Addams Elementary

10621666006068

Principal's Name: Natanska Valtierra

Principal's Signature:

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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District Goals

The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.

Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.   School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
Member Name					
1. Principal - Natanska Valtierra	X				
2. Chairperson – Kalleah Ray		X			
3. Co-Chair – Rebecca Aleman			X		
4. Secretary – Caroline Idsvoog		X			
5. PAC Representative – Salome Romero				X	
6. Celina Reyes				X	
7. Maria Gonzalez				X	
8. Maria Rios				X	
9. Isabel Maciel				X	
10. Tony Yang		X			
11. Walter Ramirez – Other staff alternate			X		
12. Carey McNeal – Parent Alternate				X	
13.					
14.					
15.					

Check the appropriate box below:
■ELAC reviewed the SPSA as a school advisory committee.
□ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name: Addams Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Natanska Valtierra	*Natanska*	4/3/2024
SSC Chairperson	Kalleah Ray	*Kalleah Ray*	4/3/2024

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

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Addams - 0005

ON-SITE ALLOCATION

3010	Title I	$98,820 *
7090	LCFF Supplemental & Concentration	$309,222
7091	LCFF for English Learners	$134,352

TOTAL 2024/25 ON-SITE ALLOCATION   **$542,394**

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	$2,928
Remaining Title I funds are at the discretion of the School Site Council	$95,892
Total Title I Allocation	$98,820

Addams Elementary 2024-2025 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✔	0 pts	-94.8 pts	2023-2024	-79.8 pts
SBAC ELA - Average distance from standard (English Learner)	✔		-103.5 pts	2023-2024	-88.5 pts
SBAC ELA - percentage of students met/exceeded standard	✔	17.78 %	16.8 %	2023-2024	21.8 %
SBAC Math - Average distance from standard	✔	0 pts	-95.3 pts	2023-2024	-80.3 pts
SBAC Math - Average distance from standard (English Learner)	✔		-102.9 pts	2023-2024	-87.9 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✔		-178.7 pts	2023-2024	-163.7 pts
SBAC Math - percentage of students met/exceeded standard	✔	15.7 %	14.8 %	2023-2024	19.8 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

i-READY ELA D1 to D2

SBAC ELA – Average distance from standard

SBAC ELA – percentage of students met/exceeded standard

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

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

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

Key Factors that contributed to this disproportionality:

- Chronic absenteeism
- High rates of student transiency
- A significant number of students are exposed to trauma and need of social emotional support.
- A need to increase the consistency of feedback during instructional walks to support high quality instruction.
- A need to increase PLC capacity around responding to an assessment (What if they have already learned it? or how do we respond if they haven't learned it?)
- Lack of early literacy

- PLC teams expanded PLC work with PLC+ training and implementation of PLC+ practices.
- Continued professional development in creating Common Formative Assessments at the appropriate rigor of essential grade level standards. Professional Learning included using IABs/FIABs to reflect the rigor of grade level state standards and inform instruction to address students' skill gaps.
- Continued professional learning in strengthening Professional Learning Communities protocols for data collection to appropriately address the learning needs of all students.
- Consistent and systematic use of Common Formative Assessments (CFAs) and the Cycle of Continuous Improvement.
- Consistent and systematic monitoring of students' progress using Progress Monitoring Sheets.
- Daily 30 minutes of intensive intervention Tier 2 and Tier 3 ELA instruction across all grade levels with a strong focus on phonemic awareness and phonological awareness.
- 10 Inter-Act Fellows for RTI during the school day and after school.
- Tutors from Educational Leadership Foundation (ELF) placed in all K to 2nd grade classrooms to support with instruction.
- Good first instruction utilizing the Guaranteed and Viable Curriculum (GVC) in tandem with English Language Development (ELD) standards, Instructional Practice Guide (IPG), and Common Core Companion.

- After School tutoring support for English Language Learners and At-Risk students in all grade levels K-6th.
- Cullinan tutors provide intensive reading intervention in grades K to 2nd.
- Ameri Corps tutors provide intensive reading intervention in grades K to 3rd.
- Raz-Plus provides additional reading practice in grades K to 4th.
- Teacher release time four times per year to provide time for teachers to plan high-quality lessons.
- Lit Six Professional Development with Nancy Akhavan focused on building teachers' capacity to provide early literacy instruction through Literacy Walks.

i-READY MATH D1 to D2

SBAC MATH – Average distance from standard

SBAC MATH – percentage of students met/exceeded standard

Addams Elementary implemented a comprehensive Math program to promote mastery of Mathematical Common Core State Standards and Math skills in Grades TK to 6th. The actions taken to support program implementation to improve academic achievement include:

- Daily Tier 1 Math on grade level instruction (90 minutes – includes whole and small group differentiation)
- PLC teams expanded PLC work with PLC+ training and implementation of PLC practices.
- Professional Development focused on the use of SBAC Claims and Targets.
- Consistent use of problem of the day aligned with the SBAC Claims and Targets and SBAC sample items.
- Consistent use of Reflex Math, IXL Math, NexGen Math, and iReady Math
- Consistent and systematic use of Common Formative Assessments (CFAs) and the Cycle of Continuous Improvement.
- Consistent and systematic monitoring of students' progress using Progress Monitoring Sheets.

- Professional learning lead by district Math coaches focusing modeling best practices.
- Math Lesson Demonstration led by Fresno County Office of Education Math coach.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

We were able to implement our instructional program as planned, and thanks to the Literacy Coaches and Reading Specialists Program Grant, we were able to add the following additional supports:

- 14 Tutors from The Educational Leadership Foundation placed in grades K to 2nd.
- Student Laptops for each student in grades K to 1st to keep in school.
- Lit Six Professional Development with Nancy Akhavan focused on building teachers' capacity to provide early literacy instruction through Literacy Walks.
- Intensive reading interventions for students in K to 2nd grade with Cullinan.
- 3 AmeriCorps Tutors providing one-on-one intensive reading intervention in grades K and 3rd.
- Raz-Plus Program provides access to additional reading practice for all students in grades K to 4th.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

We will continue to strengthen our current actions to support our Literacy program, and we will focus on Math instruction by increasing our professional learning opportunities centered in Math. We will also look into a school-wide implementation of a writing program, possibly The Write Tools.

Thanks to the Equity Multiplier Funds that we were recently awarded, the following supports will be added:

- School Social Worker
- Clinical School Social Worker
- Restorative Practices School Counselor
- Resource Counseling Assistant
- Paraprofessionals to support Kindergarten
- 10 Educational Leadership Foundation (ELF) Tutors
- Supplemental time for Tutoring
- Digital Licenses
- Professional Development

Additionally, through the *Stronger Connections Grant* we have been awarded, a full-time Child Welfare and Attendance Specialist will be added to our staff to support families with meeting attendance goals.

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

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):

During the school site council meetings, we reviewed budget, attendance, assessment data, and suggestions for the allocation of funds to best support all students. We utilized surveys to request SSC members' input on current actions and suggestions for

modifications to actions for next school year. The SSC's input was taken into consideration in the writing of Addams SPSA.

SBAC ELA - ADS - EL

- Use pre and post assessments to ensure that the after school tutoring we are using is effective.
- Professional learning on *Lexia* for teachers
- Partner with *Read Fresno* after school mentoring (ENP) to focus on 24 EL students
- Explore *Save the Children US Education Program*
- EL strategies training for our tutors
- Explore *Save the Children US Education Program*

SBAC MATH - ADS – EL

- EL strategies training for our tutors
- After school tutoring focused on Math

SBAC MATH -ADS -SWD

- SBAC practice club to explore students to the CAASPP platform and their accommodations.

During ELAC meetings, we have reviewed budget, attendance, assessment data, and suggestions for the allocation of funds to best support our English Learners. We utilized surveys to request ELAC members' input on current actions and suggestions for modifications to actions for next school year. The ELAC's input was taken into consideration in the writing of Addams SPSA.

SBAC ELA - ADS - EL

- More attention should be placed on English Learners. Parents should have more tools to support English Learner students.
- Read along tool – RAZ Kids tool that has been very effective because it allows for correct visual and pronunciation of words.
- Supplemental work for those students that are meeting classwork expectations and are ready for more.
- Have two EL teachers/tutors in the classroom so that class exposure is not cancelled
- Having more bilingual staff including Punjabi; having bilingual paraprofessional to assist in the classroom- this helps them to learn much faster
- Could there be supports/resources on how they could not forget their primary language while learning English? Maybe Dual Immersion Programs

SBAC MATH - ADS - EL

- Alignment with teaching math strategies. Teachers need to send homework with notes on how the teachers are teaching math because it could be different at home with families of different cultural backgrounds.
- Increased communication between teachers and parents regarding student's progress and needs; also communication between tutors and parents to know of progress.
- We need math tutors. Tutors that support specifically for math.
- Limit access on the school device that goes home because students are accessing other websites, games, etc., that takes away the focus on learning.

SBAC MATH -ADS -SWD

- Provide early identification of students who may have learning disabilities in order to assist them earlier.

During staff and ILT meetings, we have reviewed budget, attendance, assessment data, and suggestions for the allocation of funds to best support all students. We utilized surveys to request staff members' input on current actions and suggestions for modifications to actions for next school year. The staff's input was taken into consideration in the writing of Addams SPSA.

SBAC ELA - ADS - EL

- Ensure materials for EL students are available to students on time
- Tutors to provide ELD for long-term and newcomers
- Teachers communicate with RTI coordinator when newcomers are enrolled
- Explore the possibility to add iStation to support EL students

SBAC MATH - ADS – EL

- Math tutoring after school

SBAC MATH -ADS -SWD

- Teachers in SPED observing GE teachers teaching Math
- Math tutoring after school
- SBAC prep during RSP

- More programs to assist with Math like the app "JiJi" (used in Central Unified)

Action 1

Title: English Language Arts Instructional Plan TK-6

Action Details:

Addams Elementary will implement a comprehensive reading program with a three-tiered approach to improve Foundational Reading Skills and comprehension of complex text. Professional Learning Communities (PLCs) will analyze Common Formative Assessments and will consistently monitor students' progress using Progress Monitoring Sheets to measure student demonstration of mastery of standards and determine appropriate intervention and enrichment. The school will utilize Interact Fellows, Heggerty, 95%, and Guided Reading intervention materials, along with the Wonders curriculum, to provide differentiated reading intervention in reading Foundational Skills and comprehension strategies. Resource Counseling Assistant (RCA), Teachers on Special Assignment (TSAs) and Social Emotional Support (SEL) Staff, i.e., Clinical School Social Worker and School Social Worker, will support students with academics, behavior, and social emotional needs.

Goal: By June 2025 Addams Elementary will decrease the distance from meeting standards in ELA from -94.8 to   -79.8 as measured by the Smarter Balanced Summative Assessment (SBAC).

By June 2025, Addams Elementary will increase the percentage of Pre-K early learning students progressing and approaching mastery in phonological awareness from 28% and 20%, respectively, to 43% and 35%, respectively, as measured by the Pre-K Desired Results Developmental Profile (DRDP) from the district quarterly metric results.

By June 2025, Addams Elementary will decrease the percentage of Kinder and 1st grade students below grade level in reading by 10%, respectively, as identified through i-Ready district quarterly metric results.

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

Explain the Progress Monitoring and data used for this Action

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

- Progress Monitoring Sheets
- Common Formative Assessments (CFAs), including IABs and FIABs
- iReady Diagnostic
- Intervention Progress Monitoring
- IEP Progress Monitoring
- Grades
- Power BI
- Classroom Walkthroughs and feedback
- BAS
- DRDP
- District Quarterly Reports Metrics
- Literacy Plan Progress monitoring

Owner(s):

- Teachers
- Pre-K Teachers
- Early Learning Coaches
- ELF Tutors
- PLC Teams
- ILT
- Vice Principals
- TSAs
- Academic Coach
- Principal

Timeline:

- Daily checking for understanding
- CFA (Common Formative Assessments) a minimum of 2 per quarter
- Quarterly IABs/FIABs for grades 3-6
- Wonders weekly and end of unit assessments
- iReady Diagnostic Fall / Winter / Spring
- FSA (Foundational Skills Assessment) tri-annual assessment for TK and K
- SBAC 3rd – 6th

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

- Quality first teaching (Tier 1) based on standards, student goal setting, checking for understanding, implementation of Classroom Foundations/PLC+ Foundations, and use of formative assessments
- Inclusive Practices to increase mainstreaming time for SPED students and to provide all students equitable access to succeed
- PLC Teams will continue to improve instructional support and provide intervention through the RTI process.
- Students in grades K-6 will receive differentiated small-group instruction, by grade level, utilizing Inter-Act Fellows for at least 30 minutes daily. The teacher will be the primary provider of small group intervention lessons and the tutors will assist with Foundational Skill building activities and supplemental intervention or enrichment in areas of need.
- Inter-Act Fellows to provide RTI and additional support to students in classrooms and after school.
- Teachers will provide additional interventions to identified African American, English Learners, foster, and economically disadvantaged students.
- Heggerty, 95%, and Guided Reading intervention programs may be utilized to support individual student needs and connections to the Guaranteed and Viable Curriculum and Common Core State Standards.
- School site licenses to programs that support literacy, including, but not limited to IXL and Learning A-Z.
- After school tutoring/homework help for select identified students
- RCA and SEL staff to support students with academics, behavior, and social emotional needs
- Students will be referred to the Student Success Team when necessary to determine Tier 2 and Tier 3 intervention supports.
- Student data chats and goal setting will be conducted by classroom teachers.
- Classroom materials and supplies – including notebooks, paper, pencils, pens, markers, crayons, and other associated items to support reading instruction, reading intervention program needs.
- Technology to support student reading and assessment program (monitors, document cameras, headphones, devices, carts, printer, or other supplies as needed to complete the program needs of students)
- Supplemental contracts for teachers and classified staff to provide additional tutoring services for identified students.
- School-wide implementation of a coherent writing program (TK-6 grade)
- Substitutes for data chats, release teacher time for planning, SSTs, IEPs, BAS assessment, professional learning, peer observations, and testing support.
- Professional learning opportunities for certificated and classified staff focused on building capacity to effectively teach literacy skills.
- Funds to facilitate professional development of certificated and classified staff, including but not limited to, travel expenses, conferences fees, materials and supplies.
- Purchase orders to promote student and parent engagement, community events, and activities
- Incentives and awards for students' academic progress and achievements, including but not limited to fieldtrips, dances, assemblies, food, and party supplies

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 English learner students are identified in red according to the CA Dashboard).

The English Learner student population is performing at the lowest level in areas of English Language Arts (ADS - 103.5).

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by...

With Title I funds we plan to support English Learners by contracting 10 tutors with the Educational Leadership Foundations to be able to provide daily Response to Intervention (RTI), Newcomer's support, and ELD through small group instruction, and after school.

We are also utilizing some of the Title I funds to add an additional Home School Liaison to improve service to and communication with the parents of our ELs.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by...

With 7090/7091 funds, we are also utilizing some of the 7090 funds for a HSL to improve services and communication with the families of our EL students. We also plan to use some 7090 funds for supplies to

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

The English Learner student population is the only group performing at the lowest level in area of English Language Arts (ADS -103.5).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

- With Title I funds we plan to support our low performing groups of students (ELs) as it relates to this action (ELA) by contracting 10 tutors with the Educational Leadership Foundations to be able to provide daily Response to Intervention (RTI), and after school tutoring (ELD and Math).

- We are also utilizing some of the Title I funds to add an additional Home School Liaison to improve service and communication with the parents of our ELs, SWD, AA, SED, Hispanic and Homeless student groups.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

promote parent engagement.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Designated English Language Development (ELD) will take place daily and schoolwide.
- Integrated ELD will be implemented throughout the day in all content areas.
- Support from Interact Fellows
- Intervention Teacher will coordinate RTI, ELD, and newcomers support (TSA – Designated Schools FTE)
- Additional materials and supplies to support ELD
- EL After School Program
- Consistent use of academic discourse
- Consistent use of Talk moves/accountable talk
- Consistent use of Language Frames
- Bilingual paraprofessionals
- Explicit instruction with teaching chart and language analysis
- Home School Liaison-Spanish Speaking
- Professional Learning around ELD and support from the EL Services department.

With 7090/7091 funds, we are also utilizing some of the 7091 funds for a HSL to improve services and communication with the families of our student groups. We also plan to use some 7090 funds for supplies to promote parent engagement, promote acknowledgement of student growth and progress through award recognition efforts.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

These are the actions that, as a site, we are planning to implement to support our ELs, SWD, SED, AA, Hispanic, and Homeless students.

- After school tutoring for identified students
- Targeted RTI
- Targeted CAASPP preparation for SWD exposing them to the SBAC platform and providing practice using their specific accommodations.
- Tier 2 instruction within the classroom setting
- Data Chats with RSP and SDC teachers to discuss ways to address the needs of our SWD in a timely manner.
- SPED paraprofessionals support throughout the day
- RSP services for identified students
- SLP services for identified students
- Site-funded SSW to support the needs of our homeless and SED student population
- Site-funded CSSW to provide mental health support to our various student groups in need.
- Weekly TST meetings with SEL team (administration, school social worker, clinical school social worker, school psychologist, Restorative Practices counselor, Tier II specialists, Behavior Interventionists, and RCA) to monitor and address the needs of struggling students in a timely manner.
- Establish a re-engagement center monitored by a Resource Counseling Assistant and a Behavior Interventionist to provide alternative to suspension options for all students, especially our AA, SED, Hispanic, Homeless, and SWD.

Action 2

Title: Mathematics Instructional Plan TK-6

Action Details:

Addams Elementary will ensure that all students receive high quality instruction through the implementation of a TK-6th grade comprehensive Math instruction program with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence, and rigor. Professional Learning Communities will utilize our core curriculum to implement school wide multi-tiered system of support to achieve our goal of students demonstrating mastery of standards. Resource Counseling Assistant (RCA), Teachers on Special Assignment (TSAs) and Social Emotional Support (SEL) staff will support students with academics, behavior, and social emotional needs.

Goal: By June 2025 Addams Elementary will decrease the distance from meeting standards in Mathematics from -95.3 to –80.3 as measured by the Smarter Balanced Summative Assessment (SBAC).

By June 2025, Addams Elementary will decrease the percentage of students in Grade 3 that are 2 or more grade levels below in Mathematics from 38.6% to 23.6% as measured by i-Ready.

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

Explain the Progress Monitoring and data used for this Action

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

- Progress Monitoring Sheets
- Common Formative Assessments (CFAs), including IABs and FIABs, Go Math, Next Gen Math Assessments
- iReady Diagnostic - Math
- District Quarterly Report Metrics-iReady Math
- IEP Progress Monitoring
- Grades
- Power BI
- Classroom Walkthroughs and feedback

Owner(s):

- Teachers
- District Math Coach
- ELF Tutors
- PLC Teams
- ILT
- Vice Principals
- TSAs
- Academic Coach
- Principal

Timeline:

- Daily checking for understanding
- CFAs a minimum of 2 per quarter
- Quarterly IABs/FIABs for grades 3-6
- iReady Diagnostic Fall / Winter / Spring
- SBAC 3rd – 6th

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

- Quality first teaching (Tier 1) based on standards, student goal setting, checking for understanding, implementation of Classroom Foundations/PLC+ Foundations, and use of formative assessments
- Inclusive Practices to increase mainstreaming time for SPED students and to provide all students equitable access to succeed
- Teachers will provide additional interventions to identified African American, English Learners, foster, and economically disadvantaged students.
- School site licenses for programs that support Math instruction, including, but not limited Next Gen Math, Happy Numbers, Reflex Math, IXL Math.
- After school tutoring/homework help for select identified students
- RCA and SEL staff to support students with academics, behavior, and social emotional needs
- Students will be referred to the Student Success Team when necessary to determine Tier 2 and Tier 3 intervention supports.
- Student data chats and goal setting will be conducted by classroom teachers.
- Classroom materials and supplies – including notebooks, paper, pencils, pens, markers, crayons, and other associated items to support reading instruction, reading intervention program needs.
- Technology to support Math instruction and assessment (monitors, document cameras, headphones, devices, carts, printer, or other supplies as needed to complete the program needs of students)
- Supplemental contracts for teachers and classified staff to provide additional tutoring services for identified students.
- Materials and supplies to provide incentives and rewards for students.
- Substitutes for data chats, release teacher time for planning, SSTs, IEPs, professional learning, peer observations, and testing support.
- Professional learning opportunities for certificated and classified staff focused on building capacity to effectively teach Mathematics.
- Funds to facilitate professional development of certificated and classified staff, including but not limited to, travel expenses, conferences fees, materials, and supplies.
- RTI for Math at least 2 times per week using our Inter-Act Fellows

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 English learner students are identified in red according to the CA Dashboard).

The English Learner student population is performing at the lowest level in the area of Mathematics (ADS -102.9).

2. Using Title I funds Only: What are the planned expenses to support English learner students?

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

The English Learner student population is performing at the lowest level in the area of Mathematics (ADS -102.9).

With Title I funds we plan to support English learner students by...

With Title I funds we plan to support English Learners by contracting 10 tutors with the Educational Leadership Foundations to be able to provide daily Math tutoring after school.

We are also utilizing some of the Title I funds to add an additional Home School Liaison HSL to improve service and communication with the parents of our ELs.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by...

With 7090/7091 funds, we are also utilizing some of the 7091 funds for a HSL to improve services and communication with the families of our EL students. We also plan to use some 7090 funds for supplies to promote parent engagement.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Designated English Language Development (ELD) will take place daily and schoolwide.
- Integrated ELD will be implemented throughout the day in all content areas.
- Support from Inter-Act or Teaching Fellows
- Intervention Teacher (TSA – Designated Schools FTE)
- Additional materials and supplies to support ELD
- After School ELD program
- After School Math tutoring
- Consistent use of academic discourse
- Consistent use of Talk moves/accountable talk
- Consistent use of Language Frames
- Bilingual paraprofessionals
- Explicit instruction with teaching chart and language analysis
- Home School Liaison-Spanish Speaking
- Professional Learning and support from the EL Services department.
- Additional Home School Liaison HSL to help with communication with parents of EL students.

The Students with disabilities group is performing at the lowest level in the area of Mathematics (ADS -178.7)

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

With Title I funds we plan to support English Learners and Students with Disabilities by contracting 10 tutors with the Educational Leadership Foundations to be able to provide daily Response to Intervention (RTI), and after school tutoring (ELD and Math).

We are also utilizing some of the Title I funds to add an additional Home School Liaison HSL to improve service and communication with the parents of our ELs, SWD, AA, SED, Hispanic and Homeless student groups.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

With 7090/7091 funds, we are also utilizing some of the 7091 funds for a HSL to improve services and communication with the families of our student groups. We also plan to use some 7090 funds for supplies to promote parent engagement, promote acknowledgement of student growth and progress through award recognition efforts.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

These are the actions that, as a site, we are planning to implement to support these student groups as it relates to this action (Mathematics).

English Learners:

- Designated English Language Development (ELD) will take place daily and schoolwide.
- Integrated ELD will be implemented throughout the day in all content areas.
- Support from Inter-Act or Teaching Fellows
- Intervention Teacher (TSA – Designated Schools FTE)
- Additional materials and supplies to support ELD
- After School ELD program
- After School Math tutoring
- Consistent use of academic discourse
- Consistent use of Talk moves/accountable talk
- Consistent use of Language Frames
- Bilingual paraprofessionals
- Explicit instruction with teaching chart and language analysis
- Home School Liaison-Spanish Speaking
- Professional Learning and support from the EL Services department.
- Additional Home School Liaison HSL to help with communication with parents of EL students.

Students with Disabilities:

- After school tutoring in Math
- Tier 2 instruction within the classroom setting

- Addressing the needs of students with disabilities (SWD) by discussing progress monitoring during data chats with SDC and RSP teachers
- SPED paraprofessionals support throughout the day
- RSP services for identified students
- SLP services for identified students
- Next Gen Math
- IXL Math
- Happy Numbers
- PL for teachers on inclusive teaching practices to increase mainstreaming time for SPED students and to provide all students equitable access to succeed
- Weekly TST meeting with our SEL team (Administration, Restorative Practices Counselor, School Psychologists, School Social Worker, Tier II specialist, Resource Counseling Assistant, Behavior Interventionist)
- SBAC Prep After School tutoring with certificates staff

Action 3

Title: Progress Towards English Language Proficiency (ELPI)

Action Details:

Addams Elementary will continue to provide daily Designated English Language Development along with Integrated ELD instruction utilizing the California English Language Development Frameworks in tandem with the state adopted language arts and content area standards to support the English Language Development of our English Language Learners to advance at least one proficiency level towards the goal of reclassification.

Goal: By June 2025, the number of students who progress at least one ELPI level will increase by 5% from 33.6% to 38.6% as measured by ELPAC when compared to the last ELPAC administration.

By June 2025, the number of students at Addams Elementary who count as Reclassified Fluent English Proficient (RFEP) will increase by 5% as measured by district quarterly metrics for English Learner Student Data.

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

Explain the Progress Monitoring and data used for this Action

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

- ELPAC
- iReady
- IABs/FIABs
- BAS
- FSA
- Grade Level CFAs
- Wonders - Specific to EL instructional needs
- Disaggregate data on CFAs, IABs/FIABs, and iReady for EL students
- IXL 3rd - 6th grade
- ELLevation K-6th
- District level quarterly metrics on RFEP counts

Owner(s):

- Teachers
- PLC Teams
- Lead Teachers
- Administration
- Academic Coach
- TSAs
- EL After School Program Teacher

Timeline:

- CAASPP (yearly)
- ELPAC (yearly)
- Quarterly IAB assessments (Gr. 3-6)
- iReady(3x/year)
- Common Formative Assessments (minimum of 2 CFAs per Quarter)
- Kinder Triannual Assessment Data
- Maravillas/Wonders assessments
- ELLevation quarterly progress reports

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

- Wonders - specific to EL instructional needs
- Inter-Act Fellows in RTI (all grade levels)
- Academic coach support Tier 1-3 ELA instruction in TK-6 Classrooms
- Inter-Act Fellows to support small group instruction in 1-6 Classrooms
- Inter-Act Fellows to support after school ELD tutoring
- EL After School Program (ELLevation)
- Quality first teaching (Tier 1) based on standards, student goal setting, checking for understanding, implementation of Classroom Foundations/PLC+ Foundations, and use of formative assessments
- Teachers will provide additional interventions to identified English Learners (TPR, scaffolding).
- School site licenses for programs that support English Language Development, including but not limited to Imagine Learning.
- After school tutoring/homework help for select identified students
- RCA and SEL staff to support students with academics, behavior, and social emotional needs
- Students will be referred to the Student Success Team when necessary to determine Tier 2 and Tier 3 intervention supports.
- Student data chats and goal setting will be conducted by classroom teachers.
- Classroom materials and supplies – including notebooks, paper, pencils, pens, markers, crayons, and other associated items to support reading instruction, reading intervention program needs.
- Technology to support ELD instruction and assessment (monitors, document cameras, headphones, devices, carts, printer, or other supplies as needed to complete the program needs of students)
- Supplemental contracts for teachers and classified staff to provide additional tutoring services for identified students.
- Materials and supplies to provide incentives and rewards for students to support attaining academic goals.
- Substitutes for data chats, release teacher time for planning, SSTs, IEPs, professional learning, peer observations, and testing support.
- Professional learning opportunities for certificated and classified staff focused on building capacity to effectively teach ELD.
- Funds to facilitate professional development of certificated and classified staff, including but not limited to, travel expenses, conferences fees, materials, and supplies.
- RCA will provide orientation for newcomers and will do check-ins for a 2-week period.
- Purchase a digital translation program to facilitate translation services for newcomers and ELs.
- Funds to organize and provide multi-cultural events that highlight and teach students about the different cultures on campus.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 English learner students are identified in red according to the CA Dashboard).

According to the CA Dashboard for the 2023-2024 school year, only 33.6 % of our English Learners made progress or maintained the highest level from the prior year in ELPAC between the 2022 and 2023 administration.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by...

With Title I funds we plan to support English Learners by contracting 5 tutors with the Educational Leadership Foundations to be able to provide daily ELD support within the school day and after school.

We are also utilizing some of the Title I funds to add an additional Home School Liaison HSL to improve service and communication with the parents of our ELs.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

According to the CA Dashboard for the 2023-2024 school year, only 13.33% (4/30) of students with disabilities (SWD) who are also English Learners made progress or maintained the highest level from the prior year in ELPAC between the 2022 and 2023 administration. This is significantly lower than the English Learners student group with no disability at 33.6%.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

With Title I funds, we plan to support English Learners by contracting 10 tutors with the Educational Leadership Foundations to be able to provide daily ELD support within the school day and after school.

We are also utilizing some of the Title I funds to add an additional Home School Liaison HSL to improve service

With 7090 or 7091 funds we plan to support English learner students by...

With 7090/7091 funds, we are also utilizing some of the 7090 funds for a HSL to improve services and communication with the families of our EL students. We also plan to use some 7090 funds for supplies to promote parent engagement.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

and communication with the parents of our ELs.

 List additional supports according to subgroups within the EL group (SWD, HOMELESS…)

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

With 7090/7091 funds, we are also utilizing some of the 7091 funds for a HSL to improve services and communication with the families of our student groups. We also plan to use some 7090 funds for supplies to promote parent engagement, promote acknowledgement of student growth and progress through award recognition efforts.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Additional support/recommendations through Student Success Team
- Progress monitoring using data monitoring sheets, highlighting the needs of SWD and ELs
- Provide appropriate interventions based on student needs (ELs, LTELs, at-risk of becoming LTELs and newcomers)
- Newcomer ELs (less than 2-3 years in U.S. schools) receive appropriate language support for initial language development.
- Closely monitor ELs and SWD progress using data monitoring sheets and data chats
- Work closely with Project ACCESS supports to progress monitor our Homeless and foster youth student growth and needs.
- Student Engagement and Teacher Clarity PL through Corwin consultants.
- After school tutoring
- Increase mental health support for our vulnerable populations to help them be ready to learn.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0005 Addams Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : 10 Tutors (Math, ELA, and ELD Support) split with EM Funds	95,892.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics - awards, academic, SEL, community	5,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support academics	88,591.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support academics	10,206.00

$199,689.00

05/02/2024

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✔	86.14 %	80.6 %	2023-2024	81.7 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

- Teachers and staff have been proactive in communicating with parents the value of attending the study trips that provide students exposure to real-world learning experiences and careers
- Frontloading teachers and students with information and timelines in a timely manner
- Scheduling study trips early and reserving transportation early to secure buses
- Focus Five Art Residency "Exploring World Cultures Through Music" in grades 2nd, 3rd, and 4th grades
- Students were encouraged to participate in sports offered by FUSD.
- Holding a 6th grade camp informational meeting for parents to increase student participation.
- Continue to provide organized sports for grades 4th - 6th.
- Continue to provide coaches for all extracurricular activities for grades 1-6 including flag football, soccer, basketball, Peach Blossom, cross country, cheer, and softball.
- Continue to provide access to music for grades TK-6.

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

Key factors that contributed to this disproportionality are primarily due to chronic absenteeism. Students need access to the instructional scaffolding that takes place in order for learning growth to occur. Students with higher demonstrated needs are also in situations that contribute to chronic absenteeism.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

During our 23-24 school year, students in grades TK-6 had opportunities to attend and engage in student centered/real-world activities. However, the high transiency rate and chronic absenteeism within student groups, negatively impacted participation of all students to engage in these learning experiences.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

We will continue to implement real-world learning experiences and exposure to careers in grades TK- 6th that promote diversity in the work environment. We will continue to use data from our climate and culture student, staff, and parent surveys to determine actionable steps to increase participation in on-campus, student-centered experiences for all students.

Thanks to the Equity Multiplier Funds that we were recently awarded, the following supports will be added:

- School Social Worker
- Clinical School Social Worker
- Restorative Practices School Counselor
- Resource Counseling Assistant
- Paraprofessionals to support Kindergarten
- 10 Educational Leadership Foundation (ELF) Tutors)
- Supplemental time for Tutoring
- Digital Licenses
- Professional Development

Additionally, through the *Stronger Connections Grant* we have been awarded, a full-time Child Welfare and Attendance Specialist will be added to our staff to support families with meeting attendance goals.

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

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
During the school site council meetings, we reviewed budget, attendance, assessment data, and suggestions for the allocation of funds to best support all students. We utilized surveys to request SSC members' input on current actions and suggestions for modifications to actions for next school year. The SSC's input was taken into consideration in the writing of Addams SPSA. Some of the suggestions made by SSC members were: - Have more field trip opportunities. - Career Day - More speakers	During ELAC meetings, we have reviewed budget, attendance, assessment data, and suggestions for the allocation of funds to best support our English Learners. We utilized surveys to request ELAC members' input on current actions and suggestions for modifications to actions for next school year. The ELAC's input was taken into consideration in the writing of Addams SPSA. - Provide more field trips for students.	During staff and ILT meetings, we have reviewed budget, attendance, assessment data, and suggestions for the allocation of funds to best support all students. We utilized surveys to request staff members' input on current actions and suggestions for modifications to actions for next school year. The staff's input was taken into consideration in the writing of Addams SPSA. Some of the suggestions made by SSC members were: - Provide more opportunities for extracurricular activities such as LEGO club, arts and crafts, dance, and visual arts.

Action 1

Title: Real World Learning Experiences

Action Details:

Addams Elementary is committed to increase student engagement in real-world learning experiences by engaging students in a variety of college and career opportunities through club organizations, athletic teams, co-curricular activities, visual and performing arts, field trips, and class presentations.

Addams students will have full exposure to student-centered real-world experiences. Students in grades TK-6 will engage in a variety of learning experiences, field trips, and clubs based on student interest and leadership opportunities

to expand student real world learning opportunities. We will continue to encourage students and parents to participate in the opportunities (exposure to careers trips) provided by the site and the district. We will utilize our Home School Liaison, Social Worker, Resource Counselor Assistant, and Teachers to connect with Addams families with a goal to increase participation for all students and encouraging them to be at school daily.

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

Explain the Progress Monitoring and data used for this Action

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

- Monitor attendance through ATLAS
- Climate and Culture Surveys
- ATLAS Student Engagement Tool
- Power BI

Owner(s):
- Teachers
- Home School Liaison
- Child Welfare and Attendance Specialist
- ILT
- Admin
- TSAs

Timeline:
- Fall and Spring Climate and Culture Survey administrations
- Quarterly benchmark assessments regarding attendance

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

- Assemblies, presentations, and field trips will provide real-world learning experiences and foster awareness of career opportunities
- Home School Liaison to support and communicate with parents
- Transportation to events or activities
- Supplemental contracts for Certificated and Classified staff to support with community events
- Graphics for communications and student support
- Campus Beautification Projects
- Purchase orders for athletics, spirit wear, clubs, activity/vendors, and the arts
- Guest speakers from diverse backgrounds
- Purchase orders for materials, supplies, and services to support student and parent engagement
- Direct food services
- Volunteers from a variety of careers will be invited to speak to classes about their career
- Continue to implement technology to prepare students for workplace competencies
- Materials, supplies and incentives to support career awareness activities

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 2 English learner students are identified in red according to the CA Dashboard).

All students, including English Learners are included and encouraged to participate in available field trips, athletics, assemblies, clubs, and other extracurricular activities. 80% of our EL students responded favorably to questions related to student-centered and real-world experiences offered at Addams Elementary, which matches our general population's score according to our Fall Climate and Culture Survey.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

Compared to the 80% favorably score to the question related to student-centered and real-world experiences, our African American student groups scored significantly lower in this area, with a favorable response of only 71%.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English learner students by...

We are utilizing some of the Title I funds to add an additional Home School Liaison HSL to improve service and communication with the parents of our ELs.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by...

With 7090/7091 funds, we are also utilizing some of the 7091 funds for a HSL to improve services and communication with the families of our EL students. We also plan to use some 7090 funds for supplies to promote parent engagement.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Staff (Teachers, TSAs, Office Assistant, Office Manager) will support English Learners and their families through outreach, home visits, and other related services.
- Ensure clear communication regarding District Funded experiences to ensure access for all students.
- Translation services to communicate with parents regarding these experiences

With Title I funds we plan to support (Specific student group) by...

With Title I funds, we are funding five tutors with the ELF. We will ensure these tutors are trained on Culturally Responsive Teaching practices, so they can plan lessons in ways that connect to students' lives, especially our African American and Homeless student groups.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

With 7090/7091 funds, we are also utilizing some of the 7091 funds for a HSL to improve services and communication with the families of our student groups. We also plan to use some 7090 funds for supplies to promote parent engagement, promote acknowledgement of student growth and progress through award recognition efforts.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Provide PL opportunities to staff on Culturally Responsive Teaching practices.
- All students will be encouraged to engage in real-world learning activities and experiences
- HSL will contact the parents of those students who demonstrate low engagement
- SST process to identify students demonstrating low engagement
- Ensure SWD are receiving appropriate modifications/accommodations per their IEP
- Peer-to-peer mentoring services overseen by SSW

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0005 Addams Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Nc-Equipment			Hardware, software, and technology	10,000.00
G2A1	Sup & Conc	Instruction	Direct-Food			: Direct Food Services-students/staff/families	1,000.00
G2A1	Sup & Conc	Other Pupil Services	Cls Sup-Sup			Supplemental contracts for additional supervision (2340h)	49,172.00

$60,172.00

05/02/2024

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✔		35 %	2023-2024	25 %
Suspension Rate - Semester 1	✔	2.02 %	2.9 %	2023-2024	5.4 %
Suspension Rate - Semester 1 (African American)	✔		7.7 %	2023-2024	8.3 %
Suspension Rate - Semester 1 (Hispanic)	✔		2.1 %	2023-2024	5.1 %
Suspension Rate - Semester 1 (Homeless)	✔		7.4 %	2023-2024	11 %
Suspension Rate - Semester 1 (Socioeconomically Disadvantaged)	✔		3 %	2023-2024	5.6 %
Suspension Rate - Semester 1 (Students w/ Disabilities)	✔		7.8 %	2023-2024	11.9 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

- Monthly attendance incentives
- Increased opportunities for student engagement (dance, Peach Blossom, cheer, leadership club)
- Office Assistant completed attendance calls for chronically absent students
- Admin and HSL home visits
- Additional Office Assistant support
- Reviewed students with low attendance during TST meetings
- Quarterly reward lunch with admin for students with 95% or higher attendance rate
- Tier I school-wide attendance goal setting communicated to the school-wide community
- Spirit weeks (Red Ribbon Week, Kindness week, Winter Days, Read Across America)

Suspension

- Behavior expectations presented to all students by administration the first week of school and the first week of the spring semester
- Guidelines for success posted in all classrooms and common areas.

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

Key Factors that contributed to this disproportionality are:

Chronic Absenteeism -- although attendance has improved, in comparison to last year, it continues to

be an issue, in part, due to:

- Low parent support and follow through for student with chronic absenteeism
- Low participation at attendance meetings
- Emergency Card information and ATLAS not updated for all students

- Lack of access to services in the community
- High mobility (transient) of families
- Lack of transportation to and from school
- Psychosocial stressors impacting our students' families (homelessness, domestic violence, emergency shelter, substance abuse, etc.)

Suspensions:

- High percentage of students exposed to trauma
- High percentage of students exposed to homelessness
- Student transiency

- Utilization of Resource Counseling Assistant (RCA), and 2 Behavior Interventionists to support with social emotional and academic needs
- Monthly Climate and Culture Team meetings
- Consistent implementation of Class Meetings and Second Step lessons
- Additional Campus Safety Assistant (CSA)
- Weekly TST meetings to address concerns of at-risk students
- Continued development of a tiered support system to meet the needs of students both social emotionally and academically at the appropriate tiered level
- Continued professional learning around SEL for all staff
- Implementing a 3-Tiered system for identification of students with specific SEL needs according to
- specific criteria i.e., chronic absenteeism, project access identification, foster youth, and students with disabilities (SWD)
- Improve with consistency in following a 3-Tiered identification process to allocate appropriate resources i.e., School Social Worker, School Psychologist, School Restorative Practices Counselor and Tier 2 Intervention Specialist.
- Increased adult supervision via supplemental contracts for classified staff

- Psychosocial stressors impacting our students' families (homelessness, domestic violence, emergency shelter, substance abuse, etc.)
- Unmet and/or unidentified student needs

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

We were able to implement all actions as planned. In addition to that, we were able to add a second Campus Safety Assistant, additional Office Assistant support, a new Resource Counseling Assistant position, supplemental contracts to provide additional adult supervision during recesses and arrival/dismissal times, and for the second semester of the 23-24 school year, we were able to contract two Behavior Interventionists from The Stepping Stones Group to support with students in need of behavior or social emotional supports.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

We will continue funding and strengthen the additional supports mentioned in step 2.

Thanks to the Equity Multiplier Funds that we were recently awarded, the following supports will be added:

- School Social Worker
- Clinical School Social Worker
- Restorative Practices School Counselor
- Resource Counseling Assistant
- Paraprofessionals to support Kindergarten
- 10 Educational Leadership Foundation (ELF) Tutors)
- Supplemental time for Tutoring
- Digital Licenses
- Professional Development

Additionally, through the *Stronger Connections Grant* we have been awarded, a full-time Child Welfare and Attendance Specialist will be added to our staff to support families with meeting attendance goals.

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

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1 SSC - (Teacher/Staff, Parents, and Secondary Students).

During the school site council meetings, we reviewed budget, attendance, assessment data, and suggestions for the allocation of funds to best support all students. We utilized surveys to request SSC members' input on current actions and suggestions for

modifications to actions for next school year. The SSC's input was taken into consideration in the writing of Addams SPSA.

- **African American:** Increase access to mental health support (clinical school social worker on site)
- **Hispanic:** Increase access to mental health support (clinical school social worker on site)
- **Students with disabilities:** Increase access to mental health support (clinical school social worker on site)
- **Homeless:** Increase access to mental health support (clinical school social worker on site)
- **Socioeconomically Disadvantaged:** apply for scholarships for Kids for the Bay / Increase access to mental health support (clinical school social worker on site)

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2 ELAC:

During ELAC meetings, we have reviewed budget, attendance, assessment data, and suggestions for the allocation of funds to best support our English Learners. We utilized surveys to request ELAC members' input on current actions and suggestions for modifications to actions for next school year. The ELAC's input was taken into consideration in the writing of Addams SPSA.

African American

Hispanic

Students with disabilities

Homeless

Socioeconomically Disadvantaged

- **African American:** a program that could help address behavior problems/choices. Culturally responsive to help address the different cultural styles in responding to others. (Social worker)
- Parent meetings and support designed for African American families to offer support.
- **Hispanic:** Parent meetings and support designed for Hispanic families to offer support.
- **Students with disabilities:** More social emotional support for students and families. Tools and resources for students and parents from the school psychologist and social worker.
- **Homeless:** therapy; counseling support.
- **All:**
- Talk with the students to learn more about what might be happening to support them. Provide counseling or social emotional support to those students coming with problems.
- More social emotional support for students
- A comprehensive social emotional program that addresses bullying type behavior with access to opportunities where they can have activities, recreation, -- an outlet for their emotions. This would be part of consequences based on behavioral issues so they can learn how to deal with what is contributing to their behavioral choices.

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3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

During staff and ILT meetings, we have reviewed budget, attendance, assessment data, and suggestions for the allocation of funds to best support all students. We utilized surveys to request staff members' input on current actions and suggestions for modifications to actions for next school year. The staff's input was taken into consideration in the writing of Addams SPSA.

African American:

Increase access to mental health support (clinical school social worker on site)

Obtain PL on dealing with challenging behaviors and unmet needs for SEL support staff.

Hispanic:

Increase access to mental health support (clinical school social worker on site)

Obtain PL on dealing with challenging behaviors and unmet needs for SEL support staff.

Students with disabilities: Increase access to mental health support (clinical school social worker on site)

Obtain PL on dealing with challenging behaviors and unmet needs for SEL support staff.

Homeless:

Increase access to mental health support (clinical school social worker on site, as well as Project ACCESS services.)

Obtain PL on dealing with challenging behaviors and unmet needs for SEL support staff.

Socioeconomically Disadvantage:

Apply for scholarships for Kids for the Bay / Increase access to mental health support (clinical school social worker on site)

Obtain PL on dealing with challenging behaviors and unmet needs for SEL support staff.

Action 1

Title: Decrease Chronic Absenteeism

Action Details:

Addams Elementary will support and educate all stakeholders on the impact of attendance and how it correlates to academic achievement. Addams will continue to utilize a school wide incentive program to improve attendance rates for all students and implement a tiered system of support for our chronically absent students.

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

Explain the Progress Monitoring and data used for this Action

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

- Daily attendance ATLAS reports
- Power BI
- TST Meetings logs
- Attendance meetings (CWA)
- District quarterly reports on Chronically Absent Students
- DPI Attendance reports

Owner(s):

- TST members
- VPs
- TSA
- HSL
- CWA
- OA
- DPI funded site-based personnel (i.e., Tier II Intervention Specialist, RP Counselor)

Timeline:

- Daily attendance
- Monthly
- Quarterly
- At semester

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

- Targeted Support Team (TST) will work collaboratively with teachers to address the needs of students specific to groups i.e., homelessness, SWD, ELs.
- Student of the Month/Character Counts assemblies
- Professional Learning for site leaders and teachers focused on increasing student motivation and engagement in school.
- Attendance campaign with incentives to classrooms and students
- Materials and supplies to promote attendance and support student engagement (Assemblies and other engagement opportunities)
- Direct food services for student engagement and activities
- All students will be encouraged to participate in a broad range of arts, activities and athletics, including, but not limited to: clubs focused on leadership, art, music, dance, culture, drama and social events.
- Supplemental contracts for certificated and classified staff to instruct and supervise students during extracurricular activities.
- TSA to support SEL learning and implementation
- Technology to increase SEL learning and improve school climate & culture
- Supplemental contracts for babysitting and translation services
- Site funded School Social Worker (SSW) support
- Site funded Clinical School Social Worker to address psychosocial stressors impacting daily school attendance
- School Psychologist support
- Restorative Practices Counselor support
- Additional Office Assistant
- Additional Home School Liaison

- Mileage for staff reimbursement for educationally related travel
- Materials, supplies, and services to promote community building activities for staff
- Materials, supplies, and services to promote explicit SEL Instruction
- Purchase orders to outside vendors to support student/parent activities focused on improving attendance
- Graphics - direct services for additional materials such as certificates and other resources necessary to promote attendance
- Additional copy machines and printers to produce and promote extracurricular activities, attendance incentives, rewards, and community events.
- Consistent implementation of SEL Instruction - Second Step, Morning Meetings, Class Meetings
- Funds to provide Professional Learning on implementation of SEL instruction, including but not limited to travel expenses, conference fees, and materials and supplies.
- Schoolwide use of regulation/cool-down and student reflections, restorative conferences/circles, conflict mediation and participation in reentry circles (post suspension) facilitated by RP counselor.
- RP counselor providing coaching/consulting on building, affirming, and repairing relationships and culturally responsive and trauma informed practices aligned to restorative principles
- Additional Office Assistant or Home School Liaison HSL to provide support to parents and students
- Additional Campus Safety Assistant to provide increase the sense of safety for students
- Supplemental contracts for classified staff to provide additional adult supervision during recess, arrival, and dismissal times.
- Resource Counseling Assistant
- Re-engagement center
- Provide PL on dealing with challenging behaviors and unmet needs for SEL support staff.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 3 English learner students are identified in red according to the CA Dashboard).

All students, including English Learners are included and encouraged to participate in available field trips, athletics, assemblies, clubs, and other extracurricular activities. 80% of our EL students responded favorably to questions related to student-centered and real-world experiences offered at Addams Elementary, which matches our general population's score according to our Fall Climate and Culture Survey.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by...

We are utilizing some of the Title I funds to add an additional Home School Liaison HSL to improve service and communication with the parents of our ELs.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by...

With 7090/7091 funds, we are also utilizing some of the 7091 funds for a HSL to improve services and communication with the families of our EL students. We also plan to use some 7090 funds for supplies to promote parent engagement.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Staff (Teachers, TSAs, Office Assistant, Office Manager) will support English Learners and their families through outreach, home visits, and other related services.
- Ensure clear communication regarding District Funded experiences to ensure access for all students.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

Compared to the 80% favorably score to the question related to student-centered and real-world experiences, our African American student groups scored significantly lower in this area, with a favorable response of only 71%.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

With Title I funds, we are funding five tutors with the ELF. We will ensure these tutors are trained on Culturally Responsive Teaching practices, so they can plan lessons in ways that connect to students' lives, especially our African American and Homeless student groups.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

With 7090/7091 funds, we are also utilizing some of the 7091 funds for a HSL to improve services and communication with the families of our student groups. We also plan to use some 7090 funds for supplies to promote parent engagement, promote acknowledgement of student growth and progress through award recognition efforts.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Provide PL opportunities to staff on Culturally Responsive Teaching practices.
- All students will be encouraged to engage in real-world learning activities and experiences
- HSL will contact the parents of those students who demonstrate low engagement

- Translation services to communicate with parents regarding these experiences
- SST process to identify students demonstrating low engagement
- Ensure SWD are receiving appropriate modifications/accommodations per their IEP
- Peer-to-peer mentoring services overseen by SSW

Action 2

Title: Decrease Suspension Rate

Action Details:

Addams Elementary will implement a Multi-Tiered System of Support to integrate research-based district adopted programs to support best practices of Response to Intervention (RTI) and Social Emotional Learning (SEL) to decrease out-of-school suspension rates.

Addams Elementary will implement a tiered level of response to behavior incidents and a Character Counts building program to reduce suspension rates, lessen distractions for all learners, and enhance campus safety for all students. The Climate and Culture team will meet monthly to review data and determine actions to support a positive school climate as measured by data from the needs determined in Fall and Spring surveys of students, staff, and parents. A Resource Counseling Assistant will provide an alternative recess location to support students experiencing dysregulation, individual and small group social/emotional support, along with positive connections with an adult. A Restorative Practices School Counselor will provide conflict mediation between students experiencing harm or hurt in order to repair relationships both between their peers and/or with an adult on campus. Whenever it is safe, appropriate, and possible, responsive restorative processes will be used in lieu of suspension to support positive, ongoing relationships to interrupt incidences from escalating.

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

Explain the Progress Monitoring and data used for this Action

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

- ATLAS misbehavior and positive behavior entries
- Weekly Suspension data
- MAC/CHAMPS Implementation
- Student School Climate Survey
- Staff School Climate Survey
- Power BI on misbehaviors, suspensions, and expulsions
- Class Meeting Quarterly Documentation
- Second Step Quarterly Documentation
- Student Success Team process
- Student Behavior Plans and informal Behavior Contracts
- Climate and Culture Tier 1 Implementation Rubric ratings used to create SMART goals for the CCT (TH)
- Responsive Restorative Processes
- Re-entry Meetings
- Welcome Meetings
- District quarterly reports on Suspensions

Owner(s):

- Teachers
- Vice Principals
- CCT
- TSA
- Members of the Targeted Support Team (TST) including CSSW, SSW, and RPSC

Timeline:

- Implementation begins the first day of school and continues through June 2025
- Data will be reviewed monthly by the Climate & Culture Team and changes will be made to goals using the cycle of continuous improvement.

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

- Teachers will provide regular positive reinforcement including reward tickets, specific praise, and group rewards.
- Admin will provide support through noontime recognition, raffles, and quarterly assemblies.
- Bullying Prevention program, including but not limited to an assembly, lessons, spirit wear, incentives, rewards, rallies, etc.
- Bully prevention lessons will be taught during weekly class meetings during October of each year, and as necessary

- The CCT will continue to focus efforts on the Tier 1 Implementation Rubric to guide the work, focusing on elements such as belonging and student engagement (1.6) staff engagement (1.8) and creating and maintaining a positive relationships and student interactions (1.9) by sponsoring student events such Red Ribbon Week, Kindness Month, Character Counts! Weekly reminders of each pillar in daily announcements and dressing for the pillar color, staff connections before PLs, and staff participation events, all of which are measured by the Fall and Spring School Climate survey data.
- Spirit wear for all students and staff to promote a sense of belonging
- Welcome packet/tour for all students enrolled after the beginning of the school year
- School Social Worker, School Psychologists, Intervention Specialist, and RP counselor will provide behavioral support to struggling students through informal counseling as time permits.
- Individual behavioral contracts between teacher and students will be implemented on an as needed basis to provide behavioral support to struggling students.
- Materials, supplies, and services to provide rewards to students and promote student engagement
- Materials and supplies to support student emotional learning and emotional regulation.
- Graphics - direct services for additional materials such as certificates and other resources necessary to support engagement, safety, and behavioral and social emotional needs.
- Additional copy machine and copy machines' maintenance to provide printed materials that promote a positive school culture.
- Funds to provide students incentives focused on the 6 Pillars of Character including, but not limited to food, snack prizes, rallies, or assemblies, and other engagement opportunities
- Direct food services for student engagement and activities
- SEL Instruction - Second Step, Morning Meetings, Class Meetings
- Funds for Professional Learning on implementation of SEL instruction including, but not limited to, travel expenses, conference fees, food, materials, and supplies.
- Funds for Professional Learning on Trauma-Informed practices and Social Emotional Intervention strategies for social emotional support staff.
- Admin team will conduct classroom visits providing feedback to individual teachers and PLCs on the implementation of SEL instruction
- Schoolwide use of regulation/cool-down and student reflections, restorative conferences/circles, conflict mediation and participation in reentry circles (post suspension) facilitated by RP counselor
- Peer Mediation Peacemaking Program 4th-6th and funds for materials and incentives
- RP counselor providing coaching/consulting on building, affirming, and repairing relationships and culturally responsive and trauma informed practices aligned to restorative principles
- Additional Campus Safety Assistant to provide increase the sense of safety for students
- Supplemental contracts for classified staff to provide additional adult supervision during recess, arrival, and dismissal times.
- Resource Counseling Assistant
- Re-engagement center
- Funds to contract outside vendors for Behavior Interventionists and Mentoring support

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 3 English learner students are identified in red according to the CA Dashboard).

As of February 22, 2024, 1.6 percent of our English Learners student group has been suspended at least once, which is significantly better than the suspension rate of All students at 3.4%.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by...

We are going to use our Title I monies to fund five tutors with the Educational Leadership foundation. This will allow us to use some of our categorical monies to fund a site-based School Social Worker to support in identifying psychosocial factors impacting English Learner student unmet needs. Additionally, the School Social Worker will recruit EL students to participate in the Peer-to-Peer Mentoring program which supports increasing student belonging and connectedness to school.

We are utilizing some of the Title I funds to add an additional Home School Liaison HSL to improve service and communication with the parents of our ELs.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

- According to the CA Dashboard, 2023, the Homeless student population is performing at the lowest level in area of suspension rate (12.1%); however, Addams Elementary is making significant progress showing a suspension rate of 8.33% as of 2/16/24.

- According to the CA Dashboard, 2023, the African American student population is performing at the lowest level in area of suspension rate (9.3%); however, Addams Elementary is making progress showing a suspension rate of 6.76% as of 2/16/24.

- According to the CA Dashboard, 2023, the SED student population is performing at the lowest level in area of suspension rate (6.6%); however, Addams Elementary is making significant progress showing a

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by...

With 7090/7091 funds, we are also utilizing some of the 7091 funds for a HSL to improve services and communication with the families of our EL students. We also plan to use some 7090 funds for supplies to promote parent engagement.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

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

suspension rate of 3.24% as of 2/16/24.

- According to the CA Dashboard, 2023, the Hispanic student population is performing at the lowest level in area of suspension rate (6.1%); however, Addams Elementary is making significant progress showing a suspension rate of 2.6% as of 2/16/24.

- According to the CA Dashboard, 2023, the students with disabilities student population is performing at the lowest level in area of suspension rate (12.9%); however, Addams Elementary is making progress showing a suspension rate of 8.33% as of 2/16/24.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

We will be utilizing some of our Title I funds to support individual and group counseling focused on building social emotional competencies and coping strategies to be conducted by our School Social Worker.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

With 7090/7091 funds, we are also utilizing some of the 7091 funds for a HSL to improve services and communication with the families of our student groups. We also plan to use some 7090 funds for supplies to promote parent engagement, promote acknowledgement of student growth and progress through award recognition efforts.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Suspension Rate – AA

- Target students with multiple suspensions
- Intervention Specialist will support Tier II students
- RP Counselor to conduct re-entry meetings
- AA will participate in Tier 2 and 3 behavior interventions, as necessary.
- Welcome meetings for all incoming students after the beginning of the school year
- Reengagement center to provide alternative to suspension solutions
- Peer-to-peer mentorship overseen by our site funded SSW
- Family Engagement Hour focusing on improving student engagement
- Support our School Social Worker with positive behavior incentives for shaping student behavior to increase student engagement and reduce suspension related behaviors.

Suspension Rate – Hispanic

- Target students with multiple suspensions
- Intervention Specialist will support Tier II students
- RP Counselor to conduct re-entry meetings
- AA will participate in Tier 2 and 3 behavior interventions, as necessary.
- Welcome meetings for all incoming students after the beginning of the school year
- Reengagement center to provide alternative to suspension solutions

- Peer-to-peer mentorship overseen by our site funded SSW
- Family Engagement Hour focusing on improving student engagement
- Support our School Social Worker with positive behavior incentives for shaping student behavior to increase student engagement and reduce suspension related behaviors.

Suspension Rate – Homeless

- Target students with multiple suspensions
- Intervention Specialist will support Tier II students
- RP Counselor to conduct re-entry meetings
- AA will participate in Tier 2 and 3 behavior interventions, as necessary.
- Welcome meetings for all incoming students after the beginning of the school year
- Reengagement center to provide alternative to suspension solutions
- Peer-to-peer mentorship overseen by our site funded SSW
- Family Engagement Hour focusing on improving student engagement
- Support our School Social Worker with positive behavior incentives for shaping student behavior to increase student engagement and reduce suspension related behaviors.

Suspension Rate – SED

- Target students with multiple suspensions
- Intervention Specialist will support Tier II students
- RP Counselor to conduct re-entry meetings
- AA will participate in Tier 2 and 3 behavior interventions, as necessary.
- Welcome meetings for all incoming students after the beginning of the school year
- Reengagement center to provide alternative to suspension solutions
- Peer-to-peer mentorship overseen by our site funded SSW
- Family Engagement Hour focusing on improving student engagement
- Support our School Social Worker with positive behavior incentives for shaping student behavior to increase student engagement and reduce suspension related behaviors.

Suspension Rate – SWD

- Target students with multiple suspensions
- Intervention Specialist will support Tier II students
- RP Counselor to conduct re-entry meetings
- AA will participate in Tier 2 and 3 behavior interventions, as necessary.
- Welcome meetings for all incoming students after the beginning of the school year
- Reengagement center to provide alternative to suspension solutions
- Peer-to-peer mentorship overseen by our site funded SSW
- Family Engagement Hour focusing on improving student engagement
- Support our School Social Worker with positive behavior incentives for shaping student behavior to increase student engagement and reduce suspension related behaviors.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0005 Addams Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	1.0000		73,459.00

$73,459.00

05/02/2024

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✔	67.34 %	86.9 %	2023-2024	92 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Addams Elementary School implemented the following actions:

- Addams Elementary provided professional learning for staff on the following areas: SBAC Claims and Targets, Interim Assessments, Restorative Practices, Foundational Skills, Social Emotional Learning, Professional Learning Communities (PLC+), trauma-informed teaching practices, English Language Development, Next Gen Math, Science Adoption Training, and Early Learning with the Lit Six, Literacy Walks.
- Monthly birthday celebrations; staff celebrations
- Sunshine Club
- Climate and Culture Team
- Opportunities for teachers to have supplemental contracts for tutoring and to provide extracurricular activities for student (Dance, Minecraft, Lego Club, Peach Blossom,
- Quarterly substitute release time for planning
- Ensuring year 1 and year 2 teachers receive induction support

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

Key Factors that contributed to this disproportionality are:

A great number of students in upper grades (4-6) are not reading at grade level and our teachers do not have the time nor the training to teach the literacy skills students should have learned in primary grades.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

We were able to implement our instructional program as planned, and thanks to the Literacy Coaches and Reading Specialists Program Grant, we able to add the following additional supports for our teaching staff:

- 14 Tutors from The Educational Leadership Foundation placed in grades K to 2nd.
- Lit Six Professional Development with Nancy Akhavan focused on building teachers' capacity to provide early literacy instruction through Literacy Walks.
- 3 AmeriCorps Tutors providing one-on-one intensive reading intervention in grades K and 3rd.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

We will continue providing learning opportunities for our staff focusing on building their capacity to provide students with high-quality instruction in all areas and to build meaningful relationships with them. For next year, we will strengthen our focus on opportunities for teachers to enhance the teaching of Mathematics and writing. We will also provide more opportunities for teachers to observe and learn from each other.

Thanks to the Equity Multiplier Funds that we were recently awarded, the following supports will be added:

- School Social Worker
- Clinical School Social Worker
- Restorative Practices School Counselor
- Resource Counseling Assistant
- Paraprofessionals to support Kindergarten
- 10 Educational Leadership Foundation (ELF) Tutors
- Supplemental time for Tutoring
- Digital Licenses
- Professional Development

Additionally, through the *Stronger Connections Grantt* we have been awarded, a full-time Child Welfare and Attendance Specialist will be added to our staff to support families with meeting attendance goals.

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

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
During the school site council meetings, we reviewed budget, attendance, assessment data, and suggestions for the allocation of funds to best support all students. We utilized surveys to request SSC members' input on current actions and suggestions for modifications to actions for next school year. The SSC's input was taken into consideration in the writing of Addams SPSA. Some of the suggestions made by SSC members were: - Having teachers in the classroom, not substitutes - Supplemental contracts to teachers for tutoring after school	During ELAC meetings, we have reviewed budget, attendance, assessment data, and suggestions for the allocation of funds to best support our English Learners. We utilized surveys to request ELAC members' input on current actions and suggestions for modifications to actions for next school year. The ELAC's input was taken into consideration in the writing of Addams SPSA. Some of the suggestions made by SSC members were: - Having more bilingual staff including Punjabi; having bilingual paraprofessional to assist in the classroom- this helps them to learn much faster.	During staff and ILT meetings, we have reviewed budget, attendance, assessment data, and suggestions for the allocation of funds to best support all students. We utilized surveys to request staff members' input on current actions and suggestions for modifications to actions for next school year. The staff's input was taken into consideration in the writing of Addams SPSA. Some of the suggestions made by SSC members were: - Secure sub release time for planning days for the four quarters

Action 1

Title: Staff Training and Support

Action Details:

Addams Elementary will provide high-quality professional learning to all staff to build their capacity, empower them, and promote higher teacher efficacy. Various support and resources will be provided to assist our staff and to increase retention. At the same time, we will increase our efforts to provide opportunities for staff to engage in schoolwide activities and events to promote a sense of community and belonging.

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

Explain the Progress Monitoring and data used for this Action

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

- IAchieve Staff Learning Reports
- Site Professional Learning Attendance Reports
- Site-based Surveys
- Climate and Culture survey
- Sunshine Club Membership
- Classroom Walkthroughs and Feedback
- Academic coach feedback

Owner(s):
- Principal
- Vice Principal
- ILT
- District Coaches
- Academic Coach
- CCT

Timeline:
- Ongoing

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

- Provide professional learning in: SBAC Claims and Targets, Interim Assessments, Foundational Skills, Professional Learning Communities, Common Core State Standards, Math fluency, Mathematical Practices, Writing, Restorative Practices, Social Emotional Learning, Culture and Climate improvement, Gifted and Talented Education (GATE), Exemplary Physical Education Curriculum (EPEC), Cultural Proficiency, and Blended Learning
- Ensure access to our Guaranteed and Viable Curriculum - ELA and Go Math - resources and materials
- Online resources such as software and licenses including, but not limited to Raz-Kids, Scholastic, Reflex math, Next Gen Math, Imagine Learning, IXL, and other digital means.
- Professional Development Services, including but not limited to Ed Elements, Solution Tree, Standards Institute, Special Education, and others.
- Supplemental contracts for certificated and classified employees to attend professional development meetings
- Supplemental contracts for teacher planning
- Substitutes to provide release time to teachers for planning, testing, data chats, SSTs, IEPs, BAS assessments, and to attend professional learning opportunities
- Materials and supplies that support professional learning including but not limited to textbooks, office supplies, food, graphics, and technology, conference fees, etc.
- Materials to replenish the TK-6th grade Science kits for hands-on and lab experiments
- Services to facilitate professional learning opportunities including but not limited to speakers, consultants, travel expenses, conference fees, etc.
- Technology to support delivery of professional learning
- Funds to provide community building activities for all staff members
- Direct maintenance and repairs
- Direct Services for Food services

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

The English Learner student population is performing at the lowest level in areas of English Language Arts (ADS -103.5) and Mathematics (ADS 102.9).

- We are supporting teachers by using some of our Title I monies to fund five tutors with the Educational Leadership Foundation. These will allow us to use some of our categorical funds to fund a site-based School Social Worker to support in identifying psychosocial factors impacting English Learner student

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- The English Learner student population is performing at the lowest level in areas of English Language Arts (ADS -103.5) and Mathematics (ADS 102.9)
- The students with disabilities group is performing at the lowest level in Mathematics (ADS -178.7)
- According to the CA Dashboard, 2023, the Homeless student population is performing at the lowest level in area of suspension rate (12.1%); however, Addams Elementary is making significant progress showing a suspension rate of 8.33% as of 2/16/24.

unmet needs. Additionally, the School Social Worker will recruit EL students to participate in the Peer-to-Peer Mentoring program which supports increasing student belonging and connectedness to school. We hope that this support will promote EL students' academic progress.

- We are utilizing some of the Title I funds to add an additional Home School Liaison HSL to improve service and communication with the parents of our ELs.
- With 7090/7091 funds, we are also utilizing some of the 7091 funds for a HSL to improve services and communication with the families of our EL students. We also plan to use some 7090 funds for supplies to promote parent engagement.
- As a site, we aim to ensure we have consistent and frequent professional learning opportunities for certificated and classified staff around best practices to help English Learners develop English Language proficiency.
- We plan to seek ELPAC training for all teachers and tutors working with EL students

- According to the CA Dashboard, 2023, the African American student population is performing at the lowest level in area of suspension rate (9.3%); however, Addams Elementary is making progress showing a suspension rate of 6.76% as of 2/16/24.
- According to the CA Dashboard, 2023, the SED student population is performing at the lowest level in area of suspension rate (6.6%); however, Addams Elementary is making significant progress showing a suspension rate of 3.24% as of 2/16/24.
- According to the CA Dashboard, 2023, the Hispanic student population is performing at the lowest level in area of suspension rate (6.1%); however, Addams Elementary is making significant progress showing a suspension rate of 2.6% as of 2/16/24.
- According to the CA Dashboard, 2023, the students with disabilities student population is performing at the lowest level in area of suspension rate (12.9%); however, Addams Elementary is making progress showing a suspension rate of 8.33% as of 2/16/24.
- We are supporting teachers by using some of our Title I monies to fund five tutors with the Educational Leadership Foundation. These will allow us to use some of our categorical funds to fund a site-based School Social Worker to support in identifying psychosocial factors impacting identified students' unmet needs. Additionally, the School Social Worker will recruit students from our EL, SWD, SED, AA, Homeless, and Hispanic student groups to participate in the Peer-to-Peer Mentoring program which supports increasing student belonging and connectedness to school. We hope that this support will promote all students' academic progress.
- We are utilizing some of the Title I funds to add an additional Home School Liaison HSL to improve service and communication with the parents of our EL, SWD, SED, AA, Homeless, and Hispanic student groups.
- With 7090/7091 funds, we are also utilizing some of the 7091 funds for a HSL to improve services and communication with the families of our student groups. We also plan to use some 7090 funds for supplies to promote parent engagement, promote acknowledgement of student growth and progress through award recognition efforts.
- As a site, we aim to ensure we have consistent and frequent professional learning opportunities for certificated and classified staff around best practices to address the specific needs of our low performing groups (EL, SWD, SED, AA, Hispanic, and Homeless)
- Ensure we allocate funds to provide on-site and off-site opportunities for high quality professional learning for all staff.
- Ensure that students from our low performing groups (EL, SWD, SED, AA, Hispanic, and Homeless) are aware and have access to additional resources (SORA, tutor.com, Raz-Plus, F.I.R.S.T, Reflex Math, iReady, Khan Academy, and others)
- Provide more community building opportunities to increase the sense of belonging for all staff.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0005 Addams Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Direct-Maint			Maintenance of technology and other site needs	2,000.00
G4A1	LCFF: EL	Instruction	Teacher-Supp			Teacher supplemental contracts (tutoring, PL, EC act.)	46,588.00

$48,588.00

05/02/2024

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✔	81.9 %	87.6 %	2023-2024	88.7 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Addams Elementary has consistently provided multiple opportunities for families to engage in activities that promote student success:

- Student Academics: Parent/Teacher Conferences, SSTs, IEPs, Parent Meetings (Parent Engagement Hours), ELAC, and School Site Council (SSC).
- Parent Learning Opportunities (Parent University), Study Trips (Chaperones), Open House, ELAC and SSC.
- Student Engagement: Academic Awards, Student of the Month Celebrations, Community Building
- Celebratory Weeks (Red Ribbon Week, Literacy Week, Kindness Week, Black History Week), Read Across America, Clubs, Athletics, Music Education, Winter, and Spring Performances, etc.
- Weekly parent updates via ParentSquare.
- Monthly parent engagement hours were held with parents' input on topics

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

Key Factors that contributed to this disproportionality are:

We still have low parent participation in activities designed to increase parent involvement (parent engagement hours, ELAC).

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

All actions were implemented as planned.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

We will strengthen our efforts to increase parent participation by providing more incentives for our parents to attend our meetings.

Thanks to the Equity Multiplier Funds that we were recently awarded, the following supports will be added:

- School Social Worker
- Clinical School Social Worker
- Restorative Practices School Counselor
- Resource Counseling Assistant
- Paraprofessionals to support Kindergarten
- 10 Educational Leadership Foundation (ELF) Tutors)
- Supplemental time for Tutoring
- Digital Licenses
- Professional Development

Additionally, through the *Stronger Connections Grant* we have been awarded, a full-time Child Welfare and Attendance Specialist will be added to our staff to support families with meeting attendance goals.

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

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
During the school site council meetings, we reviewed budget, attendance, assessment data, and suggestions for the allocation of funds to best support all students. We utilized surveys to request SSC members' input on current actions and suggestions for modifications to actions for next school year. The SSC's input was taken into consideration in the writing of Addams SPSA. Some of the suggestions made by SSC members were: - Provide more opportunities for parent and community involvement such as father-daughter/ mother -son dances, talent show, carnivals, breakfast with grandparents, etc.	During ELAC meetings, we have reviewed budget, attendance, assessment data, and suggestions for the allocation of funds to best support our English Learners. We utilized surveys to request ELAC members' input on current actions and suggestions for modifications to actions for next school year. The ELAC's input was taken into consideration in the writing of Addams SPSA. - Increased communication between teachers and parents regarding student's progress and needs; also, communication between tutors and parents to know of students' progress.	During staff and ILT meetings, we have reviewed budget, attendance, assessment data, and suggestions for the allocation of funds to best support all students. We utilized surveys to request staff members' input on current actions and suggestions for modifications to actions for next school year. The staff's input was taken into consideration in the writing of Addams SPSA. - Increasing the availability of translation services to be able to communicate with those parents who do not speak English.

Action 1

Title: Create a Positive Family-Oriented Community

Action Details:

Addams Elementary will provide parent and family engagement opportunities to foster a positive culture where families feel welcomed and included in the decision-making process that promotes academic progress and culturally inclusive practices.

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
• Panorama parent Climate Culture Survey • Panorama student Climate Culture Survey • Parent meetings agendas and attendance • SSTs • Attendance meetings	• Home School Liaison • Vice Principals • School Social Worker • Child Welfare and Attendance Specialist	• Fall and Spring Parent Culture and Climate Survey • Quarterly progress markers

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

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

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

The English Learner student population is performing at the lowest level in areas of English Language Arts (ADS - 103.5) and Mathematics (ADS 102.9).

We are utilizing some of the Title I funds to add an additional Home School Liaison HSL to improve service and communication with the parents of our ELs.

With 7090/7091 funds, we are also utilizing some of the 7091 funds for a HSL to improve services and communication with the families of our EL students. We also plan to use some 7090 funds for supplies to promote parent engagement, promote acknowledgement of student growth and progress through award recognition efforts

- Translation services for parents of English Learners
- ParentSquare feature that allows for all communications to be translated in the parent's preferred language.
- Monthly Parent Engagement Hours
- Childcare services for parent engagement meetings

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- According to the CA Dashboard, 2023, the English Learner student population is performing at the lowest level in areas of English Language Arts (ADS -103.5) and Mathematics (ADS 102.9)
- According to the CA Dashboard, 2023, the students with disabilities group is performing at the lowest level in Mathematics (ADS -178.7)
- According to the CA Dashboard, 2023, the Homeless student population is performing at the lowest level in area of suspension rate (12.1%); however, Addams Elementary is making significant progress showing a suspension rate of 8.33% as of 2/16/24.
- According to the CA Dashboard, 2023, the African American student population is performing at the lowest level in area of suspension rate (9.3%); however, Addams Elementary is making progress showing a suspension rate of 6.76% as of 2/16/24.
- According to the CA Dashboard, 2023, the SED student population is performing at the lowest level in area of suspension rate (6.6%); however, Addams Elementary is making significant progress showing a suspension rate of 3.24% as of 2/16/24.
- According to the CA Dashboard, 2023, the Hispanic student population is performing at the lowest level in area of suspension rate (6.1%); however, Addams Elementary is making significant progress showing a suspension rate of 2.6% as of 2/16/24.
- According to the CA Dashboard, 2023, the students with disabilities student population is performing at the

lowest level in area of suspension rate (12.9%); however, Addams Elementary is making progress showing and suspension rate of 8.33% as of 2/16/24.

- We are utilizing some of the Title I funds to add an additional Home School Liaison HSL to improve service and communication with the parents of our EL, SWD, SED, AA, Homeless, and Hispanic student groups.
- With 7090/7091 funds, we are also utilizing some of the 7091 funds for a HSL to improve services and communication with the families of our student groups. We also plan to use some 7090 funds for supplies to promote parent engagement, promote acknowledgement of student growth and progress through award recognition efforts.
- Ensure monthly SST meetings to address the needs of struggling students, especially those from our low performing groups (EL, SWD, SED, AA, Homeless, and Hispanic)
- Ensuring consistent communication with all parents, especially those from our low performing groups (EL, SWD, SED, AA, Homeless, and Hispanic).
- Increasing opportunities for parent engagement during and after school hours.
- Site-based School Social Worker to support in identifying psychosocial factors impacting identified students' unmet needs. Additionally, the School Social Worker will recruit students from our EL, SWD, SED, AA, Homeless, and Hispanic student groups to participate in the Peer-to-Peer Mentoring program which supports increasing student belonging and connectedness to school. We hope that this support will promote all students' academic progress.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0005 Addams Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Supplemental Contracts - Babysitting/Translating	2,928.00
G5A1	Sup & Conc	Instruction	Equip Lease			Ricoh Lease	25,000.00
G5A1	Sup & Conc	Instruction	Cons Svc/Oth			Pro-Screen, Corwin, Fun Works : School Beautification and Community Building	30,000.00
G5A1	Sup & Conc	Instructional Supervision & Admi	Equipment			: Golf cart to support community engagement events.	20,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			: Supplies to promote Parent Engagement	5,000.00
G5A1	LCFF: EL	Attendance & Social Work Servic	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Parent outreach and support	77,058.00
G5A1	LCFF: EL	Attendance & Social Work Servic	Local Mileag			Mileage for HSL, Admin, and other staff	500.00

$160,486.00

05/02/2024

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0005 Addams Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : 10 Tutors (Math, ELA, and ELD Support) split with EM Funds	95,892.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics - awards, academic, SEL, community	5,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support academics	88,591.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support academics	10,206.00
G2A1	Sup & Conc	Instruction	Nc-Equipment			Hardware, software, and technology	10,000.00
G2A1	Sup & Conc	Instruction	Direct-Food			: Direct Food Services-students/staff/families	1,000.00
G2A1	Sup & Conc	Other Pupil Services	Cls Sup-Sup			Supplemental contracts for additional supervision (2340h)	49,172.00
G3A1	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	1.0000		73,459.00
G4A1	Sup & Conc	Instruction	Direct-Maint			Maintenance of technology and other site needs	2,000.00
G4A1	LCFF: EL	Instruction	Teacher-Supp			Teacher supplemental contracts (tutoring, PL, EC act.)	46,588.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Supplemental Contracts - Babysitting/Translating	2,928.00
G5A1	Sup & Conc	Instruction	Equip Lease			Ricoh Lease	25,000.00
G5A1	Sup & Conc	Instruction	Cons Svc/Oth			Pro-Screen, Corwin, Fun Works : School Beautification and Community Building	30,000.00
G5A1	Sup & Conc	Instructional Supervision & Admir	Equipment			: Golf cart to support community engagement events.	20,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			: Supplies to promote Parent Engagement	5,000.00
G5A1	LCFF: EL	Attendance & Social Work Servic	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Parent outreach and support	77,058.00
G5A1	LCFF: EL	Attendance & Social Work Servic	Local Mileag			Mileage for HSL, Admin, and other staff	500.00
							$542,394.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$98,820.00
Sup & Conc	7090	$309,222.00
LCFF: EL	7091	$134,352.00
Grand Total		**$542,394.00**

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	$199,689.00
G2 - Expand student-centered and real-world learning experiences	$60,172.00
G3 - Increase student engagement in their school and community	$73,459.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	$48,588.00
G5 - Increase inclusive opportunities for families to engage in their students' education	$160,486.00
Grand Total	**$542,394.00**

05/02/2024