

**Addams Elementary**

10621666006068

Principal's Name: Natanska Valtierra

Principal's Signature:



The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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<b>District Goals</b>	
<p>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.</p>	
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**



<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners’ Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
<b>1. Principal - Natanska Valtierra</b>	<b>X</b>				
<b>2. Chairperson – Veronica Marquez</b>		<b>X</b>			
<b>3. Co-Chair – Rebecca Aleman</b>			<b>X</b>		
<b>4. Secretary – Kalleah Ray</b>		<b>X</b>			
<b>5. PAC Representative – Maria Ortiz</b>				<b>X</b>	
<b>6. PAC Representative Alt. – Maria Gonzalez</b>				<b>X</b>	
<b>7. Salome Romero</b>				<b>X</b>	
<b>8. Maria Rios</b>				<b>X</b>	
<b>9. Herlinda Curiel</b>				<b>X</b>	
<b>10. Skyler Vang</b>				<b>X</b>	
<b>11. Carey McNeal – Parent Alternate</b>		<b>X</b>			
<b>12. Walter Ramirez – Other staff alternate</b>			<b>X</b>		
<b>13. Dang Hang – Teacher alternate</b>		<b>X</b>			
<b>14. Lynnea Mitchel – Teacher alternate</b>		<b>X</b>			
<b>15.</b>					

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

**Required Signatures**

<b>School Name: Addams Elementary</b>			
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
<b>Principal</b>	Natanska Valtierra		<b>03/26/2025</b>
<b>SSC Chairperson</b>	Veronica Marquez		<b>03/26/2025</b>

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

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

FY 2025/26

Addams - 0005

**ON-SITE ALLOCATION**

3010	Title I	\$99,084 *
7090	LCFF Supplemental & Concentration	\$310,980
7091	LCFF for English Learners	\$135,828

**TOTAL 2025/26 ON-SITE ALLOCATION** **\$545,892**

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$2,872
Program Budget	\$96,212
Total Title I Allocation	<u>\$99,084</u>

**ESSA Assistance Status: Additional Targeted Support and Improvement (ATSI)**

## Addams Elementary 2025-2026 - SPSA Draft Edits - AMENDED 3/27/2025

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

### Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

**School Quality Review**

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		41 %	2023-2024	42.1 %
SBAC ELA - Average distance from standard	✓	-79.8 pts	-82 pts	2023-2024	-67 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓		-171.7 pts	2023-2024	-156.7 pts
SBAC ELA - percentage of students met/exceeded standard	✓	21.8 %	21.1 %	2023-2024	26.1 %
SBAC Math - Average distance from standard	✓	-80.3 pts	-85.2 pts	2023-2024	-70.2 pts
SBAC Math - percentage of students met/exceeded standard	✓	19.8 %	17.5 %	2023-2024	22.5 %

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

The data demonstrates that a significant number of students are not performing at grade level in both ELA and Math. While improvements are visible in the general student population in both areas, progress is still insufficient to meet the goal of increasing 15 points per year. The performance gap is most pronounced for **students with disabilities (SWD)** in ELA, whose average distance from the standard has worsened this year.

Targeted populations include:

- **All students**, as a large portion remains below grade-level proficiency in ELA (ADS -82) and Math (-85.2).
- **Students with disabilities (SWD)**, a specific subgroup facing the most significant challenges, particularly in ELA(-171.7).

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

1. students not mastering foundational skills in the primary grades
2. students miss instruction due to absences
3. a significant number of students at Addams are exposed to trauma (violence, sexual abuse, domestic abuse, addiction, suicide/death, familial illness, etc.) on a regular basis, which has an effect on their academic performance.

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Response to Intervention and tutoring for students not on grade level.
2. Tutors in grades K to 2nd to promote the mastering of foundational reading skills.
3. Child Welfare and Attendance Specialist (CWAS) and Home School Liaison (HSL) to reach out to families to increase attendance.
4. Attendance incentives to motivate students to attend school on a regular basis.
5. Clinical School Social Worker, School Social Worker, and Resource Counseling Assistant (RCA) to provide social-emotional support to students experiencing trauma.

## Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: English Language Arts Instructional Plan TK-6

Fully Implemented

The actions were Fully Implemented. As a result, our students improved by 12.8 points in ADS, falling slightly short of our 15-point goal.

Action 2: Mathematics Instructional Plan TK-6

Fully Implemented

The actions were Fully Implemented. As a result, our students improved by 10.1 points in ADS, falling slightly short of our 15-point goal.

Action 3: Progress Towards English Language Proficiency (ELPI)

Fully Implemented

The actions were fully implemented, leading to a significant increase in the percentage of English Learner students who improved by at least one ELPI level, rising from 24.5% in 2022 to 41% in 2024.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

#### Action 1: English Language Arts Instructional Plan TK-6

Partially Effective

The actions were **Partially Effective**—While there was overall progress in ELA, the decline in performance for Students With Disabilities indicates a need for further improvement.

##### What went well:

- **ELA scores increased by 12.8 points in ADS**, showing positive growth in literacy skills.
- Existing instructional strategies and resources contributed to overall student progress.

##### Challenges and areas for improvement:

- The **Students With Disabilities group experienced a 16.2-point decrease in ADS in ELA**, highlighting a gap in support for this subgroup.
- Current interventions may not be effectively meeting the needs of Students With Disabilities, suggesting a need for more targeted instructional strategies.

##### Lessons learned:

- While general instructional strategies were effective, more specialized support is needed for Students With Disabilities.
- Strengthening differentiated instruction, small-group interventions, and specialized supports could help address learning gaps for this subgroup.
- A deeper analysis of intervention effectiveness and resource allocation is necessary to ensure all students benefit from academic improvement efforts.

#### Action 2: Mathematics Instructional Plan TK-6

Effective

The actions were **Effective**—All metrics for this goal showed positive growth, with no student groups experiencing a decline.

##### What went well:

- **Mathematics scores increased by 10.1 points in ADS**, demonstrating overall improvement in student achievement.
- The implemented instructional strategies, including targeted interventions and enhanced curriculum support, contributed to this growth.
- Existing resources, such as differentiated instruction and data-driven decision-making, effectively supported student progress.

##### Lessons learned:

- The current strategies in mathematics instruction are working well and should be sustained or expanded.
- Strengthening these successful approaches through continued professional development and data-informed adjustments can further enhance student outcomes.
- The absence of declines across student groups indicates that existing systems are effective, but ongoing monitoring will be essential to maintain and build on this progress.

#### Action 3: Progress Towards English Language Proficiency (ELPI)

Effective

The actions were **Effective**—There was a significant positive impact on English Learner student achievement.

##### What went well:

- The percentage of **English Learner students improving by at least one ELPI level increased from 24.5% in 2022 to 41% in 2024**, demonstrating strong growth.
- Targeted instructional strategies and intervention programs effectively supported language development.
- Existing structures, such as designated ELD instruction and small-group support, contributed to student success.

##### Lessons learned:

- The implemented strategies are proving effective and should be maintained or expanded to sustain progress.
- Continued professional development for educators can further refine instructional practices and ensure continued growth.
- Monitoring student progress and adjusting supports as needed will be key to maintaining and building on this success.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Based on our analysis of the current SPSA actions and budget, we will implement the following modifications to address identified gaps and enhance student support across all current goals:

**ENGLISH LANGUAGE ARTS:**

- Provide focused professional development to enhance writing instruction and support effective literacy practices.
- Add tutors to provide additional support for students with disabilities during school hours and after school, addressing specific learning challenges.
- Expand the Raz-Plus license to all grades K-6, providing a suite of differentiated instructional resources that empower teachers to tailor learning experiences to meet the diverse needs of all students.
- Expand the IXL license to include 3rd and 4th grade, ensuring students have access to comprehensive, standards-aligned practice tools.
- Professional Learning on building teachers' capacity to teach ELA standards through the use of Social Studies and Science materials.

**MATHEMATICS:**

- Add tutors to support RTI in Math, facilitating early intervention for struggling students and reinforcing core math concepts.
- Expand the IXL license to include 3rd and 4th grade, ensuring students have access to comprehensive, standards-aligned practice tools.

**PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY:**

- Add tutors to support newcomers and English Learners in the classroom, ensuring they receive individualized attention.
- Add Imagine Learning and Scholastics resources in K-1 classrooms to promote language development and build strong early reading and literacy skills.

**Section D: 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.

**SSC:**

**ELA Instructional Plan for TK-6:**

Enhance instruction by providing extra tutoring and practice packets for parents and students, using diverse learning methods with ongoing comprehension checks, and boosting special education support (including SBAC test accommodations, scheduled planning time, and behavior training with extra paraprofessional help).

**Mathematics Instructional Plan for TK-6:**

Strengthen math learning through additional tutoring and collaborative practice with parent/student packets, incorporating varied teaching approaches, special activities and incentives, and

**ELAC:**

**ELA Instructional Plan (TK-6):**

Enhance tutoring (after-school and in-class) with a focus on bilingual support.

Promote reading through incentives and build parent capacity to support English learners.

**Mathematics Instructional Plan (TK-6):** Increase math tutoring and integrate fun, engaging math activities.

Provide home support materials and daily progress communication.

**Staff:**

**Action 1: ELA Instructional Plan for TK-6**

Staff members suggested a range of strategies to enhance reading and writing across elementary levels, including the integration of digital learning tools, increased access to decodable books, and the maintenance of essential paraprofessional and tutor support. They emphasized implementing structured, regionally coordinated writing programs, expanding professional learning opportunities, and reorganizing interventions such as RTI to better address diverse student needs.

**Action 2: Mathematics Instructional Plan for TK-6**

field trips that connect math concepts to real-world careers, while also fostering stronger parent involvement.

**Progress Towards English Language Proficiency:**

Advance language skills by engaging parents via classes and continuous support, increasing mental health resources for families and students, and applying a range of instructional methods to identify and refine the most effective strategies for improving comprehension and retention.

Enhance parent involvement, especially for English learners.

**Progress Towards English Language Proficiency (ELPI):** Increase bilingual tutoring and overall support for ELs. Engage parents more actively in school activities and consider smaller class sizes.

Staff recommendations for math focus on targeted interventions and increased tutoring, alongside the use of digital tools to deliver engaging and differentiated instruction. The plan also includes providing parents with supportive materials and regular updates to reinforce learning at home.

**Action 3: Progress Towards English Language Proficiency**

To bolster English language proficiency, staff proposed enhancing support for English learners through bilingual instructional resources and tutoring. Key strategies include boosting parental engagement, leveraging digital and hands-on learning tools, and establishing both in-class and after-school support structures to promote sustained language development and academic progress.

**Action 1 :**

## English Language Arts Instructional Plan TK-6

**Action Details:**

Addams Elementary will launch a comprehensive, three-tiered reading program designed to strengthen foundational skills and improve comprehension of complex texts. Teachers will provide differentiated instruction through small-group sessions to deliver tailored support, as well as whole-class direct instruction to ensure coverage of grade level standards. Professional Learning Communities (PLCs) will routinely analyze Common Formative Assessment data and use Progress Monitoring Sheets to measure student mastery of standards, thereby guiding targeted interventions and enrichment opportunities. The program will incorporate varied reading strategies, including support from Interact Fellows, Heggerty, 95%, Guided Reading interventions, and the Wonders curriculum..

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):**

**TIER1:**

- Quality First Teaching (Tier 1)—Standards-based instruction at grade-level rigor with appropriate scaffolds to address academic gaps.
- Inclusive practices to increase mainstreaming time for SPED students and provide all students with equitable access to succeed.
- School site licenses for programs that support literacy, including, but not limited to, IXL, Learning A-Z, Scholastic, Quill, and iReady Toolbox.
- Student data chats and goal setting conducted by classroom teachers.
- Classroom materials and supplies to promote literacy.
- Technology to support student literacy and assessment.
- Books, including decodable books, to provide additional reading practice for students.
- School-wide implementation of a coherent writing program (TK-6).
- Substitutes to provide teacher release time for planning, data chats, professional learning, and peer observations—both on-site and at other schools.
- Resources to facilitate professional learning opportunities for certificated and classified staff, focused on building capacity to effectively teach literacy skills.
- Reading Incentives and awards, including but not limited to field trips, dances, assemblies, food, and party supplies.
- Paraprofessionals in all Kinder classrooms to provide appropriate support in learning reading foundational skills.
- Implementation of a school-wide writing program.
- Consistent use of Progress Monitoring Sheets to track students' progress as measured by Common Formative Assessments.
- Consistent use of Interim Assessment Blocks (IABs) and Focused Interim Assessment Blocks (FIABs) in grades 3rd to 6th.
- Use and Integration of Social Studies and Science text to teach ELA Standards.

**TIER II:**

- Teachers will continue providing intervention through the RTI process with the support of the Intervention Teacher and the Academic Coach, and Interact Fellows.
- Students in grades K-6 will receive differentiated small-group instruction as part of the ELA block.
- Inter-Act Fellows to provide RTI and additional support to students in classrooms and after school.
- Heggerty, 95%, and Guided Reading intervention programs to support individual student needs and ensure alignment with the Guaranteed and Viable Curriculum and Common Core State Standards.
- School site licenses for programs that support literacy, including, but not limited to, IXL, Learning A-Z, Scholastic, Quill, and iReady Toolbox.
- Social Emotional Support staff to assist students with academics, behavior, and social-emotional needs (CSSW, SSW, RCA).
- Student referrals to the Student Success Team (SST) as needed to determine Tier 2 intervention supports.

**TIER III:**

- School site licenses for programs that support literacy, including, but not limited to, IXL, Learning A-Z, Scholastic, Quill, and iReady Toolbox.
- Social Emotional Support staff to assist students with academics, behavior, and social-emotional needs (CSSW, SSW, RCA).
- After-school tutoring/homework help for select identified students.
- Student referrals to the Student Success Team (SST) as needed to determine Tier 3 intervention supports.
- Supplemental contracts for teachers and classified staff to provide extended learning opportunities for identified students after school and during Saturday School.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

The English Learner student population made significant progress during the 23-24 school year, increasing by 9.6 points in ADS from -103.5 to -93.9.

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

**With Title I funds we plan to support English Learners by**

- Contracting 12 tutors through the Educational Leadership Foundations to provide:
  - Daily Response to Intervention (RTI)
  - Newcomer's support
  - English Language Development (ELD) through small group instruction
  - After-school tutoring
- Purchasing materials and supplies to support parent training and engagement

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

With 7090 funds, we plan to support English learner students by providing:

- Providing substitute release time for teacher planning for designated ELD
- Purchasing materials and supplies to support English language acquisition
- Acquiring technology (hardware and software) to promote English language acquisition
- Providing materials and supplies to promote parent engagement in their students' education
- Funding supplemental contracts for certificated and classified staff to provide after-school tutoring for English Learners

With 7091 funds we plan to support English learner students by funding HSL-Spanish to increase communication and improve services with the families of our EL students.

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

- Daily and schoolwide Designated English Language Development (ELD)
- Integrated ELD implemented throughout the day in all content areas
- Support from Interact Fellows
- The Academic Coach and TSA will coordinate RTI, ELD, and newcomer support
- EL After-School Program

- Spanish-speaking Home School Liaison
- Professional learning opportunities focused on ELD, supported by the EL Services department

## Student Groups

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

### Students with Disabilities (SWD):

- **Additional Tutors for ELA Support**
  - Hiring qualified tutors to provide targeted interventions in English Language Arts (ELA).
  - Scheduling in-school tutoring sessions to offer individualized and small-group instruction.
  - Extending support to after-school tutoring programs to reinforce learning and address skill gaps.
- **Materials and Supplies for Parental Engagement**
  - Purchasing educational resources (e.g., workbooks, literacy kits) to support at-home learning.
  - Providing technology (e.g., tablets, learning software) for enhanced communication between educators and parents.
  - Organizing parent workshops with instructional materials to equip families with strategies for supporting their child's education.

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

### Students with Disabilities (SWD):

- **Substitute Release Time for Teacher Planning**
  - Funding substitute teachers to allow classroom teachers dedicated time to plan differentiated instruction.
  - Supporting collaboration among educators to develop individualized strategies and accommodations for SWD.
- **Supplemental Contracts for After-School Tutoring**
  - Providing additional compensation for certificated and classified staff to offer targeted tutoring sessions.
  - Ensuring students with disabilities receive extended learning opportunities tailored to their needs.
- **Subscriptions to Digital Literacy Programs**
  - Purchasing access to online platforms designed to enhance literacy skills for SWD.
  - Implementing evidence-based digital interventions that provide personalized learning pathways.

As a site: What are the planned actions to support this student group?

### Students with Disabilities (SWD):

- **Provide Additional Support with ELF Tutors During School Hours**
  - Assign Inter-Act Fellows to work with students in small groups or one-on-one settings.
  - Focus on individualized instruction to address specific learning gaps in core subjects.
  - Collaborate with classroom teachers to align tutoring sessions with students' learning goals.
- **Offer Opportunities for After-School Tutoring**

- Extend learning time through structured after-school tutoring programs.
- Utilize certificated and classified staff to provide targeted academic interventions.
- Incorporate digital literacy programs and adaptive learning tools to support differentiated instruction.
- **Closely Monitor Student Progress to Prioritize Areas of Need**
  - Use formative assessments and progress monitoring tools to track student growth.
  - Hold regular data meetings with teachers and support staff to analyze student performance.
  - Adjust instructional strategies and intervention plans based on student progress and identified needs.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

### Short-Term (Learning) Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

Classroom walk throughs utilizing the site-developed Walkthrough monitoring log.

Outcomes measured by walkthrough data will show that every classroom will be visited and will receive feedback by an administrator at least once per week.

Outcomes monitored by Principal and Vice Principals.

### Medium-Term (Change in Behavior or Performance) Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

**K-2nd:** Regional FSA+ and Progress Monitoring Sheets Benchmarks.

**3rd-6th:** IABs and FIABs and iReady reading Diagnostic.

Outcomes measured by growth from assessment to assessment.

**K-2nd:**

- The percentage of students that meet the quarterly benchmarks in the Regional FSA+ assessments will be as follows (Q1: 30%, Q2: 50%, Q3: 70%, Q4: 80%)
- The percentage of students meeting their stretch goal in D2 from year to year will increase by 10%.

**3rd-6th:**

- The percentage of students scoring at nearly meeting/ or meeting in IABs and FIABs will increase from quarter to quarter as follows (Q1: 25%, Q2: 35%, Q3: 45%, Q4 50%)
- The percentage of students meeting their stretch goal in D2 from year to year will increase by 10%.

### Long-Term (Change in Condition) Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

SBAC Results: decrease the distance from meeting standards in ELA from -82 to -67

Outcomes measured by growth from distance from standard.

Outcomes monitored by Principal and teachers.

## Action 2 :

### Mathematics Instructional Plan TK-6

#### Action Details:

Addams Elementary is committed to providing all students with high-quality instruction through the implementation of a comprehensive TK-6 mathematics program. This program emphasizes conceptual understanding and integrates the eight mathematical practices, ensuring a focus on coherence, rigor, and depth of learning.

Professional Learning Communities (PLCs) will leverage our core curriculum to implement a school-wide Multi-Tiered System of Support (MTSS), aimed at ensuring students achieve mastery of academic standards.

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Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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#### TIER I:

- Quality First Teaching (Tier 1) prioritizes standards-based instruction at grade-level rigor.
- Inclusive practices to increase mainstreaming time for SPED students and provide all students with equitable access to succeed.
- School site licenses for programs that support math instruction, including, but not limited to, Next Gen Math, Happy Numbers, Reflex Math, SWUN Math, and IXL.
- Student data chats and goal setting conducted by classroom teachers.
- Classroom materials and supplies—including notebooks, paper, pencils, pens, markers, crayons, and other necessary items to support math instruction and intervention programs.
- Technology to support math instruction and assessment, including monitors, document cameras, headphones, devices, carts, printers, and other supplies needed to meet students' program requirements.
- Materials and supplies for student incentives and rewards.
- Substitutes to provide teacher release time for planning, professional learning, peer observations, and testing.
- Resources to support professional learning opportunities for certificated and classified staff to enhance their ability to effectively teach mathematics, including but not limited to travel expenses, conference fees, food, materials, and supplies.
- Interact Fellows to support classroom implementation of small group instruction and RTI-Math.
- Student incentives and rewards to promote engagement and achievement.
- Consistent use of Progress Monitoring to track students' progress as measured by Common Formative Assessments.
- Consistent use of Progress Monitoring Sheets to track students' progress as measured by Common Formative Assessments.
- Consistent use of Interim Assessment Blocks (IABs) and Focused Interim Assessment Blocks (FIABs) in grades 3rd to 6th.

#### TIER II:

- After-school tutoring/homework help for select identified students.
- Student referrals to the Student Success Team (SST) as needed to determine Tier 2 intervention supports.
- Substitutes to provide teacher release time for SSTs.
- Interact Fellows to assist in every classroom, providing additional support to newcomers, English learners, students with disabilities, and struggling students.

#### TIER III:

- Interact Fellows to provide after-school tutoring/homework help for select identified students.
- Student referrals to the Student Success Team (SST) as needed to determine Tier 3 intervention supports.
- Supplemental contracts for teachers and classified staff to provide additional tutoring services after school for identified students.

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English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

The English Learner student population made significant progress during the 23-24 school year, increasing by 9.2 points in ADS from -102.9 to -93.7.

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

**With Title I funds, we plan to support English Learner students by:**

- Contracting 12 tutors with the Educational Leadership Foundations to be able to provide daily Math tutoring after school and classroom support during school hours.
- Purchasing materials and supplies to support parent training and engagement.

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

With 7090 funds, we plan to support English learner students by providing:

- Providing substitute release time for teacher to plan instruction.
- Purchasing materials and supplies to provide access to Math concepts to our ELs.
- Acquiring technology (hardware and software) to promote English language acquisition
- Providing materials and supplies to promote parent engagement in their students' education
- Funding supplemental contracts for certificated and classified staff to provide after-school tutoring for English Learners

With 7091 funds we plan to support English learner students by funding HSL-Spanish to increase communication and improve services with the families of our EL students.

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

- Daily and schoolwide Designated English Language Development (ELD)
- Integrated ELD implemented throughout the day in all content areas
- Support from Interact Fellows
- An Intervention Teacher (TSA) to coordinate RTI, ELD, and newcomer support
- EL After-School Program
- Spanish-speaking Home School Liaison
- Professional learning opportunities focused on ELD, supported by the EL Services department

## Student Groups

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

**African American (AA):**

**With Title I funds, we plan to support African American students by:**

- Contracting 12 tutors with the Educational Leadership Foundations to be able to provide daily Math tutoring after school and classroom support during school hours.

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

**African American (AA):**

With 7090 funds, we plan to support African American students by:

- Providing substitute release time for teacher to plan instruction.
- Providing materials and supplies to promote parent engagement in their students' education

- Funding supplemental contracts for certificated and classified staff to provide after-school tutoring.

As a site: What are the planned actions to support this student group?

**African American (AA):**

- Supplemental Contracts for teachers to provide after-school tutoring

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

### Short-Term (Learning) Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

Classroom walk throughs utilizing the site-developed Walkthrough monitoring log.

Outcomes measured by walkthrough data will show that every classroom will be visited and will receive feedback by an administrator at least once per week.

Outcomes monitored by Principal and Vice Principals.

### Medium-Term (Change in Behavior or Performance) Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

**K-6th** iReady Math Diagnostic

**3rd-6th:** IABs and FIABs and iReady reading Diagnostic.

Outcomes measured by growth from assessment to assessment.

**K-6th:**

- The percentage of students meeting their stretch goal from D1 to D2 will increase by 10% from the previous year as measured by iReady.

**3rd-6th:**

- The percentage of students scoring at nearly meeting/ or meeting in IABs and FIABs will increase from quarter to quarter as follows (Q1: 25%, Q2: 35%, Q3: 45%, Q4 50%)

### Long-Term (Change in Condition) Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

Goal: By June 2026 Addams Elementary will decrease the distance from meeting standards in Mathematics from -85.2 to -70.2 as measured by the Smarter Balanced Summative Assessment (SBAC).

### Action 3 :

## Progress Towards English Language Proficiency (ELPI)

### Action Details:

Addams Elementary remains committed to supporting English Language Learners by providing daily Designated English Language Development (ELD) alongside Integrated ELD instruction. Utilizing the California English Language Development Frameworks, we align our approach with state-adopted language arts and content area standards to enhance students' English proficiency. Our goal is to help students progress by at least one proficiency level, moving them closer to reclassification.

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Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

#### TIER I:

- Wonders curriculum tailored to meet the instructional needs of English Learners (ELs).
- Inter-Act Fellows to support small group instruction.
- Academic coaches to provide Tier 1-3 ELA instruction support in TK-6 classrooms.
- Quality First Teaching (Tier 1) aligned with the California English Language Development Framework.
- Teachers will provide targeted interventions to support identified English Learners.
- School site licenses for programs that support English Language Development, including but not limited to Imagine Learning.
- Student data chats and goal setting conducted by classroom teachers.
- Materials and supplies to promote English Language Development.
- Technology to support English Language Development.
- Incentives and rewards to encourage students in attaining academic goals.
- Substitutes to provide teacher release time for planning and data chats with administration.
- Professional learning opportunities for certificated and classified staff to enhance their ability to effectively teach English Language Development (ELD).
- RCA staff will provide orientation for newcomers and conduct check-ins over a two-week period.
- Purchase of a digital translation program to facilitate translation services for newcomers and ELs.
- Funds to organize and support multicultural events that highlight and teach students about the diverse cultures on campus.

#### TIER II:

- Inter-Act Fellows to provide support during RTI sessions.
- EL After-School Program to offer additional language development support.
- RCA and SEL staff to assist students with academic, behavioral, and social-emotional needs.
- Student referrals to the Student Success Team (SST) as needed to determine Tier 2 supports.
- Supplemental contracts for teachers and classified staff to provide additional tutoring services for identified students.
- Substitutes to provide release time for teachers to attend SST meetings.

#### TIER III:

- Inter-Act Fellows to provide tutoring and academic support after school.
- Student referrals to the Student Success Team (SST) as needed to determine Tier 3 supports.

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English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

According to the CADashboard for the 2023-2024 school year, 41% of our English Learners made progress or maintained the highest level from the prior year in ELPAC between the 2023 and 2024. This is an increase of 7% compared to the previous year.

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

**With Title I funds we plan to support English Learners by**

- Contracting 12 tutors through the Educational Leadership Foundations to provide:
  - Daily Response to Intervention (RTI)
  - Newcomer's support
  - English Language Development (ELD) through small group instruction
  - After-school tutoring for Long Term English Learners
- Purchasing materials and supplies to support parent training and engagement

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

**With 7090 funds, we plan to support English learner students by providing:**

- Providing substitute release time for teacher planning for designated ELD
- Purchasing materials and supplies to support English language acquisition
- Acquiring technology (hardware and software) to promote English language acquisition
- Providing materials and supplies to promote parent engagement in their students' education
- Funding supplemental contracts for certificated and classified staff to provide after-school tutoring for English Learners

With 7091 funds we plan to support English learner students by funding HSL-Spanish to increase communication and improve services with the families of our EL students.

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

- Daily and schoolwide Designated English Language Development (ELD)
- Integrated ELD implemented throughout the day in all content areas
- Support from Interact Fellows
- An Intervention Teacher (TSA) to coordinate RTI, ELD, and newcomer support
- EL After-School Program for Long Term English Learners
- Spanish-speaking Home School Liaison
- Professional learning opportunities focused on ELD, supported by the EL Services department

## Student Groups

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

**English Learner (EL):**

See answers to questions 1-4 above.

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

**English Learner (EL):**

See answers to questions 1-4 above.

As a site: What are the planned actions to support this student group?

**English Learner (EL):**

See answers to questions 1-4 above.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

### Short-Term (Learning)

Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

Classroom walk throughs utilizing the site-developed Walkthrough monitoring log.

Outcomes measured by walkthrough data will show that every classroom will be visited and will receive feedback by an administrator at least once per week.

Outcomes monitored by Principal and Vice Principals.

### Medium-Term (Change in Behavior or Performance)

Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

By the end of the 3rd Quarter, the number of students at Addams Elementary who count as Reclassified Fluent English Proficient (RFEP) will increase by 5% from the previous year as measured by district quarterly metrics for English Learner Student Data.

### Long-Term (Change in Condition)

Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

Goal: By June 2026, the number of students who progress at least one ELPI level will increase by 5% from 41% to 46% as measured by ELPAC when compared to the last ELPAC administration.

# 2025-2026 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 : 12 Tutors - Total cost of \$338,635.08 split with EM Funds.	66,212.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : 12 Tutors- Total cost of \$338,635.08 split with EM Funds and 3010	30,000.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Digital Licenses - Reflex, Next Gen, Scholastics, RazPlus, IXL, Imagine Learning	30,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to promot ELD	24,400.00

**\$150,612.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	81.7 %	80.7 %	2024-2025	81.8 %

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

According to our Fall 24 Culture and Climate survey, 30% of students do not feel lessons connect to their lives, and 18% of students feel unprepared for life with real-world experiences.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

- Limited use of student-driven learning experiences.
- Lack of career and life applications embedded in daily instruction.
- Some students may not see the purpose of what they are learning.
- There is a disconnect between career pathways and curriculum.

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Increase student agency in lesson design through choice-based learning and project-based experiences.
- Integrate real-world applications into lesson plans (guest speakers, workplace connections, case studies).
- Gather more qualitative feedback from students to understand why lesson don't feel relevant.
- Provide more hands-on learning opportunities.

### Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Real World Learning Experiences

Fully Implemented

The actions were **Fully Implemented** to meet the desired student outcomes

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Real World Learning Experiences

Effective

The actions were **Effective**- There was an 2% increase in the Fall Climate & Culture student survey data showing that students feel connected to school.

### Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will increase student agency, add real-world connections, and gather more student feedback.

### Section D: 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.

SSC:

SSC recommends continuing and expanding guest speaker programs featuring professionals from various industries and backgrounds.

Speakers should share real-world applications of learning, personal success stories, and career pathways to inspire students.

ELAC:

The English Learner Advisory Committee (ELAC) provided key recommendations to enhance student-centered and real-world learning experiences. They emphasized the importance of field trips (e.g., zoo, farm, science and history museums) to provide hands-on learning. ELAC also advocated for keeping both vice principals to maintain leadership stability and support student programs. They recommended continuing successful activities from last year,

Staff:

Staff across grade levels provided valuable feedback on enhancing student engagement and real-world learning experiences. Guest speakers and Career Day were widely supported across all grades to expose students to diverse career paths. On-campus presentations and assemblies (e.g., Dairy Council, Reptile Ron, K-9 demonstrations, and science assemblies) were suggested to bring interactive learning experiences to students.

ensuring consistency in engagement opportunities. Additionally, they highlighted the value of assemblies and guest speakers to inspire students, connect learning to real-world experiences, and support career exploration.

Additional recommendations included increasing art and music opportunities, enhancing playground equipment, and expanding extracurricular clubs (e.g., cooking, sewing, gardening). Some staff emphasized the need for diverse guest speakers, particularly Black male professionals, to support students and address behavioral concerns.

Staff also highlighted the importance of vocational field trips, culturally relevant books, tangible hands-on activities, and stronger home-school connections. Support staff recommended exploring partnerships with organizations like the Youth Leadership Institute, American Heart Association, and civic engagement groups to promote leadership and project-based learning.

Many suggestions will be included in the SPSA (School Plan for Student Achievement), though some require additional teacher input or staff volunteers for implementation.

## Action 1 :

### Real World Learning Experiences

#### Action Details:

Addams Elementary is dedicated to enhancing student engagement through real-world learning experiences that are meaningful, inclusive, and reflective of student interests. Our goal is to provide all students (TK-6) with diverse opportunities that connect classroom learning to real-life applications, preparing them for college, careers, and civic engagement.

#### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

**Tier I** All students will have access to high-quality instruction, technology, and career awareness activities through assemblies, guest speakers, and real-world learning experiences.

**Tier II** Students needing additional academic or behavioral interventions will receive supplemental services, after-school programs, and mentoring opportunities.

**Tier III** Individualized interventions will be provided through specialized support programs, counseling, and tailored career readiness activities.

To effectively implement these programs, Addams Elementary will allocate funds for:

- Transportation for students to attend field trips, college visits, and community learning experiences
- Supplemental contracts for Certificated and Classified staff to support events and student engagement initiatives
- Graphics and communication materials to promote student and family involvement
- Campus beautification projects to enhance the learning environment
- Materials, supplies, and services to support parent engagement activities
- Direct food services for community and student events
- Ricoh Lease to Enhance Communication – The lease will support printing and distribution of multilingual communication materials, ensuring families stay informed about school events, academic resources, and expanded learning programs.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

At Addams Elementary, EL students are fully included in field trips, athletics, assemblies, clubs, and extracurricular activities to support their engagement in real-world learning experiences.

According to the Fall Climate and Culture Survey, 84% of EL students responded favorably to questions related to student-centered and real-world experiences, which is higher than the overall school population's satisfaction level. This indicates that EL students more engaged in the school's experiential learning opportunities.

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

Title I funds will be allocated to support English Learner (EL) students and their families by enhancing parent engagement, communication, and academic support services.

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

**7090** - Addams Elementary will use 7090 funds to enhance parent engagement, communication, and expanded learning opportunities. Funds will support supplies for parent outreach, a Ricoh lease for multilingual communication, and supplemental contracts for staff to provide after-school and Saturday programs. Additionally, materials and supplies will be purchased to support student engagement in enrichment activities.

**7091** - Addams Elementary will use 7091 funds to hire a Spanish-speaking Home School Liaison to enhance customer service and parent engagement. This role will support effective communication with Spanish-speaking families, promote parent participation in school activities, and strengthen home-school connections to ensure all families have access to important resources and opportunities.

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

**Staff Support & Outreach:** At our school, Home School Liaisons, the Child Welfare and Attendance Specialist, the Office Assistant, and the Office Manager work collaboratively to provide ongoing outreach, conduct home visits, and maintain effective communication to ensure families of English Learners are informed and actively engaged in their child's education. Additionally, we will leverage Equity Multiplier Funds to support English learner students by funding a School Social Worker, Clinical Social Worker, Resource Counseling Assistant, and School Administrator (Vice Principal) to address the psychosocial factors affecting these students. The School Social Worker will also recruit EL students for a Peer-to-Peer Mentoring program, further enhancing their sense of belonging and connection to the school community.

**Access to District-Funded Experiences:** The school will ensure clear communication about district-funded programs so that all EL students have access to learning experiences, including field trips, academic support, and enrichment activities.

**Translation & Interpretation Services:** The school will provide translation services to support communication with EL families, ensuring they have access to important school information, meetings, and opportunities for participation.

## Student Groups

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

**African American (AA):**

Inter-Act Fellows to support with after school tutoring.

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

**African American (AA):**

Materials and Supplies for Student Engagement – Resources will be allocated for after-school and Saturday enrichment activities, including hands-on learning materials, project-based learning resources, and career exploration opportunities to enhance student-centered learning.

As a site: What are the planned actions to support this student group?

**African American (AA):**

At our school, Home School Liaisons, the Child Welfare and Attendance Specialist, the Office Assistant, and the Office Manager work collaboratively to provide ongoing outreach, conduct home visits, and maintain effective communication to ensure AA families are informed and actively engaged in their child's education. Additionally, we will leverage Equity Multiplier Funds to support African American students by funding a School Social Worker, Clinical Social Worker, Resource Counseling Assistant, and School Administrator (Vice Principal) to address the psychosocial factors affecting these students. The School Social Worker will also recruit AA students for a Peer-to-Peer Mentoring program, further enhancing their sense of belonging and connection to the school community.

Access to District-Funded Experiences: The school will ensure clear communication about district-funded programs so that all AA students have access to learning experiences, including field trips, academic support, and enrichment activities.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)  
Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

Engagement participation will be analyzed quarterly for increases compared to last year.

Outcomes measured through ATLAS reports.

Outcomes monitored by Principal, VP, and Climate & Culture Team.

Medium-Term (Change in Behavior or Performance)  
Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

Engagement participation will be analyzed at each semester for increases compared to last year.

Outcomes measured through ATLAS reports.

Outcomes monitored by Principal, VP, and Climate & Culture Team.

Long-Term (Change in Condition)  
Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

Responses on the Climate and Culture Surveys will increase by 3% compared to last year.

Outcomes measured through ATLAS reports.

Outcomes monitored by Principal, VP, and Climate & Culture Team.

## 2025-2026 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	Teacher-Supp			Supplemental Contracts for certificated and classified staff	43,848.00
G2A1	Sup & Conc	Other Pupil Services	Cls Sup-Sup			Classified supplemental contracts.	15,000.00

**\$58,848.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		36.5 %	2023-2024	35.9 %
Chronic Absenteeism - (African American)	✓		48.4 %	2023-2024	47.8 %
Suspension Rate	✓	5.4 %	4 %	2023-2024	3 %
Suspension Rate - (African American)	✓	8.3 %	9.8 %	2023-2024	8.8 %
Suspension Rate - (White)	✓		7.9 %	2023-2024	6.9 %

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

- **High Chronic Absenteeism Rate** – The overall chronic absenteeism rate is 36.5%, with African American students experiencing an even higher rate at 48.4%. This suggests that a significant portion of students are missing school at an alarming rate, which impacts academic achievement and overall student success.
- **Elevated Suspension Rates** – The overall suspension rate is 4%, with African American students facing a disproportionately high rate of 9.8%, and White students at 7.9%. These figures indicate that a considerable number of students are being removed from the learning environment due to disciplinary actions, which could have long-term consequences on their education and well-being.
- **Disproportionate Impact on African American Students** – African American students are overrepresented in both chronic absenteeism and suspensions, indicating systemic inequities that must be addressed to promote fairness and inclusivity.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

- Students may not feel motivated or engaged in the school environment, leading to increased absenteeism.

- A lack of accessible mental health services and behavioral support programs may lead to both absenteeism and disciplinary issues.
- Students who experience trauma or stress may struggle with school engagement and appropriate behavior.
- Some families may not have the necessary resources or awareness to support regular attendance and positive school behavior.
- Language barriers, work schedules, or lack of trust in the school system may prevent effective parent engagement.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Develop culturally responsive teaching strategies and activities that make learning more engaging and relevant for all students.
- Implement mentorship programs and peer support networks to improve student involvement and belonging.
- Promote restorative justice practices and conflict resolution programs to reduce reliance on suspensions.
- Increase the availability of school counselors, social workers, and behavioral intervention programs.
- Offer multilingual resources and flexible meeting options to improve parent engagement.
- Develop outreach programs that educate families on attendance policies, behavioral expectations, and available support services.

## Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Decrease Chronic Absenteeism

Fully Implemented

- The actions were Fully Implemented to meet the desired student outcomes. Addams suspension rate declined by 2.4% during the 23-24 school year.

Action 2: Decrease Suspension Rate

Fully Implemented

- The actions were Fully Implemented to meet the desired student outcomes. Addams suspension rate declined by 2.4% during the 23-24 school year.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Decrease Chronic Absenteeism

Effective

- The actions were Partially Effective- Chronic absenteeism declined overall from 42.2% to 36.5%. Seven student groups declined (A, H, SWD, WH, EL, H, SED) while one group increased in Chronic absenteeism (AA).

Action 2: Decrease Suspension Rate

Ineffective

- The actions were Partially Effective- Suspension Rate decreased overall from 6.4% to 4%. Five student groups decreased (SWD, H, SED, EL, H) while 3 other groups (AA, Wh, A, ) increased in suspension rate.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will continue with current supports; however, we will focus our efforts on addressing the needs of our African American students, as they show the greatest disproportionality.

**Section D: 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.

SSC:

- Increase parent engagement through workshops and outreach.
- Enhance student support services, including mental health resources.
- Maintain current staffing levels, including key leadership roles.
- Expand academic opportunities, such as tutoring and vacation classes.

ELAC:

- Maintain School Psychologists for student support.
- Offer special workshops for students to enhance learning and well-being.
- Retain both vice principals for leadership stability.
- Provide classes during vacation periods for academic enrichment.

Staff:

- Implement varied monthly attendance incentives and end-of-year awards.
- Expand Home-School Liaisons (HSL) for community outreach.
- Increase teacher awareness of support systems (TST, ISET, etc.).
- Address transportation barriers where possible.
- Advocate for a full-time RP counselor and Tier 3 support through ISET.
- Maintain behavioral support programs (Stepping Stones BIS, RCA School Psychologist, Tough Kids Training).
- Strengthen Tier II and Tier III interventions with a dedicated Tier II Specialist.
- Ensure consistent follow-ups on behavior contracts and office referrals.
- Bring in more diverse guest speakers, particularly Black male mentors.
- Push for a full-time RP counselor and explore funding for additional Behavior Interventionists and RCA support.

## Action 1 :

### Decrease Chronic Absenteeism

#### Action Details:

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Addams Elementary will actively support and educate all stakeholders on the importance of attendance and its direct impact on academic achievement. To improve attendance rates for all students, the school will continue implementing a school-wide incentive program that encourages and rewards consistent attendance. Additionally, a tiered system of support will be in place to provide targeted interventions for students who are chronically absent. Through increased communication, outreach efforts, and collaboration with families, Addams Elementary aims to create a school culture that prioritizes attendance and fosters student success.

#### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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##### Tier I

- Schoolwide Attendance Campaign with incentives for classrooms and students.
- Student of the Month/Character Counts assemblies to promote positive behavior and engagement.
- Materials and supplies to promote attendance, engagement, and student participation in activities.
- Opportunities for all students to participate in clubs, arts, music, drama, dance, and leadership activities.
- Technology integration to improve SEL learning, school climate, and culture.
- Consistent implementation of SEL instruction (Second Step, Morning Meetings, Class Meetings).
- Professional Learning funds for SEL implementation, including travel, conference fees, and resources.
- Spirit Wear for all students to promote sense of belonging.
- Schoolwide use of restorative practices (cool-down spaces, student reflections, restorative conferences/circles, conflict mediation, and reentry circles).
- Supplemental contracts for classified staff to provide additional adult supervision during recess, arrival, and dismissal.
- Additional Campus Safety Assistant to enhance student safety and supervision.
- Supplemental contracts for babysitting and translation services to increase family participation in school events.

##### Tier II

- Targeted Support Team (TST) collaboration with teachers to support homeless students, SWD, and ELs.
- Home-School Liaison (HSL) support to engage families and improve attendance.
- Restorative Practices (RP) Counselor coaching/consulting on relationship-building, trauma-informed practices, and restorative principles.
- Resource Counseling Assistant to support targeted student groups.
- Site-funded Child Welfare and Attendance Specialist to target chronic absenteeism.
- Site-funded School Social Worker (SSW) to provide direct interventions for students in crisis.
- Contracts with vendors that focus on SEL and mentorship services.
- Site-funded Child Welfare and Attendance Specialist or Home School Liaison to provide direct support to parents and students.

##### Tier III

- Site-funded Clinical School Social Worker to address psychosocial stressors affecting school attendance.
- School Psychologist support to address student mental health and behavioral needs.
- Re-engagement center for students returning from suspensions or experiencing disengagement.
- Funds for professional learning on supporting challenging behaviors and meeting SEL needs for support staff.
- Mileage reimbursement for staff for educationally related travel to support students.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

According to the CADashboard, the percentage of EL students who were chronically absent declined from 29.4% to 23.1% in the 23-24 school year, which is considerably lower than the 35.6% chronic absenteeism rate of the general student population at Addams.

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

Title I funds will be allocated to support English Learner (EL) students and their families by enhancing parent engagement, communication, and academic support services.

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

**7090 Funds:**

- Enhance parent engagement, communication, and expanded learning opportunities.
- Provide supplies for parent outreach.
- Lease a Ricoh system to support multilingual communication.
- Fund supplemental contracts for staff to offer after-school and Saturday programs.
- Add an extra Campus Safety Assistant to boost the sense of safety in school.
- Purchase materials and supplies to support student engagement in enrichment activities.

**7091 Funds:**

- Hire a Spanish-speaking Home School Liaison.

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

- Home School Liaisons, Child Welfare and Attendance Specialist, Office Assistant, and Office Manager.
- Provide ongoing outreach, home visits, and communication efforts.
- Ensure that EL families are informed and engaged in their child's education.
- Provide translation services to support communication with EL families.
- Ensure EL families have access to important school information, meetings, and participation opportunities.

## Student Groups

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

**African American (AA):**

Title I funds will be use to hire Inter-Act Fellows to support with mentoring and tutoring.

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

**African American (AA):**

Addams Elementary will allocate 7090 funds to strengthen parent engagement, streamline communication, and broaden learning opportunities. The funds will be used to:

- Purchase supplies for enhanced parent outreach.
- Secure a Ricoh lease to improve communication channels.
- Support supplemental contracts for staff to run after-school and Saturday programs.
- Hire an additional Campus Safety Assistant to bolster on-campus safety.
- Acquire materials and supplies to further enrich student engagement in activities.

As a site: What are the planned actions to support this student group?

**African American (AA):**

At our school, Home School Liaisons, the Child Welfare and Attendance Specialist, the Office Assistant, and the Office Manager work collaboratively to provide ongoing outreach, conduct home visits, and maintain effective communication to ensure AA families are informed and actively engaged in their child's education. Additionally, we will leverage Equity Multiplier Funds to support English learner students by funding a School Social Worker, Clinical Social Worker, Resource Counseling Assistant, and School Administrator (Vice Principal) to address the psychosocial factors affecting these students. The School Social Worker will also recruit EL students for a Peer-to-Peer Mentoring program, further enhancing their sense of belonging and connection to the school community.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

**Short-Term (Learning)**  
Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

Decrease in chronic absenteeism rate monthly compared to last year.

Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, teacher.

Outcomes monitored by Admin, HSL, and CWAS.

**Medium-Term (Change in Behavior or Performance)**  
Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

Decrease in chronic absenteeism rate by semester compared to last year.

Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, teacher.

Outcomes monitored by Admin, HSL, and CWAS.

**Long-Term (Change in Condition)**  
Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

Decrease in chronic absenteeism rate from this year to last year.

Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, teacher.

Outcomes monitored by Admin, HSL, and CWAS.

**Action 2 :**

## Decrease Suspension Rate

**Action Details:**

Addams Elementary will implement a Multi-Tiered System of Support to integrate research-based, district-adopted programs in Response to Intervention (RTI) and Social Emotional Learning (SEL) to decrease out-of-school

suspensions. In addition, a tiered response to behavior incidents and a Character Counts program will be used to further reduce suspensions, minimize distractions, and enhance campus safety. The Climate and Culture team will meet monthly to review survey data and guide initiatives toward a positive school climate. Targeted support will also be provided through a Resource Counseling Assistant, who will offer an alternative recess setting and social/emotional support, and a Restorative Practices School Counselor, who will mediate conflicts to repair relationships. Whenever it is safe, appropriate, and possible, responsive restorative processes will be used in lieu of suspension to foster ongoing positive relationships and prevent incidents from escalating.

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\). When applicable, insert Multi-Tiered System of Supports \(MTSS\):](#)

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#### Tier 1

- Teachers and administrators provide regular positive reinforcement through reward tickets, specific praise, group rewards, noontime recognition, raffles, and quarterly assemblies.
- Additional funds support student incentives centered on the 6 Pillars of Character—including food, snack prizes, rallies, and assemblies—and direct food services for engagement activities.
- A comprehensive bullying prevention program is in place, featuring assemblies, lessons, spirit wear, incentives, rewards, rallies, and targeted bullying prevention lessons during October (and as needed).
- The Climate and Culture Team implements a Tier 1 Implementation Rubric focused on student and staff engagement, belonging, and positive interactions through events like Red Ribbon Week, Kindness Month, Healthy Relationships, Character Counts, daily announcements, and staff connection events.
- Universal SEL instruction is provided through programs such as Second Step, Morning Meetings, and Class Meetings, with funding allocated for professional learning on SEL and trauma-informed practices.
- Regular classroom visits by the admin team offer feedback on SEL implementation, while schoolwide practices—including regulation/cool-down strategies, restorative conferences/circles, conflict mediation, reentry circles, and a Peer Mediation Peacemaking Program—support positive behavioral and emotional outcomes.
- New students receive welcome packets/tours and spirit wear to foster a sense of belonging.
- Materials, supplies, and services—such as graphics for certificates and maintenance for copy machines—are provided to promote student engagement, emotional learning, and a positive school culture.
- An additional Campus Safety Assistant and supplemental contracts for classified staff ensure extra adult supervision during recess, arrival, and dismissal times.
- Supplemental contracts will be used to secure additional supervision staff.

#### Tier 2

- Behavioral support for struggling students through informal counseling provided by the School Social Worker, School Psychologists, Intervention Specialist, and RP counselor.
- Implementation of individual behavioral contracts between teachers and students as needed.
- RP counselor's coaching/consulting on building, affirming, and repairing relationships, including culturally responsive and trauma-informed practices aligned with restorative principles.
- Deployment of a Resource Counseling Assistant to offer targeted behavioral support.
- Establishment of a Re-engagement Center to help students who are at risk of disengagement.

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

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

According to the CA Dashboard, 1.6% of our English Learner student group was suspended at least once during the 23-24 school year, which is significantly better than the suspension rate for all students at 4%. This marks a significant improvement, reflecting a 1.9% decline in the EL suspension rate from the 22-23 school year.

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

We will use Title I funds to support EL students by funding 12 tutors through the Educational Leadership Foundation.

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

**7090 Funds:** Provide sub-release planning time for SEL instruction, hire an additional Campus Safety Assistant, and supply materials, incentives, and rewards for student engagement.

**7091 Funds:** Hire a Home School Liaison to enhance services and communication with EL families.

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

We will leverage Equity Multiplier Funds to fund a School Social Worker, Clinical Social Worker, Resource Counseling Assistant, and School Administrator - Vice Principal to address psychosocial factors impacting EL students. Additionally, the School Social Worker will recruit EL students for a Peer-to-Peer Mentoring program to boost their sense of belonging and connection to school.

## Student Groups

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

**White (WH) and African American (AA):**

- Fund 12 tutors via the Educational Leadership Foundation.
- Materials and supplies for parent outreach and engagement.

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

**White (WH) and African American (AA):**

- Sub release time for teachers for SEL planning
- Campus Safety Assistant
- Engagement materials/incentives.

As a site: What are the planned actions to support this student group?

**White (WH) and African American (AA):**

- Leveraging Equity Multiplier funds, we will ensure the continued support of our dedicated School Social Worker, Clinical Social Worker, Vice Principal, and Resource Counseling Assistant. This sustained investment guarantees that our students receive the essential psychosocial and academic support needed to thrive in a positive, nurturing learning environment.
- Leveraging Community Schools funds to contract with outside vendors for Mentoring support to provide intensive, individualized interventions for students with significant needs.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

**Short-Term (Learning)**  
Expect to see

---

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

---

Decrease in suspensions monthly compared to last year.  
Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents.  
Outcomes monitored by RP Counselor, TST, and Climate & Culture Team.

**Medium-Term (Change in Behavior or Performance)**  
Want to see

---

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

---

Decrease in suspensions monthly compared to last year.  
Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents.  
Outcomes monitored by Admin Team RP Counselor, TST, and Climate & Culture Team.

**Long-Term (Change in Condition)**  
Hope to see

---

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

---

Decrease in suspensions overall from last year to this year.  
Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents.  
Outcomes monitored by RP Counselor Admin Team, TST, and Climate & Culture Team.

## 2025-2026 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	Instruction	Mat & Supp			Materias and Supplies to promote academics	54,783.00
G3A1	Sup & Conc	Instruction	Equip Lease			: Poster Maker Lease	2,500.00
G3A1	LCFF: EL	Instruction	Equip Lease			: Poster Maker Lease	2,500.00
G3A2	Sup & Conc	Parent Participation	Mat & Supp			Materials and supplies to promote parent/family engagement.	5,000.00
G3A2	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Supplemental contracts for additional supervision	36,652.00
G3A2	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	1.0000	Site-funded Campus Safety Assistant	65,626.00

**\$167,061.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	92 %	91 %	2024-2025	92.1 %

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

Low staff participation in community events, extra-curricular activities, and after-school support for students.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

- Teachers' time is impacted by their roles and responsibilities.
- Lack of time for additional activities due to designated time meetings.
- Challenges securing substitutes to provide quarterly planning time for teachers.

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- We will continue to provide opportunities for all stakeholders to voice input to encourage participation through committees, surveys, feedback forms and open discussion meetings.
- We will continue to leverage leadership decisions utilizing our School Climate and Culture Team, ILT, and SSC to identify areas where growth can occur.
- We will have the CC team survey staff so they can gather ideas from all staff members.
- We will leverage the support of our Community School Coordinator to facilitate the organization of community events that engage staff members.

**Section B: Investigation**

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Staff Training and Support

Fully Implemented

The action was fully implemented; the professional learning opportunities for certificated and classified staff were provided as planned

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Staff Training and Support

Effective

The action was effective - there was a increase of 24.5% in favorably responses from the Fall 2023 to the Fall 2024 Climate and Culture survey.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- School-wide training and implementation of a writing program.
- Professional Learning focused on teaching ELA Standards through the use of Science and Social Studies texts.
- Continue Building Capacity of Teachers to differentiate via small group instruction.

**Section D: 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.

SSC:

ELAC:

Staff:

ELAC's recommendations emphasize a comprehensive approach to

Staff feedback recommends revising planning time by incorporating

SSC members recommended that teachers and parents should have time to meet so parents understand what's important to teachers.

bolstering school resources and enhancing support systems. The suggestions include providing ongoing professional learning for all school personnel, retaining two vice principals, and keeping current tutors while also adding specialized tutors for students with disabilities. Additionally, they advocate for the inclusion of more psychologists and Campus Safety Assistants to address the diverse needs of the school community. Expanding parent-teacher conferences and offering supplemental contracts for teachers to provide after-school tutoring further underscore the focus on strengthening both academic and support services.

demo days, retaining key support staff such as paraprofessionals, and enhancing targeted professional learning across several areas, including ELD, CPI, and hands-on strategies like the plan-do-study-act cycle. Additional suggestions call for maintaining essential resource programs, addressing digital tool contracts, promoting supplemental contracts for community engagement, ensuring full-time staffing where needed, and bolstering SPED supports with targeted training and proper allocation of IEP days, all supported by appropriate funding for supplies and professional development.

## Action 1 :

### Staff Training and Support

#### Action Details:

At Addams Elementary, we will offer high-quality professional development that strengthens our staff's skills, empowers them, and enhances teacher effectiveness. A wide range of supports and resources will be available to promote professional growth and boost retention. Additionally, we will expand opportunities for staff to take part in schoolwide events and activities, fostering a vibrant sense of community and belonging.

#### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Provide professional learning in: SBAC Claims and Targets, Interim Assessments, Foundational Skills, Professional Learning Communities, Common Core State Standards, Math fluency, Mathematical Practices, Writing, Restorative Practices, Social Emotional Learning, Culture and Climate improvement, Gifted and Talented Education (GATE), Exemplary Physical Education Curriculum (EPEC), Cultural Proficiency, Blended Learning, and teaching ELA standards through the use of Science and Social Studies materials.
- Online resources such as software and licenses including, but not limited to Raz-Kids, Scholastic, Reflex math, Next Gen Math, Imagine Learning, IXL, and other digital means.
- Supplemental contracts for certificated and classified employees to attend professional development meetings and for planning.
- Substitutes to provide release time to teachers for planning, testing, data chats, SSTs, IEPs, assessments, and to attend professional learning opportunities
- Materials and supplies that support instruction and professional learning.
- Services to facilitate professional learning opportunities including but not limited to speakers, consultants, travel expenses, conference fees, etc.
- All staff will receive feedback that helps them grow and improve, as well as recognition for the work that they do.
- Funds for spirit wear and community building activities for all staff members.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Based on the CADashboard, English Learner students improved by 9.6 points in ADS for ELA and 9.2 points in Math—a substantial gain from the previous year when their performance was at its lowest level.

- As a site, we will ensure we provide professional learning for all teachers will be provided with support and guidance from English Learner Services. This professional learning will be designed to support teachers based on their needs and schoolwide EL data as measured by ELPAC, SBAC, and i-Ready.

### Student Groups

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

**Students with Disabilities (SWD):**

**English Learner (EL):**

Professional opportunities include Differentiated Instruction and Universal Design for Learning, Culturally and Linguistically Responsive Teaching, Multi-Tiered System of Supports, Data-Driven Decision Making, and Social-emotional Learning and Restorative Practices.

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

**Students with Disabilities (SWD):**

**English Learner (EL):**

School social workers and clinical social workers will provide support and professional development to teachers in trauma-informed teaching practices.

As a site: What are the planned actions to support this student group?

**Students with Disabilities (SWD):**

**English Learner (EL):**

Professional Learning Opportunities for paraprofessionals and tutors supporting Tier 2 and Tier 3 students focused on Teaching Reading Foundational Skills, iReady, RazKids, NextGen Math, Tools for Teachers, IXL, Sora, Khan Academy, Lexia, Reflexmath, etc.

## Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

**Short-Term (Learning)**  
Expect to see

---

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

---

We will measure the effectiveness of professional development around Foundational Skills during the first semester.

Outcomes measured with iReady 1 and iReady 2 Diagnostic administrations. There will be a 3% increase of students who reach their stretch growth.

Outcomes monitored by Principal, VP, and teachers.

**Medium-Term (Change in Behavior or Performance)**  
Want to see

---

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

---

We will see an increase from the Fall Climate & Culture survey to the Spring survey.

Outcomes measured by staff participation. There will be an increase of 2% favorable.

Outcomes monitored by Principal, VP, and CCT.

**Long-Term (Change in Condition)**  
Hope to see

---

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

---

We will see an increase in the Fall Climate & Culture family survey from last year to this year.

Outcomes measured by staff participation. There will be an increase of 3% favorable.

Outcomes monitored by Principal, VP, and CCT.

## 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0005 Addams Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Teacher-Subs			Subs for planning time, SSTs, IEPs, Data Chats, Peer Observations, and Assessment.	37,571.00
G4A1	Sup & Conc	Instruction	Nc-Equipment			Hardware and other technology needs.	10,000.00
G4A1	Sup & Conc	Instruction	Direct-Maint			Maintenance of technology and other site needs.	4,000.00
G4A1	Sup & Conc	Instruction	Direct-Graph			FUSD Graphics Services	5,000.00

**\$56,571.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	88.7 %	93 %	2024-2025	94.1 %

**Section A: Use the metrics above to identify the problem(s), causes, and needs.**

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

There is a significant gap in engagement, as evidenced by the low turnout at parent meetings and only 13% of families completing the Fall 24 Culture and Climate Survey. This lack of participation limits the school's ability to gain insights into family perspectives and address broader community needs.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

- Communication about meetings and surveys may not be reaching all families in a clear or accessible way. This can include issues like language barriers, unclear messaging, or limited use of varied communication channels.
- Meetings and survey opportunities might be scheduled during times that conflict with family work or childcare responsibilities, and families may lack transportation or child care to attend.
- Families may feel that their participation does not lead to tangible improvements or that their voices are not heard. This perceived disconnect can reduce motivation to engage.
- Limited access to technology or reliable internet, particularly among families from low-resource backgrounds or disproportionate/low-performing student groups, can hinder their ability to complete online surveys or receive digital communications.

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Develop and implement a communication strategy that is culturally responsive and linguistically appropriate. This could include translating materials into families' home languages, using various channels (texts, emails, flyers, social media), and involving community liaisons to ensure the messaging is clear and trusted.
- Offer flexible meeting times (including evenings and weekends) and provide virtual participation options. Additionally, consider providing support services such as transportation assistance and on-site childcare to reduce practical barriers to attendance.
- Clearly communicate how family feedback directly informs school improvement efforts. Establish a feedback loop where families are shown tangible outcomes from their input, and consider offering incentives or recognition for participation to emphasize the value of their contributions.
- Provide alternative means of survey completion (such as paper surveys or phone interviews) and support access to digital tools. This might involve partnering with community centers or libraries to offer technology

resources and ensuring that digital communications are accessible to all families, particularly those from low-resource communities.

### Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Create a Positive Family-Oriented Community

Fully Implemented

- The action was Fully Implemented - while we still do not have as much participation as we want, we have implemented everything that was planned resulting in an increase of 2.3% of parents completing the survey and an increase of 17% in favorably responses from the Fall 2023 to the Fall 2024 Climate and Culture survey

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Create a Positive Family-Oriented Community

Effective

The action was effective - there was a increase of 17% in favorably responses from the Fall 2023 to the Fall 2024 Climate and Culture survey.

### Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Next year will be our second as a community school, and we plan to leverage community school resources to enhance support for Addams families, thereby increasing parent involvement in the school.

### Section D: 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.

SSC:

ELAC:

The ELAC suggestions focus on strengthening family engagement and inclusivity. They recommend providing additional tech support

Staff:

The staff input emphasizes the need for a variety of engaging community events and initiatives aimed at increasing family

SSC members recommended that teachers and parents should have time to meet so parents understand what's important to teachers.

for parents, boosting parent participation in school activities, hosting multicultural events, ensuring inclusive opportunities for students with disabilities, organizing fun workshops for families, increasing safety personnel, retaining two vice principals, and offering more parent conferences.

involvement and creating a positive school atmosphere. Suggestions include hosting themed events like "Donuts for Dudes," "Muffins for Mom," sports awards, career days, and "Muffins with Moms." There is also a focus on events like teacher/parent paint nights, movie nights, and themed gatherings. Additionally, there are ideas for larger community events such as carnivals with water slides or game nights, along with requests for funding to support staff planning, club creation, and event organization. The goal is to provide accessible, fun, and inclusive opportunities for families while increasing staff participation and support.

### Action 1 :

## Create a Positive Family-Oriented Community

### Action Details:

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

### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Student Academics: Parent/Teacher Conferences, SSTs, IEPs, Parent Engagement Hours, Parent Learning Opportunities (Parent University), Study Trips (Chaperones), Open House, Literacy Nights, etc.
- Student Centered and Real-World Learning: Career Day, Study Trips, Literacy Week, Book Clubs, Carnivals, Cultural Awareness Fair, etc.
- Student Engagement: Academic Awards, Student of the Month Celebrations, Community Building Celebratory Weeks (Red Ribbon Week, Literacy Week, Kindness Week, Black History Month, Read Across America, Clubs.
- 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)
- 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
- Substitute for monthly student success team meetings
- Supplemental contracts for classified staff to provide babysitting services

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Based on the CADashboard, English Learner students improved by 9.6 points in ADS for ELA and 9.2 points in Math—a substantial gain from the previous year when their performance was at its lowest level.

- As a site, we will ensure we provide professional learning for all teachers will be provided with support and guidance from English Learner Services. This professional learning will be designed to support teachers based on their needs and schoolwide EL data as measured by ELPAC, SBAC, and i-Ready.

We are utilizing some of the Title I funds to hire Inter-Act tutors. Some of the tutors will be focusing on targeting EL learners and newcomers' needs.

We plan to use some 7090 funds for supplies to promote parent engagement, promote acknowledgement of student growth and progress through award recognition efforts

- Translation services for parents of English Learners

- Promote the use and build parents' capacity to use ParentSquare
- Monthly Parent Engagement Hours
- Childcare services for parent engagement meetings

We are utilizing 7091 funds for a HSL to improve services and communication with the families of our EL students.

## Student Groups

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

**English Learner (EL):**

**Students with Disabilities (SWD):**

We will increase the number of Inter-Act fellows to ensure support for English Learners and Students with Disabilities.

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

**English Learner (EL):**

**Students with Disabilities (SWD):**

We plan to use some funds for supplies to promote parent engagement and acknowledge student growth and progress through award recognition efforts.

As a site: What are the planned actions to support this student group?

**Students with Disabilities (SWD):**

**English Learner (EL):**

Leverage our Community School Resources to enhance support for Addams families and increase parent involvement.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

**Short-Term (Learning)**  
Expect to see

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*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

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We will see an increase in attendance at the Title I Parent Meeting/Back to School Night and at Parent Conferences. Outcomes measured by attendance rosters. There will be a 10% increase in attendance as compared to last year. Outcomes monitored by Home School Liaison and Vice principal.

**Medium-Term (Change in Behavior or Performance)**  
Want to see

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*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

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We expect an increase from the Fall Climate and Culture survey to the Spring survey, with outcomes measured by the family engagement domain. There will be a 2% increase in favorable outcomes, monitored by the Principal, VP, and teachers.

**Long-Term (Change in Condition)**  
Hope to see

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*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

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We expect an increase in the Fall Climate and Culture family survey from last year to this year. Outcomes will be measured by the family engagement domain, with a projected 4% increase in favorable responses. The Principal, VP, and teachers will monitor these outcomes.

## 2025-2026 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	Mat & Supp			: Materials and supplies to promote parent and family engagement. **No incentives or food**	2,872.00
G5A1	Sup & Conc	Instruction	Equip Lease			Ricoh Lease to print instructional materials and communication to families	30,000.00
G5A1	Sup & Conc	Instruction	Direct-Food			FUSD Direct Food Services	1,000.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Site-funded Home School Liaison	78,428.00
G5A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			Mileage to support home visits	500.00

**\$112,800.00**

# 2025-2026 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 : ELF 13 Tutors to support with ELA and Math - RTI and After School. Total cost of \$355,855 split with Title I, 7091 and EM Funds.	66,212.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : ELF 13 Tutors to support with ELA and Math - RTI and After School. Total cost of \$355,855 split with Title I, 7091 and EM Funds.	30,000.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Digital Licenses - Reflex, Next Gen, Scholastics, RazPlus, IXL, Imagine Learning	30,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to promot ELD	24,400.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for certificated and classified staff	43,848.00
G2A1	Sup & Conc	Other Pupil Services	Cls Sup-Sup			Classified supplemental contracts.	15,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			Materias and Supplies to promote academics	54,783.00
G3A1	Sup & Conc	Instruction	Equip Lease			: Poster Maker Lease	2,500.00
G3A1	LCFF: EL	Instruction	Equip Lease			: Poster Maker Lease	2,500.00
G3A2	Sup & Conc	Parent Participation	Mat & Supp			Materials and supplies to promote parent/family engagement.	5,000.00
G3A2	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Supplemental contracts for additional supervision	36,652.00
G3A2	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	1.0000	Site-funded Campus Safety Assistant	65,626.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Subs for planning time, SSTs, IEPs, Data Chats, Peer Observations, and Assessment.	37,571.00
G4A1	Sup & Conc	Instruction	Nc-Equipment			Hardware and other technology needs.	10,000.00
G4A1	Sup & Conc	Instruction	Direct-Maint			Maintenance of technology and other site needs.	4,000.00
G4A1	Sup & Conc	Instruction	Direct-Graph			FUSD Graphics Services	5,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Materials and supplies to promote parent and family engagement. **No incentives or food**	2,872.00
G5A1	Sup & Conc	Instruction	Equip Lease			Ricoh Lease to print instructional materials and communication to families	30,000.00
G5A1	Sup & Conc	Instruction	Direct-Food			FUSD Direct Food Services	1,000.00
G5A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Site-funded Home School Liaison	78,428.00
G5A1	LCFF: EL	Attendance & Social Work Services	Local Mileag			Mileage to support home visits	500.00

\$545,892.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$99,084.00
Sup & Conc	7090	\$310,980.00
LCFF: EL	7091	\$135,828.00
<b>Grand Total</b>		<b>\$545,892.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$150,612.00
G2 - Expand student-centered and real-world learning experiences	\$58,848.00
G3 - Increase student engagement in their school and community	\$167,061.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$56,571.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$112,800.00
<b>Grand Total</b>	<b>\$545,892.00</b>