

Addicott Elementary

10621666006068

Principal's Name: Tess Reid

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					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Tess Reid	X				
2. Chairperson - Kacie Johnson		X			
3. Secretary - Monica Villanueva			X		
4. Vice Chairperson – Shaun Albert		X			
5. America Rocha				X	
6. Yeraldine Martinez				X	
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below: N/A
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name: Addicott Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Tess Reid		May 3, 2024
SSC Chairperson	KACIE JOHNSON		5-3-24

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

Addicott - 0553

ON-SITE ALLOCATION

3010	Title I	\$5,535 *
7090	LCFF Supplemental & Concentration	\$17,179
7091	LCFF for English Learners	\$7,776

TOTAL 2024/25 ON-SITE ALLOCATION

\$30,490

* 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	\$164
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Remaining Title I funds are at the discretion of the School Site Council	\$5,371
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Total Title I Allocation	\$5,535
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Addicott School 2024-2025 - SPSA - AMENDED 5/3/2024

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	-229 pts	2023-2024	5 pts
SBAC Math - Average distance from standard	✓	0 pts	-256.8 pts	2023-2024	5 pts

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.

Action 1: Teacher Training Implementation: Two Teacher Release days were provided in Fall and Spring of the current school year and one additional day to plan for the 2023-2024 and 2024-2025 school years.

Effectiveness: In Fall, 2023, teachers were able to co-plan and create a yearlong, standards-based scope and sequence for all grade levels, preschool through 8th grade. Teachers were also given the opportunity to observe literacy instruction in a variety of special day classrooms using the Literacy Instructional Practice Guide. Teachers shared their learnings and moving forward should incorporate the best practices observed for literacy instruction into their own professional teaching practices with Addicott students. Teachers were also provided with a third opportunity for professional learning to conduct literacy walks with the principal in Spring, 2024 for grades 3-8th, while teachers in grades preschool through 1st received professional learning on Literacy Instruction for Students with Significant Intellectual Disabilities.

Action 2: Improve Digital Literacy Through Technology Implementation: Wheelchair mounts and iPads were purchased for teachers to stream instructional content from their promethean board to students' person including wheelchairs and other locations so students' can better access academic content. Students also use iPads to communicate learning and understanding, express ideas and needs to their teachers and other service providers with adult support. Teachers were instructed to use the GVC and supplemental curriculums to meet students' academic needs within the core content curriculum. Teachers engaged in a book study involving creating and using proficiency scales to measure student learning and

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

Action 1, Action 3, and Action 5- Addicott teachers need better understanding of the full scope of the provision of ELD for students with significant learning needs as well as their role as special education case managers in the redesignation procedures within the IEP process. Additionally, teachers need more support with literacy instruction for students with significant intellectual disabilities/learning needs, as well as literacy strategies that integrate the ELD standards into instruction in all content areas. A third contributing factor is the lack of consistency around data collection of EL student work and lack of consistency in focused work on supporting English Learners within PLC work; some students made growth in ELD, others did not. Teacher reaction to and implementation of the EL guidelines has been mixed and unequal. As every teacher of a student identified as an English Learner must discuss redesignation as part of the IEP process, teachers will need and receive additional guidance and training on the EL redesignation process as required by the California Department of Education to possibly increase the number of Addicott students redesignated; currently that number is zero. For the 2024-2025 school year, more intensive teacher training/coaching and support for direct and embedded ELD support for students designated as English Learners is necessary and will be provided.

Action 1, Action 3 and Action 5: Teachers understand the utilization and strategies for measuring student learning and understanding and will continue to need support over the next school year alongside student data collection connected to student teaching. Teachers also continue to need support with linking assessment data to instructional planning, design, and delivery, including for students identified as English

understanding; most were able to successfully create, model and implement their proficiency scales within their respective classrooms.

Effectiveness: Some Addicott teachers are using the mounts and more technology with students and have been observed engaging them during instruction using the iPads and wheelchair mounts. Students are provided with errorless learning opportunities as well as one and two choices to demonstrate comprehension or understanding or identification of content. Students have also been observed actively engaging in the teaching and learning process, in most classrooms on campus. Student engagement differs across our campus depending on students' medical/health capacity and vitality, as well as the content being taught.

Teacher usage and follow through with iPad and other technology use in the classroom varies widely across the Addicott classrooms and campus, the result of which is varied student engagement and learning. The inability to cast content from the Promethean Board to iPads directly has also been a hinderance to student engagement using these technologies. Additional teacher and staff training on the iPad and corresponding instructional applications (apps) are needed to help students communicate their learning, help teachers provide access to academic and other content, and support the learning needs of 21st Century learners.

Action 3: Standards Based Instruction for All Students Implementation - Since the 2023-2024 school year, teachers have been instructed to assess students in all required state testing areas except for those excluded by the IEP process which is approximately 3 percent of our student population. Since that time, we have begun to see small, meaningful academic growth as measured by the California Dashboard. Teachers were also provided with the California Practitioner's Guide for Educating English Learners with Disabilities as well as professional learning around the unique characteristics of our English Learning Addicott students.

Effectiveness - In the area of Mathematics, Addicott student achievement increased by 70.2 points, 256.8 points below standard. For English Language Arts, Addicott student achievement increased by 82.8 points, 229 points below standard. Time was set aside for the PLC process which was lead by Instructional Leads for the most part.

Action 4: Institute an ELAC Committee in Support of English Learners Implementation - During Fall, 2023, Addicott was notified that we did not have the required number of students (21) to require an ELAC committee, so this action was suspended upon notification from the EL Services.

Effectiveness: N/A

Action 5: Provide Targeted Instruction for English Learners Implementation In working with teachers over the course of the 2023-2024 school year, we were able to accomplish a yearlong scope-and-sequence for teaching the common core standards as well as identify, practice and use three common assessments for our students including one curriculum based assessment in ULS benchmark assessments, teacher-made/curriculum-based measures, and the CAA assessments of Math and English Language Arts.

Effectiveness: While some teachers are employing ELD strategies within their professional teaching practices, to date, we have been unable to provide targeted instruction for English Learning students with fidelity, in all classrooms. However, supplemental ELD curriculum has been purchased for all classrooms and will be utilized throughout the 2024-2025 school year which teachers will be trained on during PLCs next year and expected to implement in all classrooms. Therefore, there is no evidence at this time.

Learners.

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).

There are no major differences between the intended and actual implementation of budget expenditures for Goal 1. A statement of the actual implementation of actions is discussed above for each Action related to Goal 1.

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.

- For the 2024-2025 school year, the following changes will be made:
- PLC minutes will be reviewed. Classroom walks, coaching, and continuous feedback cycles for teachers will provide evidence of standards-based instruction with visible learning targets and student learning assessments used on an ongoing basis as a regular part of the teaching and learning process.
- To understand students' strengths and support their academic achievement needs, as well as other adaptive or functional needs, teachers will engage in a yearlong book study and provided with ongoing professional learning centered on planning, designing, and delivering standards-based instruction with clarity to create learning intentions and success criteria for organized and effective instruction.
- Teachers will use a district/curriculum provided lesson plan to design and plan daily, standards-based lesson with learning targets, success criteria and student evidence of learning.
- Teachers will receive enhanced training on teaching, learning, and assessing students using technology.
- Teachers will receive coaching and Professional Learning on best practices for literacy instruction and strategies for integrating ELD within and across the common core standards.
- Teachers will receive direct coaching for literacy instruction for students with disabilities.
- Paraprofessionals and teachers will receive side-by-side professional learning/training to the greatest extent possible.

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).

The School Site Council shared ideas for needs assessment for SPSA development that included literacy, academics, communication, parent and community engagement.

2 ELAC:

No ELAC Committee or Committee Meetings.

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

All certificated and classified staff received a copy of the current SPSA. Initial feedback to the 2024-2025 SPSA centered on the need for adaptive/functional goals for students, greater collaboration between admin and paraprofessionals and the need for enhanced teacher training. Administration subsequently met with 6 of 8 teachers and received additional input on the SPSA draft in terms of edits. Teachers then collaborated and provided a written draft of potential edits to the SPSA and to Administration for consideration in the development of the SPSA.

Action 1

Title: English Learner Redesignation

Action Details:

Addicott School will focus on developing literacy strategies that integrate the ELD standards into instruction in all content areas. Supports and interventions will be based on the needs of English learning students and data trends. All teachers will be introduced to the new California English Learners Common Core Companion and receive training on instructional strategies for embedding ELD standards in all content areas. Teachers will plan and design daily lessons involving listening, speaking/communication, reading and writing with adult scribe support to ensure students are developing literacy skills and an awareness of how English/Language works. Daily Lessons will be aligned with the California English learners Common Core Companion. Student achievement toward English proficiency will be monitored by the assigned case manager/teacher on a quarterly basis with progress documented and shared within PLCs for review and additional support identification. All English Learning students will receive integrated and designated instruction to meet their academic needs. Students will receive instruction from teachers trained on the English learner standards. All Addicott teachers will receive training on the EL redesignation process for students with IEPs. ALL students designated as English Learning will be assessed by the assigned case manager/teacher on the Alternative ELPAC assessment. All Addicott English Learning students with IEPs will have a minimum of one IEP goal specifically identifying students' current/present level of English Language development. Parents will receive progress monitoring data related to EL students' English development and proficiency acquisition at least twice per year from the classroom teacher/case manager.

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

All teachers will be introduced to the new California English Learners Common Core Companion and receive training on instructional strategies for embedding ELD standards in all content areas.

Owner(s):

Teachers, Literacy Coach, Principal

Timeline:

August 2024

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

Teachers will use daily lessons involving listening, speaking/communication, reading and writing with adult scribe support to ensure students are developing literacy skills and an awareness of how English/Language works.

Owner(s):

Teachers, Literacy Coach

Timeline:

Daily beginning August 19, 2024.

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

Student achievement toward English proficiency will be monitored by the assigned case manager/teacher on a quarterly basis with progress documented and shared within the PLC for review and additional support identified.

Owner(s):

Teachers, Literacy Coach, ILT

Timeline:

Quarterly

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

All English Learning students will receive integrated and designated instruction to meet their academic needs. Students will receive instruction from teachers trained on the English learner standards, and literacy instruction best practices.

Owner(s):

Teachers, Literacy Coach

Timeline:

Daily beginning August 19, 2024.

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

All Addicott teachers will receive training on the EL redesignation process for students with IEPs as part of the professional learning from the review of the Claifornia Practitioner's Guide for Educating English Learners.

Owner(s):

Literacy Coach, Principal, GLA

Timeline:

October 2024

Details: Explain the data which will specifically monitor progress toward each indicator target All Addicott EL students with IEPs will have a minimum of one IEP goal that specifically identifies the students current/present level of English development as well as a written statement of special education and related services to be provided designed to assist the student with acquiring English at the next highest level of English proficiency.	Owner(s): Teachers/IEP Case Manager	Timeline: Mnimum of 1 x per year.
Details: Explain the data which will specifically monitor progress toward each indicator target Parents will receive progress monitoring data related to EL students' English development and proficiency acquisition at least twice per year at parent /teacher conferences and students' IEP meeting (or once in the fall and once in the spring semesters).	Owner(s): Teachers	Timeline: Fall and Spring
Details: Explain the data which will specifically monitor progress toward each indicator target All Addicott students designated as English Learners will be administered the state-required ELPAC/Alternative ELPAC assessment by their assigned teacher/case manager as set forth the FUSD or/and California State guidelines to do so.	Owner(s): Teachers/Case Managers, Principal, GLA	Timeline: Spring 2025 OR upon new student enrollment

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction): <ul style="list-style-type: none">• Students will receive targeted ELD goals setting and the criterial for EL redesignation reviewed and discussed in every IEP meeting by their teacher/case manager.• Students will be give opportunities to practice listening, speaking, reading, and writing with scribe/adult support when needed across each content area as well as exposure to digital literacy.• Students will have their English Language Development proficiency reviewed by their case manager/teacher quarterly with strategies and additional supports identified within the PLC time or by ILT Leads.• Redesignated students will be recognized at an awards assembly as well as progress monitored in all academic areas.• Students will have teachers that are provided additional professional learning on the California English Learners Common Core Companion with PL and literacy leaders.• Students will have teachers that are provided additional professional learning on the California Practitioner's Guide for Educating English Learners with Disabilities.• Students will have teachers that are provided with additional support for teaching English Language by a highly trained literacy coach that includes incorporation of listening, speaking, reading, and writing across the curriculum.• Students will have teachers that are provided with additional professional development on integrated and designated strategies to me the needs of English Language Learning students.• Students will be supported by classified staff who have been provided additional opportunities for training on meeting the needs of students with disabilities.• Students will have teachers and paraprofessionals who are trained in research-based practices for English Language development as well as in District provided and/or supplemental EL curriculum.

Materials and supplies for Professional Learning include but are not limited to vendor support, coaching support, substitute teachers, posters, graphics dept. order, markers, highlighters, post-its, snack and waste, etc. Materials for goa setting include laminating film, folders, tag-board and incentives for meeting goals/targets. Technology/Hardware to support instruction include but is not limited to site licenses, document cameras, video projectors, printers, printer ink, tech repairs, and other student technology.

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. <i>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.</i> 1. Identify English learner students in Red and all the areas that they are identified in. <i>Addicott English Learner student population is performing at the lowest level in areas of English Language Proficiency.</i> 2. Using Title I funds Only: What are the planned expenses to support English learner students? <i>With Title I funds we plan to support English learner students through planned parent meetings, and planned student ELD progress monitoring conversations, workbooks and other supplemental materials/supplies to support instruction. Students will also be provided with VAPA experiences with parents invited to support improved school</i>	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. <i>The socioeconomically disadvantaged student population is performing at the lowest level in areas of achievement in the areas of Mathematics and English/Language Arts.</i> 2. Using Title I funds Only: What are the planned expenses to support this student group? <i>With Title I funds we plan to support socioeconomically disadvantaged students by providing the same supports and services as our English Learning students noted to the left, including student incentives for progress toward</i>
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climate and culture.

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 providing enhanced teacher professional learning. Student incentives, supplies and materials to hold parent meetings and teacher trainings, blanket purchase orders and food for parent meetings will be purchased.

4. As a site: What are planned actions to support English learner students? 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

- Materials, supplies, and subs for Summative Alternate ELPAC administration at Addicott.
- English Learners with IEPs will participate in standards-based ELA and Math instruction including opportunities to use/have access to the language of the discipline.
- Teachers will implement scaffolding strategies and incorporate ELD standards into all lesson planning.
- Literacy coach will train teachers on ELD standards or/and how to incorporate student ELD supports/strategies/methods across the curriculum.
- PLCs will meet quarterly to review individual teacher EL proficiency data and to discuss students' success with English acquisition. Growth toward goals and sharing of EL proficiency data/results with Addicott leadership team will follow the quarterly meetings by Instructional/Grade Level Leads.
- Provided Lesson plans will embed listening, speaking, reading, and writing (with adult support) activities specifically designed to enable English Learning students to build/acquire English.

Action 2

Title: Standards-Based Instruction for All Students

Action Details:

Current, available data for Addicott students with disabilities places most students in the first percentile of CAASP mathematics, English Language Arts, and English proficiency (ELPAC). Therefore, shifts in instructional planning and instructional practices to daily lesson planning that identifies the common core standards and the learning target/s for the lesson. Standards-based lesson planning, design, and delivery of instruction for all students is necessary to guide how teachers think about what and how they teach. Additionally, instructional design and delivery cannot be separated from assessment as teachers must use assessment results as the starting point for all instruction, including for English Learners with disabilities. We will use the data gleaned from the 2022-2023 and 2023-2024 (when made available) CAASPP ELA and Math assessment data, classroom and/or curriculum-based assessment data, as well as Alternative/Summative ELPAC Data throughout the 2024-2025 school year to help guide instructional moves and identify additional student needs and supports. Student proficiency within the common core standards will be reported to parents at district-determined reporting periods/specified dates. The 2023-2024 academic and ELD performance and other available data will be used as part of baseline data for Addicott's continuous cycle of improvement for all student achievement and teacher performance. Assessments will be aligned to standards-based curriculum taught. Student goals setting and progress monitoring of goal (lesson, IEP, adaptive, functional, curriculum, etc.) attainment will be tracked by students' assigned teacher/case manager and reported to parents on an ongoing basis. All Daily lesson plans will be designed using the principals of Universal Design for Learning (UDL) to meet the needs of every student in every classroom. Teachers in grades preschool through 2nd will receive direct support through professional learning opportunities, training, and coaching in support of student literacy achievement as outlined in the McLane Regional literacy plan.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

ELD Goals, and more.

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 socioeconomically disadvantaged by providing enhanced family/guardian involvement, increased access to technologies, materials and supplies needed to support the use of technology and enhanced teacher professional learning. Students in this group will also have access to the same supports and services as our English Learning students as outlined left, including student incentives for progress toward ELD goals, and more.

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

<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>CAASPP ELA Assessment Results</p> <p>CAASPP Math Assessment Results</p> <p>Curriculum/Classroom based assessment data from teacher/case manager.</p> <p>Student IEP Progress Report Data from teachers/case manager.</p> <p>District Report Cards generated currently in ATLAS/District's Report Card System</p> <p>Progress toward the following McLane Regional Goals:</p>	<p>Owner(s):</p> <p>Teachers</p> <p>Principal</p> <p>GLA</p>	<p>Timeline:</p> <p>August 2024 through June 2025. Training and Materials will be provided and used by teachers, SSC and ILT throughout the 2024-2025 school year to provide all students with access to the curriculum as well as inform parents, key stakeholders, and the community.</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>ELPAC Assessment Data</p> <p>English Language Development (ELD) Teaching Target Assessment Data</p>	<p>Owner(s):</p> <p>Principal</p> <p>GLA</p> <p>Teachers</p> <p>Paraprofessional (supportive/indirect) roles</p>	<p>Timeline:</p> <p>August 2024 through June 2025. Training and Materials will be provided and used by teachers, SSC, and ILT throughout the 2024-2025 school year to provide all students with access to the curriculum as well as inform parents, key stakeholders, and the community.</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Standards-Based Academic and IEP Assessment Results required for all district-determined Report to Parent and Federal timelines.</p>	<p>Owner(s):</p> <p>Principal</p> <p>GLA</p> <p>Teachers</p> <p>Paraprofessional (supportive/indirect) roles</p>	<p>Timeline:</p> <p>August 2024 through June 2025. Training and Materials will be provided and used by teachers, SSC and ILT throughout the 2024-2025 school year to provide all students with access to the curriculum as well as inform parents, key stakeholders, and the community.</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Classroom Instruction/Curriculum-based assessment data (e.g., Pre and Post Unit/Lesson Level Assessment Results/ULS Benchmarks, etc.) is required by all Addicott teachers. ILT will review student achievement and EL progress toward English proficiency with teaching teams/teachers not less than quarterly with report of findings to Principal, quarterly.</p>	<p>Owner(s):</p> <p>Principal</p> <p>GLA</p> <p>Teachers</p> <p>Paraprofessional (supportive/indirect) roles</p>	<p>Timeline:</p> <p>August 2024 through June 2025. Training and Materials will be provided and used by teachers, SSC and ILT throughout the 2024-2025 school year to provide all students with access to the curriculum as well as inform parents, key stakeholders, and the community.</p>

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
<p>McLane Regional Literacy Goal Attainment as Modified</p> <p>REGIONAL GOALS</p> <p>Preschool - By June 2024, 80% of Preschool students will achieve a DRDP rating of "Building Middle", "Building Later" or "Integrating Earlier" on the following five language and literacy development (LLD) measures:</p> <p>LLD 3, 7, 8, 8, and 10.".</p> <p>Transitional Kindergarten - By June 2024,</p> <ul style="list-style-type: none">• 85% of TK students will know more than 14 uppercase and lowercase letters.• 70% of TK students will recognize 10 or more letter sounds.• 85% of TK students will achieve a TK-FSA rating of (sustaining) on name writing. <p>Kindergarten: By the 3rd iReady administration, 77% of kindergarten students will be at or above grade level in the McLane Region.</p> <p>1st Grade: By the third iReady administration, 51% of 1st grade students will be at or above grade level in the McLane Region.</p>	<p>Teachers/Case Managers</p> <p>Instructional Leads</p> <p>Paraprofessional (support/indirect) roles</p> <p>Principal</p> <p>GLA/Assistant Principal</p>	<p>August 19, 2024 through June 12, 2025</p>
MODIFIED GOALS FOR ADDICOTT STUDENTS		
<p>Preschool - By June 2024, 03% of Preschool students will achieve a DRDP rating of "Building Middle", "Building Later" or "Integrating Earlier" on the following five language and literacy development (LLD) measures:</p> <p>LLD 3, 7, 8, 8, and 10.".</p> <p>Transitional Kindergarten - By June 2024,</p> <ul style="list-style-type: none">• 3% of TK students will know more than 5 uppercase and lowercase letters.• 3% of TK students will recognize 5 or more letter sounds.• 3% of TK students will achieve a TK-FSA one baseline name writing samples. <p>Kindergarten: By June 2025 5% of kindergarten students will make progress toward literacy development as measured by their ELA IEP goal, including English Learners.</p> <p>1st Grade: By June 2025, 5% 1st grade students will demonstrate progress in the areas of listening OR speaking OR reading OR writing as measured by proficiency data on their ELA IEP goal, including English Learning students.</p>		
Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):		
<ul style="list-style-type: none">• All teachers will identify their EL students' English Learning needs using ELPAC results and will complete an EL goal setting meeting with parents to ensure they understand and can support the EL goals for their student and make progress toward the goal at their ability level.• Students will receive a visual representation of their progress toward their ELD goal at least twice per year (i.e., Previous years ELPAC score document and IEP meeting ELD present levels data).• Students will receive embedded EL strategies within their daily instructional minutes.• Students will receive weekly, direct, and explicit ELD instruction by the teacher at each EL students' ability level.• All EL students will be provided with access to technology, materials and supplies for the ELD online curriculum used to support reading, writing, listening and speaking in English, at their ability level.• Certificated and classified substitute personnel, as needed to support students' academic performance/proficiency at challenging levels.• As part of the FUSD Literacy Initiative, Preschool - Grade 1 Students will receive access to decodable texts both in the classroom and at home.• As part of the FUSD Literacy Initiative, Students in Preschool through Grade 1 will have access to a technology device at school and at home with headsets to support literacy.• As part of the FUSD Literacy Initiative, Students will receive additional opportunities to engage in literacy with their families at the McLane Regional literacy events.		

- As part of the FUSD Literacy Initiative, Students will teachers trained in Teacher Clarity on creating learning intentions and success criteria for organized, effective instruction.
- As part of the FUSD Literacy Initiative, Students will be guaranteed literacy instruction based on FUSD-sponsored Teacher Clarity training is occurring during Teacher Clarity Classroom Walks by Addicott Leadership and Supervisors of Schools (SOS).

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 students with disabilities.

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

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 enhanced teacher professional learning. Student incentives, supplies and materials to hold parent meetings and teacher trainings, blanket purchase orders and food for parent meetings will be purchased.

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

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- Students will be provided with standards-based, explicit English Language Development embedded and directly provided via GVC and/or supplemental instructional curriculum to build bridges between pictures and words, and words to sentences for reading, writing, listening and speaking for our nonverbal students.
- Data for the above will be taken on an on a routine and ongoing basis, charted, and discussed at ILT and PLC meetings (or meetings where all teachers are present).
- Students will receive targeted ELD goals setting and the criteria for EL redesignation reviewed and discussed in every IEP meeting by their teacher/case manager.
- Students will be given opportunities to practice listening, speaking, reading, and writing with scribe/adult support when needed across each content area as well as exposure to digital literacy.
- Students will have their English Language Development proficiency reviewed by their case manager/teacher quarterly with strategies and additional supports identified within the PLC time or by ILT Leads.
- Redesignated students will be recognized at an awards assembly as well as progress monitored in all academic areas.
- Students will have teachers that are provided additional professional learning on the California English Learners Common Core Companion with PL and literacy leaders.
- Students will have teachers that are provided additional professional learning on the California Practitioner's Guide for Educating English Learners with Disabilities.
- Students will have teachers that are provided with additional support for teaching English Language by a highly trained literacy coach that includes incorporation of listening, speaking, reading, and writing across the curriculum.
- Students will have teachers that are provided with additional professional development on integrated and designated strategies to meet the needs of English Language Learning 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 students with disabilities group is performing at the lowest level in areas of Mathematics and English/Language Arts.

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

With Title I funds we plan to support students with disabilities by the same supports and services as our English Learning students noted to the left, including student incentives for progress toward ELD Goals, and more.

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 students with disabilities by providing enhanced family/guardian involvement, increased access to technologies, materials and supplies needed to support the use of technology and enhanced teacher professional learning. Students in this group will also have access to the same supports and services as our English Learning students as outlined left, including student incentives for progress toward ELD goals, and more.

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

- All Addicott students with disabilities, including foster youth will participate in the CAASPP assessment system by taking the California Alternative Assessment for Math and English Language Arts; the CAA Science (grades 5 and 8) as mandated. Students on Home Hospital Instruction will be assessed by their assigned teachers.
- Student achievement will be based on student data. Student goals setting and progress monitoring of goal (lesson, IEP, adaptive, functional, curriculum, etc.) attainment will be tracked by students' assigned teacher/case manager and reported to parents on an ongoing basis.
- Provided lesson plans will be designed using the principles of Universal Design for Learning (UDL) to meet the needs of every student in every classroom.
- Student proficiency within the common core standards will be reported to parents at district-determined reporting periods/specified dates.
- Students will receive incentives and awards for their proficiency growth

- Materials and supplies for Professional Learning include but are not limited to vendor support, coaching support, substitute teachers, posters, graphics dept. order, markers, highlighters, post-its, snack and waste, etc.
 - Materials for goal setting include laminating film, folders, tag-board and incentives for meeting goals/targets. Technology/Hardware to support instruction include but is not limited to site licenses, document cameras, video projectors, printers, printer ink, tech repairs, and other student technology.
 - As part of the FUSD Literacy Initiative, Preschool - Grade 1 Students will receive access to decodable texts both in the classroom and at home, including English Learners.
 - As part of the FUSD Literacy Initiative, Students in Preschool through Grade 1 will have access to a technology device at school and at home with headsets to support literacy, including English Learners.
 - As part of the FUSD Literacy Initiative, Students will receive additional opportunities to engage in literacy with their families at the McLane Regional literacy events, including English Learners.
 - As part of the FUSD Literacy Initiative, Students will teachers trained in the FUSD-sponsored Teacher Clarity on creating learning intentions and success criteria for organized, effective instruction, including English Learners.
1. As part of the FUSD Literacy Initiative, Students will be guaranteed literacy instruction based on Teacher Clarity training is occurring during Classroom Learning Walks/Observations by Addicott Leadership and Supervisors of Schools (SOS), including English Learners.

Action 3

Title: Improve Digital Literacy Through Technology

Action Details:

Increase opportunities for students to utilize personalized and blended technologies and to create greater access to curriculum, communication, and learning. Technology will be used in every classroom to support student learning through the district's guaranteed viable curriculum (GVC), English Language Develop for English Learners, and for supporting digital literacy within adaptive and other skills that support Addicott students' unique learning and social/emotional, linguistic and communication needs. -Teaching and learning experiences will include support for digital literacy through the use of technology based on students' needs to access and have success in provided curriculums.

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 classroom visits

Owner(s):

Principal, GLA

Timeline:

Daily beginning August 19, 2024.

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

Benchmark and Pre/Post assessment data provided by teachers from the Unique Learning Systems Curriculum (GVC) which is online

Owner(s):

Teachers, Principal, GLA

Timeline:

August 2024 through June 2025.

Details: Explain the data which will specifically monitor progress toward each indicator target -Quarterly data reports on adaptive skills or transition curriculum proficiency	Owner(s): Teachers, Principal, GLA	Timeline: August 2024 through June 2025.
Details: Explain the data which will specifically monitor progress toward each indicator target -Weekly/daily lesson plans with a technology component included that students will engage in.	Owner(s): Teachers, Principal, GLA	Timeline: Weekly beginning August 19, 2024
Details: Explain the data which will specifically monitor progress toward each indicator target Weekly Classroom observations	Owner(s): Principal, GLA	Timeline: Weekly beginning August 19, 2024

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):		
<ul style="list-style-type: none">• Students will receive enhanced access to the GVC, common core standards, and other learning applications, programs, and curriculum designed to support student achievement and proficiency in Mathematics, ELA, SEL, adaptive and functional skills.• Students will receive high quality instruction by teachers trained to use iPad/non iPad applications (apps) that help facilitate student understanding of the common core curriculum, including English Learning students with disabilities.• Students will receive high quality instruction by teachers trained on using the iPad as a teaching, learning, and communication tool, including English Learning students with disabilities.• Each classroom will be equipped with multiple technologies to support student access and learning within the GVC and supplemental curriculums.• Student's will have expanded access to enhanced and greater levels of technologies to provide greater practice of functional academic skills, digital literacy in general, as well as build academic and social communication skills.• Use and access to iPads as teaching and learning tools in the classroom.• Students will receive enhanced access to technology through Switches.• Provided with Core Words on iPad devices (Speech/Language in collaboration with teachers/parents)• Assistive and/or adaptive Technologies• Students will use and have greater access to Promethean Boards in classrooms.• Along with district refresh, set aside funds for technology in the classroom, including tech maintenance.• Students will receive Improved access to academic content.• Students will receive Improved access to writing, reading, listening and speaking.• Students will receive Increased opportunities to identify academic content and teaching materials.• Students will receive increased access to information.• Students will receive increased opportunities to skill build navigation of digital tools.• Students will receive enhanced communication skills through various platforms.• In support of increasing student literacy and as part of the McLane Region's Literacy Plan, all students will receive access to a technology device to use at home to support increased literacy development as well as parent engagement in their child's literacy development, on an ongoing basis.• Students will receive instruction by teachers who are trained to provide comprehensive literacy instruction to students with significant vision, hearing and intellectual disabilities.• Students with documented visual impairments will receive additional support from the Vision Impairment teacher.		

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.	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.
<i>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.</i>	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 English learner students in Red and all the areas that they are identified in.	1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.
<i>English Learner student population is performing at the lowest level in areas of Mathematics and English Language Arts.</i>	<i>The economically disadvantaged student population is performing at the lowest level in areas of mathematics and English Language Arts.</i>

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 enhancing teacher technology training and enhancing paraprofessional technology training.

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 increasing teachers' professional learning on curriculum and instruction using technology/ies/

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

- Students will receive enhanced access to the GVC, common core standards, and other learning applications, programs, and curriculum designed to support student achievement and proficiency in Mathematics, ELA, SEL, adaptive and functional skills.
- Students will receive high quality instruction by teachers trained to use iPad/non iPad applications (apps) that help facilitate student understanding of the common core curriculum, including English Learning students with disabilities.
- Students will receive high quality instruction by teachers trained on using the iPad as a teaching, learning, and communication tool, including English Learning students with disabilities.
- Each classroom will be equipped with multiple technologies to support student access and learning within the GVC and supplemental curriculums.
- Student's will have expanded access to enhanced and greater levels of technologies to provide greater practice of functional academic skills, digital literacy in general, as well as build academic and social communication skills.
- Use and access to iPads as teaching and learning tools.
- Students will receive enhanced access to technology through Switches.
- Provided with Core Words on iPad devices (Speech/Language in collaboration with teachers/parents)
- Assistive and/or adaptive Technologies
- Students will use and have greater access to Promethean Boards in classrooms.
- Along with district refresh, set aside funds for technology in the classroom, including tech maintenance.
- Students will receive Improved access to academic content.
- Students will receive Improved access to writing, reading, listening and speaking.
- Students will receive Increased opportunities to identify academic content and teaching materials.
- Students will receive increased access to information.
- Students will receive increased opportunities to skill build navigation of digital tools.
- Students will receive enhanced communication skills through various platforms.

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

With Title I funds we plan to support economically disadvantaged by providing students with literacy intervention and providing teachers with literacy coaching/TSA; supplemental contracts for teachers to support instruction, supplemental/online instruction when required by a physician, materials and supplies to support the use of technology for instruction such as apps, color printing, cables, visual aids, and enlarged printing, supplemental books, Materials and support to support instruction, parent technology training, HSL parent outreach and support, interpreters/childcare workers for meetings with parents, purchase orders, supplies for VAPA instruction or activities/performances.

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 economically disadvantaged by providing additional technologies (e/g., tablets, laptops, projection equipment, electronic white-boards, online supplemental instruction, Goal 2 trips for students connected to common core standards, blanket purchase orders to support instruction and learning, materials and supplies, student incentives, food for parent meetings, extra personnel for meetings with parents such as IEP meetings and school meetings), school staff and parent commitments and goals to improve school climate and culture

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

- Students will receive enhanced access to the GVC, common core standards, and other learning applications, programs, and curriculum designed to support student achievement and proficiency in Mathematics, ELA, SEL, adaptive and functional skills.
- Students will receive high quality instruction by teachers trained to use iPad/non iPad applications (apps) that help facilitate student understanding of the common core curriculum, including English Learning students with disabilities.
- Students will receive high quality instruction by teachers trained on using the iPad as a teaching, learning, and communication tool, including English Learning students with disabilities.
- Each classroom will be equipped with multiple technologies to support student access and learning within the GVC and supplemental curriculums.
- Student's will have expanded access to enhanced and greater levels of technologies to provide greater practice of functional academic skills, digital literacy in general, as well as build academic and social communication skills.
- Use and access to iPads as teaching and learning tools.
- Students will receive enhanced access to technology through Switches.
- Provided with Core Words on iPad devices (Speech/Language in collaboration with teachers/parents)
- Assistive and/or adaptive Technologies
- Students will use and have greater access to Promethean Boards in classrooms.
- Along with district refresh, set aside funds for technology in the classroom, including tech maintenance.
- Students will receive Improved access to academic content.
- Students will receive Improved access to writing, reading, listening and speaking.
- Students will receive Increased opportunities to identify academic content and teaching materials.
- Students will receive increased access to information.
- Students will receive increased opportunities to skill build navigation of digital tools.
- Students will receive enhanced communication skills through various platforms.

All students will have access to multiple technologies in each classroom allowing for greater access to the curriculum and greater practice of functional academic skills, digital literacy in general, and communication skills,

regardless of socioeconomic status and/or living circumstances.

Action 4

Title: Teacher Release Days

Action Details:

All current Addicott Teachers were trained over four sessions on the FSUD GVC - Unique and N2Y curriculum during the 2022-2023 school year; new teachers and paraprofessionals to the site will also need to be trained on the GVC and supplemental curriculum used. For the 2024-2025 school year, Addicott teachers require 2 professional learning/Teacher Release days for Planning as follows Teacher Release Day 1 will focus on Planning standards-based academic instruction for all students with severe disabilities based on the current research, including embedded ELD strategies for English Learners with IEPs, with a concentrated focus on providing comprehensive literacy instruction for students with significant vision, hearing, and intellectual disabilities. Teachers will have a deliverable of a yearlong scope and sequence of standards to be taught in their respective classrooms. Each teacher's scope and sequence will identify the academic instruction for the upcoming school year, identify specific targeted instructional planning and professional learning needs, and strategies to celebrate student success throughout year. This teacher planning session will also include using academic assessment data aligned to common core standards. Teacher Release Day#2 will focus on meeting the legal requirements of the IEP for English Learners with IEPs and will include connecting the mandated Linguistically Appropriate IEP Goal for English Learners with IEPs to ELPAC results and to plan instruction in individualized and personalized ways for students with significant vision, hearing, and intellectual disabilities. Teachers would like two additional release days for PL support.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

-Consistent use of the Unique Learning Systems Assessment Data

-Increased percentage of students' IEP Goals met. Baseline to be identified during the first semester of the 2024-2025 school year as measured by students' IEP progress report data.-Identified Instructional Starting Point for every ELD student with one ELD goal in the IEP, tracked and measured not less than weekly.

Owner(s):

Principal, GLA/Assistant Principal, and Teachers

Timeline:

2023-2024 School Year

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

Daily classroom visits/Learning Walk-throughs.

Owner(s):

principal, GLA

Timeline:

Daily beginning August 19, 2024

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

Benchmark and Pre/Post assessment data provided by teachers from the current guaranteed viable curriculum (GVC)

Owner(s):

Teachers, Principal, GLA

Timeline:

August 2024 through June 2025

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

Teacher feedback data on planning day trainings/activities

Teacher deliverables for planning sessions as assigned.

Owner(s):

Teachers, Principal, GLA

Timeline:

August 2024 through June 2025

Details: Explain the data which will specifically monitor progress toward each indicator target Weekly/Daily lesson plans with a technology component included that student will engage in.	Owner(s): Teachers, Principal, GLA	Timeline: Weekly beginning August 19, 2024
Details: Explain the data which will specifically monitor progress toward each indicator target <ul style="list-style-type: none">Data for the above will be taken on an on a routine and ongoing basis, charted, and discussed at ILT and PLC meetings (or meetings where all teachers are present).	Owner(s): Teachers	Timeline: Monthly beginning August 2024 through May 2025

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):		
Substitute support for teachers to meet three times within the 2023-2024 school year.		
Access to technology-based curriculum.		
Intentional and personalized learning plan.		
<ul style="list-style-type: none">Students will be provided with standards-based instruction within the GVC and/or supplemental instructional curriculum to build bridges between pictures and words, and words to sentences for reading, writing, listening and speaking for our nonverbal students.Students will receive targeted instruction and goal setting and the criteria for success by their teacher/case manager during daily instruction.Students will be given opportunities to practice listening, speaking, reading, and writing with scribe/adult support when needed across each content area as well as exposure to digital literacy.Students will have their academic proficiency reviewed by their case manager/teacher quarterly with strategies and additional supports identified within the PLC time or by ILT Leads.Students making progress toward their academic goal or/and IEP goals will be recognized at an awards assembly.Students will receive academic progress monitoring in all academic areas.Students will have teachers that are provided with additional support for teaching literacy by a literacy TSA/coach that includes incorporation of listening, speaking, reading, and writing across the curriculum.Materials and supplies for Professional Learning include but are not limited to vendor support, coaching support, substitute teachers, posters, graphics dept. order, markers, highlighters, post-its, snack and waste, etc.Materials for goal setting include laminating film, folders, tag-board and incentives for meeting goals/targets.Technology Software/Hardware to support instruction include but is not limited to site licenses, applications/apps. document cameras, video projectors, printers, printer ink, tech repairs, and other student technology.		

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.	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.
<i>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.</i>	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 English learner students in Red and all the areas that they are identified in.	1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.
<i>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).</i>	<i>The socioeconomically disadvantaged student population is performing at the lowest level in areas of achievement in the areas of Mathematics and English/Language Arts.</i>
2. Using Title I funds Only: What are the planned expenses to support English learner students?	2. Using Title I funds Only: What are the planned expenses to support this student group?
<i>With Title I funds we plan to support English learner students through planned parent meetings, and planned student ELD progress monitoring conversations, workbooks and other supplemental materials/supplies to support instruction. Students will also be provided with VAPA experiences with parents invited to support improved school climate and culture.</i>	<i>With Title I funds we plan to support socioeconomically disadvantaged students by providing the same supports and services as our English Learning students noted to the left, including student incentives for progress toward ELD Goals, and more.</i>
3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?	3. Using 7090/7091 funds only: What are the planned expenses to support this student group?
<i>With 7090 or 7091 funds we plan to support socioeconomically disadvantaged by providing enhanced family/guardian involvement, increased access to technologies, materials and supplies needed to support the use of technology and enhanced teacher professional learning. Students in this group will also have access to the same supports and services as our English Learning students as outlined left, including student incentives for</i>	<i>With 7090 or 7091 funds we plan to support socioeconomically disadvantaged by providing enhanced family/guardian involvement, increased access to technologies, materials and supplies needed to support the use of technology and enhanced teacher professional learning. Students in this group will also have access to the same supports and services as our English Learning students as outlined left, including student incentives for progress toward ELD goals, and more.</i>

progress toward ELD goals, and more.

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

- Materials, supplies, and subs for Summative ELPAC administration at Addicott.
- English Learners with IEPs will participate in standards-based ELA and Math instruction including opportunities to use/have access to the language of the discipline.
- Teachers will implement scaffolding strategies and incorporate ELD standards into all lesson planning.
- Literacy coach will train teachers on ELD standards or/and how to incorporate student ELD supports/strategies/methods across the curriculum.
- PLCs will meet quarterly to review individual teacher EL proficiency data and to discuss students' success with English acquisition. Growth toward goals and sharing of EL proficiency data/results with Addicott leadership team will follow the quarterly meetings by Instructional/Grade Level Leads.
- Teachers will embed research-based listening, speaking, reading, and writing (with adult support) strategies and supports into daily lessons specifically designed to enable English Learning students to build/acquire English.

Greater and intentional access to the ELD curriculum used by classroom teachers.

Greater and intentional embedding of ELD supports intentionally planned by classroom teachers.

Greater and intentional tracking of ELD goal listed in the IEP with data.

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

All Addicott students will have greater and intentional access to the California Common Core Standards, GVC curriculum as well as supplemental curriculum supporting their social/emotional, linguistic, communication and adaptive skills needs, including transition to high school for 8th grade students. The above will help ensure all students have access to high quality instruction which should translate to greater student access to common core content, greater academic, social, communication and adaptive skills achievement at their individual levels, and provide greater support for our lowest and lower performing students, including foster youth, English Learners, and students with disabilities.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0553 Addicott (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Separate Classes: Special Educat	Teacher-Subs			Teacher subs for professional learning. G1A1-4, G2A1, G3A1-2	4,000.00
G1A1	Sup & Conc	Separate Classes: Special Educat	Off Eq Lease			G1A2-4, G2A1, G3A2, G4A1 & 3, G5A1-2, RICOH copier for all teacher, parent, student work, meetings, notices, etc.	6,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			G1A2-4, G2A1, G3A2, G4A1-2, G5A1-2, Supplies for supplemental academic and social emotional learning for students, teacher professional learning and PLCs, EL development/ EL students. Will also support applications/software. Parent meetings, CAC/community engagement. Improve student engagement and attendance. Parent Counseling.	6,676.00
G1A2	Title 1 Basic	Separate Classes: Special Educat	Mat & Supp			: G1A3-4, G2A1-2, G4A1-3, Improve student academic performance, increase student attendance and engagement, provide real world or simulated experiences for students. **No food or incentives**	1,000.00
G1A2	Title 1 Basic	Parent Participation	Mat & Supp			G1A3, G2A1, G3A2, G5A1-2, Improve student attendance and achievement, increase family engagement, parent training, improve student academic performance. **No food or incentives**	535.00
G1A2	Sup & Conc	Separate Classes: Special Educat	Bks & Ref			To improve literacy instruction, meet McLane region goals, plans, actions of early literacy.	1,703.00
G1A2	Sup & Conc	Separate Classes: Special Educat	Mat & Supp			G1A3, G2A2, G5A1-2, Improve attendance, student incentives, family engagement and community resources, food for family meetings, upgrade and repair equipment in Sensory Room. Software for students, improve school climate and culture.	1,502.00
G1A2	Sup & Conc	Separate Classes: Special Educat	Nc-Equipment			G1A3, G2A1, G3A2, Improve/increase student engagement, improve academic performance, provide standards-based instruction for all students, improve digital literacy through technology, increase student centered and real-world learning experiences.	1,500.00
G1A2	Sup & Conc	Parent Participation	Mat & Supp			G1A1 & 3, G2A1, G3A2, G4A3, G5A1-2, Increase collaboration between families and school, increase inclusive opportunities for families to engage with their students. Improve academic and achievement at high levels, support EL and their redesignation. Expand student centered and real-world learning experiences and improve digital learning opportunities.	500.00
G1A4		Separate Classes: Special Educat	Teacher-Subs				5,074.00

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0553 Addicott (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A4	Sup & Conc	Separate Classes: Special Educat	Teacher-Subs			G4A1, G5A1-2, G3A2, Teacher release days/professional learning opportunities and student/family engagement.	5,974.00

\$29,390.00

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
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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.

Addicott is a center-based program, and students are in self-contained classrooms. We believe that our students benefit greatly from participating in and being seen in the community. Our students and parents enjoy real world experience both on and off campus which is important because our students require hands on activities in order to access the curriculum and maximize learning. In addition, our students need opportunities to participate in real world experiences which can include the following: Sports Day, Sensory Room, Music Garden, Student Garden, Field Trips and Assemblies. However, material/equipment will need to be updated in the Sensory Room, Student Garden and possibly the Music Garden. The Unique Curriculum provides cooking opportunities for students, which they have an opportunity to cook in class. Addicott students has the opportunity to attend Goal 2 fieldtrips and engage in real world learning experiences unless otherwise medically unable to attend. For our students who are not medically able to attend school regularly per doctor's orders, our Home School Liaison goes to students' homes and shares information about the school with the parents. We also invite parents of our students on Home Hospital instruction to attend real world learning experiences or field trips, if the student is healthy enough to attend for the event. As our culture and climate data show, our score of 74% is down from the previous year and requires specific attention to improve in this area at Addicott. It is important to note here that all off campus learning field trips require 2:1 adult to student ratio of supervision.

2

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

- Students' health and ability to attend school continually ebb and flow such that they are frequently unable to attend school and participate in student centered and real-world learning experiences.
- Because all Addicott students require head to toe total care every minute of their academic day, staffing shortages make it almost impossible to take our students off campus for real world opportunities, safely.
- Any off-campus activities for Addicott students are weather dependent which if too hot or too cold, yield them unable to participate due to their medical fragility.
- The culture and climate of Addicott School changed dramatically from fall 2023 to spring 2024 for staff and teachers.
- Beginning late fall, 2023, many students began to fall ill causing several of them to miss successive weeks of school, and immediately after that, cold and flu season continued to inhibit our students from attending school regularly. For example, we have 3 students on Home Hospital Instruction during the early Fall of 2023 and by January 2024, we had 11 students go on Home Hospital Instruction due to their health, 2 of which went immediately into hospice.
- The culture and climate survey in some areas when taken literally, do not fit the criteria of our students. For example, the question of "Students at my child's school care about each other" with a score by parent of 34%. Addicott parents need an adapted version of these survey questions in order for it to be inclusive of their students' respective disabilities, learning, engagement, and other needs. The above is important because the learning demographics of students at Addicott place them several years behind typically developing students by several years both cognitively and developmentally.
- Parents continue to need support with understanding how absences count and are counted.
- Families continue to keep students home at a high rate. With Saturday School canceled by the district, our students no longer have a way to make up missed attendance days.
- We see a lost connection between the school, the student, and the parents/families when students placed on Home Hospital Instruction for periods of longer than six months.

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).

- Parents, teachers, and classified staff will be surveyed internally twice per year (fall and spring) on expanded student centered and real-world learning experiences by the Addicott Leadership team to learn more about what these groups would like to have their students participate in, make commitments to, and help collaboratively move this area of school climate and culture to a higher level at Addicott or in the community at large.
- Our GLA will serve as Addicott's Culture and Climate Lead this year to gain ongoing input from teachers, staff, and parents, to help ensure all students feel welcomed at Addicott School and to increase students', teachers', staff, and parents' sense of belonging. The GLA will also coordinate activities for bilingual parents in conjunction and collaboration with the HSL to identify and provide additional opportunities for expanding student centered and real-world learning experiences for students.
- Students not engaged in Goal 2 or other engagement opportunities due to medical/health concerns will be visited by our HSL and GLA in their homes to bring them new information about our school engagement opportunities as well as receive invitations to them. Health and wellness checks will also be provided by the HSL and GLA on a monthly basis until the student on Home Hospital Instruction (HHI) returns to site-based instruction.
- New students will be encouraged to engage in all classroom activities involving student centered and real-world learning experiences as well as community events.

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.

- Increased opportunities for early elementary students Preschool through 2nd grade will be provided in an effort to expand student centered and real-world learning experiences that support the McLane Region's Literacy Goals and initiatives.
- Students will be provided with opportunities to participate in on an offsite real world learning experiences and student-centered activities that support their achievement growth and functional development.
- School spirit activities, quarterly student recognition, school spirit cheerleaders will assist in high quality meaningful program for student engagement.
- Initiating a Culture and Climate Lead will help ensure teachers are actively and intentionally embedding real-world learning experiences into curriculum and instruction.
- Teachers will be provided with support throughout the 2024-2025 school year to meet the FUSD goal of expanding real-world student learning opportunities and experiences.
- Cultural fairs
- All students will have access to guest speakers, readers, and influential community members.
- All students will have access to presentations and performances involving culture as well as visual and performing arts activities designed to expand student centered and real-world learning experiences.

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.

<div><div>1</div><div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div></div> <div>Parent members of the SSC would like to have more of a presence on campus with student centered activities. Some SSC members as well as teachers and classified staff do not find value in funding the 0.038 percent of the current six-hour Bilingual (Spanish/English) Home School Liaison position for the 2024-2025 school year. However, Addicott continues to average a 30 percent population of English Learning students who must be served Federally with Title 1 funds. A viable, alternative plan for serving English Learning students and their families/guardians will need to be developed to</div>	<div><div>2</div><div>ELAC:</div></div> <div>Addicott does not have an ELAC.</div>	<div><div>3</div><div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div></div> <div>Classified staff had reported enjoying supporting student learning in real world contexts and would like to participate in more off-campus field trips. Unfortunately, this stated enjoyment does not reflect on the results of the Spring 2024 culture and climate survey.</div>
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meet the Federal Title 1 requirement should the School Site Council determine by vote to not fund Addicott's portion of the Bilingual Spanish/English Home School Liaison position for the 2024-2025 school year.

Action 1

Title: Student Centered and Real-World Learning Experiences

Action Details:

Due to their cognitive and physical disabilities, Addicott students do not take the Climate and Culture Survey. Therefore, there is continuous need to understand how all Addicott teachers, administrators, and staff and support student engagement through expanding student-centered and real-world learning experiences as evidenced by the Spring 2024 Culture and Climate Survey data of 74% by parents in the area of student centered and real-world experiences.

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

Explain the Progress Monitoring and data used for this Action

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

Data will be collected on student participation on field trips.

By including families on field trips, we have increased attendance so that all students are included on real-world learning experiences.

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

Adaptive skills curriculum and instruction also encourages real world learning and participation.

Addicott parents will be surveyed twice per year on areas related to student centered and real-world experiences as well as for other opportunities parents would like to have their students engage in.

Addicott teachers will be surveyed twice per year on areas related to student centered and real-world experiences as well as for other opportunities parents would like to have their students engage in.

Addicott staff will be surveyed internally twice per year on areas related to student centered and real-world experiences as well as for other opportunities parents would like to have their students engage in.

Owner(s):

Principal, GLA, Home School Liaison, and Teachers

Timeline:

Supplies/materials will be used throughout the 2024-2025 school year, as needed to better support student centered and real-world learning experiences.

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

- Students will receive access to student centered and real-world learning experiences both on and off the Addicott School campus.
- Students will receive enhanced access to student centered or real-world learning experiences based on the survey data results from Addicott parents, teachers, and staff.
- Students will receive door-to door transportation to off campus real world learning experiences without cost.
- All Addicott students will have the opportunity to engage in real-world and student-centered learning experiences with their families when possible.
- By upgrading the equipment in the Sensory Room on the Addicott Campus (and quite possibly the music garden), we will provide students the opportunity to work on mobility (student centered) skills,
- Students will receive the necessary supplies, ingredients, and materials to carry out real world experiences on campus to carry out cooking experiences and science labs/content.
- Students will have access to real world learning experiences that include performances on and off site for our students to experience a diverse array of cultural traditions as well as materials and real-world experiences that

support students' adaptive skill needs and success.

- Students will receive access to visual and performing arts (e.g., music therapy art therapy, preferably in-person, etc.) both on and off the Addicott campus, or simulated experiences of the same.

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.

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

English Learner student population is performing at the lowest level in areas of Mathematics, English Language Arts, and English Language Development.

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 Learners through enhanced professional development and learners for teachers.

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 English Learners with the partial funding of our Home School Liaison, parent engagement activities and meetings, enhanced professional learning for teachers, and the provision of materials and supplies that support English Language Development.

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

Enhanced teacher training, parent meetings with HSL, review of ELD by Addicott's ILT. Additionally, EL students will have more opportunities for authentic English language and vocabulary development during on and off campus real world experiences and field trips. EL Parents will be surveyed to better understand the needs of support for learning English in the home as part of the McLane Regional Literacy goals and plan.

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 in the Needs Assessment and 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 socioeconomically disadvantaged population is performing at the lowest level in areas of Mathematics and English Language Arts.

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

With Title I funds we plan to support socioeconomically disadvantaged students by

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 socioeconomically disadvantaged students by

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

- Enhanced teacher training, parent meetings with HSL, review of academic achievement by Addicott's ILT and teachers. Additionally, all students will have enhanced opportunities for authentic English language and vocabulary development during on and off campus real world experiences and field trips. Addicott families and parents will be surveyed to better understand the needs of support for literacy in the home as part of the McLane Regional Literacy goals and plan. All Addicott students will receive multiple opportunities to engage in cultural and other field trips and real-world learning experiences, regardless of their family living situation or socioeconomic status.

Action 2

Title: Student Engagement in Sensory Activities

Action Details:

Provide extra monies to update and maintain specialized equipment in the Sensory Room, Community Garden, and Music Garden.

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

Sensory Room equipment evaluation
Information from Equipment manufacturing company
Assessment of equipment needs supported by OT/PT/OI staff

Owner(s):

Principal, GLA
OT/OI/PT support providers

Timeline:

Throughout the 2024-2025 School Year.

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

Materials and supplies needed for Motor and Sensory Room
-Labor and Maintenance needs to repair or replace broken equipment or parts in the Sensory Room or with Specialized Equipment will be funded by the site.
-Students will have consistent access to the Sensory Room, Motor Room, Live Garden, Music Garden and other areas/equipment on campus. Materials and supplies for our live garden and music garden will also be provided.
-Field trip entrance fees for students will be paid for by the site.
-Student transportation to and from off-site/campus field trips and events will be paid for by the site.

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.

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

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

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 Learners with materials, supplies, and equipment necessary to provide access to the sensory activities.

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 English learners with materials, supplies, and equipment necessary to provide enhanced access to sensory activities for students.

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

Greater access to real world learning experiences for students supports greater Language, Sensory, student centered practice and skill building in the science content for gardening.

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 in the Needs Assessment and 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 socioeconomically disadvantaged student population is performing at the lowest level in areas of Math and English Language Arts

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

With Title I funds we plan to support the socioeconomically disadvantaged student population with materials, supplies, and equipment necessary to provide enhanced access to sensory activities for students.

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 the socioeconomically disadvantaged students with materials, supplies, and equipment necessary to provide enhanced access to sensory activities for students.

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

All Addicott students will have enhanced access to real world learning experiences both on and off campus, regardless of their family/living situation or socioeconomic status, including foster and homeless youth, English Learners, and students with disabilities.

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	✓		77.1 %	2023-2024	76.5 %
Suspension Rate - Semester 1	✓	0 %	0 %	2023-2024	0 %

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.

All students enrolled at Addicott are considered medically fragile and as such, the ability attend school ebbs and flows with their medical conditions. Additionally, students' health is most adversely impacted between the months of November and March during cold and flu season, with or without COVID present as well as surgical procedures. Current Home Hospital Instruction processes, procedures and practices remove the student from our roster and assign them to a teacher who typically do not teach at Addicott, is unfamiliar with the student and family, and who may not hold the same understanding, values, or care/concern for the student or their family. Increasing student attendance is a direct pathway to increasing student engagement in their school and community because they can do neither if they are not attending school. We were able to successfully attend community engagement outings and the Fresno BIG Fair and an Art Museum (3rd grade only) as part of Goal 2 activities.

As our Culture and Climate data reveal, we have improved in the area of student attendance which is most largely attributed to the combined work of our Bilingual Home School Liaison, GLA, front office staff and teachers who have been reaching out to parents and providing them with information and resources that help them support their students by bringing them to school more often. In fact, our biggest celebration this year is that as of March 2024, Addicott school is no longer under state watch for chronic absenteeism under CSI due to an increase in student attendance rates.

2

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

Initially, several community-based activities and field trips were planned for students to engage in. However, due to the impending teacher strike in fall, 2023, all field trips for the fall were canceled and those that remained for the rest of the 2023-2024 school year were modified to the point that our Addicott students could no longer be included or participate.

- The culture and climate of Addicott School changed dramatically. Another round of COVID hit our campus in late Fall, 2023, causing several students to miss successive weeks of school, and immediately after that, cold and flu season continued to inhibit our students from attending school regularly. For example, we have 3 students on Home Hospital Instruction during the early Fall of 2023 and by January 2024, we had 11 students go on Home Hospital Instruction due to their health, 2 of which went immediately into hospice.
- The culture and climate survey in some areas when taken literally, do not fit the criteria of our students. For example, the question of "If my child feels sad, worried, stressed, anxious, or depressed there is an adult at this school that they can talk to" with a score by parent of 62%, when demographically, 99% of our students are nonverbal. Parents need an adapted version of this question in order for it to be inclusive of their students' respective situations. Another example is the question "My child has a voice and feels heard at this school", with a score of 39% - again our students are nonverbal so parents may be rating this lower because their child cannot speak at all.
- Some parents continue to need support with understanding how absences count and are counted, especially around minor/noncontagious student illnesses. With Saturday School canceled by the district, our students no longer have a way to make up missed attendance days.

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).

Initially, several community-based activities and field trips were planned for students to engage in. Per district mandate, due to the impending teacher strike in fall, 2023, all field trips for the fall were canceled and those that remained for the rest of the 2023-2024 school year were modified to the point that our Addicott students could no longer be included or participate. Additionally, the culture and climate of Addicott School changed dramatically as evidenced by marked declines in our Climate and Culture Survey Data (see Attached). For example, Addicott scores decreased by as much as 11 points in the Domains of Student Engagement as of Spring 2024 survey results.

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.

- Parents, teachers, and classified staff will be surveyed internally twice per year (fall and spring) on student engagement by the Addicott Leadership team to learn more about what these groups would like to have their students participate in, make commitments to, and help collaboratively move the student engagement to a higher level at Addicott or in the community at large.
- Our GLC will serve as Addicott's Culture and Climate Lead this year to gain ongoing input from teachers, staff, and parents, to help ensure all students feel welcomed at Addicott School and to increase students', teachers', staff, and parents' sense of belonging.
- Students not engaged in Goal 2 or other engagement opportunities due to medical/health concerns will be visited by our HSL and GLA in their homes to bring them new and information about our school engagement opportunities as well as receive invitations to them.
- New students will be encouraged to engage in all school activities as well as community events.
-

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).

The SSC has shared ideas for increasing family and student engagement including schoolwide dinners, activities, and events that parents and the school collaborate on to bring everyone together.

SSC members provided options for off campus activities and events Addicott school previously participated in as well as new ideas and activities.

SSC members provided input about student absences and attendance noting that student appointments are sometimes 100 miles plus away and parents need to get hotel rooms to stay overnight if there is a procedure or problem with the students' health or if they are simply too tired to return to Fresno that day/evening.

2

ELAC:

Addicott did not have an ELAC during the 2023-2024 school year as we were informed by State and Federal that we did not meet the minimum requirements of 21 EL students.

3

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

According to the Culture and Climate Survey data, Addicott has much work to do in the areas of student engagement in the school and their community as evidenced by their overall score of 78%,

Action 1

Title: Extra Support for FUSD Goal 2 Activities/Experiences

Action Details:

Addicott students require extra-curricular activities throughout the year to support the goal of improving their access and participation in the community as well as understanding their role as a citizen in it. It is important for Addicott students to go out in the community as many do not have this opportunity at home or in the surrogate living situation they are in. In addition, everyone in the community benefits by seeing our students accessing community events and fully participating in activities/learning. Throughout the 2023=2024 school year, our students have had the opportunity to participate in music therapy weekly which has supported student engagement as well as participating in our community garden and our own music garden. For the 2024-2025 school year we plan to continue music therapy for students and would like to add art therapy for all Addicott students. This is important because on average, our Culture and Climate data show that our score of 74% in the Student Wellness domain, signals a need to improve.

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

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

Principal, Teachers, GLA, HSL, and Office Manager

Timeline:

2024-2025 School Year

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

Collaborate with Goal 2 Staff to ensure Addicott students are included in all student wellness and engagement activities available to them within FUSD

Owner(s):

Principal, GLA, Office Manager,

Timeline:

Throughout the 2024-2025 school year.

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

Cultura and Climate Survey Data from teachers, staff and parents

Owner(s):

Principal, HSL, and GLA

Timeline:

Throughout the 2024-2025 school year.

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

Prent survey data on activities they would like to have their students participate in for the 2024-2025 school year.

Owner(s):

Principal
GLA
HSL

Timeline:

Fall 2024 and Spring 2025

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

Staff survey data results on activities they would like to have their class participate in.

Owner(s):

Principal
GLA

Timeline:

Fall 2024 and Spring 2025

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

- Student participation on off campus and virtual events

- Costs associated with events on and off campus
- Snacks and materials needed to support student's welfare off campus
- Materials/Supplies needed for Student Garden, Music Garden, Sensory Room and Motor Room
- Content about field trip and trip expense
- Students may have the opportunity to participate in Special Olympic events
- Home School Liaison to improve parent involvement in participation of Goal 2 events.
- Student participation in art therapy is planned for the 2024-2025 school year as well.
- Classified subs.

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.

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

English Learner 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).

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 Learners by enhanced teacher professional learning and surveys.

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 English Learning student by partial funding of a Bilingual Home School Liaison, support for parents at all meetings in their native language, collaboration between bilingual families and the school through parent engagement activities and parent meetings/trainings and workshops.

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

All Addicott students, including English Learning students will have the opportunity to engage in a variety of activities at the school and in the community throughout the 2024-2025 school year.

Helps to ensure all Addicott students designated as English Learners have access to onsite and off-site student engagement experiences.

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 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 students living in foster care/surrogate placements are performing at the lowest level in areas of mathematics and English Language Arts.

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

With Title I funds we plan to support students living in foster/surrogate placements by advocating for full inclusion into the FUSD Goal 2 activities and events for all Addicott students, and by providing materials and supplies that support students' enhanced classroom and community engagement.

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 foster/surrogate placement students by connecting with, surveying, and collaborating with surrogate parents and group homes to ensure students attend school and engage in their community to the greatest extent possible, providing parent trainings on the importance of student attendance and engagement, enhanced collaboration between surrogate families/caregivers and the school through family and student engagement activities, meetings/trainings and workshops.

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

All Addicott students, including students living in foster care/surrogate placements will have the opportunity to have their attendance reviewed and celebrated by classroom teachers and the school on a semester basis. All Addicott students will have the opportunity to engage in a variety of activities at the school and in the community throughout the 2024-2025 school year.

Helps to ensure all Addicott students have access to onsite and off-site student engagement experiences.

Action 2

Title: Improve/Increase Student Engagement and Attendance

Action Details:

Current culture and climate data show that parents are generally satisfied with the organizational environment of Addicott at 92%. However, these survey results also indicate that student engagement needs to improve as measured by the Spring 2024 data result of 69% in the Student Engagement Domain.

- 1. Initiate a tiered system of supports for student attendance
- 2. Celebrate student attendance improvement in the classroom and school wide.
- 3. Monitor site attendance on an ongoing basis.
- 4. Home School Liaison visits to homes and other levels of communication concerning students' planned and unplanned absences.
- 5. Provide alternatives to SARB for less than 9 full-day absences in collaboration with by the FUSD student attendance department.
- 6. Provide parents with a clearly written Parent Handbook that outlines the FUSD attendance policies.
- 7. Provide parent trainings on the impact and importance of student attendance as it relates to school funding and expenditures as well as student academic and functional success, including the ability of students to meet their current IEP goals.

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

Explain the Progress Monitoring and data used for this Action

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

- Use Atlas monthly attendance to see which students are achieving 90% or better attendance.
- Home School Liaison home visit log and parent communication logs.
- Review of student attendance by teacher in Atlas and provide incentives.
- Monthly review of achievement of students identified as chronically absent according to ATLAS and work with parents to identify and support any school-related additional needs.
- Review tiered attendance supports provided and revise document as needed.

Owner(s):

Principal, GLA Home School Liaison, Teachers, Office Assistant, and Office Manager.

Timeline:

Throughout the 2024-2025 school year.

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

Every Addicott student will be provided with tiered supports as outlined on the Draft Document (see attached).

- **Student Academics:** All Addicott Students will be provided with access to high quality instruction and support during absences fewer than nine (9) days by a certificated teacher.
- **Student Centered and Real-World Learning:** All Addicott Students will be provided with access to student-centered and real world learning opportunities at their instructional or developmental level.
- **Student Engagement:** All Addicott students will be provided with multiple opportunities to engage in the Addicott community as well as the local community, regularly.
- Rewards and incentives to be provided with students who obtain 80%, 90% or higher attendance quarterly as well as for most improved school attendance rate.
- Supplies and materials provided for staff and parents for communication
- Supplies and materials needed to post pictures of students with 90% or higher attendance.
- Teacher professional learning to support academic Goal 1 to improve the implementation of Unique curriculum with fidelity, school culture and improve student attendance.
- Home School Liaison to connect families to Addicott which will support improved attendance
- Home Visits
- Updated health practices

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

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.

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

English Learner student population is performing at the lowest level in areas of Mathematics and English Language Arts.

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 Learners through enhanced professional development and learners for teachers.

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 English Learners by Partial funding of a Bilingual Home School Liaison, support for parents at all meetings in their native language, collaboration between bilingual families and the school through parent engagement activities and parent meetings/trainings and workshops.

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.

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

Events will have at least a Spanish Language translator present/available to translate information.

School to Home Communication will be sent out in multiple languages.

All Addicott students, including English Learners will have the opportunity to have their attendance reviewed and celebrated by classroom teachers and the school on a semester basis. All Addicott students will have the opportunity to engage in a variety of activities at the school and in the community throughout the 2024-2025 school year.

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 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 economically disadvantaged student population is performing at the lowest level in areas of Mathematics and English Language Arts.

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

With Title I funds we plan to support economically disadvantaged students by/through enhanced professional development and learners for teachers.

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 for economically disadvantaged students through rewards and incentives, parent information meetings, materials and supplies that support student and family engagement, real world activities that support the current GVC.

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.

All Addicott students, including socioeconomically disadvantaged students will have the opportunity to have their attendance reviewed and celebrated by classroom teachers and the school on a semester basis. All Addicott students will have the opportunity to engage in a variety of activities at the school and in the community throughout the 2024-2025 school year.

Socioeconomically Disadvantaged Students: Students with the highest attendance are our foster/group home students, which means that they will be acknowledged for their efforts at attendance assemblies.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0553 Addicott (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	LCFF: EL	Parent Participation	Mat & Supp			G3A2, G5A1-2, G1A1-2, Increase support literacy instruction home to school to help improve student's academic performance at challenging levels. To help increase student engagement in their community. Improve/increase student attendance. To Improve family engagement and to provide community out reach and resources to parents.	600.00

\$600.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	94.82 %	60.9 %	2023-2024	62 %

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.

Addicott administration is fully implementing new initiatives for supporting student achievement, ensuring high quality instruction for students in every classroom, and improving attendance. While the survey results have been considered, the critical need for every Addicott student to receive high quality instruction and their families/guardians to receive ongoing information about their student's achievement outweigh the staff's response to the Climate and Culture survey.

Classified staffing has been inconsistent throughout the 2023-2024 school year but have felt somewhat supported by the FUSD Special Education Department.

2

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

Addicott School had 5 principals in 10 years.

As required, Addicott will need to review and possibly revise the school's mission and vision statement starting with the SSC then on to certificated and classified employees, by majority vote.

Weekly, an email will be sent to all classified and certificated permanent staff providing them with updates of the school activities and business.

Addicott School believes that a positive and collaborative work environment translates to positive relationships with students and higher levels of achievement. When students have teachers and staff who feel valued, they are more likely to contribute positively to the schools' culture and climate. Addicott has a critical need to increase the school climate and culture by increasing staff engagement as one method of retaining staff. Classified and certificated staff will review the Culture and Climate data at the first joint professional learning opportunity in the 2024-2025 school year.

Addicott leadership team would like to increase staff ratings on the Climate and Culture survey moving forward and will undertake several activities to help staff feel more connected and responsive to students as well as encourage a culture of recognition and respect across the school fostering a more positive and collaborative work environment.

Initiate work that is occurring around Culture Climate to increase the staff connectivity.

Continue with monthly meetings with classified paraprofessionals and staff to gain input and suggestions to improve school climate and culture.

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).

The major differences between the intended and actual implementation of actions for Goal 4 is that there was an unforeseen circumstances at the time the survey data were collected in fall, 2023 showing lower scores by teachers and staff; parent scores remain high in many areas which is a positive indication that parents are pleased with the teachers and staff at Addicott, generally speaking

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.

Addicott student needs, deserves, and is entitled to nor the accountability for such, for the 2024-2025 school year, we will initiate greater work around the Culture and Climate survey questions asked of staff to increase staff connectivity.

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.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div>The School Site Council has shared recommendations for continued schoolwide engagement through activities and trips.</div>	<div>2 ELAC:</div> <div>Addicott does not have an ELAC committee at this time.</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div>Designated PLC time and time with ILT Leads has been helpful especially in calibrating grade level assessment and proficiency scale development.</div>
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Action 1

Title: Professional Learning Opportunit

Action Details:

Provide relevant professional learning opportunities for all Addicott staff members. This will provide stronger goal writing and better assistance from staff in helping students reach their goals, build teacher efficacy, and strengthen the teaching and learning of all Addicott students.

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

Explain the Progress Monitoring and data used for this Action

<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <ul style="list-style-type: none">Survey data after each professional learning.	<p>Owner(s):</p> <p>Principal, GLA, Literacy Coach, and Teachers</p>	<p>Timeline:</p> <p>2023-2024 School Year</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Monthly book study meetings to calibrate on topics and expectations to improve instruction for students on an ongoing basis.</p>	<p>Owner(s):</p> <p>Principal, Literacy Coach, GLA</p>	<p>Timeline:</p> <p>Monthly beginning August, 2024.</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Teacher coaching and feedback cycles (including oral and written feedback)</p>	<p>Owner(s):</p> <p>Principal, Literacy Coach, GLA</p>	<p>Timeline:</p> <p>Weekly beginning August, 2024.</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Monthly meetings with teachers</p>	<p>Owner(s):</p> <p>Principal, GLA</p>	<p>Timeline:</p> <p>Monthly beginning September, 2024</p>
<p>Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):</p> <ul style="list-style-type: none">Student AcademicsStudent Centered and Real-World LearningStudent EngagementIndividualized Goal SettingMaterials and supplies for student incentives, goal settingMaterials and supplies for parent education classesMileage for student home visits. <p>-Contracts for costs for services and presentations on improving school climate/social emotional learning (SEL) training and Cultural Proficiency training.</p> <p>-Supplies/Materials needed for teacher and staff trainings and meetings geared toward the Addicott Culture and Climate and/or staff recruitment and retention.</p>		
<p>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.</p> <p>English Learners needing additional support to access learning due to medically-related attendance will be supported by the Literacy Coach/TSA, the Addicott HSL and GLA</p> <p>Trainings will increase staff awareness of working with EL students and their families. Professional learning will focus on our CSI area of chronic absenteeism to increase student attendance relationships with our families.</p>	<p>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.</p> <p>Students from economically disadvantaged situations will benefit from teacher and paraprofessional Professional Learning designed to enhance SEL and Cultural Proficiency.</p>	

Action 2

Title: Recruit/Retain Staff Representative of the School Community

Action Details:

Addicott will partner with vendors and guest speakers to bring diversity to our campus. HSL and GLA will collaborate with Parent University as well as build connections with families of students of color (African American, Native American, Asian Pacific Islander, Hmong, Cambodian, Latino/Hispanic families, etc.). Acceleration Parent Program to provide information about special education and related services available to African American students with disabilities at Addicott as we currently serve only 4 African American students in the entire FUSD. We will continue to meet with certificated and classified staff on a monthly basis. We will implement certificated and classified side-by-side training and PL as often as possible to facilitate open communication, increase student engagement and achievement, and to improve the consistency and quality of communication between Addicot leadership team and staff. We will survey the staff twice during the school year to better understand what we can do as a leadership team to enhance school spirit and improve school culture. Addicott would like to collaborate to provide a venue to host a paraprofessional recruitment fair in collaboration with HR/SPED Departments throughout the school year to fill the current paraprofessional vacancies at Addicott and schools around FUSD.

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

2 staff surveys independent of the Climate and Culture survey to better understand the needs of staff as an attempt to improve school spirit and culture.

Owner(s):

Principal/GLA

Timeline:

Fall 2024 and Spring 2025

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

Conference for staff and admin to attend for increasing equity in learning, diversity, and inclusion when available and based on budget.

Owner(s):

Principal/GLA

Timeline:

2024-2025 School Year.

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

Classroom walkthroughs and observations centered on teaching practices that ensure equitable teaching and learning experiences for all students.

Owner(s):

Principal/GLA

Timeline:

Weekly beginning August 19, 2024.

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

Daily lesson plans will be executed by teachers based the principles of Universal Design for Learning and include equitable teaching and learning practices that ensure all students are learning the intended content/curriculum and standard.

Owner(s):

Teacher, Principal, GLA

Timeline:

Weekly beginning August 19, 2024.

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

Curriculum, outside vendors, literacy coach, materials and supplies for Professional Learning including but not limited to vendor support, coaching support, substitute teachers, graphics department orders, markers, highlighters, post-its, snacks, coffee and water. Materials and supplies for Goal setting tag board, laminating film, folders, and incentives for meeting goals. Technology hardware to support instructions including but not limited to site licenses, document cameras, video projectors and projector bulbs, printers and ink, tech repairs and other student technologyies and materials and STEMsupplies. Supplemental contracts for additional student supervision or assistance with positive incentive activities and school initiatives. Supplies for positive incentive activities. Signage for school buildings, hallways, cafeteria. Teacher practitioner books for book study, parent handbook, budget allocation for structural needs such as painting numbers on the blacktop for line standards and lines for designated walking lanes. Additional supervision during arrival and dismissal, posters, laminating, and service contracts. Certificated Substitutes will be provided so classroom teachers can participate in additional professional activities and learning opportunities, currently budgeted for two days in the 2024-2025 school year. Addicott teachers would like an additional 2 planning days for next school year which may be considered should additional funds become available that fund personnel/teacher professional development during the 2024-2025 school year, giving them one planning day per quarter of the upcoming school year.

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.

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.

Students will receive integrated and designated ELD instruction by teachers trained in those strategies to the EL students' needs.

Students will receive instruction that embeds the California English Language Development Standards by teachers trained to support them in accessing and meeting the Alternative ELPAC criteria.

Students will receive instruction within the GVC, The Unique Learning Systems (ULS) curriculum currently adopted and Board approved curriculum that embeds research-based strategies for improving listening, speaking, reading, and writing with scribe support by teachers trained to support them in English Language acquisition.

Teachers will receive coaching on strategies to incorporate listening, speaking, reading, and writing with scribe support across the curriculum.

- Students with disabilities who are in surrogate (e.g., foster) living situations, placed on Home Hospital Instruction (HHI), and students from economically disadvantaged situations will be provided with extra support by the literacy coach.
- Staff will have opportunities for peer observations on/off campus with sub teachers provided once during the school year.
- Instructional Leadership will provide opportunities for training of research-based best practices on an ongoing basis on Teacher Clarity
- Literacy Coach will provide quarterly teacher training opportunities on best practices for literacy instruction for students with disabilities.
- Teachers will discuss instructional practices related to student proficiency/performance within the common core standards taught in their respective classrooms and plan actions to improve instruction not less than monthly.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0553 Addicott (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	LCFF: EL	Instruction	Travel			: G2A1, G3A1-2, G4A3, Teacher observations, attend and support student field trips and others to help students engage in the community and school. Attend professional learning opportunities. Real world learning experiences.	500.00

\$500.00

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	✓	96.24 %	86.5 %	2023-2024	87.6 %

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.

Addicott School has a goal of 85% attendance at schoolwide events including workshops, trainings, back to school night, dances, academic and attendance assemblies, open house, etc. Addicott School seeks 3% regular attendance and participation in parent meetings such as the Community Advisory Committee Meetings, and monthly Parent Engagement and Support (PEAS) meetings.

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

Parents expressed the lack of consistency in communication between the staff, school, and home. Addicott want to continue with multiple sources of communication with families along with a welcoming environment for all families, students, and staff.

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).

Addicott has seen strong growth in parent/guardian participation in back-to-school nights as well as parent/guardian involvement attendance at school events and activities. They have expressed joy in participating in events and assemblies with their student and seem eager to attend all events involving their students. However, we want to continue to improve our student attendance, parent engagement at the school, parent attendance at parent education meetings, and parent participation in school field trips.

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.

HSL, GLA, and Office Assistant will seek out and correct parent demographic information on a revolving basis as phone numbers tend to change often. Therefore, our outreach efforts will be more successful.

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.

<div><div>1</div><div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div></div> <div>The SSC shared input on the SPSA development around needs that included increased opportunities for parents to engage in school functions at the planning level, schoolwide events such as parent breakfasts or lunch, and volunteer opportunities.</div>	<div><div>2</div><div>ELAC:</div></div> <div>Addicott does not currently have an ELAC committee.</div>	<div><div>3</div><div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div></div> <div>Addicott paraprofessionals would like more opportunities to plan events and activities. Teachers and paraprofessionals will collaborate on quarterly activities throughout the 2024-2025 school year with parents included in the planning, set up, and attendance at the events/assemblies/meetings.</div>
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Action 1

Title: Improve Student Attendance/Incentivize Good Attendance

Action Details:

According to the California Dashboard's 2022-2023 report, Addicott's absenteeism slightly decreased by 9 percentage points this school year, removing our school out of the State identified Comprehensive School improvement designation in March 2024. We learned throughout the 2023-2024 school year that parents and families better understand the need to send their student to school and have worked closely with our HSL, GLA, front office staff, and teachers to improve student attendance throughout the current school year. We have also learned that one of the best ways to increase student attendance and engage families in their child's education is to recognize parents who consistently send their child to school. We saw the power of the above at our first semester awards ceremony as parents began asking what attendance percentage their child had to get in order to receive an award. We understand however, that we have students who are medically fragile and due to their medical fragility, they are frequently ill and unable to attend school for several days. Addicott families and guardians also shared with us that due to the medical conditions of their student, they travel great distances to the Bay Area and other non-local provider locations to critical medical appointments, causing them to miss two or more days of school which affects Addicott's attendance rate.

Rewards and incentives provided for students who have 90% attendance or higher for every month as well as most improved attendance, and 80% attendance and above as a starting point for the next school year.

Parents will be provided with advanced notice of minimum days for parent-teacher conferences, Back-to-School Night, Last Day of School, etc., as well as any opportunities to engage with their student in the community during field trips and performances. Additionally, Addicott now has a process in place for inclement weather-related shortened days as previously presented to and approved by the School Site Council who also services as the Addicott Site Safety Team.

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 monthly attendance to see which students are achieving 90% or better attendance.

Monitor site attendance on a daily and weekly basis.

Home School Liaison home visit log and parent communication logs.

GLA will coordinate with Home School Liaison on HHI students being educated in their home or in the hospital to ensure they are included in Addicott activities, events, the IEP process and school field trips.

Review of attendance by teacher in Atlas and provide student incentives.

Work with families to identify and support any school-related needs that may serve to improve attendance.

Review academic achievement of students who receive short term instruction in an alternative mode due to verified medical or court absence.

Owner(s):

Principal, GLA Home School Liaison, Teachers, Office Assistant, Office Manager

Timeline:

August 2024 through June 2025

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

- **Student Academics:** All Addicott Students will be provided with access to high quality instruction and support during absences fewer than nine (9) days by a certificated teacher.
- **Student Centered and Real-World Learning:** All Addicott Students will be provided with access to student-centered and real world learning opportunities at their instructional or developmental level.
- **Student Engagement:** All Addicott students will be provided with multiple opportunities to engage in the Addicott community as well as the local community, regularly.
- Rewards and incentives to be provided with students who obtain 80%, 90% or higher attendance quarterly as well as for most improved school attendance rate.
- Supplies and materials provided for staff and parents for communication.
- Supplies and materials needed to post pictures of students with 90% or higher attendance
- Teacher professional learning to support academic Goal 1 to improve the implementation of Unique curriculum with fidelity, school culture and improve student attendance.
- Home School Liaison to connect families to Addicott which will support improved attendance.
- Home Visits
- Updated health practices as directed by District Health Management/Health Services Guidance
- Quarterly Parent Newsletters
- Monthly Parent Engagement and Support Meetings (PEAS) for parents to connect with the school site, each other, and learn from community and district resources available.
- Equipment, supplies and materials for sensory, music garden and motor rooms, Raptor.
- Support Groups for Parents
- Opportunities for families to participate in events on site with their child (ie. Pies with Parents, Goodies with Grandparents, etc.)
- Awards and attendance assemblies
- Family/Guardian incentives

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.

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

Meetings and Events will have at least a Spanish Language translator present/available to translate information.

School to Home Communication will be sent out in multiple languages.

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.

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

Action 2

Title: Family/Guardian Engagement and Community Resources

Action Details:

All Addicott families and guardians will have the opportunity to connect with the school, staff, and teachers through Back to School Night, Parent Engagement and Support Meetings, Community Advisory Committee meetings, Open House, Goal 2 Activities, on and off campus activities, field trips, and awards celebrations. All families and guardians have access to Parent Portal, ATLAS, Parent Square, and Parent University trainings. Families and guardians will be notified of students' CAA, ELPAC, and triennial assessment scores and provided with an explanation of what the scores mean in relation to student achievements and success. Addicott teachers will also explain to families/guardians with an explanation of what is expected at the students' grade/functional level and what families can do at home to support student learning. Families and guardians will be given information on how students are assessed. Families will know which Goal 2 activities their child is participating in and opportunities to engage in other activities as well. Families and guardians will have opportunities to engage in community resource workshops that link them to critical community services and support for their children and families. Addicott will continue to conduct outreach and as well as offer resources to our parents on a monthly basis including monthly meetings, campus activities, field trips, assemblies, Fun Friday, and other classroom activities etc. in an effort to increase inclusive opportunities for families to engage in their students' education. HSL/GLA will contact parents for SARB meetings. HSL and GLA will communicate with families and guardians through telephone calls and home visits.

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

Family/Guardian participation at monthly Parent Engagement and Support (PEAS) meeting sign in sheets.

Family/Guardian participation in campus events and activities sign in sheets.

RSVPs to on and off campus meeting and events will be tracked through Parent Square data

Families and guardians will be encouraged to attend PEAS meetings where topics will include ELD Standards, ELPAC criteria, students identified English acquisition levels and goal setting.

District guest/s from English Learners Services and Parent University will be invited to speak to families/guardians on a variety of topics related to second language learner needs and how parents can support greater levels of English acquisition.

Owner(s):

GLA, HSL, Teachers

Timeline:

August 2024 to June 2025.

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

Addicott School Site Council will review student achievement data, schoolwide data, parent handbook and other agreements (for example, classroom/learning compact), SPSA ect. School Site Council will meet at l

Owner(s):

Principal, Literacy Coach, GLA

Timeline:

Quarterly

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

Parent University and the Community Advisory Committee will be given a platform for Addicott and other parents of students with disabilities to have access to trainings and workshops. Addicott's GLA and HSL will collaborate to ensure family and guardian preferred topics are offered.

Owner(s):

HSL, GLA, Literacy Coach

Timeline:

Monthly

<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>GLA and HSL will communicate expectations for attendance, hold attendance meetings, make phone calls, home visits, and offer support when/where needed by families and guardians to help improve student attendance and/or family/guardian engagement,</p>	<p>Owner(s):</p> <p>GLA, HSL</p>	<p>Timeline:</p> <p>Monthly</p>
<p>Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):</p> <p>Student academics</p> <p>Student centered and real world learning</p> <p>Student engagement</p> <p>Student attendance</p> <p>Photographs</p> <p>Handouts</p> <p>Food/Drinks</p> <p>Community resources</p> <p>SPSA Copies</p> <p>Flyers</p> <p>Transition In/Out School/Home Resources</p> <p>Guest Speakers/Presenters</p> <p>Disability specific resources</p> <p>Community Housing Authority presentations</p> <p>Assemblies and awards ceremonies</p> <p>Promotion ceremonies</p> <p>Goal 2 Activities</p> <p>Field Trips</p> <p>VAPA (plays, music, arts, etc.) events and performances.</p> <p>MATERIALS AND SUPPLIES for Professional Learning including but not limited to vendor support, coaching support, substitute teachers, graphics department orders, markers, highlighters, post-its, snacks, coffee and water. Materials and supplies for Goal setting: tag board, laminating film, folders, and incentives for meeting goals. Technology hardware to support instructions including but not limited to site licenses, document cameras, video projectors and projector bulbs, printers and ink, tech repairs and other student technology/ies and materials and supplies. Supplemental contracts for additional supervisor or assistance with positive incentive activities. Supplies for positive incentive activities. Signage for school buildings, hallways, cafeteria. Parent handbook, budget allocation for structural needs such as painting numbers on the blacktop for line standards and lines for designated walking lanes. Additional supervision during arrival and dismissal, posters, laminating, and service contracts. Substitutes will be provided so classroom teachers can participate in additional training alongside paraprofessionals whenever possible/available.</p> <p>Teacher training on FSUD achievement and attendance reporting and report card systems (e.g., ATLAS) or other FUSD reporting system for student academic achievement).</p> <p>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.</p> <p>Families and guardians of EL students will participate in goal-setting and incentive activities.</p> <p>Families and guardians of EL students will have an IEP goal related to ELD and receive progress monitoring as part of their goal setting.</p>		
<p>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.</p> <p>Addicott will provide additional resources to families of low income students similar to the above with enhancements related to resources available to low-income students and families.</p> <p>Food/Drinks</p>		

Families and guardians of EL students will learn how their student will be assessed annually using the Alternative ELPAC to monitor progress in English Language Development.

Addicott teachers will implement scaffolding strategies and incorporate ELD standards into daily lesson plans/planning.

HSL will support families and guardians of EL students to provide outreach.

Food/Drinks

SPSA Copies

Flyers

Handouts

EL Curriculum samples

Books to read at home with students

Invitations to literacy events at Addicott

invitations to regional literacy events.

Teachers trained on the EL Redesignation responsibilities and IEP processes.

SPSA Copies

Flyers

Handouts

Free/No Cost Resources for low income families

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0553 Addicott (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Separate Classes: Special Educat	Teacher-Subs			Teacher subs for professional learning. G1A1-4, G2A1, G3A1-2	4,000.00
G1A1	Sup & Conc	Separate Classes: Special Educat	Off Eq Lease			G1A2-4, G2A1, G3A2, G4A1 & 3, G5A1-2, RICOH copier for all teacher, parent, student work, meetings, notices, etc.	6,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			G1A2-4, G2A1, G3A2, G4A1-2, G5A1-2, Supplies for supplemental academic and social emotional learning for students, teacher professional learning and PLCs, EL development/ EL students. Will also support applications/software. Parent meetings, CAC/community engagement. Improve student engagement and attendance. Parent Counseling.	6,676.00
G1A2	Title 1 Basic	Separate Classes: Special Educat	Mat & Supp			: G1A3-4, G2A1-2, G4A1-3, Improve student academic performance, increase student attendance and engagement, provide real world or simulated experiences for students. **No food or incentives**	1,000.00
G1A2	Title 1 Basic	Parent Participation	Mat & Supp			G1A3, G2A1, G3A2, G5A1-2, Improve student attendance and achievement, increase family engagement, parent training, improve student academic performance. **No food or incentives**	535.00
G1A2	Sup & Conc	Separate Classes: Special Educat	Bks & Ref			To improve literacy instruction, meet McLane region goals, plans, actions of early literacy.	1,703.00
G1A2	Sup & Conc	Separate Classes: Special Educat	Mat & Supp			G1A3, G2A2, G5A1-2, Improve attendance, student incentives, family engagement and community resources, food for family meetings, upgrade and repair equipment in Sensory Room. Software for students, improve school climate and culture.	1,502.00
G1A2	Sup & Conc	Separate Classes: Special Educat	Nc-Equipment			G1A3, G2A1, G3A2, Improve/increase student engagement, improve academic performance, provide standards-based instruction for all students, improve digital literacy through technology, increase student centered and real-world learning experiences.	1,500.00
G1A2	Sup & Conc	Parent Participation	Mat & Supp			G1A1 & 3, G2A1, G3A2, G4A3, G5A1-2, Increase collaboration between families and school, increase inclusive opportunities for families to engage with their students. Improve academic and achievement at high levels, support EL and their redesignation. Expand student centered and real-world learning experiences and improve digital learning opportunities.	500.00
G1A4	Sup & Conc	Separate Classes: Special Educat	Teacher-Subs			G4A1, G5A1-2, G3A2, Teacher release days/professional learning opportunities and student/family engagement.	5,974.00
G3A1	LCFF: EL	Parent Participation	Mat & Supp			G3A2, G5A1-2, G1A1-2, Increase support literacy instruction home to school to help improve student's academic performance at challenging levels. To help increase student engagement in their community. Improve/increase student attendance. To Improve family engagement and to provide community out reach and resources to parents.	600.00

G4A1	LCFF: EL	Instruction	Travel	: G2A1, G3A1-2, G4A3, Teacher observations, attend and support student field trips and others to help students engage in the community and school. Attend professional learning opportunities. Real world learning experiences.	500.00
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\$30,490.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$5,535.00
Sup & Conc	7090	\$17,179.00
LCFF: EL	7091	\$7,776.00
Grand Total		\$30,490.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$29,390.00
G3 - Increase student engagement in their school and community	\$600.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$500.00
Grand Total	\$30,490.00