the area of college and career readiness that positively impact student achievement and in the area of parent involvement. Currently monitoring LSES, ELL, and Hisp., A.A. subgroup which include Tier II and Tier III support for academic (264 FRS, 325 Reading, 364 Writing, 279 Math)). As well, 46 students are currently identified as needing Tier II & Tier III behavioral support which include the following subgroups: 58% Hispanic, 37% African American & 5% other. (IN 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
TK-5 Teachers will have release days to collaboratively learn about school wide systems approaches such as Thinking Maps, Kaagan strategies, Write from the Beginning and other site related focuses. Teachers will develop differentiated lessons for ELL's and "At-Risk" students and plan for interventions for struggling learners. Teachers will also discuss strategies and gather resources to best meet the needs of identified students. (PD 3)	Strong Positive Impact	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Grades TK-5 teachers will be co-teaching alongside ground education instructors. These lessons will consist of curriculum which will embed outdoor garden, science while including ELA, S.S., and visual arts. As well the ground education program will develop and grow student's capacity for wonder, cultivate a space to think, explore, and nurture decision-making. (IN 6)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact

<p>The counselor will implement PBIS and develop programs that positively impact student achievement, engagement, and parent involvement. Therefore, increase school wide student recognition to improve school wide climate. As well assist in the implementation and monitoring of academic interventions, social skills groups for students who are at-risk (emotional, behavioral, and academic) resulting in an increase of emotional, behavioral, and academic achievement. As well assist with the development of programs in the area of college and career readiness that positively impact student achievement and in the area of parent involvement. Currently monitoring LSES, ELL, and Hisp., A.A. subgroup which include Tier II and Tier III support for academic (264 FRS, 325 Reading, 364 Writing, 279 Math). As well, 46 students are currently identified as needing Tier II & Tier III behavioral support which include the following subgroups: 58% Hispanic, 37% African American & 5% other. (IN 1)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
<p>Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas. (IN 4)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic 	<p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p>	<p>Wonders and associated ancillary materials McGraw-Hill</p> <p>Getting Reading Right, Heggerty, Language Wall to support Foundational Reading Skills</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p>

<p>vocabulary with intensity.</p> <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. 	<p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>Core5</p> <p>ELLevation</p> <p>iReady</p>
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Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Write from the Beginning Writing program and supplemental lessons</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <p>All K-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse 	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>HMH - GoMath Textbook Series</p> <p>Early Mathematics, A Resource for Teaching Young Children</p> <p>LBUSD Supplemental Instructional Resources</p> <p>ST Math</p>

Accountability Measure 1: Increase Achievement

Interventions

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
EL students and their teachers SBAC ELA 50, EL Reclassification 50	ELD supplemental materials will be needed to support EL learners and our efforts to improve designated ELD instruction, including professional reading for staff and learning materials for EL students.	English Learners, All Staff	Title 1 \$1,000 Materials - Title 1 100%	08/30/2023 - 06/15/2024 Daily	Principal, AP	ELPAC, redesignation scores, formative assessment, iReady, SBAC SBAC ELA 50, EL Reclassification 50

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
We will offer parent workshops for students transitioning from T-K into kindergarten.	<p>4th and 5th grade students participate in district sponsored college tours to LBCC and CalState Long Beach.</p> <p>5th grade students will have an opportunity to visit Lindbergh Middle School.</p> <p>School will have a School of Choice parent meeting to help support choosing a middle school and electives.</p> <p>Counselor will meet with 5th grade classes to discuss transition to middle school.</p>	

Accountability Measure 2: Organizational Climate

Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
Goal: Increase Sense of Belonging to 74% Increase Safety to 73% Attendance - 96% overall Chronic attendance - 20%	Harmony SEL Motivational Mondays Counseling Lessons PBIS Behavioral Support Plans SST's Teacher PD around behavioral interventions Aspire Register Behavior Technician Additional Psychologist Support	none-district provided or free	all year	principal, vice-principal, counselor, facilitator, psychologists, Aspire, RBT	Decrease in discipline referrals Core Survey Pulse Survey Academic achievement - i-Ready growth results Increase in attendance and decrease in chronic attendance

Accountability Measure 3: Professional Development

Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Need for a school wide approach to writing and the use of thinking maps. SBAC ELA 40, SBAC Math 40, Elementary Reading - FRSA 20	TK-5 Teachers will have additional training, planning and conference days to plan, receive professional development and collaboratively learn together. Teachers will receive further training for ELL™s and “At-Promise” students and plan for interventions, formative assessment and strategic lesson planning opportunities for struggling learners. Teachers will also discuss strategies and gather resources to best meet the needs of identified students.	Title 1 \$5,015 Teacher Hourly Extra Comp (25) for 2.32 hours annually - Title 1 100%	08/31/2023 - 06/15/2024 Monthly	Principapal, Intervention and Instruction Coordinator	Sign-in sheet

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement

Written Analysis

Teachers participate in shared decision making and participate in PBIS to support school wide behavior program. Along with bi-monthly grade level meetings, GATE and CCT teachers meet to collaborate as well. Teachers are able to participate in weekly optional professional development workshops delivered by literacy team and support staff along with district organized QCI days. To support collaboration and cohesion, each grade level will have 1/2 day release look at student data and plan effective instruction in all content areas. Teachers are able to work with literacy and math coaches to support their instructional practices. Teachers are part of the decision making budget process through SSC. Teachers engage in planning with literacy support. Staff participates in school wide community events. Saturday school, Black Student Union, Student Council, and Sankofa Parent Village are all led by teachers,

Accountability Measure 4: Parent & Community

Parent and Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Increase parent participation on campus, increase in % of parents completing survey. Support parents with resources and information to support their children.	Participation in School Site Council and ELAC for decision making recommendations and budget considerations. Parent Workshops including Title 1 meetings and newsletters Monthly Town-Hall Meetings Vips Parent Conferences Support of community events Community meetings for parents and guardians of EL learners	Parent Involvement Funds Title 1	all year	principal, vice-principal, facilitator, SSC members, teacher, literacy support	Increased parent presence on campus. Increased VIPS applications. Attendance at events. Sign in sheets

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA's budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	392410
Title I Parent and Family Involvement (3008)	6017

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development.	NA
Centralized Services Share	Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project.	NA

State Programs *	Allocation
LCFF	92400

* It is understood that LCFF funding are district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Spring Adjustment:

During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.

Title I Reservations

Title I Reservations are used for required or Board-approved services. These reservations are made prior to Title I allocations to school sites and are designed to provide central services to Title I and/or underserved, underperforming schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need changes and budget adjustments.

Administrative Share & Reservations Title I Program Administration

Equity, Engagement & Partnerships (EEP), State and Federal Programs (SFP): Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

Parent Involvement (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education

Providing homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Social Worker: Foster Care

Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

Behavior Specialist

Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

Male and Female Leadership Academy

The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the

academies.

Research LROIX Development

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Centralized Services

Middle School Summer Bridge

Provides a summer math program focusing on students needing a "head start" prior to entering the next middle school grade level.

Homework Helpline 562.437.2859

Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

Travel/Conferences

Enables staff to develop requisite knowledge about the program(s) they lead.

Education Celebration

The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

CORE

The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

Data PD / Summer Admin PD

This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

Supplemental Examinations

These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

Kinder Festivals

The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

Robotics

These supplemental materials are designed to assist in research and special programs related to STEM.

SEAL Summer Program

The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

APEX Online

APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Youth Orchestra

Music instruction and opportunities on weekends. Students receive instruction from professional music performers in string instruments.

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Tracy Fiala	06-14-2024
Staff	Classroom Teacher	Kelsey Brown	06-14-2024
Staff	Classroom Teacher	Lauren Martin	06-14-2024
Staff	Classroom Teacher	Alfredo Marrufo	06-14-2025
Staff	Non Classroom Teacher	Tracy DeLucca	06-14-2025
Community	Parent	Jason [REDACTED]	06-14-2024
Community	Parent	Sandra [REDACTED]	06-14-2024
Community	Parent	Kathleen [REDACTED]	06-14-2024
Community	Parent	Margot [REDACTED]	06-14-2024
Community	Parent	Gardenia [REDACTED]	06-14-2025

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	Gardenia [REDACTED]
DELAC Representative	Parent of EL Student (required)	Sandra [REDACTED]
Principal or Designee	Staff Member (required)	Tracy DeLucca
Secretary	Parent of EL Student (required)	Fabiola [REDACTED]

Name	Representing
Eda [REDACTED]	Parent of EL Student
Yomara [REDACTED]	Parent of EL Student

ELAC Recommendations

Pursuant to Education Code, Section 52176, the school’s English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	10/30/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<p>1. The ELAC recommends that teachers should get ½ day release time 1-2 times this year for designated ELPAC/ELD training, planning, and collaboration.</p> <p>2. ELAC recommends the purchase of supplemental materials including professional reading to support reading for ELL students. The purchase of books bags and other materials so that students can have access to books at their instructional level.</p> <p>3. ELAC recommends that the site purchase Summit K-12 licenses to help support students with individualized personalized learning plans to support language development and increase language proficiency in the 4 domains.</p> <p>4. ELAC recommends that the site provide parent training/workshops to enable parents to support their children’s education at home.</p>

<p>4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):</p>	<p>SBAC Reading Results for EL students SBAC Math for EL students CELDT/ELPAC Results Reclassification Data Language Census Data</p>
<p>5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations</p>	<p>10/30/2023</p>
<p>6. What was SSC's response to ELAC recommendations?</p>	<p>SSC received the recommendations from ELAC. We thank the ELAC members for their recommendations to support academic achievement for our English Language Learners. Members of SSC are in support of recommended interventions. SSC discussed, voted and approved monetary amounts for recommendations 1, 2, and 3. (Teacher release time, supplemental material, Summit K-12) It was agreed that money for the parent workshop come out of the parent involvement fund.</p>

Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 10/30/2023
2. The SSC approved the **Home-School Compact** on 10/03/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/03/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/21/2023, 12/12/2023
5. SSC Participated in the Annual Evaluation of SPSA: 11/14/2023
6. The SPSA was approved at the following SSC Meeting: 11/14/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

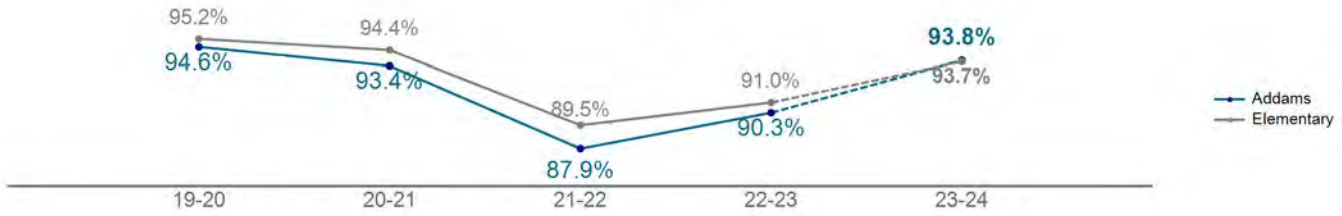
Printed Name: _____ Date: _____

ELAC Chair: _____

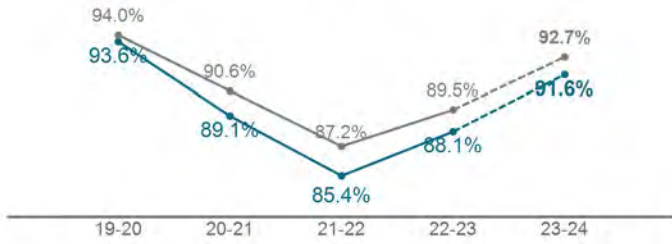
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Attendance Rate

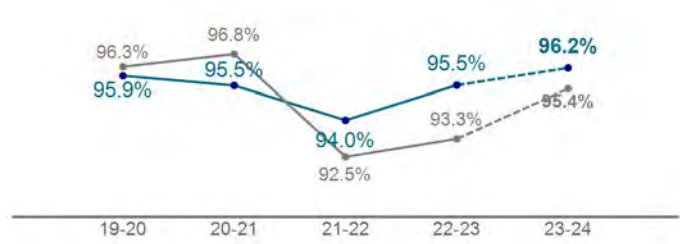
Addams
All Students
N = 754



African American
N = 113



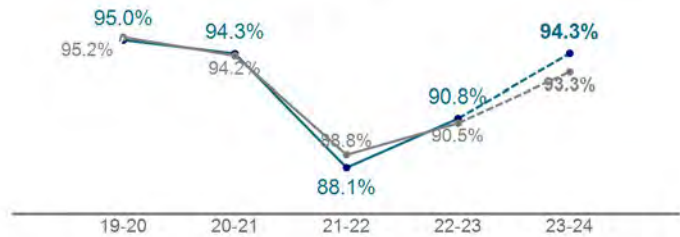
Asian
N = 25



Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 570



Pacific Islander

Subgroup with fewer than 20 students.

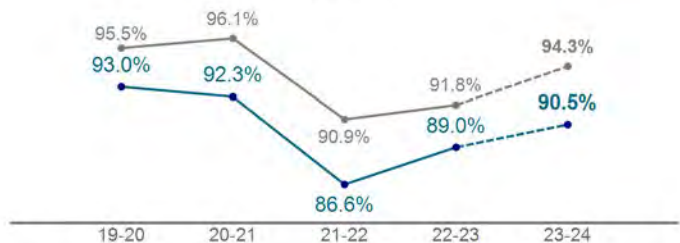
White

Subgroup with fewer than 20 students.

Native American

Subgroup with fewer than 20 students.

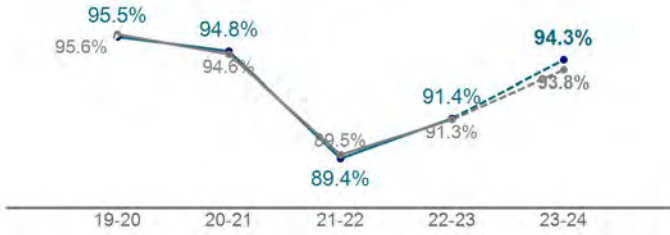
Other
N = 28



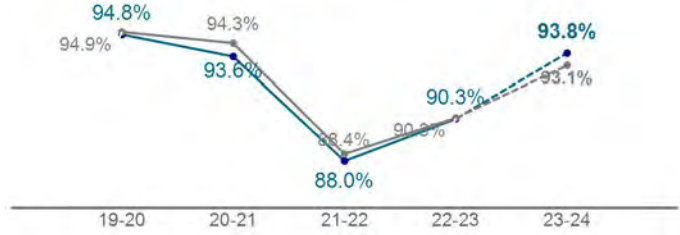
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Attendance Rate

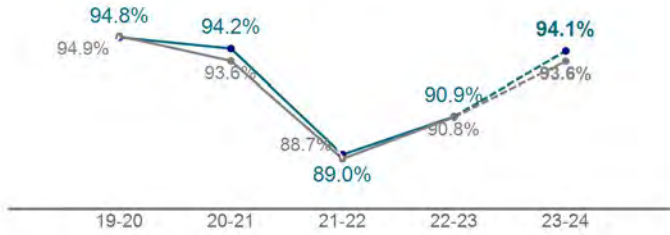
EL + RFEP
N = 276



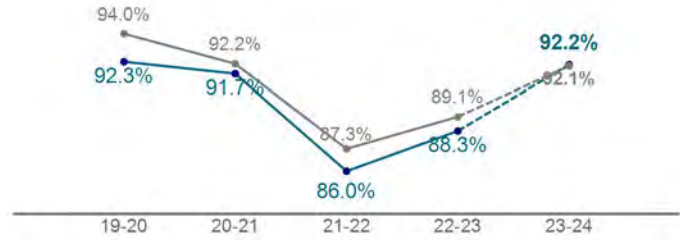
Low SES
N = 746



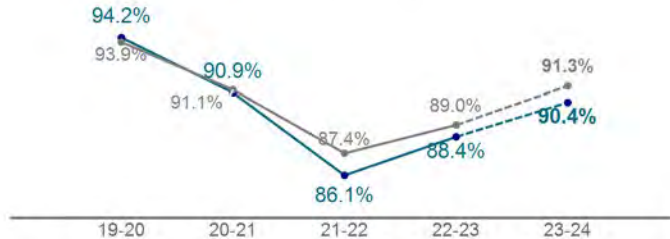
English Learner
N = 258



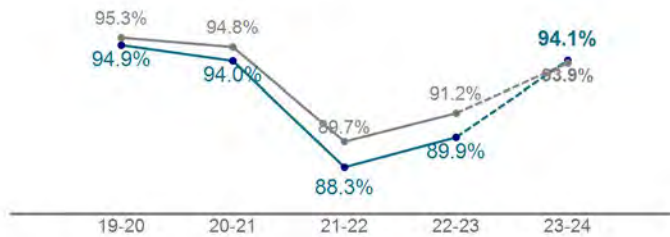
Special Education
N = 86



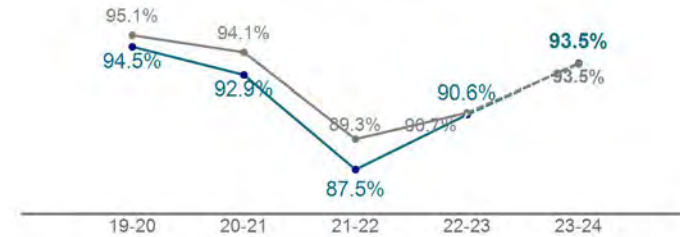
Homeless or Foster Youth
N = 69



Female
N = 357



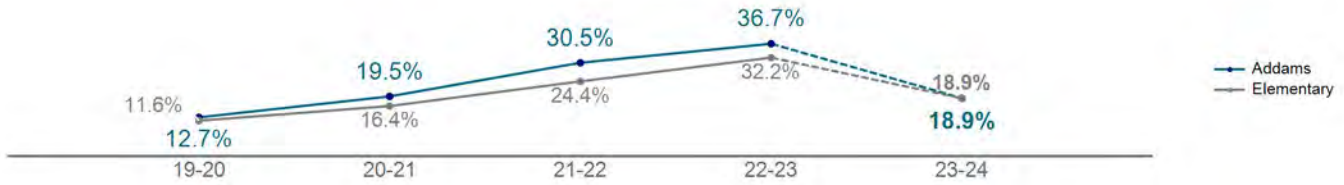
Male
N = 397



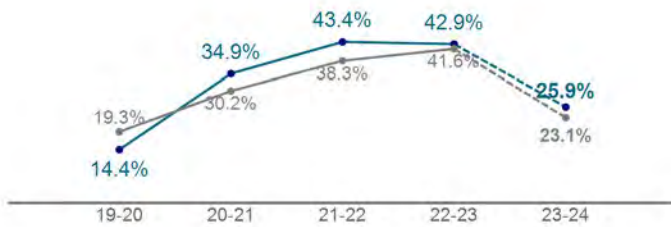
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

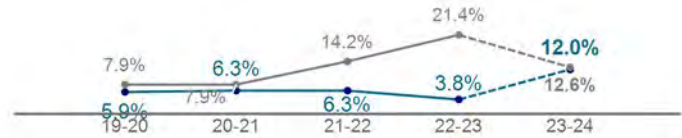
Addams
All Students
N = 740



African American
N = 108



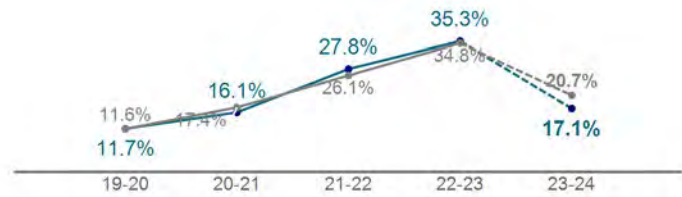
Asian
N = 25



Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 560



Pacific Islander

Subgroup with fewer than 20 students.

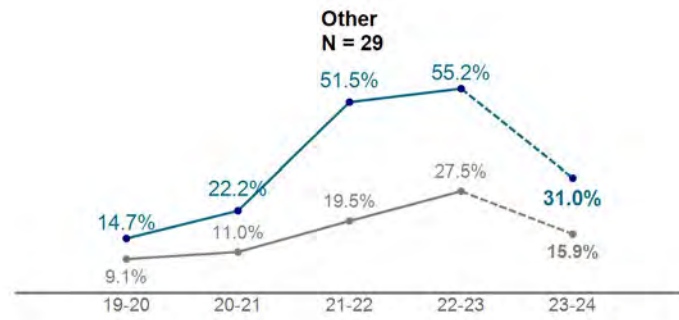
White

Subgroup with fewer than 20 students.

N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

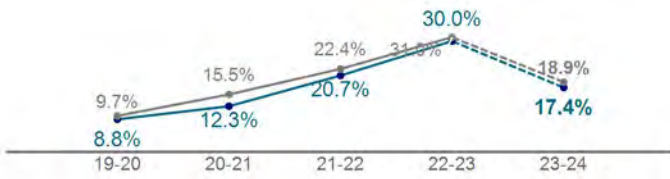
Native American
Subgroup with fewer than 20 students.



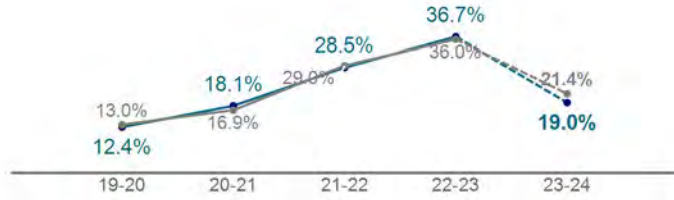
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

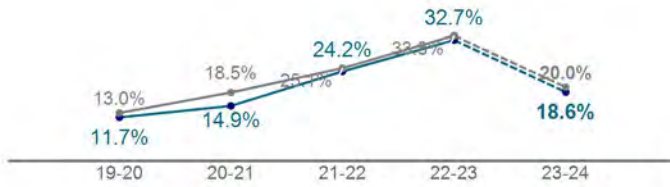
EL + RFEP
N = 276



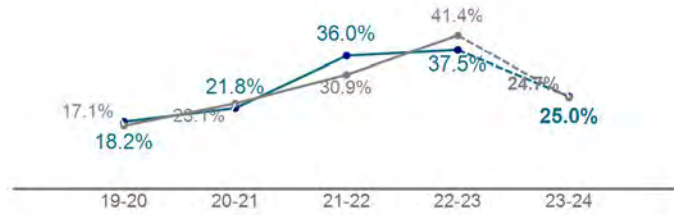
Low SES
N = 736



English Learner
N = 258



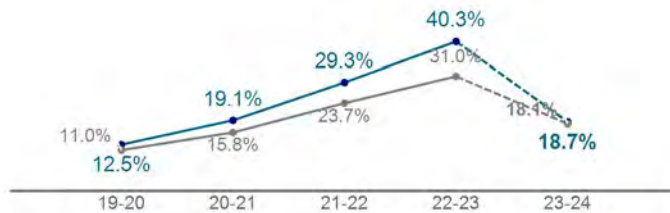
Special Education
N = 88



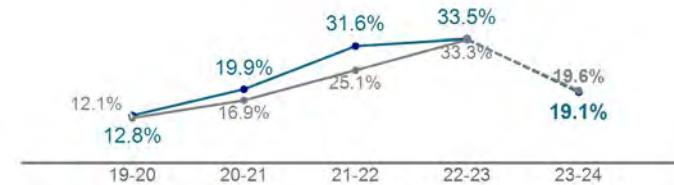
Homeless or Foster Youth
Subgroup with fewer than 20 students.

Homeless or Foster Youth
Subgroup with fewer than 20 students.

Female
N = 348



Male
N = 392



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

SBAC ELA 2023 :: School Data by Subgroup

Addams

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	380	64%	42	22	25	11	36%	↑1		↑10	
	All Elementary	52%	31	21	23	25	48%	↑1		↑6	
	District	52%	29	23	26	22	48%	↑-		↓1	
Grade	Gr. 03	136	73%	47	26	21	7	27%	↑3		-
		All Elementary	53%	30	23	21	26	47%	↑4		-
		District	52%	30	22	21	27	48%	↑4		-
	Gr. 04	124	73%	53	20	14	13	27%	↓8		↑1
		All Elementary	55%	35	20	19	26	45%	↑-		↑3
		District	54%	35	19	19	27	46%	↑1		↑2
	Gr. 05	120	46%	25	21	42	13	54%	↑11		↑20
		All Elementary	48%	27	21	28	24	52%	↓1		↑8
		District	48%	27	21	28	24	52%	↓1		↑8
Ethnicity	Hispanic	282	63%	39	23	27	10	37%	↑-		↑9
		All Elementary	59%	36	23	23	19	41%	↑1		↑6
		District	58%	33	25	26	16	42%	↓-		↓1
	African American	57	77%	56	21	16	7	23%	↑3		↑15
		All Elementary	67%	44	23	18	15	33%	↑2		↑6
		District	67%	42	25	21	12	33%	↓-		↓1
	Cambodian	18*	50%	28	22	22	28	50%	↑8		-
		All Elementary	40%	20	19	27	33	60%	↑1		↑7
		District	39%	19	20	32	29	61%	↑1		↑2
	Other	16*	56%	50	6	13	31	44%	↑5		-
		All Elementary	30%	17	13	26	45	70%	↑2		↑5
		District	33%	16	17	29	38	67%	↑1		↓1

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Addams

Category	Tested	Percent by Achievement Level					Met+Exceeded	2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded		Chg	Chg	Chg	
Ethnicity	Asian	12*	50%	25	25	33	17	50%	-		-
		All Elementary	38%	19	19	23	39	62%	↑1		↑6
		District	34%	17	18	30	36	66%	↑-		↑1
	Pacific Islander	5*	100%	60	40			0%	↓11		-
		All Elementary	69%	33	36	19	12	31%	↓4		↑3
		District	63%	31	32	28	9	38%	↓2		↓3
	White	5*	60%	60		40		40%	↑15		-
		All Elementary	25%	9	15	24	51	75%	↑-		↑4
		District	26%	11	15	30	44	74%	↑1		↓1
	Filipino	3*	33%	33		33	33	67%	↓33		-
All Elementary		24%	12	11	27	49	76%	↑2		↑7	
District		28%	11	17	31	41	72%	↑2		↑2	
Gender	Female	176	62%	38	24	26	13	38%	↓3		↑4
		All Elementary	49%	27	21	24	28	51%	↑1		↑5
		District	47%	25	22	28	24	53%	↓-		↓-
	Male	204	67%	46	21	25	9	33%	↑6		↑17
		All Elementary	55%	34	21	21	23	45%	↑1		↑6
		District	56%	33	23	25	19	44%	↑1		↓1
Nonbinary	District	40%	13	27	38	22	60%	↑6		↓6	
	All Elementary*	50%	13	38	38	13	50%	↑25		-	
Special Populations	EL + RFEP	146	66%	45	21	25	9	34%	↓3		↑9
		All Elementary	67%	43	24	20	14	33%	↓-		↑6
		District	64%	38	26	24	12	36%	↓1		↓1
	ELL	101	81%	59	22	16	3	19%	↑3		↑6

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Addams

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg
Special Populations	ELL	All Elementary	80%	54	26	15	5	20%	↑5		↑5
		District	86%	60	25	11	3	14%	↑4		↑3
	RFEP	45	31%	11	20	47	22	69%	↑9		↑15
		All Elementary	29%	11	18	33	38	71%	↑9		↑7
	Foster	District	44%	17	27	35	21	56%	↑-		↓4
		3*	33%	33	33	33	67%	↑67		-	
	GATE/Excel	District	75%	50	25	16	9	25%	↓3		↓4
		All Elementary	75%	53	22	11	14	25%	↑-		↑7
		71	21%	1	20	41	38	79%	↓8		↓9
	Homeless	All Elementary	10%	2	8	23	67	90%	↑2		↓-
		District	14%	3	11	32	54	86%	↓-		↓3
	Homeless/Foster	44	68%	55	14	25	7	32%	↑4		↑4
		All Elementary	63%	40	23	20	16	37%	↑2		↑6
	Low SES	District	64%	40	24	24	12	36%	↓1		↓1
		47	66%	53	13	26	9	34%	↑7		↑4
Special Ed.	All Elementary	64%	41	23	20	16	36%	↑2		↑6	
	District	65%	41	24	23	12	35%	↓1		↓1	
	370	65%	42	23	25	11	35%	↓-		↑10	
Spec Ed. Speech/RSP	All Elementary	59%	36	23	22	18	41%	↑2		↑6	
	District	59%	34	25	25	16	41%	↑1		↓1	
Spec Ed.	56	93%	80	13	5	7%	↑7		↑7		
	All Elementary	81%	64	17	10	9	19%	↑2		↑4	
Spec Ed.	District	84%	65	19	11	5	16%	↑1		↑1	
	34	88%	74	15	9	3	12%	↑12		-	

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Addams

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Spec Ed.	All Elementary	77%	57	19	13	11	23%	↑2		↑5
	Speech/RSP	District	79%	56	23	14	7	21%	↑2		↑2

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Math 2023 :: School Data by Subgroup

Addams

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	378	70%	42	28	21	9	30%	↑2		↓5	
	All Elementary	60%	33	27	22	18	40%	↑2		↓2	
	District	66%	40	26	19	16	34%	↑1		↓5	
Grade	Gr. 03	134	60%	38	22	26	14	40%	↑15		-
		All Elementary	54%	31	23	26	20	46%	↑5		-
		District	53%	30	23	26	21	47%	↑4		-
	Gr. 04	124	78%	48	31	17	5	22%	↓10		↓3
		All Elementary	60%	30	30	22	18	40%	↑2		↓1
		District	59%	30	30	22	18	41%	↑3		↓2
	Gr. 05	120	73%	40	33	18	8	27%	↓-		↓7
		All Elementary	66%	37	29	18	16	34%	↓-		↓2
		District	65%	37	28	18	17	35%	↑-		↓3
Ethnicity	Hispanic	280	69%	40	29	22	10	31%	↑3		↓5
		All Elementary	67%	37	29	21	12	33%	↑3		↓1
		District	72%	45	27	17	11	28%	↑2		↓5
	African American	57	82%	58	25	12	5	18%	↑3		↓8
		All Elementary	77%	48	28	16	7	23%	↑3		↓1
		District	82%	57	25	12	6	18%	↑1		↓4
	Cambodian	18*	44%	22	22	33	22	56%	↑13		-
		All Elementary	50%	21	29	24	26	50%	↓3		↓1
		District	55%	28	27	23	23	45%	↓2		↓5
	Other	16*	56%	38	19	19	25	44%	↑5		-
		All Elementary	39%	18	22	26	35	61%	↓1		↓4
		District	45%	23	22	24	31	55%	↑-		↓5

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SBAC Math 2023 :: School Data by Subgroup

Addams

Category	Tested	Percent by Achievement Level					Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded					
Ethnicity	Asian	12*	50%	17	33	42	8	50%	-		-
		All Elementary	45%	20	26	23	31	55%	↓1		↓2
		District	49%	25	24	22	29	51%	↓1		↓6
	Pacific Islander	5*	100%	40	60			0%	↓11		-
		All Elementary	73%	41	32	18	9	27%	↓3		↓3
		District	76%	46	30	17	8	24%	↓-		↓6
	White	5*	80%	60	20	20		20%	↓30		-
		All Elementary	31%	12	19	29	40	69%	↑3		↓3
		District	38%	17	21	27	35	62%	↑3		↓6
	Filipino	3*	67%	33	33	33		33%	↓67		-
		All Elementary	34%	11	23	31	35	66%	↓-		↓2
		District	44%	19	25	24	33	56%	↓-		↓5
Gender	Female	175	72%	45	27	21	7	28%	↓2		↓7
		All Elementary	63%	34	28	21	16	37%	↑1		↓2
		District	67%	41	26	18	14	33%	↑1		↓5
	Male	203	68%	39	29	21	11	32%	↑5		↓3
		All Elementary	58%	32	26	22	20	42%	↑3		↓2
		District	64%	39	25	19	17	36%	↑2		↓5
Nonbinary	All Elementary*	75%	50	25	13	13	25%	↑13		-	
	District	62%	42	20	22	16	38%	↑4		↓3	
Special Populations	EL + RFEP	145	69%	41	28	21	10	31%	↑1		↓5
		All Elementary	73%	44	29	17	10	27%	↑2		↑-
		District	77%	52	26	14	8	23%	↑1		↓5
	ELL	100	77%	50	27	17	6	23%	↑11		↓2

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Addams

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Special Populations	ELL	All Elementary	83%	54	29	13	4	17%	↑6		↑1
		District	90%	68	22	8	2	10%	↑3		↓-
	RFEP	45	51%	20	31	31	18	49%	↓2		↓10
		All Elementary	43%	16	27	28	29	57%	↑10		↓2
	Foster	District	66%	36	30	20	14	34%	↑1		↓9
		3*	33%	33		67		67%	↑67		-
	GATE/Excel	All Elementary	80%	53	26	19	2	20%	↑5		-
		District	85%	62	23	13	2	15%	↑2		↓2
	Homeless	71	27%	3	24	39	34	73%	↓6		↓21
		All Elementary	16%	3	13	27	57	84%	↑2		↓8
	Homeless/Foster	District	26%	8	18	28	47	74%	↑2		↓9
		44	70%	55	16	20	9	30%	↑11		-
	Low SES	All Elementary	72%	44	27	18	11	28%	↑2		-
		District	78%	52	26	14	8	22%	↑-		↓5
	Special Ed.	47	68%	53	15	23	9	32%	↑14		-
		All Elementary	72%	45	27	18	10	28%	↑2		-
Spec Ed. Speech/RSP	District	79%	53	25	14	7	21%	↑1		↓4	
	369	70%	41	29	21	9	30%	↓-		↓5	
Special Ed.	All Elementary	68%	39	29	20	12	32%	↑3		↓1	
	District	73%	46	27	17	11	27%	↑2		↓5	
Spec Ed. Speech/RSP	54	85%	70	15	13	2	15%	↑13		↑3	
	All Elementary	82%	63	20	10	8	18%	↑3		↓-	
Spec Ed. Speech/RSP	District	88%	72	16	8	5	12%	↑2		↓1	
	34	79%	62	18	18	3	21%	↑21		-	

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SBAC Math 2023 :: School Data by Subgroup

Addams

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Spec Ed.	All Elementary	78%	55	23	12	10	22%	↑3		↓1
	Speech/RSP	District	84%	64	20	10	6	16%	↑2		↓2

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Science 2023 :: School Data by Subgroup

Addams

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Students	119	76%	18	58	20	4	24%	↑6	-	
	All Elementary	70%	16	54	20	10	30%	↑-	-	
	District	74%	17	57	18	8	26%	↑1	-	
Grade	Gr. 05	76%	18	58	20	4	24%	↑6	-	
	All Elementary	70%	16	54	20	10	30%	↑-	-	
	District	70%	16	54	20	10	30%	↑1	-	
Ethnicity	Hispanic	89	71%	12	58	25	4	29%	↑10	-
		All Elementary	76%	18	59	17	6	24%	↑1	-
		District	81%	19	62	15	4	19%	↑1	-
	African American	18*	94%	44	50	6		6%	↓5	-
		All Elementary	81%	24	57	16	3	19%	↑4	-
		District	86%	29	57	12	2	14%	↑1	-
	Cambodian	6*	67%		67	33		33%	↑13	-
		All Elementary	61%	9	52	24	15	39%	↓4	-
		District	65%	9	56	25	10	35%	↑-	-
	Asian	5*	80%		80	20		20%	↑3	-
		All Elementary	57%	9	48	24	19	43%	↑-	-
		District	57%	6	50	28	15	43%	↑2	-
	Other	3*	67%	33	33	33		33%	↑33	-
		All Elementary	51%	8	43	29	20	49%	↓2	-
		District	56%	11	46	25	18	44%	↓-	-
Pacific Islander	2*	100%	50	50			0%	↓50	-	
	All Elementary	83%	22	61	17		17%	↓14	-	
	District	88%	20	69	10	2	12%	↓4	-	

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Addams

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	White	1*	100%	100			0%	-		-	
		All Elementary	42%	4	38	31	27	58%	↓2		-
		District	51%	6	45	29	20	49%	↑1		-
	Filipino	1*	100%	100			0%	↓100		-	
		All Elementary	49%	4	45	27	25	51%	↓1		-
		District	54%	5	49	29	18	46%	↑2		-
Gender	Female	54	76%	19	57	24		24%	↑6		-
		All Elementary	71%	14	57	19	10	29%	↑-		-
		District	75%	15	60	18	7	25%	↑1		-
	Male	65	75%	17	58	17	8	25%	↑6		-
		All Elementary	69%	17	52	21	10	31%	↑-		-
		District	74%	19	55	18	8	26%	↑1		-
Nonbinary	All Elementary*	57%	29	29	29	14	43%	↑43		-	
	District	68%	18	50	14	18	32%	↑11		-	
Special Populations	EL + RFEP	57	75%	12	63	19	5	25%	↑12		-
		All Elementary	82%	22	61	14	4	18%	↑-		-
		District	84%	21	63	13	3	16%	↑1		-
	ELL	24	88%	25	63	13		13%	↑9		-
		All Elementary	97%	32	65	3		3%	↑-		-
	District	98%	40	58	2		2%	↑-		-	
	RFEP	33	67%	3	64	24	9	33%	↑14		-
		All Elementary	61%	7	55	30	9	39%	↑9		-
District		75%	10	66	20	5	25%	↑3		-	
GATE/Excel	34	41%		41	47	12	59%	↑7		-	

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Addams

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Special Populations	GATE/Excel	All Elementary	32%	1	31	36	32	68%	↑-		-
		District	43%	3	41	34	23	57%	↓2		-
	Foster	All Elementary	81%	30	51	11	8	19%	↑1		-
		District	88%	31	58	8	4	12%	↓3		-
	Homeless	17*	82%	24	59	12	6	18%	↑3		-
		All Elementary	83%	20	63	13	4	17%	↑1		-
	Homeless/Foster	District	86%	24	62	10	3	14%	↓1		-
		17*	82%	24	59	12	6	18%	↑3		-
	Low SES	All Elementary	83%	21	62	13	4	17%	↑1		-
		District	87%	25	62	10	3	13%	↓1		-
	Special Ed.	119	76%	18	58	20	4	24%	↑8		-
		All Elementary	77%	18	59	17	6	23%	↑2		-
	Spec Ed. Speech/RSP	District	81%	20	61	15	4	19%	↑2		-
		14*	93%	57	36	7		7%	↑7		-
	Spec Ed. Speech/RSP	All Elementary	89%	44	46	7	4	11%	↑3		-
District		93%	47	46	5	2	7%	↑1		-	
Spec Ed. Speech/RSP	10*	90%	50	40	10		10%	↑10		-	
	All Elementary	86%	34	52	9	5	14%	↑4		-	
Spec Ed. Speech/RSP	District	90%	37	53	7	3	10%	↑1		-	

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 Students without scores are not included in the graphical comparison of these results.
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SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Addams

11/14/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
All Students	233	233	58	21	19	25	35	
		All ES	49	22	22	24	32	
		District	27	34	15	16	34	
	Grade	Gr. 04 (Minimum Growth Target: 44)	119	47	24	24	28	24
			All ES	49	21	24	27	28
			District	48	22	24	27	27
		Gr. 05 (Minimum Growth Target: 35)	114	70	18	14	22	46
			All ES	50	22	20	22	36
			District	49	22	20	22	36
Ethnicity	Hispanic	170	60	22	14	26	38	
		All ES	49	23	22	24	31	
		District	26	35	15	16	34	
	African American	36	60	11	42	19	28	
		All ES	50	22	22	22	34	
		District	25	36	16	15	33	
	Cambodian	13 [^]	-	46	8	31	15	
		All ES	53	20	22	25	33	
		District	34	30	16	17	37	
	Other	12 [^]	-	25	25	33	17	
		All ES	49	19	23	27	31	
		District	30	32	16	17	35	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

[^]Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Addams

11/14/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
ELA	Ethnicity	7^	-	57 29 14			
		All ES	53	21	23	23	34
		District	33	30	16	16	38
	Pacific Islander	4^	-	25 50 25			
		All ES	41	23	26	25	26
		District	26	32	17	18	33
	White	3^	-	33 67			
		All ES	53	19	22	27	33
		District	29	33	16	16	35
	Filipino	1^	-	100 0			
		All ES	50	21	21	24	34
		District	31	32	14	16	37
Gender	Female	114	57	21	19	24	36
		All ES	50	21	22	25	32
		District	28	34	15	16	34
	Male	119	59	21	19	26	34
		All ES	50	22	22	24	32
		District	26	35	15	16	34
Nonbinary	All ES^	72	17	17	33	33	
	District	28	33	15	8	44	
Special Populations	EL + RFEP	95	54	27	14	21	38

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Addams

11/14/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A Special Populations	EL + RFEP	All ES	50	24	21	23	33	
		District	25	36	13	15	36	
	ELL	54	55	30	13	22	35	
		All ES	50	24	21	23	32	
	RFEP	District	34	31	16	18	35	
		41	54	24	15	20	41	
	Foster	All ES	50	22	21	23	34	
		District	18	39	12	14	36	
	GATE/Excel	1^	-				100	0
		All ES	55	25	10	31	33	
	Homeless	District	23	40	12	20	29	
		52	29	31	23	23	23	
	Homeless/Foster	All ES	49	21	22	27	30	
		District	27	34	15	18	33	
	Low SES	28	53	18	36	21	25	
		All ES	55	21	21	25	34	
	Homeless/SES	District	28	33	16	17	34	
		29	53	17	34	24	24	
	Homeless/SES	All ES	55	21	20	25	34	
		District	28	34	16	17	33	
Homeless/SES	231	59	21	19	25	35		
	All ES	55	21	20	25	34		
Homeless/SES	District	28	34	16	17	33		

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^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Addams

11/14/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	Special Populations	Low SES	All ES	50	22	22	24	32
			District	26	35	15	16	34
	Special Ed.	All ES	35	65	23	23	20	34
		All ES	43		27	20	23	31
		District	27		35	15	15	35
	Spec Ed. Speech/RSP	All ES	20	-	30	25	25	20
		All ES	47		24	21	24	31
		District	28		35	15	16	34

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

Addams

11/14/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
All Students	234	234	43	21	26	29	24	
		All ES	38	23	28	28	20	
		District	16	38	19	18	24	
Grade	Gr. 04 (Minimum Growth Target: 42)	120	39	22	28	30	21	
		All ES	45	18	29	31	22	
		District	44	18	29	31	21	
	Gr. 05 (Minimum Growth Target: 39)	114	47	19	25	27	28	
		All ES	32	28	27	26	19	
		District	32	28	27	26	19	
Math	Hispanic	171	48	18	23	32	27	
		All ES	39	23	28	28	21	
		District	14	39	19	18	24	
	African American	36	24	25	39	22	14	
		All ES	35	26	27	28	20	
		District	14	40	19	17	24	
	Ethnicity	Cambodian	13^	-	38	31	8	23
			All ES	42	21	26	31	22
			District	19	36	19	20	25
		Other	12^	-	42	17	17	25
			All ES	40	21	29	29	21
			District	22	34	22	19	26

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

Addams

11/14/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math	Ethnicity	7^	-	43	29	14	14
		All ES	42	21	26	30	23
		District	19	36	19	20	26
	Pacific Islander	4^	-		50	25	25
		All ES	30	29	29	26	15
		District	14	42	17	18	24
	White	3^	-		33	33	33
		All ES	36	22	33	28	18
		District	19	34	22	19	24
	Filipino	1^	-		100	0	
		All ES	36	24	27	29	20
		District	22	36	17	22	26
Gender	Female	114	35	23	28	32	17
		All ES	38	23	28	29	20
		District	15	38	19	19	24
	Male	120	50	18	25	25	32
		All ES	39	24	28	27	21
		District	16	38	20	18	25
	Nonbinary	All ES^	59		33	50	17
District		5	38	20	18	25	
Special Populations	EL + RFEP	97	46	20	26	30	25

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

Addams

11/14/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math at Special Populations	EL + RFEP	All ES	41	23	26	28	23	
		District	12	41	18	17	24	
	ELL		56	53	20	21	27	32
		All ES	42		23	25	29	23
		District	23		35	19	19	26
	RFEP		41	37	20	32	34	15
		All ES	40		24	27	26	23
		District	4		46	17	15	23
	Foster		1^	-			100	0
		All ES	41		24	26	33	17
		District	21		39	16	19	25
	GATE/Excel		52	30	23	31	35	12
		All ES	35		24	30	28	18
		District	19		35	21	20	25
	Homeless		28	10	43	29	21	7
		All ES	37		26	27	26	21
		District	13		40	19	17	24
	Homeless/Foster		29	10	41	28	24	7
All ES		38		26	27	26	21	
	District	14		40	19	17	24	
	Low SES	232	43	21	26	29	24	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

Addams

11/14/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math at Special Populations	Low SES	All ES	38	24	28	28	21	
		District	14	39	19	18	24	
	Special Ed.		35	58	20	20	23	37
		All ES	37		26	25	25	24
		District	20		36	19	16	29
	Spec Ed. Speech/RSP		20	-	25	15	30	30
		All ES	39		24	26	26	24
		District	19		36	19	17	28

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

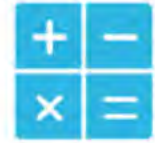
^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

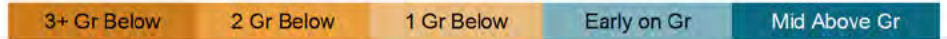
i-Ready Math Overall Relative Placement

School Data by Subgroup

Addams 2022-2023 Grade 1



Legend

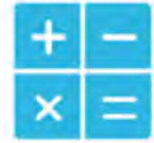


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
1	All Students	All	1	110	33	67				
			2	115	8	77	9	6		
			3	118		3	60	15	22	
	Teacher	Delgado, M	1	18	50	50				
			2	22	18	77	5			
			3	21		57	29	14		
		English, C	1	25	8	92				
			2	25		48	28	24		
			3	25			8	20	72	
		Lucero, N	1	24	29	71				
			2	23	26	70	4			
			3	24	8	83	4	4		
			Martin, L	1	23	61	39			
				2	23	4	91	4		
				3	24	8	83	4	4	
		Mendoza, L	1	23	43	57				
			2	24	4	92	4			
			3	24		67	21	13		
	Ethnicity	African American	1	9	22	78				
			2	8	13	63	13	13		
			3	9		56	11	33		
		Asian	1	5	100					
			2	5		40	40	20		
			3	5		20		80		
		Hispanic	1	89	37	63				
			2	96	8	80	6	5		
			3	97		3	64	15	18	
Pacific Islander		1	2	100						
		2	1	100						
		3	2	100						
Other		1	5	20	80					
		2	5		80	20				
		3	5			20	40	40		

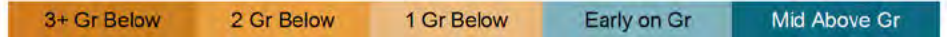
i-Ready Math Overall Relative Placement

School Data by Subgroup

Addams 2022-2023 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
1	Gender	Female	1	57	35	65				
			2	57	2	82	11	5		
			3	59		66	14	20		
		Male	1	53	30	70				
			2	58	14	72	7	7		
			3	59		54	17	24		
	Special Populations	Low SES	1	107	34	66				
			2	110	8	77	8	6		
			3	112		61	15	21		
		ELL	1	39	49	51				
			2	42	10	83	5	2		
			3	42	2	69	21	7		
		RFEP	1	1		100				
			2	1					100	
			3	1					100	
		EL + RFEP	1	40	48	53				
			2	43	9	81	5	5		
			3	43	2	67	21	9		
			Special Ed.	1	8	25	75			
				2	11	36	55	9		
				3	11		55	36	9	
		Spec Ed. Speech/RSP	1	6	17	83				
			2	6	17	67	17			
			3	6		33	50	17		
Homeless	1	10	20	80						
	2	7		71	14	14				
	3	9		67		33				

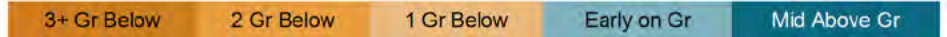


i-Ready Math Overall Relative Placement

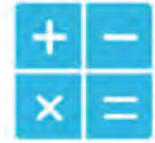
School Data by Subgroup

Addams 2022-2023 Grade 2

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	All Students	All	1	124	56	40	2		
			2	126	25	63	7	4	
			3	125	18	51	18	13	
	Teacher	Burroughs, D	1	21	57	43			
			2	22	5	82	5	9	
			3	23		4	39	52	4
		Chhou, L	1	24	79	21			
			2	24	46	54			
			3	25	32	60	4	4	
		ERNO, T	1	27	11	74	11	4	
			2	28	4	64	21	11	
			3	28		39	21	39	
		Gjersvold, S	1	27	78	22			
			2	27	44	56			
			3	26	35	54	8	4	
		Schneider, M	1	21	57	43			
			2	22	27	68	5		
			3	24	25	63	4	8	
		Ethnicity	African American	1	15	60	27	7	7
				2	18	28	61	11	
				3	17	6	71	18	6
	American Indian		1	1	100				
			2	1	100				
			3	1	100				
	Asian		1	5	20	80			
			2	5		20	40	20	20
			3	5		20	40	40	
Filipino	1		1	100					
	2		1	100					
	3		1	100					
Hispanic	1	95	59	39	2				
	2	94	27	63	9	2			
	3	94	20	51	16	13			

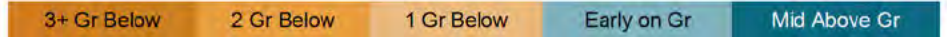


i-Ready Math Overall Relative Placement

School Data by Subgroup

Addams 2022-2023 Grade 2

Legend

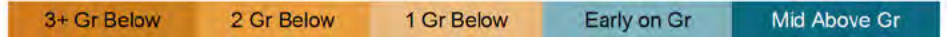


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
2	Ethnicity	Pacific Islander	1	1	100					
			2	1	100					
			3	1	100					
		White	1	1	100					
			2	1	100					
			3	1					100	
		Other	1	5	40	60				
			2	5	100					
			3	5	20	40	40			
	Gender	Female	1	54	63	35	2			
			2	54	30	61	6	4		
			3	54	26	48	15	11		
		Male	1	70	51	44	3			
			2	72	22	65	8	4		
			3	71	13	54	20	14		
	Special Populations	Low SES	1	119	56	40	3			
			2	122	25	64	7	3		
			3	118	18	53	16	14		
		ELL	1	50	66	34				
			2	48	31	60	6	2		
			3	49	27	51	14	8		
		RFEP	1	5	80			20		
			2	5	40		60			
			3	5				20	80	
		EL + RFEP	1	55	60	38	2			
			2	53	28	58	11	2		
			3	54	24	46	15	15		
		Special Ed.	1	12	92				8	
			2	13	62	38				
			3	14	50	43	7			
Spec Ed. Speech/RSP	1	6	100							
	2	7	71	29						
	3	8	50	50						



i-Ready Math Overall Relative Placement
School Data by Subgroup
Addams 2022-2023 Grade 2

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
2	Special Populations	Homeless	1	13	62		38			
			2	14	36		50		7	7
			3	15	7	60		20	13	
		GATE/Excel	1	10	70		20		10	
			2	10			20	50		30
			3	10			20		80	

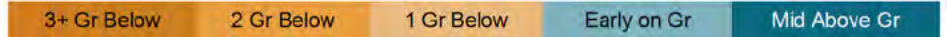


i-Ready Math Overall Relative Placement

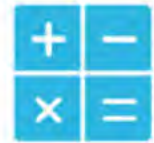
School Data by Subgroup

Addams 2022-2023 Grade 3

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	All Students	All	1	135	26	40	31	3	
			2	135	7	24	52	11	5
			3	133	6	15	39	21	19
	Teacher	Chavarria, S	1	28	21	32	46		
			2	28	4	21	71	4	
			3	28		14	43	29	14
		Richardt, S	1	24	42	46	8	4	
			2	24	4	42	50	4	
			3	24	4	17	58	21	
		Sarria, L	1	30	23	67	10		
			2	30		37	40	23	
			3	30		17	20	63	
		Varonos, O	1	24	38	46	17		
			2	26	15	27	58		
			3	26	8	27	35	27	4
		Yoo, J	1	23	30	57	13		
			2	24	8	42	46	4	
			3	25	20	20	48	8	4
	Ethnicity	African American	1	22	27	50	23		
			2	19	5	32	58	5	
			3	17	6	24	41	18	12
Asian		1	5	20	40	20	20		
		2	5		20	20	40	20	
		3	5		40	20	40		
Filipino		1	2	50	50				
		2	2	50	50				
		3	2	50	50				
Hispanic		1	99	23	41	32	3		
		2	102	8	22	55	12	4	
		3	102	7	13	39	23	19	
Pacific Islander		1	1	100					
		2	1	100					
		3	1	100					

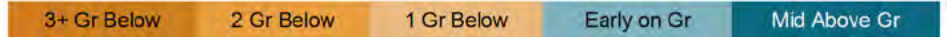


i-Ready Math Overall Relative Placement

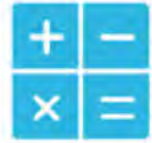
School Data by Subgroup

Addams 2022-2023 Grade 3

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	Ethnicity	White	1	2	50	50			
			2	2	50	50			
			3	2		50	50		
		Other	1	4	50	50			
			2	4		25	25	25	25
			3	4		25	25	50	
	Gender	Female	1	57	26	46	28		
			2	54	4	31	48	13	4
			3	54	6	13	43	19	20
		Male	1	78	26	36	33	5	
			2	81	10	20	54	10	6
			3	79	6	16	37	23	18
	Special Populations	Low SES	1	130	25	40	32	3	
			2	130	7	24	52	12	5
			3	128	5	15	40	21	20
		ELL	1	40	28	43	30		
			2	41	7	29	54	7	2
			3	40	8	10	45	28	10
		RFEP	1	4	100				
			2	4		50		50	
			3	4				25	75
		EL + RFEP	1	44	25	39	36		
			2	45	7	27	53	7	7
			3	44	7	9	41	27	16
		Special Ed.	1	15	53	27	20		
			2	17	18	35	35	6	6
			3	18	28	22	22	17	11
Spec Ed. Speech/RSP		1	11	55	27	18			
		2	13	15	38	31	8	8	
		3	14	29	21	21	14	14	
Foster	1	1	100						
	2	2	50	50					
	3	2		50		50			



i-Ready Math Overall Relative Placement

School Data by Subgroup

Addams 2022-2023 Grade 3

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	Special Populations	Homeless	1	15	33	33	27	7	
			2	14	7	36	50	7	
			3	14		36	21	36	7
		GATE/Excel	1	18	17	67	17		
			2	18			28	44	28
			3	18			22	11	67

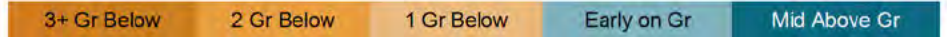


i-Ready Math Overall Relative Placement

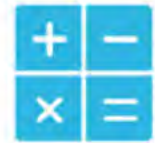
School Data by Subgroup

Addams 2022-2023 Grade 4

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	All Students	All	1	124	31	27	36	6	
			2	121	17	24	47	11	2
			3	124	15	19	37	13	17
	Teacher	De Leon, L	1	26	50	23	27		
			2	26	31	35	35		
			3	27	30	19	41	7	4
		Irwin, S	1	26	19	54	23	4	
			2	28	14	29	50	4	4
			3	28	11	21	54	7	7
		Leyva, G	1	26	42	35	23		
			2	26	12	31	58		
			3	27	7	30	48	15	
		Stoffel, C	1	11	82	18			
			2	12	50	42	8		
			3	12	42	33	25		
		VICENCIO, E	1	30	3	77	20		
			2	30		57	40	3	
			3	30			13	27	60

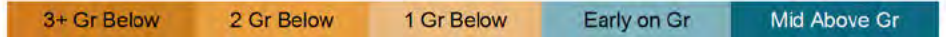


i-Ready Math Overall Relative Placement

School Data by Subgroup

Addams 2022-2023 Grade 4

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
4	Ethnicity	African American	1	23	39	22	30	9		
			2	20	20	20	50	5	5	
			3	21	14	29	33	14	10	
		Asian	1	2	100					
			2	2	100					
			3	2	50	50				
		Hispanic	1	86	33	26	37	5		
			2	86	19	20	48	13	1	
			3	88	17	16	35	11	20	
		Pacific Islander	1	2	50	50				
			2	2	50	50				
			3	2	100					
		White	1	2	100					
			2	2	100					
			3	2	100					
		Other	1	9	11	44	33	11		
			2	9	56	33	11			
			3	9	22	33	33	11		
		Gender	Female	1	65	28	23	45	5	
				2	63	19	16	54	11	
				3	65	15	15	37	15	17
			Male	1	59	34	32	27	7	
				2	58	14	33	40	10	3
				3	59	14	22	37	10	17
		Special Populations	Low SES	1	120	31	28	36	6	
				2	117	17	23	48	10	2
				3	120	15	18	37	13	17
ELL	1		34	38	41	18	3			
	2		34	21	32	41	6			
	3		36	17	25	39	14	6		
RFEP	1		9	11	11	67	11			
	2		8	13	38	50				
	3		8	13	25	13	50			

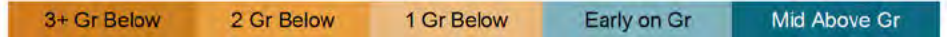


i-Ready Math Overall Relative Placement

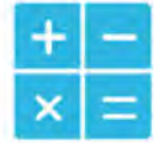
School Data by Subgroup

Addams 2022-2023 Grade 4

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Special Populations	EL + RFEP	1	43	33	35	28	5	
			2	42	19	26	40	14	
			3	44	16	20	36	14	14
		Special Ed.	1	20	75	25			
			2	21	38	52	10		
			3	22	36	27	32	5	
		Spec Ed. Speech/RSP	1	9	67	33			
			2	9	22	67	11		
			3	10	30	20	40	10	
		Foster	1	2	50	50			
			2	1	100				
			3	1				100	
		Homeless	1	14	50	36	14		
			2	13	15	38	46		
			3	13	8	31	62		
		GATE/Excel	1	19		74	26		
			2	19		37	53	11	
			3	19		11	16	74	

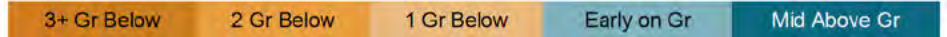


i-Ready Math Overall Relative Placement

School Data by Subgroup

Addams 2022-2023 Grade 5

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
5	All Students	All	1	117	36	15	33	12	3	
			2	119	18	18	42	14	8	
			3	121	16	7	36	24	18	
	Teacher	Brown, K	1	25	40	24	32	4		
			2	28	21	18	50	11		
			3	28	21	11	32	25	11	
		Collins, L	1	31		52		35	13	
			2	31		29		42	29	
			3	31		16		29	55	
		Marrufo, A	1	23	48	22	26	4		
			2	27	19	26	56			
			3	28	18	7	50	25		
			McDougall, S	1	26	50	23	23	4	
				2	28	25	32	39	4	
				3	28	18	7	50	18	7
		Stoffel, C	1	5	80		20			
			2	5	60		20	20		
			3	5	60		20	20		
	Ethnicity	African American	1	19	63	11	16	5	5	
			2	17	35	18	24	12	12	
			3	19	37	5	26	21	11	
		Asian	1	5	40		60			
			2	5	100					
			3	5				80	20	
Filipino		1	1					100		
		2	1					100		
		3	1					100		
Hispanic		1	85	29	16	38	13	4		
		2	90	13	19	44	16	8		
		3	90	10	8	41	22	19		
Pacific Islander	1	3	100							
	2	2	50		50					
	3	2	50		50					



i-Ready Math Overall Relative Placement

School Data by Subgroup

Addams 2022-2023 Grade 5

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category			
5	Ethnicity	White	1	1	100			
			2	1	100			
			3	1	100			
		Other	1	3	33	33	33	
			2	3	33	33	33	
			3	3	33	33	33	33
	Gender	Female	1	50	34	24	30	12
			2	55	18	24	42	11 5
			3	55	13	5	44	22 16
		Male	1	67	37	9	36	12 6
			2	64	17	13	42	17 11
			3	66	18	8	29	26 20
	Special Populations	Low SES	1	115	36	16	33	12 3
			2	119	18	18	42	14 8
			3	121	16	7	36	24 18
		ELL	1	21	57	19	24	
			2	25	32	24	40	4
			3	24	25	13	42	17 4
		RFEP	1	33	15	15	45	18 6
			2	33	3	18	45	18 15
			3	33	33	30	36	27
		EL + RFEP	1	54	31	17	37	11 4
			2	58	16	21	43	12 9
			3	57	12	7	35	28 18
		Special Ed.	1	14	79	14	7	
			2	14	64	14	14	7
			3	15	53	20	7	20
		Spec Ed. Speech/RSP	1	10	70	20	10	
			2	10	60	10	20	10
			3	11	45	18	9	27
Homeless		1	20	50	15	20	15	
		2	18	22	22	33	11 11	
		3	18	22	6	28	28 17	
GATE/Excel		1	34	53	35	12		
		2	34	29	41	29		
		3	34	12	29	59		

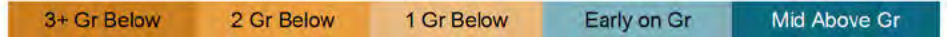
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Addams 2022-2023 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	All Students	All	1	116	19	74	33		
			2	116	5	70	11	14	
			3	118	3	46	14	38	
	Teacher	Delgado, M	1	19	37	63			
			2	22	5	91	5		
			3	22		45	23	32	
		English, C	1	25		72	16	12	
			2	25			8	32	60
			3	25			4	96	
		Lucero, N	1	24	13	88			
			2	23	9	83	9		
			3	24	8	75	8	8	
			Martin, L	1	23	30	70		
				2	23	4	91	4	
				3	24		58	17	25
		Mendoza, L	1	23	22	74	4		
			2	24	8	75	8	8	
			3	24		4	46	21	29
	Ethnicity	African American	1	10	30	60	10		
			2	8		88	13		
			3	10		50	10	40	
		Asian	1	5		20	20	40	20
			2	4		50		50	
			3	5				100	
		Hispanic	1	94	19	77	13		
			2	98	6	70	11	12	
			3	97		3	48	13	35
		Pacific Islander	1	2		100			
			2	1		100			
			3	2		50		50	
Other	1	5		100					
	2	5		40		40	20		
	3	4		25		25	50		

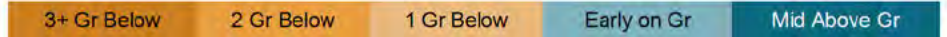
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Addams 2022-2023 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	Gender	Female	1	57	11	86	2		
			2	59	2	75	10	14	
			3	59		47	15	37	
		Male	1	59	27	63	5	5	
			2	57	9	65	12	14	
			3	59		5	44	12	39
	Special Populations	Low SES	1	113	19	73	4		
			2	111	5	71	11	14	
			3	112		3	46	14	37
		ELL	1	40	25	75			
			2	42	7	76	14	2	
			3	43		2	56	16	26
		RFEP	1	1				100	
			2	1				100	
			3	1				100	
		EL + RFEP	1	41	24	73	2		
			2	43	7	74	14	5	
			3	44		2	55	16	27
		Special Ed.	1	11	45	55			
			2	11	9	64	27		
			3	11		55	9	36	
		Spec Ed. Speech/RSP	1	6	17	83			
			2	6		50	50		
			3	6		50	50		
Homeless	1	10		90	10				
	2	8		88	13				
	3	8		25	38	38			

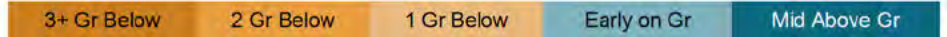
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Addams 2022-2023 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
2	All Students	All	1	124	51	35	6	7		
			2	122	37	40	7	16		
			3	127	26	32	16	26		
	Teacher	Burroughs, D	1	21	57	43				
			2	22	23	68	5	5		
			3	23	17	39	22	22		
		Chhou, L	1	24	63	38				
			2	24	63	29	4	4		
			3	25	36	48	16			
		ERNO, T	1	28	4	46	18	32		
			2	28	4	29	25	43		
			3	28	4	11	14	71		
		Gjersvold, S	1	27	78	22				
			2	27	52	41	7			
			3	26	46	38	4	12		
		Schneider, M	1	21	52	33	14			
			2	22	41	41	18			
			3	25	28	28	24	20		
		Ethnicity	African American	1	15	53	40	7		
				2	17	35	35	12	18	
				3	17	24	29	29	18	
	American Indian		1	1	100					
			2	1	100					
			3	1				100		
	Asian		1	5	20	40	40			
			2	5	20	20	20	40		
			3	5	20	20	20	60		
Filipino	1		1	100						
	2		1				100			
	3		1				100			
Hispanic	1		95	54	35	5	6			
	2		92	39	42	7	12			
	3		96	28	36	11	24			

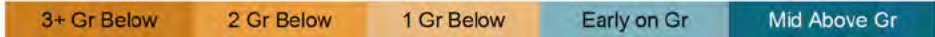
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Addams 2022-2023 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
2	Ethnicity	Pacific Islander	1	1	100					
			2	1	100					
			3	1	100					
		White	1	1			100			
			2	1			100			
			3	1			100			
		Other	1	5		20	40	40		
			2	4		25	50	25		
			3	5			20	40	40	
	Gender	Female	1	54		48	41	7	4	
			2	52		35	42	4	19	
			3	54		30	30	17	24	
		Male	1	70		53	31	6	10	
			2	70		39	39	10	13	
			3	73		23	34	15	27	
	Special Populations	Low SES	1	119		50	35	7	8	
			2	118		36	41	8	15	
			3	120		26	33	15	26	
		ELL	1	48		60	27	6	6	
			2	48		40	42	6	13	
			3	50		32	34	12	22	
		RFEP	1	5			40	60		
			2	5			20	20	60	
			3	5						100
		EL + RFEP	1	53		55	28	6	11	
			2	53		36	40	8	17	
			3	55		29	31	11	29	
Special Ed.	1	13		77	15	8				
	2	13		69	23	8				
	3	14		64	14	7	14			
Spec Ed. Speech/RSP	1	7		100						
	2	7		86	14					
	3	8		88	13					

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Addams 2022-2023 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Special Populations	Homeless	1	13	46	46	8		
			2	14	64	29	7		
			3	15	40	20	33	7	
		GATE/Excel	1	10			30	70	
			2	9			11	89	
			3	10				100	

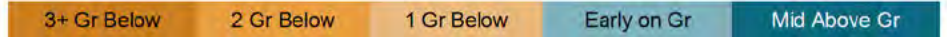
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Addams 2022-2023 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
3	All Students	All	1	132	24	29	23	21	2	
			2	132	14	19	31	24	12	
			3	129	12	16	19	33	19	
	Teacher	Chavarria, S	1	28	25	43	29	4		
			2	28	11	29	46	11	4	
			3	27	7	19	26	41	7	
		Richardt, S	1	24	38	33	25	4		
			2	24	8	42	25	25		
			3	24	13	29	17	38	4	
		Sarria, L	1	30			7	20	67	7
			2	30			17	37	47	
			3	30			33	37	57	
	Varonos, O	1	25	16	32	28	24			
		2	26	19	12	27	38	4		
		3	26	19	8	31	23	19		
	Yoo, J	1	21	33	52	10	5			
		2	24	25	21	46	8			
		3	25	28	20	24	28			
	Ethnicity	African American	1	20	25	40	20	15		
			2	18	11	11	44	22	11	
			3	18	11	22	28	33	6	
		Asian	1	5		20	20	60		
			2	5		20	20	20	40	
			3	5		20	20	60		
Filipino		1	2	100						
		2	2		50		50			
		3	2				100			
Hispanic		1	99	24	27	24	22	2		
		2	100	15	19	31	24	11		
		3	97	13	15	18	34	20		
Pacific Islander		1	1	100						
		2	1	100						
		3	1	100						

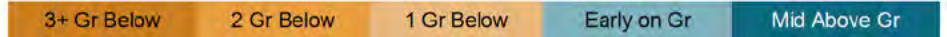
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Addams 2022-2023 Grade 3



Legend

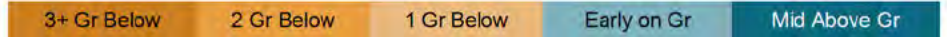


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
3	Ethnicity	White	1	1	100					
			2	2	50		50			
			3	2	50		50			
		Other	1	4	50		25	25		
			2	4	25		25	25	25	
			3	4	25		25	50		
	Gender	Female	1	53	19	28	28	25		
			2	53	4	23	34	23	17	
			3	54	4	17	22	35		22
		Male	1	79	28		29	20	19	4
			2	79	20	16	29	25	9	
			3	75	19	16	17	31	17	
	Special Populations	Low SES	1	126	24	30	22	22	2	
			2	128	13	19	31	25	13	
			3	125	11	17	19	34	19	
		ELL	1	40	28	35	23	13	3	
			2	40	20	25	35	15	5	
			3	37	16	22	16	30	16	
		RFEP	1	4	25		75			
			2	4	50		25	25		
			3	4	50			50		
		EL + RFEP	1	44	25	32	23	18	2	
			2	44	18	23	36	16	7	
			3	41	15	20	15	32	20	
		Special Ed.	1	15	47		33	20		
			2	17	41	29	12	12	6	
			3	18	39	28	11	6	17	
		Spec Ed. Speech/RSP	1	11	45		27	27		
			2	13	38	31	8	15	8	
			3	14	36	29	14	21		
Foster	1	1	100							
	2	2	50		50					
	3	2	50		50					

**i-Ready Reading Overall Relative Placement
School Data by Subgroup
Addams 2022-2023 Grade 3**



Legend

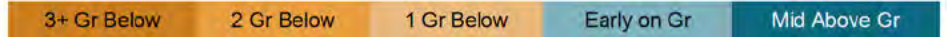


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
3	Special Populations	Homeless	1	16	19	38	19	25		
			2	14		14	29	14	29	
			3	13		15	8	15	54	8
		GATE/Excel	1	18		6	22		61	11
			2	18			17	28		56
			3	16				31		69

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Addams 2022-2023 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
4	All Students	All	1	125	37	13	33	14	3	
			2	122	25	16	43	6	11	
			3	124	20	10	44	11	15	
	Teacher	De Leon, L	1	26	46	23	23	8		
			2	26	35	23	38	4		
			3	27	26	11	52	7	4	
		Irwin, S	1	26	31	15	50	4		
			2	28	18	25	54	4		
			3	28	11	14	64	7	4	
		Stoffel, C	Leyva, G	1	26	58	15	27		
				2	26	27	19	50	4	
				3	27	30	7	52	11	
	VICENCIO, E		1	11	91	9				
			2	12	75	8	17			
			3	12	58	25	17			
	VICENCIO, E	1	30		40	47	13			
		2	30		43	17	40			
		3	30		23	23	53			

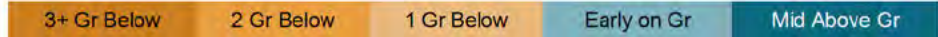
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Addams 2022-2023 Grade 4



Legend

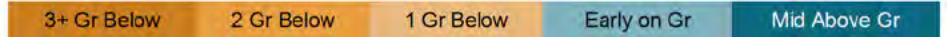


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
4	Ethnicity	African American	1	23	30	26	35	4	4	
			2	20	20	5	70	5		
			3	21	14	5	67	5	10	
		Asian	1	2	50	50				
			2	2	50	50				
			3	2	50	50				
		Hispanic	1	87	38	9	32	17	3	
			2	87	25	20	36	7	13	
			3	88	22	9	39	15	16	
		Pacific Islander	1	2	50	50				
			2	2	100					
			3	2	50	50				
		White	1	2	100					
			2	2	100					
			3	2	100					
		Other	1	9	56	11	11	22		
			2	9	44	11	22	11	11	
			3	9	22	22	33	22		
		Gender	Female	1	65	34	14	32	18	2
				2	63	17	19	38	11	14
				3	65	14	8	49	11	18
Male	1		60	40	12	33	10	5		
	2		59	32	14	47	7			
	3		59	27	12	39	12	10		
Special Populations	Low SES	1	121	37	13	32	14	3		
		2	118	25	17	42	6	10		
		3	120	20	10	44	11	15		
	ELL	1	35	54	6	34	6			
		2	35	40	14	43	3			
		3	36	36	11	44	6	3		
	RFEP	1	9		11	33	44	11		
		2	8		13	38	25	25		
		3	8			13	25	63		

**i-Ready Reading Overall Relative Placement
School Data by Subgroup
Addams 2022-2023 Grade 4**



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Special Populations	EL + RFEP	1	44	45	5	34	14	2
			2	43	35	12	42	7	5
			3	44	30	11	36	9	14
		Special Ed.	1	21	81	14	5		
			2	22	73	14	14		
			3	22	59	23	18		
		Spec Ed. Speech/RSP	1	10	70	20	10		
			2	10	70	20	10		
			3	10	60	20	20		
		Foster	1	2		50		50	
			2	1					100
			3	1					100
		Homeless	1	15	53	13	33		
			2	13	31	15	54		
			3	13	23	15	62		
		GATE/Excel	1	19		32		53	16
			2	19		32	16	53	
			3	19		5	37	58	

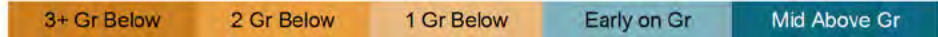
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Addams 2022-2023 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	All Students	All	1	120	26	25	28	16	5
			2	120	17	17	33	23	11
			3	119	13	17	25	24	20
	Teacher	Brown, K	1	27	37	30	22	7	4
			2	28	21	21	36	14	7
			3	28	18	18	29	21	14
		Collins, L	1	31	10	26	48	16	
			2	31	3	13	52	32	
			3	31	16	29	55		
		Marrufo, A	1	26	23	38	38		
			2	27	19	26	33	19	4
			3	28	14	25	29	29	4
		McDougall, S	1	28	29	29	39	4	
			2	28	21	18	57	4	
			3	28	14	21	36	25	4
		Stoffel, C	1	5	80	20			
			2	5	60	20	20		
			3	5	60	20	20		
	Ethnicity	African American	1	21	52	29	10	5	5
			2	18	33	28	17	17	6
			3	19	32	26	16	16	11
		Asian	1	4	25	75			
			2	5	20	80			
			3	5	60	40			
Filipino		1	1	100					
		2	1	100					
		3	1	100					
Hispanic		1	88	19	25	32	19	5	
		2	90	13	14	34	26	12	
		3	88	9	17	25	26	23	
Pacific Islander		1	2	50	50				
		2	2	50	50				
		3	2	50	50				

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Addams 2022-2023 Grade 5



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Ethnicity	White	1	1	100				
			2	1	100				
			3	1	100				
		Other	1	3	33	33	33		
			2	3	33	33	33		
			3	3	33	33	33		
	Gender	Female	1	53	21	28	32	17	2
			2	55	13	16	44	22	5
			3	55	9	20	25	33	13
		Male	1	67	30	22	25	15	7
			2	65	20	17	25	23	15
			3	64	17	14	25	17	27
	Special Populations	Low SES	1	118	25	25	28	16	5
			2	120	17	17	33	23	11
			3	119	13	17	25	24	20
		ELL	1	24	46	42	8	4	
			2	26	31	23	38	8	
			3	24	25	25	29	21	
		RFEP	1	32	3	25	34	28	9
			2	32	3	16	31	31	19
			3	32	3	9	31	16	41
		EL + RFEP	1	56	21	32	23	18	5
			2	58	16	19	34	21	10
			3	56	13	16	30	18	23
		Special Ed.	1	14	79	14	7		
			2	15	60	27	7	7	
			3	15	47	33	13	7	
		Spec Ed. Speech/RSP	1	10	70	20	10		
			2	11	55	27	9	9	
			3	11	36	36	18	9	
Homeless		1	20	35	35	10	20		
		2	19	26	32	16	21	5	
		3	18	28	22	17	17	17	
GATE/Excel		1	34	9	26	47	18		
		2	34	3	18	44	35		
		3	34	21	21	59			

**i-Ready Overall Relative Placement
School Data by Subgroup
2022-2023 Grade**

Report Name: District Assessments: i-Ready - iReady_Overall_Relative_Placement_Teacher_Level - ARC Report #1218



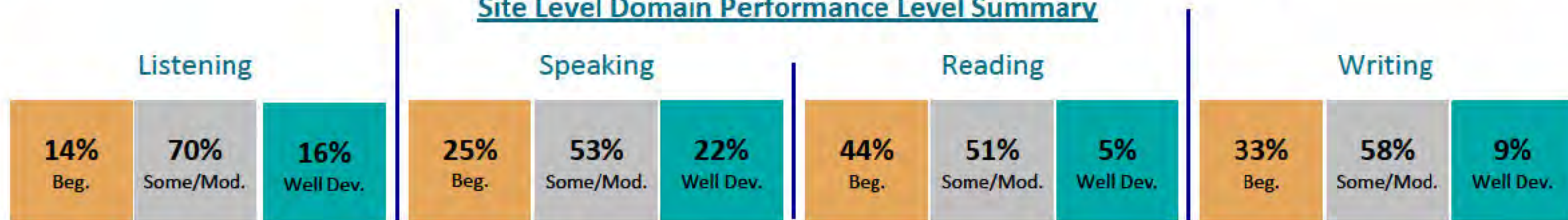
ELPAC Summative Assessment Grade Level Summary 2022-2023

Site :: Addams

Site Level Overall Performance Level Summary



Site Level Domain Performance Level Summary



Grade Level Performance Summary (Overall and by Domain)

Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
00	17%	67%	17%	0%	0%	100%	0%	0%	83%	17%	17%	83%	0%	83%	17%	0%
01	2%	62%	31%	5%	10%	76%	14%	19%	71%	10%	7%	90%	2%	26%	52%	21%
02	43%	25%	25%	6%	10%	71%	20%	35%	53%	12%	63%	25%	12%	43%	51%	4%
03	18%	36%	46%	0%	15%	77%	8%	18%	59%	23%	41%	56%	3%	28%	62%	10%
04	27%	54%	14%	5%	19%	70%	11%	30%	30%	41%	65%	32%	3%	30%	68%	3%
05	25%	32%	29%	14%	21%	43%	36%	25%	39%	36%	46%	46%	7%	25%	68%	7%

African-American

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Select personnel will provide parent workshops in the areas of English Language Arts, Mathematics, and other related practices such as positive behavior systems in support of the CCSS implementation.	\$2,419	
	The counselor will implement PBIS and develop programs that positively impact student achievement, engagement, and parent involvement. Therefore, increase school wide student recognition to improve school wide climate. As well assist in the implementation and monitoring of academic interventions, social skills groups for students who are at-risk (emotional, behavioral, and academic) resulting in an increase of emotional, behavioral, and academic achievement. As well assist with the development of programs in the area of college and career readiness that positively impact student achievement and in the area of parent involvement. Currently monitoring LSES, ELL, and Hisp., A.A. subgroup which include Tier II and Tier III support for academic (264 FRS, 325 Reading, 364 Writing, 279 Math)). As well, 46 students are currently identified as needing Tier II & Tier III behavioral support which include the following subgroups: 58% Hispanic, 37% African American & 5% other.	\$91,383	
	TK-5 teachers will be supported through the CCSS implentation of ELA and Math with the purchase of professional reading or supplemental material. In addition, to provide social-emotional and behavioral support, teachers will be provided with professional materials, books, and workshops.	\$10,000	
2	Materials and supplies for parents education classes/workshops will be offered for select parents of students who are at risk in reading, writing, or math. In addition, manipulatives and technology will be purchased to support the achievement gap in the primary grades.	\$2,500	
	Provide identified select at-risk students with additional ELA and Math supplemental material and technology to be used either before, during, or afterschool that is aligned to the CCSS.	\$5,000	
	The assistant principal will implement a Resonse to Intervention and support PBIS and develop programs that positively impact student achievement, engagement, and parent involvement. Therefore, increase school wide student recognition to improve school wide climate. As well assist in the implementation and monitoring of academic interventions, social skills groups for students who are at-risk (emotional, behavioral, and academic) resulting in an increase of emotional, behavioral, and academic achievement. As well assist with the development of programs in the area of college and career readiness that positively impact student achievement and in the area of parent involvement. Currently monitoring LSES, ELL, and Hisp., A.A. subgroup which include Tier II and Tier III support for academic (264 FRS, 325 Reading, 364 Writing, 279 Math)). As well, 46 students are currently identified as needing Tier II & Tier III behavioral support which include the following subgroups: 58% Hispanic, 37% African American & 5% other.	\$84,552	
3	TK-5 Teachers will have release days to collaboratively learn about school wide systems approaches such as Thinking Maps, Kaagan strategies, Write from the Beginning and other site related focuses. Teachers will develop differentiated lessons for ELLs and At-Risk students and plan for interventions for struggling learners. Teachers will also discuss strategies and gather resources to best meet the needs of identified students.	\$14,860	
	To support intervention and SBAC preparation, Students will need access to technology, Chromebooks, headphones and mice. These technology supplies and materials will be of great benefit to preparing for online assessment practices.	\$3,000	Materials
4	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.	\$65,293	
	Thinking Maps training and professional development for invoice service date of 2021-22. Thinking Maps training will support QCI foundational instruction to support comprehension and writing instruction.	\$8,800	Services
6	Grades TK-5 teachers will be co-teaching alongside ground education instructors. These lessons will consist of curriculum which will embed outdoor garden, science while including ELA, S.S., and visual arts. As well the ground education program will develop and grow student's capacity for wonder, cultivate a space to think, explore, and nurture decision-making.	\$15,000	
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Hispanic

School Year: 22-23

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Total		\$302,807	



School Plan for Student Achievement Addendum 2023-2024

Additional Targeted Support and Improvement (ATSI) -

Addams Elementary School -

If ATSI, identify subgroups:

- | | | |
|--|---|--|
| <input type="checkbox"/> African-American | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Socioeconomically Disadvantaged |
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Hispanic | <input checked="" type="checkbox"/> Students with Disabilities |
| <input checked="" type="checkbox"/> Asian-American | <input type="checkbox"/> Homeless | <input checked="" type="checkbox"/> Two or More Races |
| <input type="checkbox"/> English Learner | <input type="checkbox"/> Pacific Islander | <input type="checkbox"/> White |
| <input type="checkbox"/> Filipino | | |

Attestation:

The School Site Council (SSC), during the process of developing a compliant School Plan for Student Achievement (SPSA), ensured that quality interventions and services for underachieving students are included in the SPSA, with particular focus on student groups who led to the CSI/ATSI identification.

SSC engaged in a thorough needs assessment, based on data, in order to prioritize student needs and analyze interventions/services.

In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District's LCAP regarding our identification as a CSI/ATSI school. Resource Inequities and LBUSD's CSI section are included in this Addendum.

In approving the SPSA for the school, the SSC specifically adds this Addendum to the SPSA as part of its CSI/ATSI responsibilities.

Date Approved by SSC

10/16/23

Signature of Principal

[Redacted Signature]

Signature of SSC Chair

[Redacted Signature]

0 ✓

Resource Inequities

Schools eligible for CSI or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the SPSA and provide a basis for the establishment of goals and/or expected outcomes for CSI/ATSI Targeted student groups.

In our analysis of our SPSA services, our SSC found the following about resource inequalities for the targeted CSI/ATSI student groups:

- There are no resource inequities present in our SPSA.** Our CSI/ATSI targeted students are a priority and are receiving appropriate services/interventions through our Schoolwide Program.
- There was evidence of resource inequities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI targeted students are being given appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequities in the current SPSA.** However, our SSC has determined that the CSI/ATSI targeted students are receiving appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities *(optional)*

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply-rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings Continuum framework. Since 2014, LBUSD has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with stakeholders. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create "watch lists" – i.e., lists of classrooms to monitor closely and lists of students who require further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to help CSI schools develop their plans:

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates. In light of the COVID-19 pandemic, learning loss and other similar issues were also explored.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program, particularly in a distance-learning environment.
- Based on the research and "gap" analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.
- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations will allow site teams to reflect upon their collective efforts and engage colleagues from other schools or district departments for objective feedback.

Quarterly visits will be customized by schools, but follow a common structure:

- **Whole Group Briefing:** The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors develop an understanding of their priorities.
- **Classroom Visits:** School team members and visitors will observe classrooms, collecting data and examples that reinforce the school's CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.
- **Whole Group Debriefing:** School team members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.
- **Principal Debriefing:** Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, data dashboard tools developed by LBUSD's Research Office will feature "Watch Lists" that allow district and site leaders to monitor the progress of CSI schools, their teachers, and their students. The "Schools to Watch" function will enable appropriate stakeholders to track the percentage of students who are "at-risk," "severely at-risk," "high risk," and "cautiously at-risk" across a broad spectrum of measures, including chronic absenteeism, discipline, reading benchmarks, math facts, course grades, graduation requirements, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.



Addams Elementary School

5320 Pine Ave., Long Beach
562-428-0202

**School/Parent/Student Compact
2023-2024**

The staff and parents/guardians at Addams School have high expectations of the students at the school and of themselves. In an effort to provide the highest quality instructional program to students, the staff and parents/guardians agree to implement the following activities:

THE SCHOOL

- School will provide a rigorous and challenging instructional program based upon the California State Standards for each grade level.
- School staff will be positive role models for students.
- School will provide after school tutoring when resources are available.
- School will involve parents/guardians in the governance of the school.
- School will keep parents informed of their child's progress.

THE HOME

- Parents/Guardians will send their children to school well-rested, having an opportunity to have breakfast or having had breakfast and on time every day.
- Parents/Guardians will provide a quiet place for their children to study and check his/her work.
- Parents/Guardians will talk, read or write to/with their children at least 20 minutes each night.
- Parents/Guardians will attend all teacher-requested conferences to discuss the academic progress of their children.

THE STUDENT

- Students will come to school prepared to learn by being on time and coming well-rested.
- Students will be responsible learners by paying attention in class, reading every day, and doing their best in school.
- Students will strive to believe in their abilities, hold a positive attitude, and be a cooperative and engaged learner.
- Students will interact with teachers and peers in a positive manner.

Principal Signature: _____ Teacher Signature: _____ Student Signature: _____



Addams Elementary School

5320 Pine Ave., Long Beach
562-428-0202

School/Parent/Student Compact 2023-2024

El personal y los padres de familia/tutores en la Escuela Addams tienen altas expectativas para los estudiantes en la escuela y para ellos mismos. En un esfuerzo por brindar el programa educativo de la más alta calidad para los estudiantes, el personal y los padres de familia/tutores en la Escuela Addams están de acuerdo en implementar las siguientes actividades:

LA ESCUELA

- La escuela proporcionará un programa de instrucción riguroso y desafiante basado en los Estándares Estatales de California para cada nivel de grado.
- El personal escolar será un modelo positivo a seguir para los estudiantes.
- La escuela proporcionará ayuda académica después del horario escolar cuando haya recursos disponibles.
- La escuela tendrá en cuenta a los padres/tutores en la gobernación de la escuela.
- La escuela mantendrá a los padres de familia informados sobre el progreso de sus niños.

EL HOGAR

- Los padres de familia/tutores enviarán a sus niños a la escuela bien descansados, teniendo la oportunidad de desayunar o haber desayunado y de llegar tiempo todos los días.
- Los padres de familia/tutores ofrecerán un lugar tranquilo para que sus niños estudien y revisen su trabajo.
- Los padres de familia/tutores pasarán por lo menos veinte minutos cada noche hablando, leyendo o escribiendo con sus niños.
- Los padres de familia/tutores asistirán a todas las conferencias solicitadas por los maestros para hablar acerca del progreso académico de sus niños.

EL ESTUDIANTE

- Los estudiantes vendrán a la escuela preparados para aprender al llegar a tiempo y estar bien descansados.
- Los estudiantes serán aprendices responsables al prestar atención en la clase, leer todos los días y dar su mayor esfuerzo en la escuela.
- Los estudiantes se esforzarán por creer en sus habilidades, mantener una actitud positiva y ser un aprendiz cooperativo y comprometido.
- Los estudiantes convivirán con maestros y compañeros de una manera positiva.

Firma del director: _____ Firma del profesor: _____ Firma del estudiante: _____



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Addams Elementary Family Involvement Guidelines 2023-24

As a school that receives Title I, Part A (Title I) funds, Addams has developed jointly with the members of School Site Council and distributed to families of participating children, School Family Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establish Addams' expectations for family involvement and describe how the school will implement a number of specific family involvement activities. The Home-School Compact is incorporated into the School Family Involvement Guidelines.

PART I

Addams agrees to implement the following requirements:

- jointly develop with and distribute to families of participating children, School Family Involvement Guidelines that the school and families of participating children agree on.
- notify families about the School Family Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute these Guidelines to families in a language the family can understand.
- make the School Family Involvement Guidelines available to the local community.
- periodically update the School Family Involvement Guidelines to meet the changing needs of families and the school.
- adopt the school's home-school compact as a component of its School Family Involvement Guidelines.
- agrees to be governed by the following statutory definition of family involvement, and will carry out programs, activities and procedures in accordance with this definition:

PART II

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

1. Addams will take the following actions to involve families in the joint development and joint agreement of its School Family Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Attendance at one of the district trainings or school site training. Topics include:
 - i. Responsibilities & Roles of SSC and its members
 - ii. Composition of SSCs
 - iii. Budgetary considerations
 - iv. Single Plan for Student Achievement
 - v. Role of ELAC and other advisory committees
 - Plan meeting with SSC & ELAC members to review previous year's guidelines and family involvement activities outlined in the Single Plan for Student Achievement
 - i. Invite other families and stakeholders to attend the meeting
 - ii. Advertise in Title I Newsletter, at Back-to-School night, through teleparent, etc.

- At Meeting
 - i. Review Single Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary
 - ii. Write or update the Family Involvement Guidelines & Home-School Compacts
 - iii. Oral and written translations be made available for Spanish families to allow for discussions
- 2. Addams will take the following actions to distribute to families and the local community, the school's Family Involvement Guidelines:
 - At a SSC & ELAC meeting
 - Section of Newsletter
 - Annual Title I Meeting
 - Main Office Counter
 - Back to School Night
- 3. Addams will periodically update its Family Involvement Guidelines to meet the changing needs of families and the school:
 - At SSC and ELAC meetings
 - Family information meetings
 - School site council must vote to approve the guidelines
- 4. Addams will convene an Annual Title I Public Meeting to inform families of the following:
 - The requirements of Title I, how Title I funds are used at this school, and families' right to be involved
 - Hold a flexible number of meetings at varying times
 - Notifications/fliers sent home in language families can understand
 - Announcement made on school marquee, through SchoolMessenger and Teleparent
 - Child care provided
- 5. Addams will provide updated information to families about Title I programs throughout the school year:
 - Section of Newsletter
 - On Main Office Counter
 - At SSC, ELAC meetings and other family meetings (PTA/PTO/CAAP, etc.)
- 6. Addams will provide to families a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Addams will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:

Family workshops;

 - Family surveys'
 - Principal chats
 - In school newsletters
 - Back-to-School night
 - At SSC & ELAC meetings
- 7. Addams will coordinate and integrate family involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support families in participating more fully in early education of their children by:
 - Coordination of Transitional Kindergarten at selected sites
 - Promotion/advertisement of the District's Kindergarten festivals
- 8. Addams will submit to the district any family comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to families of participating children:
 - At SSC Meetings

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Addams will build the schools' and families' capacity for strong family involvement, in order to ensure effective involvement of families and to support a partnership among the school involved, families, and the community to improve student academic achievement, through the following activities specifically described below:
 - District trainings offered for families and staff
 - Family education workshops on site
 - Family-Teacher Conferences
 - Family Workshops posted on district website
 - DCAC, DELAC and other district family forums/meetings
 - District website resources: click "P" for Parent University
2. Addams will incorporate the Home-School Compact as a component of its School Family Involvement Guidelines:
 - Outlines shared responsibility of home, school and student in academic achievement
 - Developed, discussed and reviewed at first SSC and ELAC meetings
 - School site council must vote to approve compact
 - Distributed home to families and available on the school website
3. Addams will, with the assistance of its district, provide assistance to families of children served by the school in understanding topics such as the following
 - the state's academic content standards
 - the state and local academic assessments including alternate assessments
4. Addams will, with the assistance of the district, provide materials and training to help families work with their children to improve their children's academic achievement, as appropriate, to foster family involvement, by:
 - Family Workshops
5. School will, with the assistance of the district and families, educate its teachers and other staff, in how to reach out to, communicate with, and work with families as equal partners, by:
 - Teacher/Staff In-services
6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and family programs, meetings, and other activities, is sent to the families of participating children in an understandable format and in a language the families can understand:
 - Kathleen Suarez/Ivonne Turcios will be doing the translations of written materials/notifications that are sent to families

PART IV

DISCRETIONARY SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

The School Family Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its families, chooses to undertake to build families' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for families from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with family involvement activities, including transportation and child care costs, to enable families to participate in school-related meetings and training sessions;

- training families to enhance the involvement of other families;
- in order to maximize family involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with families who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving family involvement;
- establishing a district wide family advisory council (DCAC) to provide advice on all matters related to family involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family involvement activities; and
- providing other reasonable support for family involvement activities under section 1118 as families may request.

* * * * *

PART V

ADOPTION

Addams Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site's School Site Council members on 10/3/2023 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 11/01/2023. Addams, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.



Signature of Principal

10/3/23

Date



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Addams Elementary Guía de Participación Escolar para las Familias 2023-24

Como escuela que recibe fondos del Título I, Parte A (Título I), la Addams ha desarrollado junto con los miembros del Concilio del Plantel Escolar y distribuido a las familias de los niños que participan, la Guía de Participación para las Familias, que contiene información requerida por la sección 1118(b) de la Ley de Educación para Escuelas Primarias y Secundarias (ESEA-según sus siglas en inglés). La Guía establece las expectativas de la Addams para la participación de las familias y describe la manera en que la escuela implementará una cantidad específica de actividades que requieren la participación de las familias. El Contrato entre el Hogar y la Escuela está incorporado en la Guía de Participación Escolar para las Familias.

PARTE I

La Escuela Addams está de acuerdo en implementar los siguientes requisitos:

- desarrollar conjuntamente con y distribuir a las familias de niños participantes, la Guía de Participación Escolar para las Familias que la escuela y las familias hayan acordado.
- informar a las familias acerca de la Guía de Participación Escolar para las Familias en un formato comprensible y uniforme y, al grado posible, distribuir esta Guía a las familias en un idioma que ellos puedan entender.
- hacer que la Guía de Participación Escolar para las Familias esté disponible a la comunidad local.
- periódicamente actualizar la Guía de Participación Escolar para las Familias para satisfacer las necesidades cambiantes de las familias y de la escuela.
- adoptar el contrato entre el hogar y la escuela, el cual aborda a la importancia de una comunicación continua y significativa (es decir, conferencias anuales, reportes de progreso, acceso al personal y oportunidades para servir como voluntarios en el salón de clase) entre la escuela y la familia, como un componente de la Guía de Participación Escolar para las Familias.
- ser gobernada según la siguiente definición legal de participación de la familia, y llevar a cabo los programas, las actividades y los procedimientos de acuerdo con esta definición:

PARTE II: DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LA GUÍA DE PARTICIPACIÓN ESCOLAR PARA LAS FAMILIAS

1. La Escuela Addams tomará las siguientes acciones para incluir a las familias en el desarrollo y acuerdo en conjunto de la Guía de Participación Escolar para las Familias y su plan a nivel escolar, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA:
 - La asistencia a una de las siguientes capacitaciones que ofrece el Distrito o el plantel escolar. Los temas incluirán:
 - i. Responsabilidades y Papel que Desempeña el SSC (Concilio del Plantel Escolar) y sus miembros
 - ii. Composición del SSC
 - iii. Consideraciones Presupuestarias
 - iv. Plan Único para el Rendimiento Estudiantil

- v. Papel que Desempeña ELAC (Comité Asesor del Estudiantado que Está Aprendiendo Inglés) y otros comités asesores
- Planeará una reunión con los miembros de SSC y ELAC (en un horario conveniente) para repasar la Guía del año anterior y las actividades en el Plan Único para el Rendimiento Estudiantil.
 - i. Invitar a otros padres de familia y personas interesadas para asistir a la reunión
 - ii. Anunciarlo en el Boletín Informativo del Título I, en Noche de Regreso a la Escuela, por medio de llamadas telefónicas automáticas, etc.
- En las reuniones:
 - i. Repasar el Plan Único para el Rendimiento Estudiantil, y como grupo, anotar los cambios y hacer ajustes (eliminar o agregar) según sea necesario
 - ii. Escribir o actualizar la Guía de Participación Escolar para las Familias y el Contrato entre el Hogar y la Escuela
 - iii. Tener disponible interpretes para las traducciones orales y escritas para las familias en español para permitir discusiones
- 2. La Escuela Addams tomará las siguientes acciones para distribuir a las familias y a la comunidad local, la Guía de Participación Escolar para las Familias:
 - En la reunión del SSC y ELAC
 - Sección del Boletín Informativo
 - Reunión Anual del Título I
 - Mostrador de la Oficina Principal
 - Noche de Regreso a la Escuela
- 3. La Escuela Addams actualizará periódicamente sus Guía de Participación Escolar para las Familias para cumplir con las necesidades cambiantes de las familias y la escuela:
 - En las reuniones de SSC y ELAC
 - Reuniones informativas para las familias
 - El Concilio del Plantel Escolar deberá votar para aprobar la guía
- 4. La Escuela Addams convocará una Reunión Anual Pública de Título I para informar a las familias de lo siguiente:
 - Los requisitos del Título I, cómo se utilizan los fondos en esta escuela, y el derecho de las familias de estar involucrados
 - Llevar a cabo distintas reuniones durante horarios flexibles
 - Notificaciones/volantes enviados a casa en el idioma que entiendan las familias
 - Anuncios en el tablero electrónico de la escuela, por medio de "SchoolMessenger" y Teleparent
 - Se proporcionará cuidado de niños
- 5. La Escuela Addams proveerá información actualizada a las familias acerca de los Programas de Título I durante el año lectivo: Sección del boletín informativo
 - Mostrador de la Oficina Principal
 - En las reuniones del SSC, ELAC y otras reuniones para la familia (PTA/PTO/CAAP, etc.)
- 6. La Escuela Addams les proveerá a las familias una descripción y explicación del plan de estudio que se utiliza en la escuela, los formularios de las evaluaciones académicas utilizadas para medir el progreso estudiantil, y los niveles de capacidad que se espera que logren los estudiantes. La Escuela Addams también brindará oportunidades de reuniones regulares para formular sugerencias y participar, según sea apropiado, en decisiones relacionadas a la educación de sus niños:
 - Talleres para las familias; encuestas para las familias
 - Pláticas con el director(a)
 - En el boletín informativo de la escuela
 - Noche de Regreso a la Escuela
 - En las reuniones del SSC y ELAC

7. La Escuela Addams coordinará e integrará los programas de la participación de la familia, con otros programas del distrito, incluyendo "Head Start", "Early Head Start", escuelas públicas preescolares, etc., y conducir actividades que fomentan y apoyan a las familias en su participación más activamente en la educación temprana de sus hijos al:
 - Coordinación de Kindergarten Transicional y Kindergarten Transicional Temprano en escuelas selectas
 - Promoción/publicidad de los festivales de Kindergarten del Distrito
8. La Escuela Addams entregará al distrito cualquier comentario de las familias si consideran que el plan a nivel escolar según la sección (1114)(b)(2) no es satisfactorio para las familias de los niños participantes:
 - En las reuniones del Concilio del Plantel Escolar

PARTE III: RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DEL ESTUDIANTE

1. La Escuela Addams construirá la capacidad de la escuela y de las familias para fortalecer la participación de las familias, para poder asegurar la participación efectiva de las familias y apoyar la asociación entre la escuela, las familias y la comunidad para mejorar el rendimiento académico estudiantil, por medio de las siguientes actividades específicamente descritas a continuación:
 - Talleres ofrecidos por el Distrito para las familias y el personal escolar
 - Talleres educativos para la familia en el plantel escolar
 - Conferencias Entre Familias y Maestros
 - Talleres para la familia publicadas en la página del Internet del Distrito
 - DCAC, DELAC y otros foros/reuniones para las familias del distrito
 - Recursos de la página del Internet del Distrito: oprimir "P" para Universidad de Padres
2. La Escuela Addams incorporará el Contrato entre la Familia y la Escuela como un componente de la Guía de Participación Escolar para las Familias:
 - Delinean las responsabilidades compartidas del hogar, la escuela y el estudiante en cuanto al rendimiento académico
 - Desarrollado, discutido y repasado en las primeras reuniones del SSC y ELAC
 - El Concilio del Plantel Escolar deberá votar para aprobar el contrato
3. La Escuela Addams, con la ayuda del distrito, proveerá asistencia a las familias de niños que reciben servicios de la escuela para entender temas tales como los que se encuentran a continuación:
 - las normas del contenido académico del Estado
 - las evaluaciones académicas alternativas Estatales y locales, incluyendo las evaluaciones alternativas
4. La Escuela Addams, con la ayuda del distrito, proveerá materiales y capacitación para ayudar a las familias a trabajar con sus niños para mejorar el rendimiento académico, según sea apropiado, para fomentar la participación de las familias, por medio de:
 - Talleres para las familias
5. La Escuela Addams, con la ayuda del distrito y las familias, educará a sus maestros y otros miembro del personal, sobre cómo prestar ayuda a, comunicarse con, y trabajar con las familias como socios iguales, por medio de:
 - Talleres para Maestros y miembros del personal
6. La Escuela Addams, al grado que sea posible y adecuado, tomará las siguientes acciones para asegurar que la información relacionada con los programas de las familias, reuniones y otras actividades, se envíe a las familias de los niños que participan en un formato comprensible y en un idioma que las familias puedan entender:
 - Kathleen Suarez/Ivonne Turcios hará las traducciones por escrito de los materiales/avisos que se mandan a las familias.

PARTE IV: COMPONENTES DISCRECIONALES DE LA GUÍA DE PARTICIPACIÓN ESCOLAR PARA LAS FAMILIAS


La Guía de Participación Escolar para las Familias puede incluir párrafos adicionales nombrando y describiendo otras actividades discrecionales que la escuela, en consulta con sus familias, elije comprometerse para fomentar la capacidad de las familias para la participación en la escuela para apoyar a sus hijos en el rendimiento académico, tales como las actividades discrecionales mencionadas según la sección 1118(e) del ESEA:

- incluir a las familias en el desarrollo de la capacitación de maestros, directores y otros educadores para mejorar la efectividad de dicha capacitación;
- proveer la capacitación de alfabetización necesaria para las familias del Título I, fondos de Parte A, si el distrito escolar ha agotado, con toda razón, todos los otros recursos disponibles para brindar fondos para dicha capacitación;
- pagar los gastos razonables y necesarios asociados con las actividades de participación de las familias, incluyendo los costos de transporte y cuidado de niños, para permitir la participación de las familias en reuniones relacionadas a la escuela y sesiones de capacitación;
- capacitar a las familias para mejorar la participación de otras familias;
- para poder maximizar la participación de las familias y la participación en la educación de sus niños, programar reuniones escolares en distintos horarios, o realizar conferencias en casa entre maestros u otros educadores, quienes trabajan directamente con los niños que participan, con familias que no pueden asistir a dichas conferencias en la escuela;
- adoptar e implementar los métodos modelos para mejorar la participación de las familias;
- establecer un concilio asesor de familias a nivel distrito (DCAC) para brindar consejos en todos los asuntos relacionados a la participación de las familias en el Título I, programas parte A;
- desarrollar apropiadamente los papeles que desempeñan las organizaciones en la comunidad y negocios, incluyendo las organizaciones de fe, en las actividades que participan las familias; y
- proveer otro apoyo razonable para actividades que requieren la participación de las familias según la sección 1118 de acuerdo a lo que puedan solicitar las familias.

* * * * *

PARTE V: ADOPCIÓN

Esta Guía de Participación Escolar para las Familias se han desarrollado conjuntamente y de acuerdo con, las familias de los niños que participan en el Título I, programas Parte A. La Guía se adoptó por el Concilio del Plantel Escolar de la Escuela el 3 de october 2023 y estarán vigentes por un periodo de un año lectivo. La escuela distribuirá la Guía a todas las familias el 1 de noviembre 2022 o antes. La Escuela Addams, al grado posible, brindará una copia de esta Guía a las familias en un idioma que puedan entender.



Firma del Director(a)

10/3/23

Fecha