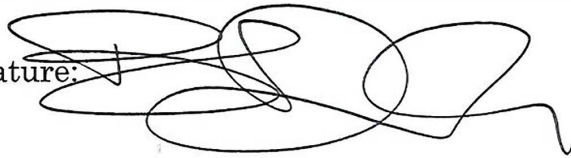


Addams Elementary

10621666006068

Principal's Name: Beth Doyle

Principal's Signature:

A handwritten signature in black ink, appearing to be 'Beth Doyle', written over a horizontal line.

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
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 subgroups 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 (DAC and 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 - Beth Doyle	X				
2. Chairperson – Maria Gonzalez				X	
3. Anna Gonzalez		X			
4. Tony Vang		X			
5. Caroline Idsvoog		X			
6. Veronica Garcia			X		
7. Galvia Juarez				X	
8. Isabel Garnica				X	
9. Nashiely Zarate				X	
10. Salina Reyes				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

X ELAC reviewed the SPSA as a school advisory committee.

ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: Addams Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Beth Doyle		3/30/2023
SSC Chairperson	Maria Gonzalez		3/30/2023

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

Assurances for Comprehensive Support and Improvement Schools (CSI)

- ❖ Supervisor and/or CSI Designee(s) provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
 - Utilization of evidence-based strategies aligned to state identification.
 - Utilization of CSI Best Practices (Fundamentals).
- ❖ Principal/Site Leadership/Site Staff connect with Supervisor, CSI Designee(s), department representatives, and/or community partners in alignment with schools' area(s) of focus/need, work in tandem with the site team as a Professional Learning Community (PLC):
 - School site/team works to complete a root cause analysis and determine areas of focus.
 - School site/team works to identify actions and metrics as part of the site leaders 6-8-week plan.
 - School site/team learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify any additional needs to share with Supervisor for feedback and support to accelerate progress.
 - CSI Designee(s) assigned to school site to support CCI data monitoring.
 - Additional resources available in a "menu of options" to access as needed in collaboration with the school site team.
- ❖ School Supervisor conducts Level 3 Supports:
 - Baseline Services as described in Level 1
 - Coaching and targeted progress monitoring
 - Learning Lab Support
 - CCI sessions (3)
 - Additional Level 3 CSI Specific Supports
 - Targeted coaching and targeted progress monitoring
 - Sustained 6-week action guidance
 - CSI review/support team (Principal/Site Leadership/Site Staff)
- ❖ Resources and expertise provided to CSI site for deployment to best meet the needs of the individual school sites based upon CSI eligibility (dashboard indicators).
 - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- ❖ Professional learning for site leaders and teachers focused on CSI eligibility (dashboard indicators).
- ❖ Resources and/or Professional Learning provided to school sites:
 - Culturally Proficient Learning Communities, book(s)
 - i-Ready Teacher Toolbox (supporting differentiate instruction)
 - Restorative Practices New/Refresher Course(s)

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

FY 2023/24

Addams - 0005

ON-SITE ALLOCATION

3010	Title I	\$102,465 *
7090	LCFF Supplemental & Concentration	\$329,334
7091	LCFF for English Learners	\$131,328
3182	Comprehensive Support and Improvement	\$96,393
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$32,226</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$691,746

* 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	\$3,036
Remaining Title I funds are at the discretion of the School Site Council	<u>\$99,429</u>
Total Title I Allocation	\$102,465

Addams Elementary 2023-2024 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
i-Ready ELAD1 to D2 - percentage of students who met 40% or above typical growth			58.42 %	2022-2023	63.42 %
i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth			57.84 %	2022-2023	62.84 %
SBAC ELA - Average distance from standard	✓		-98 pts	2021-2022	0 pts
SBAC ELA - percentage of students met/exceeded standard	✓		12.78 %	2021-2022	17.78 %
SBAC Math - Average distance from standard	✓		-100 pts	2021-2022	0 pts
SBAC Math - percentage of students met/exceeded standard	✓		10.7 %	2021-2022	15.7 %

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

1

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

SBAC ELA Meets or Exceeds Standards

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

- Daily Tier 1 ELA on grade level instruction (120 minutes includes whole and small group differentiation).
- PLC teams were in the initiating and implementing phase of the PLC Playbook PL Continuum.
- Continued professional development in creating Common Formative Assessments at the appropriate rigor of essential grade level standards. Professional Learning included using IABs/FIABs to reflect the rigor of grade level state standards and inform instruction to address

2

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

SBAC ELA/Math Meets or Exceeds Standards

Key Factors that contributed to this disproportionality are:

- Chronic absenteeism
- Need for clearer understanding of next steps for instruction after giving the CFA
- A need to increase the consistency of feedback during instructional walks to support instructional shifts for high quality instruction
- Prioritize ELD students and below standards students for after school support.
- Lack of early literacy
- Increase PLC capacity around responding to an assessment (What if they have already learned it? or How do we respond if they haven't learned it?)

students' skill gaps in meeting grade level standards.

- Continued development of student progress monitoring protocol for CFAs
- Continued professional learning in strengthening Professional Learning Communities protocols for data collection including CFAs using IAB/FIAB and district assessments i-Ready to appropriately address the learning needs of all students.
- Daily 30 minutes of intensive intervention Tier 2 and Tier 3 ELA instruction across all grade levels with a strong focus on phonemic awareness and phonological awareness.

SBAC ELA Meets or Exceeds Standards (Homeless)

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

- Daily Tier 1 ELA on grade level instruction (120 minutes including whole and small group for differentiation) Consistent reteaching in small group when needed
- The implementation of school wide Response to Intervention model that addressed students performing below grade level standards according to i-Ready and district assessments.
- Daily 30 minutes of intensive intervention Tier 2 and Tier 3 ELA instruction across all grade levels with a strong focus on phonemic awareness and phonological awareness.

SBAC ELA Meets or Exceeds Standards (Students With Disabilities)

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

- Students with Disabilities had access to both core curriculum in grade level along with supplemental materials to address IEP goals and objectives. The continued development and use of CFAs reflective of grade level state standards.
- Daily 30 minutes of intensive intervention Tier 2 and Tier 3 ELA instruction across all grade levels with a strong focus on phonemic awareness and phonological awareness.

SBAC ELA Meets or Exceeds Standards (White)

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

- White students had access to core curriculum with support from a tiered level of support systems Tier 1 good first teach, Tier 2 differentiated instruction provided by teacher, and Tier 3 pullout/push in support provided by intervention teacher with support of Teaching Fellows for grades 1-6.
- Daily 30 minutes of intensive intervention Tier 2 and Tier 3 ELA instruction across all grade levels with a strong focus on phonemic awareness and phonological awareness.

SBAC Math Meets or Exceeds Standards

Addams Elementary implemented comprehensive professional learning in Math to increase knowledge and use of the mathematical shifts and consistent planning using the 5 E's (Engage, Explore, Elaborate, Evaluate) to ensure conceptual learning all with fluency of all students. The actions taken to support implementation include:

- Daily Tier 1 Math on grade level instruction (90 minutes includes whole and small group differentiation)
- Professional Learning Communities were in the initiating and implementing phase of the Learning

By Doing PLC continuum.

- Implementation of Math Regional Plan with grade level specific professional learning with district support via monthly coaching and professional development and reading.
- Daily 30 minutes of intensive intervention Tier 2 and Tier 3 ELA instruction across all grade levels with a strong focus on phonemic awareness and phonological awareness.

SBAC Math Meets or Exceeds Standards (Homeless)

Addams Elementary implemented comprehensive professional learning in Math to increase knowledge and use of the mathematical shifts and consistent planning using the 5 E's (Engage, Explore, Elaborate, Evaluate) to ensure conceptual learning all with fluency of all students. The actions taken to support implementation include:

- Daily Tier 1 Math grade level instruction (90 minutes includes whole and small group instruction)
- Consistent reteaching in small group when needed
- All reach in grades 1-6, including Special Education Teachers participated in strategic, grade level specific professional learning to enhance instruction in Math to benefit all students including; Students with Disabilities, homeless, and other sub groups.
- Daily 30 minutes of intensive intervention Tier 2 and Tier 3 ELA instruction across all grade levels with a strong focus on phonemic awareness and phonological awareness.

SBAC Math D2 Meets or Exceeds Standards (Students With Disabilities)

Addams Elementary implemented comprehensive professional learning in Math to increase knowledge and use of the mathematical shifts and consistent planning using the 5 E's (Engage, Explore, Elaborate, Evaluate) to ensure conceptual learning all with fluency of all students. The actions taken to support implementation include:

- Daily Tier 1 Math grade level instruction (90 minutes includes whole and small group instruction)
- Consistent reteaching in small group when needed
- All reach in grades 1-6, including Special Education Teachers participated in strategic, grade level specific professional learning to enhance instruction in Math to benefit all students including; Students with Disabilities, homeless, and other sub groups.
- Daily 30 minutes of intensive intervention Tier 2 and Tier 3 ELA instruction across all grade levels with a strong focus on phonemic awareness and phonological awareness.

SBAC Math Meets or Exceeds Standards (White)

Addams Elementary implemented comprehensive professional learning in Math to increase knowledge and use of the mathematical shifts and consistent planning using the 5 E's (Engage, Explore, Elaborate, Evaluate) to ensure conceptual learning all with fluency of all students. The actions taken to support implementation include:

- Daily Tier 1 Math grade level instruction (90 minutes includes whole and small group instruction)
- Consistent reteaching in small group when needed
- All reach in grades 1-6, including Special Education Teachers participated in strategic, grade level specific professional learning to enhance instruction in Math to benefit all students including; Students with Disabilities, homeless, and other sub groups.
- Daily 30 minutes of intensive intervention Tier 2 and Tier 3 ELA instruction across all grade levels with a strong focus on phonemic awareness and phonological awareness.

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).

According to our 2022 - 2023 implementation plan we planned to utilized Orton Gillingham for small group RTI instruction. However, after year end results we noticed we didn't see the significant growth we had hoped for. So the fourth quarter of the 2022-2023 school year we conducted site visits focused on looked at response to intervention. The fourth quarter walks allowed us to restructure our site RTI instruction as well as investment in supplemental curriculum Haggerty and 95%.

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 2023/24 SPSA.

Actions in achieving these goals:

- Site visits to high performing RTI school sites
- Purchase of supplemental program Haggerty and 95%.
- Professional learning completed by designated site TSA to teachers as well as interact fellows.
- Onsite academic coach will continue to be used to support K - 6 grade around Literacy and Math.
- Professional learning and instructional support from English Learners department will be utilized to focus on reclassifications of our EL students. Strengthen progress monitor through RTI - assessment data, social-emotional data, and SSTs.
- Continue to strengthen the insurance of small group Tier 2 instruction based on Common Formative Assessment data.
- Offer after school targeted support for Tier 2 and Tier 3 students utilizing interact fellows as well as open to staff.
- Provide clarity and refresh around identifying essential learning standards (claims and targets) in each grade level and administer Common Formative Assessments.
- Provide clarity and refresh around IABs and FIABs for Common Formative Assessments.

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

1 SSC:

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

- Teaching Fellows for English learners for 1st - 3rd grade
- Purchase program/curriculum they would be using
- More teaching fellows in 4th - 6th grade ELA support
- Continue the RTI program as current structure
- Imagine Learning to be used at home

2 ELAC:

During ELAC meetings, we have reviewed budget, attendance, assessment data, and suggestions for the allocation of funds to best support our English Learners. We will utilize surveys to request ELAC members' input on current actions and suggestions for modifications to actions for next school year.

- Teaching Fellows for English learners for 1st - 3rd grade
- Purchase program/curriculum they would be using
- More teaching fellows in 4th - 6th grade ELA support
- Continue the RTI program as current structure
- Imagine Learning to be used at home

3 Staff:

We communicated with Addams Staff, during staff meetings, using ELPAC, i-Ready data for input on current actions and suggestions for modification to actions for next school year.

- After school targeted support Supplemental curriculum to support high quality instruction.
- California Teaching Fellows to support grades 1-6 with small group instruction.
- Targeted academic and social-emotional support.

Action 1

Title: Language Arts Instructional Plan K - 6

Action Details:

ACTION #1 - ELA Instructional Plan for K-6

As a new Comprehensive Support and Improvement School (CSI) Addams Elementary Professional Learning Communities will ensure that all students receive high quality instruction through the implementation of a TK – 6 Grade comprehensive ELA literacy instructional program with an emphasis on early literacy and K-2 grade foundational skills. Professional Learning Communities will utilize our core curriculum to implement school wide multi-tiered system of support to achieve our goal of students reading by 3rd grade.

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

- SBAC
- IAB assessments
- iReady Diagnostic- Reading
- Grade Level Common Formative Assessments
- IEP Goals progress monitoring for SDC MM and RSP Teacher
- BAS
- KAS
- Data chats with teachers
- Grade Level/Teacher/Student/SPED Goal Setting
- IXL
- Imagine Learning
- NextGen
- EdCite

Owner(s):

- Teachers
- Students
- PLC Teams
- Lead Teachers
- TSAs
- Administration
- Academic Coach
- District ELA TSAs

Timeline:

- Daily checking for understanding
- CFA a minimum of 1-2 per quarter
- Quarterly IABs for grades 3-6
- Wonders weekly and end of unit assessments
- iReady Diagnostic Fall / Winter / Spring
- FSA tri-annual assessment
- SBAC 3rd - 6th

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

- Standards Instruction
- ELA Guaranteed and Viable Curriculum resources and materials
- Daily Tier 1 ELA instruction on grade level (120 minutes includes whole and small group for differentiation)
- Create, administer and monitor formative assessments between iReady Diagnostic (teachers and leaders)
- SPED teachers included in goal setting and data CCLs with principal/vice principal for iReady/SBAC
- RSP and General Education teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments
- Goal setting by grade level/content area, by classroom teacher, including SPED teachers on i-Ready, CFAs, IABs, and SBAC assessments with a focus on subgroups i.e. SWD, African American students, and Foster youth)
- Blended Learning/Differentiated Instruction
- Tiered Levels of Support through Response to Intervention for targeted groups (SWD, EL, African American, Foster, specific grade levels based on site data)
 - Tier 1- Ensure access to essential grade-level curriculum, identify and teach essential academic and social behaviors, provide interventions to proactively support student success
 - Tier 2- Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for students needing skills and supports
 - Tier 3- Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable

- School site will continue to strengthen our focus on Tier 1 in the classroom and school-wide Climate & Culture practices.
- School site developed a common understanding of MTSS Framework
- School site will continue to build staff efficacy of Tier 1 teaming structures (i.e. ILT, PLC, CCT)
- Direct Maintenance for repairs
- TSAs to manage and monitor Response to Intervention and After School EL Program
- Technology and software to support language arts instruction
- Academic coach support Tier 1-3 ELA instruction in K-6 Classrooms
- Interact Fellows to support small group instruction in 1-6 Classrooms
- Interact Fellows to support after school reading intervention tutoring
- Response to Intervention Supplemental contracts for Teachers (i.e. Planning, tutoring, etc.)
- Substitutes for monthly Student Success Team Meetings
- Substitutes for teacher planning and peer observations
- Substitutes for data chats
- Interact Fellows and TSA - ELPAC Assessors
- Lease and maintenance of copier
- Maintenance of technology
- Incentives to incentivize students during testing time
- Materials and supplies to support achievement in language arts including ordering materials from the graphics department
- School wide RTI Model for grades 1-6
- IAB assessments
- IXL 3rd - 6th grade
- Imagine Learning
- Mystery Science

Specify enhanced services for EL students:

- Designated ELD will take place daily schoolwide
- Integrated ELD will be implemented throughout the day in all content areas
- Support from Teaching Fellows
- Professional Learning Communities (Learning by Doing)
- Intervention Teacher (SEL/Literacy) (Designated Schools FTE)
- Materials and Supplies
- Integrated ELD
- After School EL Program
- Academic Discourse
- Talk moves/accountable talk
- Language frames
- Bilingual Paraprofessionals
- Explicit instruction with teaching chart and language analysis
- Home School Liaison- Spanish speaking
- Professional Learning and support from English Language Learners Department

Specify enhanced services for low-performing student groups:

- After school tutoring
- Targeted Response to Intervention
- Tier 2 instruction within classroom setting

ENHANCED ADDITIONAL SERVICES FOR STUDENTS WITH DISABILITIES:

- 6-8 week site plan will address student with disabilities by discussing progress monitoring during data chats with SDC and RSP teachers.
- Daily differentiated instruction
- SPED Paraprofessional support throughout the day
- RSP services for identified students
- SLP services for identified students

Action 2

Title: Mathematics Instructional Plan K - 6

Action Details:

ACTION #2 - MATH Instructional Plan for K-6

As a new Comprehensive Support and Improvement School (CSI) Addams Elementary Professional Learning Communities will ensure that all students receive high quality instruction through the implementation of a TK-6 grade comprehensive Math instruction program with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence, and rigor. Professional Learning Communities will utilize our core curriculum to implement school wide multi-tiered system of support to achieve our goal of students demonstrating mastery of standards.

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
<ul style="list-style-type: none">SBACIAB/FIAB AssessmentsiReadyDiagnosticIXL 3rd - 6th gradeReflex MathNextGenEdCite	<ul style="list-style-type: none">TeacherPLC TeamsTSAsAdministrationMath CoachesSEL Support Staff (i.e. SSW, IS, RPC)Academic CoachDistrict Math TSAs	<ul style="list-style-type: none">Daily checking for understandingCFA a minimum of 1-2 per quarterQuarterly IABs/FIABs for grades 3-6GoMath weekly and end of unit assessmentsiReady DiagnosticFSA tri-annual assessmentIXL 3rd - 6th grade

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

- Standards Instruction
- Math Guaranteed and Viable Curriculum resources and materials
- Daily Tier 1 Math instruction on grade level (90 minutes includes whole and small group for differentiation)
- Create, administer and monitor formative assessments between iReady Diagnostic (teachers and leaders)
- SPED teachers included in goal setting and data CCI with principal for iReady/SBAC
- RSP and General Education teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments
- Goal setting by grade level/content area, by classroom teacher, including SPED teachers on Interim and SBAC assessments with a focus on subgroups i.e. SWD, African American students, and Foster youth)
- Blended Learning/Differentiated Instruction
- Tiered Levels of Support through Response to Intervention for targeted groups (SWD, EL, African American, Foster, specific grade levels based on site data)
 - Tier 1- Ensure access to essential grade-level curriculum, identify and teach essential academic and social behaviors, provide preventions to proactively support student success
 - Tier 2- Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for students needing skills and supports
 - Tier 3- Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable
- School site will continue to strengthen our focus on Tier 1 in the classroom and school-wide Climate & Culture practices.
- School site developed a common understanding of MTSS Framework
- School site will continue to build staff efficacy of Tier 1 teaming structures (i.e. ILT, PLC, CCT)
- Direct Maintenance for repairs
- TSAs to manage and monitor Response to Intervention and After School EL Program
- Technology and software to support math instruction
- Math support on site Academic Coach support Tier 1-3 Math instruction
- Blended Learning/Differentiated Instruction
- Response to Intervention Supplemental contracts for Teachers (i.e. Planning, tutoring, etc.)
- Substitutes for monthly Student Success Team Meetings
- Substitutes for teacher planning and peer observations
- Substitutes for data chats

- ELPAC Assessors
- Lease and maintenance of copier
- Maintenance of technology
- Materials and supplies to support achievement in language arts including ordering materials from the graphics department.
- IAB assessments
- NextGen Math assessment platform to generate

Specify enhanced services for EL students:

- Designated ELD will take place daily schoolwide for a minimum of 30 minutes
- Integrated ELD will be implemented throughout the day in all content areas
- Support Bilingual Paraprofessionals
- Professional Learning Playbook
- Intervention Teacher (SEL/Literacy) (Designated Schools FTE)
- Materials and Supplies
- Integrated ELD
- After School EL Program
- Academic Discourse
- Talk moves/accountable talk
- Language frames
- Explicit instruction with teaching chart and language analysis
- Home School Liaison- Spanish speaking
- Professional Learning and support from English Language Learners Department

Specify enhanced services for low-performing student groups:

- After school tutoring
- Targeted Response to Intervention

ENHANCED ADDITIONAL SERVICES FOR STUDENTS WITH DISABILITIES:

- 6-8 week site plan will address student with disabilities by discussing progress monitoring during data chats with SDC and RSP teachers.
- Daily differentiated instruction
- SPED Paraprofessional support? throughout the day
- RSP services for identified students
- SLP services for identified students

Action 3

Title: EL Re-classification Rate

Action Details:

ACTION #3 - English Language Learner Instructional Plan for K-6

As a new Comprehensive Support and Improvement School (CSI) Addams Elementary will implement standards-based ELA/ELD instructional strategies to support and increase from 6.5% to 11.5% of English Language Learners who are reclassified based on ELPAC results.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- ELPAC
- iReady
- IAB
- BAS
- KSA
- Grade Level Common Formative Assessments
- Wonders - Specific to EL instructional needs
- Disaggregate data on CF, IAB, and iReady for EL students
- IXL 3rd - 6th grade
- Imagine Learning Language and Literacy
- NextGen
- EdCite

Owner(s):

- Teachers
- PLC Teams
- Lead Teachers
- Administration
- EL Department TSAs

Timeline:

- Daily, on-going
- CFAs
- Wonder's Weekly, Quarterly, and End of Unit Assessments
- ELPAC
- IABs/FIABs

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

- Wonders - specific to EL instructional needs
- iReady (Reading)
- Teaching Fellows in 1st grade and in RTI (all grade levels)
- Academic coach support Tier 1-3 ELA instruction in K-6 Classrooms
- Teaching Fellows to support small group instruction in 1-6 Classrooms
- Teaching Fellows to support after school reading intervention tutoring

Specify enhanced services for EL students:

- iReady (Reading)
- Teachers will utilize specific ELD strategies guided in the Wonders ELD sections
- After School Tutoring
- Teaching Fellows in Kindergarten classrooms
- ELPAC Assessors
- EL appropriate interventions based on student need and data trends
- Small group instruction to align to the needs of struggling RFEP
- Data chats with teachers to communicate clear expectations to teachers and students
- Awards given for students of reclassification
- Academic coach support Tier 1-3 ELA instruction in K-6 Classrooms
- Teaching Fellows to support small group instruction in 1-6 Classrooms
- Teaching Fellows to support after school reading intervention tutoring
- Teaching Fellows to support ELPAC prep
- SW support, mileage

Specify enhanced services for low-performing student groups:

- Wonders - specific to EL instructional needs
- iReady (Reading)
- Teaching Fellows in Kindergarten and in RTI (all grade levels)
- IXL 3rd - 6th grade
- Imagine Learning Language and Literacy

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0005 Addams Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Education and Leadership Foundation: ELF/Interact Fellow- triple funded with 3010, 3182 &7090	97,941.00
G1A1	ESSA-CSI	Instruction	Subagreements			Education and Leadership Foundation : Education and Leadership Foundation: ELF/Interact Fellow- triple funded with 3010, 3182 &7090	96,393.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			subs for T planning/peer observations, SSTs, etc.	43,366.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			supplemental pay contracts for teacher tutoring	14,784.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Site licenses for IXL (8,245), Mystery Science (3000)	11,245.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Mat & Sup- \$200/T, student incentives, school connectedness, headphones, software/hardware, monitors, etc.	60,106.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Mat & Sup- \$200 per teacher, software/hardware, monitors, headphones, etc.	34,936.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Education and Leadership Foundation: ELF/Interact Fellow- triple funded with 3010, 3182, 7090, & 7091	33,976.00
G1A1	Sup & Conc	Instruction	Equip Lease			Ricoh Lease: three machines	22,447.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct maintenance	5,000.00
G1A1	LCFF: EL	Instruction	Ins Aide-Sup			supplemental pay contracts for classified student support	1,180.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: Imagine Learning Site License	25,000.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : Education and Leadership Foundation: ELF/Interact Fellow- triple funded with 3010, 3182, 7090, & 7091	33,976.00
G1A1	One-time School	Instruction	Nc-Equipment			: laptops	9,226.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			laptops	13,274.00

\$502,850.00

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
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	86.16 %	81.14 %	2022-2023	86.14 %

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.

Student-centered real world learning experience - Site Defined

- Students were encouraged to participate in their grade level sport.
- Teachers ensured students were present with a permission slip for their assigned field trip.
- Holding a 6th grade camp informational meeting for parents.
- Continue to provide organized sports for grades 4th - 6th.
- Continue to provide coaches for all extra curricular activities for grades 2-6 including flag football, soccer, basketball, Peach Blossom, cross country, and softball.
- Continue to provide access to music for grades TK-6.

2

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

Student-centered real world learning experience - Site Defined

- High percentage of student attendance was due to teachers and staff being proactive in communicating with parents the value of attending the study trip.
- The small percentage of students who did not attend was due to absences related to illness or family request to not attend.
- Students in PS to 2nd grade have not had an many opportunities to participate in real-world learning experiences as students in 3rd - 6th grades.

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

This school year we have continued to implement in-person fieldtrips. We have also started Leadership Club.

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 2023/24 SPSA.

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

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

<div>1 SSC:</div> <div>During the school site council meetings, we have reviewed budget, attendance, assessment data, and suggestions for the allocation of funds to best support all students. We will utilize surveys to request SSC members' input on current actions and suggestions for modifications to actions for next school year.<ul style="list-style-type: none">Teaching Fellows for English learners for 1st - 3rd gradePurchase program/curriculum they would be usingMore teaching fellows in 4th - 6th grade ELA supportContinue the RTI program as current structureImagine Learning to be used at home</div>	<div>2 ELAC:</div> <div>During ELAC meetings, we have reviewed budget, attendance, assessment data, and suggestions for the allocation of funds to best support our English Learners. We will utilize surveys to request ELAC members' input on current actions and suggestions for modifications to actions for next school year.<ul style="list-style-type: none">Teaching Fellows for English learners for 1st - 3rd gradePurchase program/curriculum they would be usingMore teaching fellows in 4th - 6th grade ELA supportContinue the RTI program as current structureImagine Learning to be used at home</div>	<div>3 Staff:</div> <div>We communicated with Addams Staff, during staff meetings, using ELPAC, i-Ready data for input on current actions and suggestions for modification to actions for next school year.<ul style="list-style-type: none">After school targeted support Supplemental curriculum to support high quality instruction.California Teaching Fellows to support grades 1-6 with small group instruction.Targeted academic and social-emotional support.</div>
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Action 1

Title: Real-World Learning Experiences

Action Details:

ACTION #2 - College and Career Readiness Opportunities

As a new Comprehensive Support and Improvement School (CSI) Addams Elementary is committed to increasing Goal 2 participating throughout the year by engaging students in a variety of college and career opportunities through club organizations, athletic teams, co-curricular activities, visual and performing arts, flied trips, and class presentations.

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

Details: Explain the data which will specifically monitor progress toward each indicator target <ul style="list-style-type: none">Monitor attendance through ATLASPanorama Student SurveysParent SurveysReport from ATLAS Student Engagement ToolPower BiStudent responses	Owner(s): <ul style="list-style-type: none">Climate and Culture TeamTeachersHome School LiaisonILTGoal 2 DepartmentAdmin	Timeline: <ul style="list-style-type: none">WeeklyMonthlyQuarterlyYearly (SEL Survey)
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Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Home School Liaison to support and communicate with parents
- Provide transportation to event or activity, if needed
- Supplemental contracts for Certificated and Classified and community members to facilitate clubs or events
- All students have opportunities
- Guest speakers from diverse backgrounds including Bilingual speakers
- Graphics for communications and student support
- Campus Beautification Projects - support engagement
- Purchase orders for athletics, spirit wear, clubs, activity/vendors, and the arts

Specify enhanced services for EL students:

- Home School Liaison to support and communicate with parents
- All parent and student communications will be translated into primary language, including but not limited to, School Messenger, Peach Jar, flyers, and social media platforms.
- SST process-identification of interventions to support services for EL, Foster and economically disadvantaged students.

Specify enhanced services for low-performing student groups:

- All students will be encouraged to engage in real-world learning activities and experiences.
- SST process-identification of interventions to support services for EL, Foster and economically disadvantaged students.

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0005 Addams Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct-Graph			Graphics	2,000.00
G2A1	One-time School	Instruction	Cons Svc/Oth			Mega-Prints : Campus Beautification-signage, murals, etc.	20,500.00

\$22,500.00

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	✓	63.87 %	46.41 %	2022-2023	41.41 %
Suspension Rate - Semester 1	✓	2.38 %	3.02 %	2022-2023	2.02 %

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

1

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

Chronic Absenteeism:

- Project Access concerns
- Lack of Resources
- Lack of transportation to and from school

Chronic Absenteeism (Homeless)

In 2020 - 2021, 4.4% of Homeless students were chronically absent.

Factors that impacted the effectiveness in achieving the expected outcomes include:

- Continued development of a tiered support system to meet the needs of students both social emotionally and academically at the appropriate tiered level
- Continued professional learning around SEL for all staff Continue to support a 3-tiered support system
- Implementing a 3-Tiered system for identification of students with specific SEL needs according to specific criteria i.e. chronic absenteeism, project access identification, foster youth, and students with disabilities (SWD)
- Improve with consistency in following a 3-Tiered identification process to allocate appropriate resources i.e. School Social Worker, School Psychologist, School Restorative Practices Counselor and Tier 2 Intervention Specialist.

Chronic Absenteeism(Students with Disabilities)

In 2020 - 2021, 31.8% of SWD were chronically absent.

Factors that impacted the effectiveness in achieving the expected outcomes include:

- Continued development of a tiered support system to meet the needs of students both social

2

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

Chronic Absenteeism

- Lack of access to services in community
- High mobility (transient) of family
- Project Access no ID
- Lack of transportation to and from school
- Pandemic COVID-19 Quarantine regulations for students COVID quarantine requirements for COVID positive and symptomatic students

Chronic Absenteeism (Homeless)

- High mobility of family
- Project Access no ID
- Lack of transportation to and from school

Chronic Absenteeism (Students with Disabilities)

- Lack of access to services in the community

Chronic Absenteeism (White)

Factors that impacted the effectiveness in achieving the expected outcomes include:

- Continued development of a tiered support system to meet the needs of students both social emotionally and academically at the appropriate tiered level
- Continued professional learning around SEL for all staff Implementing a 3-Tiered identification process to allocate appropriate resources i.e. School Social Worker, School Psychologist, and School Restorative Practices Counselor

Suspensions students with 1 or more

emotionally and academically at the appropriate tiered level

- Continued professional learning around SEL for all staff
- Continue to support a 3-tiered support system Implementing a 3-Tiered system for identification of students with specific SEL needs according to specific criteria i.e. chronic absenteeism, project access identification, foster youth, and students with disabilities (SWD)
- Improve with consistency in following a 3-Tiered identification process to allocate appropriate resources i.e. School Social Worker, School Psychologist, School Restorative Practices Counselor and Tier 2 Intervention Specialist. Chronic Absenteeism(White)

In 2020 - 2021, 35.38% of White students were chronically absent.

Factors that impacted the effectiveness in achieving the expected outcomes include:

- Continued development of a tiered support system to meet the needs of students both social emotionally and academically at the appropriate tiered level
- Continued professional learning around SEL for all staff
- Continue to support a 3-tiered support system Implementing a 3-Tiered system for identification of students with specific SEL needs according to specific criteria i.e. chronic absenteeism, project access identification, foster youth, and students with disabilities (SWD)
- Improve with consistency in following a 3-Tiered identification process to allocate appropriate resources i.e. School Social Worker, School Psychologist, School Restorative Practices Counselor and Tier 2 Intervention Specialist.

Suspensions students with 1 or more disability

- Continued development of a tiered support system to meet the needs of students both social emotionally and academically at the appropriate tiered level Continued professional learning around SEL for all staff
- Continue to support a 3-tiered support system Implementing a 3-Tiered system for identification of students with specific SEL needs according to specific criteria i.e. chronic absenteeism, project access identification, foster youth, and students with disabilities (SWD) Improve with consistency in following a 3-Tiered identification process to allocate appropriate resources i.e. School Social Worker, School Psychologist, School Restorative Practices Counselor and Tier 2 Intervention Specialist.

Suspensions students with 1 or more (Homeless)

- Continued development of a tiered support system to meet the needs of students both social emotionally and academically at the appropriate tiered level Continued professional learning around SEL for all staff
- Continue to support a 3-tiered support system Implementing a 3-Tiered system for identification of students with specific SEL needs according to specific criteria i.e. chronic absenteeism, project access identification, foster youth, and students with disabilities (SWD)
- Improve with consistency in following a 3-Tiered identification process to allocate appropriate resources i.e. School Social Worker, School Psychologist, School Restorative Practices Counselor and Tier 2 Intervention Specialist.

Suspensions students with 1 or more (Students With Disabilities)

- Continued development of a tiered support system to meet the needs of students both social emotionally and academically at the appropriate tiered level
- Continued professional learning around SEL for all staff Continue to support a 3-tiered support system Implementing a 3-Tiered system for identification of students with specific SEL needs

Factors that impacted the effectiveness in achieving the expected outcomes include:

- Students were lacking the social emotional support tied with the suspension action.
- Lack of consistency utilizing the reentry to build relationships and connections with students. Inconsistent school wide implementation of morning meetings to build relationships and connections with students.

Suspensions students with 1 or more (Homeless)

Factors that impacted the effectiveness in achieving the expected outcomes include:

- Students were lacking the social emotional support tied with the suspension action.
- Lack of consistency utilizing the reentry to build relationships and connections with students.
- Inconsistent school wide implementation of morning meetings to build relationships and connections with students.

Suspensions students with 1 or more (Students With Disabilities)

- Students were lacking the social emotional support tied with the suspension action.
- Lack of consistency utilizing the reentry to build relationships and connections with students.
- Inconsistent school wide implementation of morning meetings to build relationships and connections with students.

Suspensions students with 1 or more (White)

- Students were lacking the social emotional support tied with the suspension action.
- Lack of consistency utilizing the reentry to build relationships and connections with students.
- Inconsistent school wide implementation of morning meetings to build relationships and connections with students.

according to specific criteria i.e. chronic absenteeism, project access identification, foster youth, and students with disabilities (SWD)

- Improve with consistency in following a 3-Tiered identification process to allocate appropriate resources i.e. School Social Worker, School Psychologist, School Restorative Practices Counselor and Tier 2 Intervention Specialist.

Suspensions students with 1 or more (White)

- Continued development of a tiered support system to meet the needs of students both social emotionally and academically at the appropriate tiered level
- Continued professional learning around SEL for all staff Continue to support a 3-tiered support system Implementing a 3-Tiered system for identification of students with specific SEL needs according to specific criteria i.e. chronic absenteeism, project access identification, foster youth, and students with disabilities (SWD)
- Improve with consistency in following a 3-Tiered identification process to allocate appropriate resources i.e. School Social Worker, School Psychologist, School Restorative Practices Counselor and Tier 2 Intervention Specialist.

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).

Student support with a focus on the 4 Core social emotional was inconsistent Tiered level of response to behavior incidents was inconsistent Effective implementation of Safe and Civil components was inconsistent

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 2023/24 SPSA.

Addams Elementary professional learning will continue to focus on morning meetings, second step, and social emotional competencies. CCT will provide professional learning to staff to support with the levels of misbehavior. Target Support Team will continue to consistently meet once a week to discuss Tier II student needs and to develop action plans.

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

1 SSC:

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

2 ELAC:

During ELAC meetings, we have reviewed budget, attendance, assessment data, and suggestions for the allocation of funds to best support our English Learners. We will utilize surveys to request ELAC members' input on current actions and suggestions for modifications to actions for next school year.

3 Staff:

We communicated with Addams Staff, during staff meetings, using ELPAC, i-Ready data for input on current actions and suggestions for modification to actions for next school year.

- After school targeted support Supplemental curriculum to support high quality instruction.

- Teaching Fellows for English learners for 1st - 3rd grade
- Purchase program/curriculum they would be using
- Mbre teaching fellows in 4th - 6th grade ELA support
- Continue the RTI program as current structure
- Imagine Learning to be used at home

- Teaching Fellows for English learners for 1st - 3rd grade
- Purchase program/curriculum they would be using
- More teaching fellows in 4th - 6th grade ELA support
- Continue the RTI program as current structure
- Imagine Learning to be used at home

- California Teaching Fellows to support grades 1-6 with small group instruction.
- Targeted academic and social-emotional support.

Action 1

Title: Chronic Absenteeism

Action Details:

ACTION #1 - Decrease Chronic Absenteeism

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

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

Explain the Progress Monitoring and data used for this Action

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

- Daily attendance reports will result in phone calls to parents to follow-up on attendance concerns and trends.
- A2A Conferences with students and parents will be held as needed based on attendance trends to establish attendance contracts.
- Programs that address chronic absenteeism

Owner(s):

- Attendance Office Assistant
- Principal

Timeline:

- Daily
- Weekly

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

- Home Visits to parents in support of attendance efforts and goals.
- ATLAS reports pulled by Tier 2 specialist

Owner(s):

- Home School Liaison
- District - DPI
- Administration

Timeline:

- Daily
- Weekly

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

- The percent of students replying agree/strongly agree (positive) to questions regarding expectations and relationships with adults on campus on the student school climate survey will be analyzed.

Owner(s):

- Teachers
- Administration

Timeline:

- Yearly

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

- Targeted Support Team (TST) meetings to review data on chronic absenteeism

Owner(s):

- TST

Timeline:

- Weekly

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

Intentional Effective feedback to students:

- 5:1 Ratio of adult positive interactions towards students:
- Feedback to teachers using classroom walk through data & IPG Tenant 1
- Class Meetings and first 10 day lessons
- First 10 days of SEL Learning
- Goal 2 participation

Owner(s):

- Teachers
- Climate & Culture Team
- Restorative Practice Counselor
- School Social Worker
- Intervention Teacher (SEL/Literacy)
- Administration
- Academic Coach
- Climate Culture Specialist

Timeline:

Daily
Weekly
Monthly

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

Revise school policies and procedures to promote growth mindset and self efficacy:

- Guidelines for success to include "I can, I will statements"
- Parents Awareness on SEL

Owner(s):

- Teachers
- Administration
- Restorative Practice Counselor
- School Social Worker
- Intervention Teacher (SEL/Literacy)
- Academic Coach
- Climate Culture Specialist

Timeline:

Quarterly

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

- Morning Meetings
- Class Meetings
- 2nd Step Lesson

Owner(s):

- Teachers

Timeline:

Daily
Weekly

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

- Mentoring for students with tier 3 needs

Owner(s):

- Administration
- School Social Worker
- School Psychologist (1.5 days)
- Restorative Practice Counselor
- Academic Coach
- Climate Culture Specialist

Timeline:

Weekly

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

Student Leadership:

- Assist with modeling behavior to student body
- Organize activities for SEL improvements (i.e. "I Can Campaign")
- Lead Anti-Bullying Campaign

Owner(s):

- Restorative Practice Counselor
- School Psychologist (1.5 days)

Timeline:

Weekly

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

- Targeted Support Team (TST) will work collaboratively with teachers to address needs of students specific to subgroups i.e. homelessness, SWD
- Professional Learning for site leaders and teachers focused on TSI identified student identified group SPED.
- Attendance campaign with incentives to classrooms and students
- Materials and supplies to promote attendance and support student engagement (Assemblies and other engagement opportunities)
- Direct food services for students engagement and activities
- A District Provided Restorative Practice Counselor 2.5 days a week.
- All students will be encouraged to participate in a broad range of arts, activities and athletics, including: Clubs focused on leadership, art, music, dance, culture, drama and social events. Supplemental pay contracts will be provided to teachers and extra pay contracts for paraprofessionals to instruct and supervise students in these activities.
- TSA to support classrooms and SEL learning
- Technology to increase SEL learning and improve school climate & culture
- Babysitting, Translating & materials for meetings
- School Social Worker (SSW)
- School Psychologist
- Community Building, Explicit SEL Instruction & Embedded skills
- Mileage for Home School Liaison
- Purchase orders to outside vendors to support student/parent activities focused on attendance
- Graphics - direct services for additional materials such as certificates and other resources necessary to promote attendance
- Additional copy machine and copy machines' maintenance to support/provide materials
- SEL Instruction - Second Step, Morning Meetings, Class Meetings
- Professional Learning on implementation of SEL instruction
- Admin team will conduct classroom visits providing feedback to individual teachers and PLCs on the implementation of SEL instruction
- Schoolwide use of regulation/cool-down and student reflections, restorative conferences/circles, conflict mediation and participation in reentry circles (post suspension) facilitated by RP counselor
- Peer Mediation program
- RP counselor providing coaching/consulting on building, affirming and repairing relationships and culturally responsive and trauma informed practices aligned to restorative principles

Specify enhanced services for EL students:

- Home School Liaison to support EL students and families through translations, outreach and home visits.

Specify enhanced services for low-performing student groups:

- Target chronically absent students to attend Saturday School Attendance with emphasis on subgroups i.e. homelessness, SWD, etc.
- Data collection, home visits, and attendance conferences with parents and students as needed for subgroups i.e. homelessness, SWD, etc.
- Targeted Support Team (TST) to address the needs of students requiring intervention at a Tier II level. TST will work collaboratively with teachers to address needs of students specific to subgroups i.e. homelessness, SWD, etc. in the areas of reading intervention, after school tutoring, counseling, coping skills, etc.

Action 2

Title: Suspensions per 100

Action Details:

ACTION #2 - Reduce Out-School Suspension Rate

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

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

The percent of students replying agree/strongly agree (positive) to questions regarding expectations and relationships with adults on campus on the student school climate survey will be analyzed.

Owner(s):

- Teachers
- Administration

Timeline:

- Yearly

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

- Teachers will submit Classroom Discipline Plans based on the CHAMPS protocol at the beginning of the year and reviewed mid-year.

Owner(s):

- Teachers
- Climate & Culture Team
- Administration

Timeline:

- 1st Quarter
- 3rd Quarter

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

- Climate and Culture Team meets a minimum of once a month and reviews the data of suspension, misbehavior and Tier 3 students to develop action plans for professional learning/coaching.

Owner(s):

- Climate & Culture Team
- Administration

Timeline:

- Yearly

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

- A District Provided Restorative Practice Counselor 2.5 days a week.
- Teachers will provide regular positive reinforcement including reward tickets, specific praise, and group rewards.
- Admin will provide support through noontime recognition, raffles and quarterly assemblies.
- Bully prevention lessons will be taught during weekly class meetings.
- School Social Worker and Intervention Specialist will provide behavioral support to struggling students through informal counseling as time permits.
- Individual behavioral contracts between teacher and students will be implemented on an as needed basis to provide behavioral support to struggling students.
- Materials and supplies to promote student engagement
- Graphics - direct services for additional materials such as certificates and other resources necessary to support engagement, safety, and behavioral and social emotional needs.
- Additional copy machine and copy machines' maintenance to support/provide materials
- Funds to provide students incentives focused on the 6 Pillars of Character such as snack prizes, rallies, or assemblies, and other engagement opportunities)
- Direct food services for students engagement and activities
- SEL Instruction - Second Step, Morning Meetings, Class Meetings
- Professional Learning on implementation of SEL instruction
- Admin team will conduct classroom visits providing feedback to individual teachers and PLCs on the implementation of SEL instruction
- Schoolwide use of regulation/cool-down and student reflections, restorative conferences/circles, conflict mediation and participation in reentry circles (post suspension) facilitated by RP counselor
- Peer Mediation Peacemaking Program 4th-6th
- RP counselor providing coaching/consulting on building, affirming and repairing relationships and culturally responsive and trauma informed practices aligned to restorative principles

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

- Target students with multiple suspensions
- Intervention Specialist will support Tier II students
- RP Counselor to conduct re-entry meetings

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0005 Addams Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.5750	SSW	87,193.00
G3A1	LCFF: EL	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.4250	SSW	64,447.00
G3A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			HSL Mileage	490.00
G3A1	One-time School	Instruction	Cons Svc/Oth			TBD : SBAC assemblies & quarterly motivational assemblies to improve student attendance. Vendors TBD.	2,500.00

\$154,630.00

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	✓	98.07 %	62.34 %	2022-2023	67.34 %

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

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

Addams Elementary School implemented the following actions:

- Addams Elementary provides professional learning for staff on the following areas: SBAC Claims and Targets, Interim Assessments, Restorative Practices, Foundational Skills, Social Emotional Learning, Professional Learning Communities, and math fluency
- Teacher recognition at the beginning of PLC (whole-staff) meetings
- Monthly birthday celebrations; staff celebrations
- Sunshine Committee
- Provide opportunities for teachers to have supplemental contracts for tutoring and planning
- Quarterly substitute release time for planning
- Ensuring year 1 and year 2 teachers receive induction support

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

Staff Goal - Site Defined

- Minimal Literacy support across all grade levels.
- Minimal ELA professional learning to increase strong ELA tier 1 instruction around vocabulary and writing

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).

Providing ongoing opportunity for new and seasoned teachers to observe peers and have intentional PLC quarterly planning days.

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 2023/24 SPSA.

- Work in partnership with the math and ELA department to provide training and support for the implementation of strong tier 1 instruction and high quality foundational skills instruction

- Provide supports for students with disabilities

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

<div>1 SSC:</div> <div>During the school site council meetings, we have reviewed budget, attendance, assessment data, and suggestions for the allocation of funds to best support all students. We will utilize surveys to request SSC members' input on current actions and suggestions for modifications to actions for next school year.<ul style="list-style-type: none">• Teaching Fellows for English learners for 1st - 3rd grade• Purchase program/curriculum they would be using• More teaching fellows in 4th - 6th grade ELA support• Continue the RTI program as current structure• Imagine Learning to be used at home</div>	<div>2 ELAC:</div> <div>During ELAC meetings, we have reviewed budget, attendance, assessment data, and suggestions for the allocation of funds to best support our English Learners. We will utilize surveys to request ELAC members' input on current actions and suggestions for modifications to actions for next school year.<ul style="list-style-type: none">• Teaching Fellows for English learners for 1st - 3rd grade• Purchase program/curriculum they would be using• More teaching fellows in 4th - 6th grade ELA support• Continue the RTI program as current structure• Imagine Learning to be used at home</div>	<div>3 Staff:</div> <div>We communicated with Addams Staff, during staff meetings, using ELPAC, i-Ready data for input on current actions and suggestions for modification to actions for next school year.<ul style="list-style-type: none">• After school targeted support Supplemental curriculum to support high quality instruction.• California Teaching Fellows to support grades 1-6 with small group instruction.• Targeted academic and social-emotional support.</div>
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Action 1

Title: Staff Training and Support

Action Details:

ACTION#1 - Recruitment and Retention of Diverse Personnel

As a new Comprehensive Support and Improvement School (CSI) Addams Elementary is committed to increasing the recruitment and retention of staff to reflect the diversity of our community, as measured in the Fall Climate & Culture staff survey. Our school will actively collaborate with the Teacher Development Department and Human Resources to ensure we are staffing highly qualified personnel teachers and staff.

Reasoning for using this action:

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- iAchieve staff learning reports
- Site Professional Learning attendance reports
- Staff surveys
- Staff Management portal on iAchieve
- FUSD recruitment interview form
- FUSD exit interview form
- Fall Staff Climate and Culture Survey
- Spring Climate and Culture Survey

Owner(s):

- Administration
- ILT
- ELA/Math Coaches
- Site hiring panel (Admin/ILT)
- FUSD human resource department
- Teacher residency program
- Addams Certificated/Classified Staff

Timeline:

- On-going
- Lateral Hire
- Overage Hire
- New Teacher Hire

Describe Direct Services to Staff in support of students, including materials and supplies required (curriculum and instruction):

- **Student Academics:** SBAC Claims and Targets, CFAs, Foundational Skills, Professional Learning Communities, and Common Core State Standards
- **Student Centered and Real-World Learning:** Cultural Proficiency and Culturally Proficient Instruction
- **Student Engagement:** Restorative Practices, Climate and Culture Tier 1-3 improvement, and Social Emotional Learning

- Online resources such as software and licenses including Nearpod
- Guaranteed and Viable Curriculum - ELA Wonders and Go Math; resources and materials
- Supplemental contracts for Certificated and Classified to attend professional development meetings
- Substitutes to provide release time for teachers to attend professional learning meetings
- Materials and supplies that support professional learning including, but not limited to textbooks, office supplies, graphics, and technology
- Purchase orders to support professional learning activities
- Technology to support delivery of professional learning such as Elmos, tablets, projectors, document cameras, and other accessories/supplies, as needed
- Direct maintenance and repairs
- Professional Learning
- Provide site incentives for staff morale
- Direct Food Services

Specify enhanced services for Staff in support of EL students:

- ELPAC training for all teachers
- Professional Learning around ELD standards
- PLs designed to support effective instruction
- Effective teacher planning structures to ensure implementation of EL instruction
- Professional Learning Community commitments aligned to professional learning EL topic

Specify enhanced services for Staff to support low-performing student groups:

- Professional Learning Opportunities for Paraprofessionals and Tutors supporting Tier 2 and Tier 3 students focused on iReady, Tutor.com, SORA, etc.

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	✓	84.43 %	80.8 %	2022-2023	81.9 %

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

1

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

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

- Student Academics: Parent/Teacher Conferences, SSTs, IEPs, Parent Meetings (Coffee Hours), Parent Learning Opportunities (Parent University), Study Trips (Chaperones), Open House Student Centered and Real-World Learning
- Student Engagement: Academic Awards, Student of the Month Celebrations, Community Building Celebratory Weeks (Red Ribbon Week, Literacy Week, Kindness Week, Black History Week), Read Across America, Clubs, Athletics, Music Education, Winter and Spring Performances, etc.
- Create a Positive Family Oriented Community School messenger, parent square, peach jar, our school website, and school side parent class dojo was our main sources for communication to our families.
- Monthly parent engagement hours were held with parents input on topics

2

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

Work to increase opportunities for parent to engage in activities on campus beyond awards

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

All actions were implemented as planned

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

We will continue our efforts to make Addams a welcoming and safe environment for students and their families.

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

<div>1 SSC:</div> <div>During the school site council meetings,we have reviewed budget, attendance, assessment data, and suggestions for the allocation of funds to best support all students. We will utilize surveys to request SSC members' input on current actions and suggestions for modifications to actions for next school year.<ul style="list-style-type: none">Teaching Fellows for English learners for 1st - 3rd gradePurchase program/curriculum they would be usingMore teaching fellows in 4th - 6th grade ELA supportContinue the RTI program as current structureImagine Learning to be used at home</div>	<div>2 ELAC:</div> <div>During ELAC meetings, we have reviewed budget, attendance, assessment data, and suggestions for the allocation of funds to best support our English Learners. We will utilize surveys to request ELAC members' input on current actions and suggestions for modifications to actions for next school year.<ul style="list-style-type: none">Teaching Fellows for English learners for 1st - 3rd gradePurchase program/curriculum they would be usingMore teaching fellows in 4th - 6th grade ELA supportContinue the RTI program as current structureImagine Learning to be used at home</div>	<div>3 Staff:</div> <div>We communicated with Addams Staff, during staff meetings, using ELPAC, i-Ready data for input on current actions and suggestions for modification to actions for next school year.<ul style="list-style-type: none">After school targeted support Supplemental curriculum to support high quality instruction.California Teaching Fellows to support grades 1-6 with small group instruction.Targeted academic and social-emotional support.</div>
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Action 1

Title: Create a Positive, Family-Oriented Community

Action Details:

ACTION#1 - Inclusive Opportunities for Families

As a new Comprehensive Support and Improvement School (CSI) Addams is committed to increasing from 81% to 86% inclusive opportunities for families to engage in their students' education. Our school will actively collaborate with Parent University and community partners to provide a variety of inclusive opportunities for our families.

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

- Panorama parent Climate Culture Survey
- Site Pulse Survey
- Panorama student Climate Culture Survey
- QR reader to sign in participation in school events
- Parent workshop agendas and attendance
- SSTs

Owner(s):

Climate and Culture Team

Office Staff

Teachers

Home School Liaison

Administration

TSAs

Parent University

Timeline:

Quarterly

Describe Direct Services to Families in support of students, including materials and supplies required (curriculum and instruction):

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

Specify enhanced services for Families of EL students:

- Home School Liaison
- Child Care
- Books
- Parent Learning Opportunities (from Site and Parent University)

Specify enhanced services for Families of low-performing student groups:

- SSTs
- Home School Liaison
- Child Care
- Books
- Parent Learning Opportunities (from Site and Parent University)
- SSC

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0005 Addams Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitters for parent meetings	4,524.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			food, materials for parent meetings	1,007.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translators	6,235.00

\$11,766.00

2023-2024 Budget for SPSA/School Site Council

State/Federal Dept 0005 Addams Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Education and Leadership Foundation: ELF/Interact Fellow- triple funded with 3010, 3182 &7090	97,941.00
G1A1	ESSA-CSI	Instruction	Subagreements			Education and Leadership Foundation : Education and Leadership Foundation: ELF/Interact Fellow- triple funded with 3010, 3182 &7090	96,393.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			subs for T planning/peer observations, SSTs, etc.	43,366.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			supplemental pay contracts for teacher tutoring	14,784.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Site licenses for IXL (8,245), Mystery Science (3000)	11,245.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Mat & Sup- \$200/T, student incentives, school connectedness, headphones, software/hardware, monitors, etc.	60,106.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Mat & Sup- \$200 per teacher, software/hardware, monitors, headphones, etc.	34,936.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Education and Leadership Foundation: ELF/Interact Fellow- triple funded with 3010, 3182, 7090, & 7091	33,976.00
G1A1	Sup & Conc	Instruction	Equip Lease			Ricoh Lease: three machines	22,447.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct maintenance	5,000.00
G1A1	LCFF: EL	Instruction	Ins Aide-Sup			supplemental pay contracts for classified student support	1,180.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: Imagine Learning Site License	25,000.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : Education and Leadership Foundation: ELF/Interact Fellow- triple funded with 3010, 3182, 7090, & 7091	33,976.00
G1A1	One-time School	Instruction	Nc-Equipment			: laptops	9,226.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			laptops	13,274.00
G2A1	Sup & Conc	Instruction	Direct-Graph			Graphics	2,000.00
G2A1	One-time School	Instruction	Cons Svc/Oth			Mega-Prints : Campus Beautification- signage, murals, etc.	20,500.00
G3A1	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.5750	SSW	87,193.00
G3A1	LCFF: EL	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.4250	SSW	64,447.00
G3A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			HSL Mileage	490.00
G3A1	One-time School	Instruction	Cons Svc/Oth			TBD : SBAC assemblies & quarterly motivational assemblies to improve student attendance. Vendors TBD.	2,500.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitters for parent meetings	4,524.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			food, materials for parent meetings	1,007.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translators	6,235.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$102,465.00
ESSA-CSI	3182	\$96,393.00
Sup & Conc	7090	\$329,334.00
LCFF: EL	7091	\$131,328.00
One-time School	7099	\$32,226.00
Grand Total		\$691,746.00

\$691,746.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$502,850.00
G2 - Expand student-centered and real-world learning experiences	\$22,500.00
G3 - Increase student engagement in their school and community	\$154,630.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$11,766.00
Grand Total	\$691,746.00