

Addicott Elementary

10621666116651

Principal's Name: Tess Reid

Principal's Signature: 

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

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	• <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

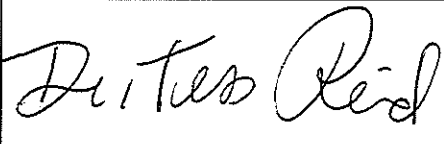
School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Tess Reid	X				
2. Chairperson – Patrick Tucker				X	
3. Secretary – Matina Rios			X		
4. Brian Burmeister			X		
5. Lupita Arias			X		
6. Shaun Albert		X			
7.					N/A
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below: N/A

☐ ELAC reviewed the SPSA as a school advisory committee.

☐ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name:			
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, 2023
SSC Chairperson	Patrick Tucker		June 2, 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

Addicott - 0553

ON-SITE ALLOCATION

3010	Title I	\$4,455 *
7090	LCFF Supplemental & Concentration	\$15,084
7091	LCFF for English Learners	\$6,048
3182	Comprehensive Support and Improvement	\$9,191
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$1,476</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$36,254

* 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	\$132
Remaining Title I funds are at the discretion of the School Site Council	<u>\$4,323</u>
Total Title I Allocation	\$4,455

Addicott School 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
SBAC ELA - Average distance from standard	✓		-260 pts	2021-2022	0 pts
SBAC Math - Average distance from standard	✓		-233 pts	2021-2022	0 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.

Additionally, the achievement of redesignating our English Learning students has been encumbered by their lack of communication. Increased communication by students of their academic and functional learning continues to be a priority for Addicott School, parents, and community.

2

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

Currently, Addicott supports 57 students, each with severe or profound disabilities meaning, 100 percent of our students are identified as having a disability and also have an IEP.

Addicott students do not participate in SBAC. Instead, they will participate in the CAASPP Alternative Assessment for students with severe disabilities. Unfortunately, 100% percent of students opted out of the CAASPP state testing for the 2021-2022 school year under the previous site administrator and therefore, relevant data are not available for this metric.

It is important to note here that Addicott has had a marked increase in enrollment during the 2022-2023 school year from the projected 42 students to the current 60 with 9 students pending enrollment for the 2023-2024 school year. Additionally, 97% of Addicott students are nonverbal and non-ambulatory.

Currently 36% of students at Addicott School are identified as English Learners, 19 of which have a primary language of Spanish, one with a primary language of Hmong, and one student with a primary language of Arabic. This new metric will require an ELAC Committee and DLAC representation at Addicott for the 2023-2024 school year.

The targeted academic instruction of our students with disabilities including those designated as English Learners should be the explicit focus of leadership at Addicott. For the 2023-2024 school year, site leadership is focusing on teaching supports, data and assessments, training, resource provision and

teacher-identified training and other needs to ensure that academic instruction for the 2023-2024 school year can begin on day one.

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).

GOAL 1 - ACTION 2:

As the new site administrator at Addicott, I have taken this year to learn more about the current levels of instruction. The teachers at Addicott are extremely passionate about the students' needs and learning, and what is most important for their learning. We are making some shifts next year concerning instruction and assessment of all students as part of our federal and state obligations under IDEA. With zero state assessment data to review from the 2019-2020 and 2020-2021 school years other than ELPAC, shifting the mindsets and planning actions of teachers has surfaced additional teacher professional learning needs such as research-based instruction for our English Learners, and enhanced instructional strategies for students who are medically fragile. Teachers also had to be retrained on key instructional moves they could make this year as we put teaching and learning resources in to place to support students' unique needs within the GVC as well as their functional academic needs. Therefore, shifts in teacher training content for teacher release days from the 2022-2023 teacher training were made.

GOAL 1 - ACTION 3

During the 2022-2023 school year, the Addicott Speech and Language Specialist (SLP) was assigned to a different school site and we went without an SLP for six months. Therefore, staff were unable to ascertain which technologies were most appropriate to/for students without the input of the SLP. Teachers were able to use site-paid technologies within the classroom with the GVC, however, it's meaningfulness is in question as several students have visual impairments and are unable to see the Promethean Board and Chromebook Screens without significant enhancements or placement of the devices directly on their wheelchairs which was not included in the previous SPSA.

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

CHANGE #1: Shift focus of instruction and instructional practices to common core standards-based instruction for all students using assessment results as the starting point for all instruction, including for English Learners with disabilities. This change will require increased human and fiscal resources including teacher training, teacher observation, planning sessions, classroom observations, and feedback by site administration. We will use the data gleaned from the 2022-2023 CAASPP assessment throughout the 2023-2024 school year as a baseline for academic performance. **(NEW)**

CHANGE #2: Increase teaching planning days from 2 to 3 for the 2023-2024 school year. This change will require increased human and fiscal resources for Addicott including professional learning, teacher retraining and subsequent support, in addition to increased time by site administration. **(REVISED)**

For the 2023-2024 school year, Addicott teachers will require 3 professional learning days as follows: a). Supporting academic instruction for all students with severe disabilities based on the current research; b). Connecting the mandated Linguistically Appropriate IEP Goal for English Learners with IEPs to ELPAC results to structure instruction in meaningful ways for students as well as academic assessments in general. c). Implementing and using academic assessment data aligned to common core standards and instructional uses for such including the instructional planning process, IEP process, state testing, and benchmark testing.

CHANGE #3: Institute an ELAC Committee and select a DLAC representative. **(NEW)**

For the 2023-2024 school year, Addicott will have its first ELAC and DLAC representation in at least 4 years to provide input to site administration, parents, faculty and the community on key issues and needs for EL students. This will require more administrative and office time and resources for Addicott.

CHANGE #4: Shift focus of redesignation of English Learners to Targeted instruction for students designated as English Learners with IEPs: **(REVISED)**

A critical component of redesignation of English Learners with IEPs is research-based targeted instruction. As the 2022-2023 SPSA did not explicitly identify the aforementioned critical need and instead focused on redesignation, teachers will need to receive professional learning on supporting English Language Development for students with severe disabilities based on the current research, including how to use ELPAC results to structure instruction in meaningful ways for students and measuring English Language Development growth short and long term based on their targeted instruction.

CHANGE #5: Each classroom will be provided with personalized technology available to/for students for instructional purposes so that they are better able to access the GVC (Currently, Unique Curriculum), Targeted ELD, and functional academic instruction.

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: Goal 1 information has been shared with the SSC on an ongoing basis as evidenced by the SSC Meeting agendas in a variety of formats throughout the 2022-2023 school year. The School Site Council will continue to receive updates on the SPSA Goal 1. Input from SSC members has been provided throughout the current school year as required and as listed on each attached agenda. Some of the most salient feedback has been to: 1. Increase teacher, staff and parent training on a variety of topics related to the academic, social emotional, communication, and safety of nonverbal students with severe disabilities. 2. Increase staffing supports at Addicott in general. 3. Increase community awareness of services and supports at Addicott for parents. 4. Increase physical facilities on campus by adding one or two portable classrooms that can support the school's growth and to have a dedicated space for parents such as a "Parent Hub" since Addicott is a community-serving school and not a community school with students attending from all locations throughout the FUSD enrollment boundaries. 5. Explore why as a DASS School, Addicott is held to the same standard concerning achievement as other schools are when the students here each have multiple disabilities and cannot function independently - parents stated it feels like "discrimination because of their child's disabilities". 6. Continue hosting outings within the community and invite parents to both on and off campus events.	2 ELAC: An ELAC Committee will be established during the 2023-2024 school year.	3 Staff: 1. Decrease student to teacher ratios from 1:8 to 1:6 for safety, workload, and instructional purposes. 2. Increase certificated teaching staff from 8 to 10 based upon the current enrollment trends and pending enrollment for the 2023-2024 school year, with at least one full time FTE dedicated to preschool where our largest number of enrollments are occurring. 3. Increase classified staffing as follows: Add four paraprofessional position to support the two new teachers (2 paras per added classroom). Add a full time Office Assistant (bilingual Spanish preferred) so that the Home School Liaison and Office Managers can gain additional front office support. 4. Add a full-time special education TSA to support students' academic learning either in person or online when they have short term absences due to court, medical appointments, specialist appointments, or travel long distances for medical procedures such as USFC and Stanford in the Bay Area. The TSA can also provide ELD supports to all students, academic coaching and support to teachers as well as co-develop and deliver professional learning to teachers and their instructional teams which includes paraprofessionals. 5. Increase administrative support on campus by adding a 1.0 FTE TRAINED Assistant Principal to the site as the part time GLA is typically only here on campus two days per week consistently and many holidays fall on Monday so the support here is severely lacking. This is important because every student here has an IEP
--	---	---

and therefore, the school has an ongoing IEP calendar that cannot be met with one administrator present most of the time. Competing priorities do not allow for some IEPs to be held. For example, every staff member and teacher had to be evaluated this year by the Principal as the GLA has not been trained on the evaluation process and has never conducted one.

Action 1

Title: Teacher Release Day for Planning

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 2023-2024 school year, Addicott teachers will require 3 professional learning/Teacher Release days for Planning as follows: August/September 2023 a). 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. Teacher Release Day #2 November/December 2023 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, as well as planning academic assessments in general. a scope and sequence for academic instruction for the upcoming school year, identify specific targeted instructional planning and professional learning needs, and to celebrate student success for the current year. This teacher planning session will also include using academic assessment data aligned to common core standards. The third and final planning day #3 will be held in Spring, 2024 to review achievement assessment data, identify instructional uses of the data, and to determine both teacher and student needs in the instructional planning process, IEP process, state testing, and benchmark testing for the upcoming school year. Teachers will also conduct at least one classroom observation using the math and ELA IPA at a school within FUSD, off site, as part of one instructional planning days as part of a site walk and debrief the observation afterwards.

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
- IPG ratings will be more than 80% mostly and yes in Tenet 1 and 2A
- Increased percentage of students' IEP Goals met (currently 02 percent)
- Identified Instructional Starting Point for every ELD student with one ELD goal in the IEP, tracked and measured not less that weekly.

Owner(s):

Principal, GLA/Assistant Principal, and Teachers

Timeline:

2023-2024 School Year

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.

Specify enhanced services for EL students:

- 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.

Specify enhanced services for low-performing student groups:

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.

Action 2

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.

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Weekly/Daily walkthroughs
- 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.
- Active utilization of Unique Learning Systems Curriculum (GVC) which is online
- Weekly data reports on adaptive skills curriculum progress
- Weekly/daily lesson plans will include a technology component students will engage in.

Owner(s):

Principal, GLA, Teachers, and Office Manager

Timeline:

2023-2024 School Year

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

- Each classroom will be equipped with multiple technologies to support student access and learning within the GVC and supplemental curriculums including:
- iPads as teaching and learning tools
- Switches
- Core Words (Speech/Language in collaboration with teachers/parents)
- Assistive and/or adaptive Technologies
- Promethean Boards

-Along with district refresh, set aside funds for technology in the classroom, including tech maintenance

Specify enhanced services for EL students:

Student access to enhanced and greater levels of technologies can support greater access to the curriculum and greater practice of functional academic skills, digital literacy in general, and both social and communication skills.

Specify enhanced services for low-performing student groups:

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 3

Title: Standards-Based Instruction for All Students

Action Details:

Current, available data for Addicott students with disabilities places most students in the first percentile. Therefore, shifts in instructional planning and instructional practices to common core standards-based instruction for all students is necessary along with using 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 CAASPP ELA and Math assessments, classroom and/or curriculum-based assessments, as well as Alternative ELPAC Data throughout the 2023-2024 school year. The 2022-2023 academic and ELD performance and other available data will be used as part of baseline data for Addicott's continuous cycle of improvement, given the new shift to standards-based instruction and standardized testing for all 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

CAASPP ELA Assessment Results

CAASPP Math Assessment Results

Owner(s):

Principal

GLA or Assistant Principal

Teachers

Paraprofessional (supportive/indirect) roles

Timeline:

Training and Materials will be provided and used by teachers, SSC, CSI, DLAC, and ILT throughout the 2023-2024 school year to provide all students with access to the curriculum as well as inform parents, key stakeholders, and the community.

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

ELPAC Assessment Data

English Language Development (ELD) Teaching Target Assessment Data

Owner(s):

Principal

GLA or Assistant Principal

Teachers

Paraprofessional (supportive/indirect) roles

Timeline:

Training and Materials will be provided and used by teachers, SSC, CSI, DLAC, and ILT throughout the 2023-2024 school year to provide all students with access to the curriculum as well as inform parents, key stakeholders, and the community.

Details: Explain the data which will specifically monitor progress toward each indicator target Functional Academic Assessment Results as needed for IEP Progress Reporting	Owner(s): Principal GLA or Assistant Principal Teachers Paraprofessional (supportive/indirect) roles	Timeline: Training and Materials will be provided and used by teachers, SSC, CSI, DLAC, and ILT throughout the 2023-2024 school year to provide all students with access to the curriculum as well as inform parents, key stakeholders, and the community.
Details: Explain the data which will specifically monitor progress toward each indicator target Curriculum-based assessment data such as Pre and Post Unit/Lesson Level Assessment Results	Owner(s): Principal GLA or Assistant Principal Teachers Paraprofessional (supportive/indirect) roles	Timeline: Training and Materials will be provided and used by teachers, SSC, CSI, DLAC, and ILT throughout the 2023-2024 school year to provide all students with access to the curriculum as well as inform parents, key stakeholders, and the community.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction): 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 chart with their ELD goal listed and reinforced at each session. Students will receive embedded EL strategies within their daily instruction as well as be provided with 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. Subs for classified personnel, as needed.	Specify enhanced services for low-performing student groups: To the greatest extent possible, 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 will be taken by all Addicott students mandated to do so.
Specify enhanced services for EL students: 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).	

Action 4

Title: Institute an ELAC Committee in Support of English Learners

Action Details: Addicott has reached 21 students enrolled whose parents and/or legal guardians have identified a language other than English as their primary/native language in the home. Therefore, we will institute the required English Learner Advisory Committee (ELAC) as well as have one representative from the ELAC attend the District's English Learner Advisory Committee (DELAC).
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:
Parent attendance at ELAC and DELAC committee meetings.	Site Principal, GLA/Assistant Principal	Ongoing throughout the 2023-2024 school year.
ELAC Chair and DELAC representative reports to SSC, parents, and other community stakeholders.	ELAC Chair and DELAC representative	
Parent meeting on the restart of Accountability Measures by Addicott Leadership and Teachers.	Teachers when/where appropriate	

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
ELPAC Assessment Data for 2022-2023	Principal, GLA/Assistant Principal	Ongoing throughout the 2023-2024 school year.
Available ELPAC Assessment Data for 2022-2023		

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):	
ELAC and DELAC information will be shared with site leadership and teachers to use feedback for instructional planning for English Learning students. Materials and supplies. HSL time and local mileage and fuel costs for home visits.	
Specify enhanced services for EL students:	Specify enhanced services for low-performing student groups:
Students will be provided with parent representing their specific needs and interests and site level and district level meetings	Greater representation of English Learners' needs and interests should help our identified EL students gain greater access and achievement within the ELD instruction as well as increased ELPAC scores.

Action 5

Title: Provide Targeted Instruction for English Learners

Action Details:
The current ELPAC Data places our students at the first percentile in every category assessed. Professional learning for all teachers will be provided for all teachers with support and guidance from English Learner Services. The purpose of the professional learning will be to support teachers in identifying ELD goals for students, creating ELD Learning Targets, measurement of the Learning Targets, and analysis of data on goal setting, student progress toward ELD Targets, and IEP goal development ensuing linguistically appropriate goals for all English Learners is contained within the IEP.
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:
2022-2023 and 2023-2024 ELPAC Assessment results	Principal, GLA/Assistant Principal, Teachers and paraprofessionals (indirectly)	Review of assessment data will be ongoing throughout the 2023-2024 school year and shared with key stakeholders.
ELD Learning Targets		
ELD Goal Progress Reporting		
Criterion-Based ELD Progress (Classroom level as reported by teachers)		

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

Teachers will integrate the California ELD standards in all core content areas.

Teachers will engage in ongoing professional learning that provides them with research-based strategies for effective English Language Development for students with severe and profound disabilities.

Specify enhanced services for EL students:

Students will have consistent access to standards-based curriculum supporting English Language Development.

Specify enhanced services for low-performing student groups:

Greater and improved teacher planning and support as well as consistent access to technology and classroom based ELD curriculum should increase ELD levels for all students designated as English Learners with IEPs, including those living in surrogate/foster home situations.

2023-2024 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	ESSA-CSI	Separate Classes: Special Educat	Teacher-Subs			Certificated subs **No IEPs**	4,000.00
G1A1	Sup & Conc	Separate Classes: Special Educat	Teacher-Subs			Certificate subs	3,084.00
G1A1	One-time School	Separate Classes: Special Educat	Teacher-Subs			Certificated subs - School connectedness - Teachers and Paras Joint Training	975.00
G1A2	Sup & Conc	Separate Classes: Special Educat	Nc-Equipment			: 3D Printer	1,000.00
G1A2	Sup & Conc	Separate Classes: Special Educat	Off Eq Lease			Color Printer	6,000.00
G1A3	Title 1 Basic	Parent Participation	Mat & Supp			: Materials and supplies **No incentives or food**	12.00
G1A3	ESSA-CSI	Separate Classes: Special Educat	Ins Aide-Sup			Classified subs	1,000.00
G1A4	Title 1 Basic	Attendance & Social Work Servi	Cls Sup-Reg	Liaison, Home/School Spanish	0.0518	Spanish Home School Liaison to improve parent participation and improve attendance for all families-0.75 FTE / 6 hours. **Cannot use for translation of mandatory items (i.e., ELAC & IEP)** 0.0538 FTE Site funded 3010-0553 0.6962 FTE District funded 3010-1553	4,443.00
G1A4	ESSA-CSI	Separate Classes: Special Educat	Fuel			: Van Fuel : Addicott van fuel and maintenance for HSL, GLA/VP, and School use for home visits and community trips.	1,091.00
G1A4	LCFF: EL	Instruction	Mat & Supp			: Supplemental materials and supplies	948.00
G1A4	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies	3,100.00
G1A4	LCFF: EL	Parent Participation	Mat & Supp			: ELAC	500.00
G1A4	LCFF: EL	Attendance & Social Work Servi	Local Mileag			: Local Mileage	500.00

\$26,653.00

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
----------------	----------	----------------	--------	-------	--------

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.

Throughout the 2023-2024 school year, Addicott students have had access to real-world learning experiences both on and off the campus. Students were able to attend the Fresno County Fair for the first time in 4 years and will soon go to the Chaffee Zoo as part of their science curriculum, attend Kids Day at the Fresno Fairgrounds, and attend a fishing trip as part of their science curriculum. On campus, students are provided real world opportunities to engage with the curriculum through realia, hands on learning in the garden, sensory room, music garden, the local fire department and more.

Additionally, we were able to purchase additional equipment that will allow us to have stationary bikes added to the Sensory Room.

In partnership with Duncan Polytechnic High School, students are creating additional adaptive equipment and toys for Addicott students to use for enhanced real-world experiences.

2

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

While we would like to continue providing on and off-site events to all Addicott students to assist them with practicing and generalizing what they are learning in class, to the real world as well as to use communication and/or communication devices in the community, our current budget is not set up to do so.

Addicott has again been identified as a CSI school for 2021-2022 absenteeism data. This is important because students who are chronically absent from school, cannot participate in or enjoy the real-world experiences planned for them.

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).

Due to the limited space now available in the Sensory Room, adding 2-3 bikes maximizes the current available space.

Transportation for Addicott students continues to be problematic in that only First Student serves our students and they do not have enough busses for every student to attend a field trip at one time unless it's before or after our start times.

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.

For the 2023-2024 school year, no major changes will occur in this area except we will need to find a transporation company that can accommodate 40-50 wheelchairs and passengers so that we can attend field trips as a school off campus.

We will need to pay for all materials related to our STEM program, currently our 3D Printer and filament (including food grade filament) are needed.

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: The expansion of student centered, and real-world learning experiences will be discussed throughout the 2023-2024 school year at the SSC meetings as measured by the SSC Agendas.	2 ELAC: The expansion of student centered, and real-world learning experiences will be discussed throughout the 2023-2024 school year at the ELAC meetings as measured by the ELAC Agendas.	3 Staff: Throughout the 2023-2024 school year, Addicott staff will work with families related to real world learning opportunities and field trips, ensuring arrangements are made for students who do not participate in offsite learning experiences.
--	---	---

Action 1

Title: Student Centered and Real-World Learning Experiences

Action Details:

Addicott is a center-based program and students are in self-contained classrooms. 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: Sensory Room, Music Garden, Student Garden, Field Trips and Assemblies. The Unique Curriculum provides cooking opportunities for students, which they have an opportunity to cook in class.

Reasoning for using this action:

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Data will be collected on student participation on field trips.

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

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

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

Owner(s):

Principal, GLA/Assistant Principal, CSI Committee, Home School Liaison, Office Manager, and Teachers

Timeline:

Supplies/materials will be used throughout the 2023-2024 school year, as needed to better support student centered and real-world learning experiences.

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

When students are taken in the community, we need wheelchair busses for our students. There might be costs/fees for field trips/virtual field trips which will be covered by the school site. Parents will have the opportunity to transport their child or if permitted, ride the bus with their child on the field trip.

Material/Equipment will need to be updated in the Sensory Room, Student Garden and Music Garden.

Our current and continued for the 2023-2024 School year CSI area of focus is chronic absenteeism. By purchasing items for a Motor Room on site, we will provide students the opportunity to work on mobility (student centered) skills, increasing student attendance/engagement on and off the school campus. Classrooms will need cooking supplies and ingredients, for cooking activities related to the curriculum. Real world learning experiences also entails cultural experiences/performances on site for our students to experience cultural traditions as well as materials and real world experiences that support students' adaptive skill needs and success.

Specify enhanced services for EL students:

EL students will have more opportunities for authentic English language and vocabulary development during on and off campus real world experiences and field trips.

Specify enhanced services for low-performing student groups:

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: Reconfigure and Update equipment in Sensory and Motor Rooms

Action Details:

Provide extra monies to maintain specialized equipment in the Motor and Sensory Rooms.

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

Any Sensory and Motor room or equipment issues will be properly assessed and addressed in a timely manner.

Owner(s):

Principal, GLA/Assistant Principal, and Office Manager

Timeline:

Throughout the 2023-2024 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. I pads.
- 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:

Greater access to real world learning experiences for students supports greater Language, Sensory, and Motor practice and skill building.

Specify enhanced services for low-performing student groups:

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.

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0553 Addicott (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A2	ESSA-CSI	Separate Classes: Special Educat	Nc-Equipment			iPads	3,100.00

\$3,100.00

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	✓	99.4 %	93.18 %	2022-2023	91.58 %
Suspension Rate - Semester 1	✓	0 %	0 %	2022-2023	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.

Identified as a CSI school for the 2022-2023 school year, we were able to provide multiple extracurricular activities centered around Goal 2 this year, which were well attended by students and well received by parents.

Students cannot engage in their school and community activities when they are chronically absent from school. Addicott had a 2022-2023 school year chronic absenteeism target of 99.4%; the actual percentage is now 93.18 percent. We believe that increasing student engagement has helped parents find value in Addicott School and community.

Addicott had no suspensions during the 2022-2023 school year.

2

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

Addicott had no specific staff to support lack of student attendance for the first six months of the school year as our Home School Liaison position sat vacant.

As the new principal at Addicott for most of the 2022-2023 school year, it took 7-8 months for me to gain trust with Addicott parents, faculty, and community to then be able to communicate the importance of school attendance. While our attendance improved slightly in semester 1 of school, we anticipate finishing the school year at or near our previously identified target of 99.4. This chronic absenteeism hinders the ability of students and parents to engage in school.

After meeting with parents individually and at Parent Engagement meetings, we learned that most Addicott students have multiple specialists and doctors' appointments, some waiting as long as a year to get into both at local hospitals and as far as San Francisco and Stanford. This means that all Addicott students will continue to miss critical opportunities to engage in their school and community throughout the school year.

Addicott only has a .50 FTE GLA who is assigned to us on Mondays, Thursdays and Fridays. With the number of District holidays that fall on Monday and Fridays, we were only able to access the GLA.25 of the .50 allotted time. The School Site Council has determined that Addicott needs a full time Vice Principal who can accurately assess and adequately support teachers as our current GLA has no experience in either. This is important because 100% of Addicott classified and certificated faculty members had to be evaluated this year AND 100% of our students have one or more IEP meetings; leaving me to handle 98 percent of everything, by myself in addition to trying to meet critical deadlines, attend on and off-site meetings, and be a PRESENT administrator for Addicott faculty, families and community.

The CSI Team and School Site Council have determined that Addicott is in need of a Special Education TSA to support students' who will be out of school for up to 9 days in alternative means including online when a medically sterile environment is required by students' doctors, travel out of the area, court appearances, colds/flu like symptoms appear, or other verified absence. The TSA will also provide literacy coaching to teachers in Pre School, TK, and Kinder when all students are in attendance, as well as plan and provided

critical PL to teachers.

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

We believe that every Addicott student should have all possible options available to them now and in the future and will continue to fund such activities. However, with inflation increasing prices seemingly daily, more funding for these activities and events will be needed. Additionally, transportation for our students to engage in the community continues to be problematic in securing buses that can transport multiple students in wheelchairs along with their teachers and staff.

Music therapy for students was well attended and received.

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.

Allocating funds for mileage reimbursement for staff and parents who have to transport their students to one-time events is needed.

Students will participate in online Art Therapy lessons which will need to be funded.

Addicott has been identified as a CSI school for the 2023-2024 School year due to chronic absenteeism. However, we recognize the importance of ensuring our students and families feel included in as well as participate in the school and surrounding community as much as possible. Addicott is in need of a full time special education teacher who can provide instruction to students who will have pre scheduled and verified medical or court appointments or are ill with common illnesses such as a cold for less than nine (9) school days. This human resource will support our CSI goal, our student engagement goal, our family engagement goal, our student achievement goal, and our students' IEP goals.

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: On an ongoing basis, the SSC will receive updates on student engagement activities on campus and off. Parents will be notified also via Parent Square.	2 ELAC: On an ongoing basis, the ELAC Committee will receive updates on student engagement activities on campus and off. ELAC members will also be notified via Parent Square.	3 Staff: Teachers and staff will work together to plan and successfully carry out student engagement activities to take place on campus and off.
---	--	--

Action 1

Title: Extra Support for FUSD Goal 2 Activities/Experiences

Action Details:

Students will be exposed to extra-curricular activities throughout the year to support the goal of obtaining Community Readiness. It is important for our students to go out in the community as many do not have this opportunity at home. In addition, it is great for the community to see our students accessing community events.

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

Reasoning for using this action:

☒ 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:
-Input data as needed to Goal 2 after experiences and events	CSI Manager III, Principal, Teachers, and Office	2022-2023 School Year
-Use Atlas Engagement Summary Report	Manager	

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 2023-2024 school year as well.
-Classified subs.

Specify enhanced services for EL students:	Specify enhanced services for low-performing student groups:
Helps to ensure all Addicott students designated as English Learners have access to onsite and off-site student engagement experiences.	Helps to ensure all Addicott students have access to onsite and off-site student engagement experiences.

Action 2

Title: Improve/Increase Student Attendance

Action Details:
1. Initiate a tiered system of supports for student attendance
2. Celebrate student attendance improvement in the classroom and school wide.
3. School site team works with CSI Team to identify ways to improve student attendance.
4. Monitor site attendance on an ongoing basis.

- 5. Home School Liaison visits to homes and other levels of communication concerning students' planned and unplanned absences.
- 6. Provide, alternative opportunities for students to receive short term (less than 9 days) instruction due to verified absences.

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 attendance by teacher in Atlas and pilot incentive programs with the two teachers with the highest number of chronically absent students. -Review academic achievement of students who receive short term instruction in an alternative mode due to verified medical or court absence. -Review tiered attendance supports provided and revise document as needed.	Owner(s): CSI Guiding Coalition (Cross Functional (CF)) Team, CSI Manager, Principal, GLA/Assistant Principal, Home School Liaison, Teachers, and Office Manager.	Timeline: Throughout the 2023-2024 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.)

Specify enhanced services for EL students:

- 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.

Specify enhanced services for low-performing student groups:

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

2023-2024 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	One-time School	Instruction	Ins Aide-Sub			Classified subs- School connectedness - Teachers and Paras Joint Training	501.00

\$501.00

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	✓	84.86 %	92.72 %	2022-2023	94.82 %

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.

Staffing has remained consistent throughout the school year this year and we have been (and felt) supported by the Special Education Department within FUSD. Our Culture and Climate survey data for Fall, 2023 show we exceeded or target of 84.86% with a new data point of 92.72%.

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 was projected to have 42 students this school year; currently we are at 57 students with 10 pending enrollments for the 2023-2024 school year which has resulted in the need for more certificated and classified 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).

Changes to the 2023-2024 SPSA will include the fact that throughout the first semester of school, staffing remained consistent throughout with extra supports provided by the Special Education Department within FUSD at the outset. However, due to enrollment growth in our preschool classes and in general, we have had to request an additional teacher and paraprofessional support from the Special Education Department this year as we not sit at 57 students. This created a need for additional certificated and classified staffing support which was recently approved by the Special Education Department. It should be noted here that Addicott is expecting at least one paraprofessional to retire from FUSD during the 2023-2024 school year, and at least one paraprofessional to enter into the paraprofessional to teacher program for the 2023-2024 school year.

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

Student enrollment increases warrant permanent staffing increases for the 2023-2024 school year to include a minimum of one preschool teacher, and a second K-12 teacher that can also provide instruction to students with short-term absences for illnesses, travel to court, travel out of town for 5-7 days to specialty appointments and medical procedures, and any other absence **under nine school days**. This need will also support our need to exit CSI due to chronic absenteeism.

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: The School Site Council will be provided with ongoing information concerning our staff recruitment and retention at monthly meetings throughout the 2023-2024 school year.	2 ELAC: The DELAC Committee will be provided with ongoing information concerning our staff recruitment and retention at monthly meetings throughout the 2023-2024 school year.	3 Staff: Staff will continue to provide feedback to site administration on their needs and wants through structured meetings and ongoing in a variety of groupings throughout the 2023-2024 school year.
---	--	--

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

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

-Survey data after each professional learning

Owner(s):

, Principal, GLA, SPED Program Manager and Teachers

Timeline:

2022-2023 School Year

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

- Student Academics:
- Student Centered and Real-World Learning:
- Student Engagement:

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

-Supplies/Materials needed for teacher and staff trainings and meetings geared toward the Addicott Culture and Climate and/or staff recruitment and retention.

Specify enhanced services for Staff in support of EL students:

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

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

Professional Learning for staff on SEL and Cultural Proficiency.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	96.1 %	93.14 %	2022-2023	96.24 %

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.

This school year we were able to plan and provide multiple opportunities for families to engage in their students' education including Back to School Night, Parent/Teacher Conferences, IEP meetings, school visits, continuous parent engagement meetings, field trips, cultural events, a school dance, major holiday festivities, and more.

However, we were unable to meet our Culture and Climate Target of 96.1 percent with the actual data point of 93.14%.

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 only has a part time GLA whose job responsibilities include targeted family engagement. The GLA is typically needed for IEP meetings so there was often little time to plan and provide targeted family opportunities for engagement; those duties were carried out by the Principal and Office Manager, until mid-spring, 2023.

As the new principal at Addicott for most of the 2022-2023 school year, it took 7-8 months for me to gain trust with Addicott parents, faculty, and community to then be able to communicate the importance of school attendance. While our attendance improved slightly in semester 1 of school, we anticipate finishing the school year at or near our previously identified target of 99.4. This chronic absenteeism hinders the ability of students and parents to engage in school.

After meeting with parents individually and at Parent Engagement meetings, we learned that most Addicott students have multiple specialists and doctors' appointments, some waiting as long as a year to get into both at local hospitals and as far as San Francisco and Stanford. This means that all Addicott students will continue to miss inclusive opportunities for families to engage in their students' education.

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 had no specific staff to support lack of student attendance or parent engagement for the first six months of the school year as our Home School Liaison position sat vacant. Therefore, the Fall, 2023 Culture and Climate data reflect the lack of the critical role the Home School Liaison can play in family engagement.

We were unable to secure bussing that supports multiple students in wheelchairs and their staff; a few planned field trips and engagement activities had to be cancelled as a result of the lack of transportation.

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.

Home School Liaison will begin the school year in her role and create multiple opportunities for families to engage in their students' education in conjunction with feedback from Addicott parents, Parent University, DPI, and our GLA/Assistant Principal.

Addicott is in need of a full time GLA or Assistant Principal to help carry out the function of the school that greatly involve or impacts or both, families' ability to engage with their students. Because every Addicott student has an IEP, it is virtually impossible to get our 2.5 day per week GLA to focus on family engagement.

There will be greater collaboration between the Home School Liaison, the GLA, and the ELAC Committee Chair on identifying parents' priorities and preferences for engaging in their students' education.

Families will be provided with information on school resources and funding including LCAP, School Funding, participation in CAASPP Assessment by their students, CSI, and ELAC.

Families will find it difficult to engage in their students' education when the student is chronically absent. A full time TSA or teacher to provide instruction to students who have a verified, short-term absence from school due to medical/court appointments and illness is in need to help support greater achievement and school attendance. The TSA will also provide ELD support to identified students as well as support the overflow of student enrollments through a co-teaching model that frees up four hours daily to provide instruction to home-bound students. This need supports students' academic achievement, progress toward, IEP goals, our CSI chronic absenteeism goal, our student attendance in general, our family engagement goal, and our student engagement goals and needs.

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: Throughout the 2023-2024 school year, the SSC will be informed of opportunities for families to increase their opportunity to engage in their students' education in addition to solicitation of their ideas for those same opportunities.	2 ELAC: Throughout the 2023-2024 school year, the ELAC Committee will be informed of opportunities for families to increase their opportunity to engage in their students' education in addition to solicitation of their ideas for those same opportunities.	3 Staff: Throughout the 2023-2024 school year, Addicott staff will continue to plan and schedule activities and other opportunities for families to engage in their students' education.
---	---	--

Action 1

Title: Improve/Attendance/Good Attendance Incentives

Action Details:

Addicott's absenteeism slightly decreased by 5 percentage points this school year. However, would like to see our chronic absenteeism data decrease by an additional five percentage points for the upcoming 2023=2024 school year. One way 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 illness are unable to attend school for several days, or who travel out of town for specialty appointments and medical procedures as far as the Bay Area, which does affect Addicott's chronic absenteeism 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.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Use Atlas monthly attendance to see which students are achieving 90% or better attendance.
- Monitor site attendance weekly.
- School site team works with CSI Team to identify ways to improve student attendance.
- Home School Liaison home visit log and parent communication logs.
- Review of attendance by teacher in Atlas and pilot incentive programs with the two teachers with the highest number of chronically absent students.
- Review academic achievement of students who receive short term instruction in an alternative mode due to verified medical or court absence.

Owner(s):

CSI Guiding Coalition (Cross Functional (CF)) Team,
CSI Manager, Principal, GLA/Assistant Principal,
Home School Liaison, Teachers, and Office Manager

Timeline:

August 2023 through June 2024

Describe Direct Services to Families in support of 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
- 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, 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.)

Specify enhanced services for Families of EL students:

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.

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

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

Action 2

Title: Parent Engagement and Community Resources

Action Details:

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.

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

Parent participation - sign in sheets

Owner(s):

GLA, HSL, Principal, Teachers

Timeline:

August 2023 to June 2024.

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

- Photographs
- Handouts
- Food/Drinks
- Community resources
- SPSA Copies
- Flyers
- Transition In/Out School/Home Resources
- Guest Speakers/Presenters
- Disability specific resources
- Community Housing Authority presentations

Specify enhanced services for Families of EL students:

ELAC Committee will provide additional resources to families of EL students similar to the above with enhancements related to native language and English language acquisition.

- Food/Drinks
- SPSA Copies
- Flyers
- Handouts
- EL Curriculum samples

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

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.

- Food/Drinks
- SPSA Copies
- Flyers
- Handouts
- Free/No Cost Resources for low income families

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0553 Addicott (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Sup & Conc	Separate Classes: Special Educat	Bks & Ref			: Raptor	250.00
G5A1	Sup & Conc	Separate Classes: Special Educat	Mat & Supp			Supplemental Materials	1,750.00
G5A1	Sup & Conc	Separate Classes: Special Educat	Mat & Supp			: Culture and Climate - Attendance and Engagement	2,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			: Parent Involvement	1,000.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			food Parent Meetings G1A4	500.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Engagement and Support Meetings	500.00

\$6,000.00

2023-2024 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	ESSA-CSI	Separate Classes: Special Educat	Teacher-Subs			Certificated subs **No IEPs**	4,000.00
G1A1	Sup & Conc	Separate Classes: Special Educat	Teacher-Subs			Certificate subs	3,084.00
G1A1	One-time School	Separate Classes: Special Educat	Teacher-Subs			Certificated subs - School connectedness - Teachers and Paras Joint Training	975.00
G1A2	Sup & Conc	Separate Classes: Special Educat	Nc-Equipment			: 3D Printer	1,000.00
G1A2	Sup & Conc	Separate Classes: Special Educat	Off Eq Lease			Color Printer	6,000.00
G1A3	Title 1 Basic	Parent Participation	Mat & Supp			: Materials and supplies **No incentives or food**	12.00
G1A3	ESSA-CSI	Separate Classes: Special Educat	Ins Aide-Sup			Classified subs	1,000.00
G1A4	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.0518	Spanish Home School Liaison to improve parent participation and improve attendance for all families-0.75 FTE / 6 hours. **Cannot use for translation of mandatory items (i.e., ELAC & IEP)** 0.0538 FTE Site funded 3010-0553 0.6962 FTE District funded 3010-1553	4,443.00
G1A4	ESSA-CSI	Separate Classes: Special Educat	Fuel			: Van Fuel : Addicott van fuel and maintenance for HSL, GLA/VP, and School use for home visits and community trips.	1,091.00
G1A4	LCFF: EL	Instruction	Mat & Supp			: Supplemental materials and supplies	948.00
G1A4	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies	3,100.00
G1A4	LCFF: EL	Parent Participation	Mat & Supp			: ELAC	500.00
G1A4	LCFF: EL	Attendance & Social Work Service	Local Mileag			: Local Mileage	500.00
G2A2	ESSA-CSI	Separate Classes: Special Educat	Nc-Equipment			iPads	3,100.00
G3A1	One-time School	Instruction	Ins Aide-Sub			Classified subs- School connectedness - Teachers and Paras Joint Training	501.00
G5A1	Sup & Conc	Separate Classes: Special Educat	Bks & Ref			: Raptor	250.00
G5A1	Sup & Conc	Separate Classes: Special Educat	Mat & Supp			Supplemental Materials	1,750.00
G5A1	Sup & Conc	Separate Classes: Special Educat	Mat & Supp			: Culture and Climate - Attendance and Engagement	2,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			: Parent Involvement	1,000.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			food Parent Meetings G1A4	500.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Engagement and Support Meetings	500.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$4,455.00
ESSA-CSI	3182	\$9,191.00
Sup & Conc	7090	\$15,084.00
LCFF: EL	7091	\$6,048.00
One-time School	7099	\$1,476.00
Grand Total		\$36,254.00

\$36,254.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$26,653.00
G2 - Expand student-centered and real-world learning experiences	\$3,100.00
G3 - Increase student engagement in their school and community	\$501.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$6,000.00
Grand Total	\$36,254.00