

Addicott Elementary

10621666116651

Principal's Name: Tess Reid

Principal's Signature: 

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

Title I SWP

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District Goals	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Tess Reid	X				
2. Chairperson – Katie Abercrombie		X			
3. Monica Villanueva			X		
4. Chris Allen				X	
5. Judith Romero				X	
6. Teri Monpere				X	
7. Yeraldine Martinez				X	
8. Kacie Johnson		X			
9.					
10.					
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: Addicott Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Tess Reid		7/14/25
SSC Chairperson	Katie Abercrombie		3/14/2025

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

Addicott - 0553

ON-SITE ALLOCATION

3010	Title I	\$6,072 *
7090	LCFF Supplemental & Concentration	\$28,755
7091	LCFF for English Learners	\$8,316

TOTAL 2025/26 ON-SITE ALLOCATION

\$43,143

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$176
Program Budget	\$5,896
Total Title I Allocation	<u>\$6,072</u>

ESSA Assistance Status: Not Identified for Assistance

Revised February 28, 2025

January 28, 2025

Addicott School 2025-2026 - SPSA Draft Edits

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
SBAC ELA - Average distance from standard	✓	5 pts	-245.7 pts	2023-2024	-240.7 pts

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.

- Define the issue with evidence: Based on the metrics in this current goal, students are not reading on grade level as evidenced by CAA ELA test scores.
- What is the extent of the problem(s) and who is affected? Addicott students scored -16.7 points from standard LESS than they did in the 2022-2023 school year. All Addicott students are affected by the stated problem.
- Targeted population: Students in grades 3 through 8 with Extensive Support Needs
- Provide evidence of the problem(s); quantitative data: 2023-2024 CAA ELA Scores: -229. 2024-2025 ELA CAA Scores -245.7.
- Qualitative data can be used alongside quantitative evidence: 100 percent of Addicott students are identified as students with extensive cognitive, physical, and medical disabilities, have an IEP, and are performing below grade level expectations in ELA

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

- All Addicott students are nonverbal,
- All Addicott students are nonwriters,
- Several Addicott students have visual impairments.
- Several Addicott students have degenerative disabilities.
- All Addicott students are identified as medically fragile and have extensive developmental and cognitive delays; many have disabilities that are regressive in nature and therefore, learning regression is observed and expected.
- Based on their unique abilities/disabilities, several Addicott students often reach a plateau of learning capabilities that do not correspond to grade level expectations/standards.
- Due to their medical fragility and appointments, Addicott students are often absent for medical and specialist appointments and procedures spanning one to several days.
- Addicott students who are unable to attend school due to their medical fragility are placed on Home Hospital Instruction (HHI) and therefore, do not receive the same or similar instruction as they would by their classroom teacher and subsequently, CAA assessment results show diminished or no return on investment.
- The testing platforms involving computerized assessments within the GVC and state testing is not appropriate for Addicott students because they cannot log on to a computer.
- The GVC + CAA + ELPAC assessments do not appear appropriate to/for students with assessed IQs in the range of zero to eight months, signaling profound disability requiring extensive support needs.

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.

- All Addicott students are nonverbal - **NEED:** The district's current adopted guaranteed viable curriculum titled Unique Learning System components do not contain similar expectations and language of the CAAELA Assessment. There appears to be a disconnect/mismatch between the current ULS curriculum selected and the characteristics and needs of developmentally and cognitively delayed medically fragile students.
- All Addicott students are nonwriters - **NEED:** The district's current adopted guaranteed viable curriculum titled Unique Learning System components do not contain similar expectations and language of the CAAELA Assessment. There appears to be a disconnect/mismatch between the current ULS curriculum selected and the characteristics and needs of developmentally and cognitively delayed medically fragile students.
- Several Addicott students have visual impairments - **NEED:** Paper versions of the CAA assessment as none are able to log on to a computer. Enlarged print tests.
- Several Addicott students have degenerative disabilities- **NEED:** The district's current adopted guaranteed viable curriculum titled Unique Learning System components do not contain similar expectations and language of the CAAELA Assessment. There appears to be a disconnect/mismatch between the current ULS curriculum selected and the characteristics and needs of developmentally and cognitively delayed medically fragile students. Addicott students need an alternative assessment that more closely aligns with the sensory-based content they receive in the classroom daily.
- All Addicott students are identified as medically fragile and have extensive developmental and cognitive delays -**NEED:** There appears to be a disconnect/mismatch between the current ULS curriculum selected and the characteristics and needs of developmentally and cognitively delayed medically fragile students.
- The district's current adopted guaranteed viable curriculum titled Unique Learning System components do not contain similar expectations and language of the CAAELA Assessment.
- Based on their unique abilities/disabilities, several Addicott students often reach a plateau of learning capabilities that do not correspond to grade level expectations/standards. **NEED:** Addicott students need to have more instructional time with teachers but are unable to get that currently due to larger class sizes. The need is class size reduction to 4-6 students. There appears to be a disconnect/mismatch between the current ULS curriculum selected and the characteristics and needs of developmentally and cognitively delayed medically fragile students.
- Due to their medical fragility and appointments, Addicott students are often absent for medical and specialist appointments and procedures spanning one to several days - **NEED:** Addicott School needs a different funding formula; one not based on attendance and one that is representative of their unique academic, physical, medical, cognitive, and developmental needs so that we can provide more academic experiences and provide more supports around the content areas, especially in the area of literacy where we are strictly focusing on.
- The testing platform of the computerized assessment in the district's guaranteed viable curriculum (GVC) is not appropriate because Addicott students are not able to log on to a computer with a traditional keyboard or work from traditional computer with a keyboard. **NEED:** Addicott students need assessments that are accessible to them such as tests with enlarged print, braille OR access to a testing platform with alternative methods of logging on or using that are not utilize traditional keyboards.,
- The testing platform for the California Alternative Assessment (CAA), the ELPAC, and the GVC is not appropriate for Addicott students who typically have the assessed cognitive ability of zero to eight months old. **NEED:** Addicott students need assessments that are academically appropriate for the assessed cognitive abilities.
- All Addicott students require accommodations, and some require modifications and supports to communicate.

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 Learner Redesignation

Not Implemented

In April of 2024, FUSD asked all sites with English Learning students with IEPs to hold off on the redesignation process until further direction was provided. In late August, 2024, the district provided some direction on the redesignation process but was not applicable to Addicott students. Addicott Site leadership has requested additional support for redesignation of Addicott students who are nonverbal and designated as English Learning from the Analysis, Measurement, and Assessment Department and will collaborate with them in the future on this critical need for Addicott students. Addicott Teachers will receive training on supporting redesignation of English Learning students to be used as part of the IEP Team decision making on redesignation of Addicott students.

Action 2: Standards-Based Instruction for All Students

Fully Implemented

All Addicott teachers and administrative and academic staff have been trained on the FUSD guaranteed viable curriculum (GVC) which is currently Unique Learning Systems (ULS). All Addicott teachers are teaching from the GVC on a daily basis. The time and resources needed to support student learning within the GVC continues to be a concern and students needs become more diverse and more involved, teachers must further adapt the GVC to individualize and customize learning for each student. Addicott teachers will continue to receive training on the GVC as updates and new district requirements are rolled out.

Action 3: Improve Digital Literacy Through Technology

Fully Implemented

All Addicott students now have access to a variety of technologies in the classroom as well as those on Home Hospital Instruction (HHI) including iPads (alternative access to technology without a keyboard), electronic switches from which to make choices, electronic buttons to increase communication, and sensory based battery-operated instructional/learning tools that effectively support their needs.

Action 4: Teacher Release Days

Fully Implemented

For the 2024-2025 school year, teachers will have a total of 3 release days, strategically placed at the beginning of the school year, midterm and end of the school year to prepare for the upcoming school year. However, parents/caregivers would like to see this number increase to provide teachers with more opportunities to plan within and across grade levels for the 2025-2026 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: English Learner Redesignation

Ineffective

Neither the California Department of Education nor FUSD has provided direction on redesignation for nonverbal students who are designated as English Learners as our EL students do not have communication in their native language or English. Therefore, redesignation policies do not meet the need of our students identified as English Learning at this time as more support and clear guidelines for redesignating these students are needed.

Action 2: Standards-Based Instruction for All Students

Partially Effective

All Addicott teachers are teaching from the GVC on a daily basis. However, the methods and fidelity of each curriculum unit and benchmark assessments do not appear to be aligned between teachers or grade levels at this

time, as identified by the Addicott Instructional Lead Team. The teachers will use the upcoming release days provided by the SPSA Budget to engage in cross grade level planning around student-centered needs and supports.

Action 3: Improve Digital Literacy Through Technology Effective

We are beginning to see and hear increased language and voice outputs from students in our early learning classrooms as well as in our elementary and middle school students. With the rapid advancements in technology, we will continue to invest in appropriate technologies that help improve listening and speaking skills of our students as well as tools that support reading and writing.

Action 4: Teacher Release Days Partially Effective

Teacher release days have been scheduled and provided as per the 2023-2024 SPSA. However, three opportunities have been determined to be insufficient for planning and pre planning purposes as there are not enough release days. Additionally, with the district moving to different goals and needs mid-year, the teachers and administrators need more time to collaboratively plan and calibrate on the new District goals.

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.

1. Addicott site leaders will continue to seek out and use the latest and evidence-based technologies to support, enhance and improve reading, writing, listening, and speaking for Addicott students in conjunction with the McLane Region Literacy Plan.
2. Addicott teachers will use students' GVC English Language Arts Benchmark data as their metric for ongoing progress monitoring, on a quarterly basis.
3. Addicott teachers will use students' GVC English Language Arts and English Language Development Goals on their Individualized Educational Program (IEP) Document as a second metric for progress monitoring and using results to direct/support/adjust classroom instruction.
4. Addicott Site leaders will increase the number of teacher release days from three to four for the 2025-2026 school year to plan, collaborate and support literacy instruction.
5. Addicott teachers will use evidence-based strategies and practices for teaching literacy to students with profound intellectual and multiple disabilities which include teacher modeling, concepts of print, comprehension through sensory storytelling, vocabulary access/recognition, literacy language modeling through the 5Ws +H questioning technique, and other communication strategies for literacy.
6. Addicott teachers will use evidence-based strategies and practices for scaffolding emergent reading skills for students designated as English Learners.
7. Addicott teachers will have visible learning targets set in the GVC lesson plans for literacy instruction that corresponds with the curriculum, curriculum standard/s, and/or text used to teach literacy.
8. Addicott teachers, academic coach, and site leadership will collaboratively create a school-to-home literacy program that encourages parents to read to their students or/and listen to audiobooks with them weekly.
9. Addicott teachers will use a variety of assessments in teaching the GVC to identify instructional shifts, student supports needed, and to measure student progress toward the standard or/and skill being taught including direct select as well as eye gaze, hand-over-hand, and errorless learning to provide alternative response and access to the GVC options for Addicott students across the core content areas.
10. 100% of Addicott students will have two or more metrics/data points used in determining academic progress in the area of literacy as well as progress toward their IEP goal/s.
11. Addicott site leaders will report out student progress toward the McLane Region Literacy Plan as outlined above when requested/required.
12. Addicott teachers will receive training on the district's adopted model of teaching and learning strategies in TEACHER CLARITY, by attending one conference on the same during the 2025-2026 school year.

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:

Involvement: There are several parents/caregivers, teachers, and at least one classified staff on the current School Site Council.

Recommendations/Feedback: Feedback from parents/caregivers is as follows: Standardized testing Addicott students does not seem appropriate as our students are tested at their grade level instead of their ability level.

Measuring students by progress toward their IEP goals and the GVC that teachers are using in the classroom seems more appropriate than using the standardized test scores.

Progress should be meaningful.

Teacher Release Days could also be more meaningful with more direct focus and attention on what students need to improve reading, writing, listening and speaking instead of testing. Parents would like to see an increase of teacher release days in the 2025.2026 school year, from three days to four days.

Addicott does not have an ELAC.

Certificated Staff Input:

1. Share information on the SPSA that identifies who our students are.
2. Identify the medical, physical, academic, cognitive, social and communication needs of Addicott students on the SPSA.
3. Describe the level at which teachers have to accommodate and modify the curriculum to provide students with meaningful access to instruction and real-world opportunities.
4. Teachers agree that more common planning time is needed to effectively support Addicott student learning.
5. Due to Addicott students' medical fragility, their health and safety have to be prioritized over learning and not many people who may read this SPSA know.
6. We are labeled a moderate/severe program but really our Addicott students have more severe and profound disabilities, some of which are degenerative and so we may not see progress at all but instead, regression of learning.

Action 1 :

Supporting Standards-Based Instruction for All Students

Action Details:

100% of Addicott students are designated as medically fragile, have significant and/or extensive medical, physical, cognitive, academic, adaptive and social needs. 100% of Addicott students are non-verbal and most are unable to log onto a computer. All students require 100% care for basic personal and academic needs, from head to toe. To support their literacy performance, Addicott School will implement a comprehensive reading program for students with severe or profound disabilities based on relevant research on this population of students to improve Basic/Foundational Reading Skills and access to grade-level, modified texts through modeling. Professional Learning Communities (PLCs) will analyze curriculum-based English/Language Arts assessments and will routinely monitor students' progress using Progress Monitoring Sheets from the GVC to measure student growth or performance on the standards and determine appropriate supports and enrichment needed.

GOAL: By June 2026 Addicott School will consistently provide comprehensive (adult-modeled reading, listening, speaking/communication, vocabulary - adult-modeled writing) literacy instruction at students' instructional level that may assist them in decreasing the distance from meeting standards in ELA from -245.7 to -240.7 as measured by the California Alternative Assessment (CAA) English Language Arts scores.

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

- All Addicott students, inclusive of materials, supplies and staff training, will have teachers and instructional support staff who use evidence-based strategies and practices for teaching literacy to students with profound intellectual and multiple disabilities which include teacher modeling, concepts of print, comprehension through sensory storytelling, vocabulary access/recognition, language modeling through the 5Ws +H questioning

techniques, and other communication strategies for literacy.

- All Addicott students, inclusive of materials, supplies and staff training, will have teachers and instructional support staff will use evidence-based strategies and practices for scaffolding emergent reading skills for all Addicott students, including those designated as English Learners.
- All Addicott students, inclusive of materials, supplies and staff training, will have teachers that have visible and achievable learning targets from the standards-based GVC lesson plans as part of their literacy instruction.
- As part of the FUSD Literacy Initiative, Preschool - Grade 1 Addicott students, including materials, supplies and staff training, will receive access to decodable texts both in the classroom and at home.
- As part of the FUSD Literacy Initiative, Addicott students in Preschool through Grade 1st grade, including materials, supplies and staff training, will have access to a technology device at school and at home with headsets to support literacy.
- As part of the FUSD Literacy Initiative, all Addicott students, including materials, supplies and staff training, will receive additional opportunities to engage in literacy with their families at the McLane Regional literacy events.
- As part of the FUSD Literacy Initiative, all Addicott students, including materials, supplies and staff training, will have teachers who are trained on Teacher Clarity on creating learning intentions and success criteria for organized, effective instruction.
- As part of the FUSD Literacy Initiative, all Addicott students, including materials, supplies and staff training, will be guaranteed literacy instruction based on FUSD-sponsored Teacher Clarity training is occurring during Teacher Clarity Classroom Walks by Addicott Leadership and Supervisors of Schools (SOS).
- All Addicott students, including materials, supplies and staff training, will have teachers who use a variety of assessments in teaching the GVC to identify student-centered supports, teacher instructional shifts, and to measure student progress toward the standard or/and skill being taught using multiple modalities to assess including direct response selection, eye gaze, hand-over-hand, technology-assisted/mediated, and errorless learning to provide alternative responses to the GVC.
- 100% of Addicott students, including materials, supplies and staff training, will have two or more metrics/data points used in determining academic progress in the area of literacy as well as progress toward their IEP goal/s; Early Learning will use the DRDP Data to progress monitor and reporting of the same when requested.
- All Addicott students, including materials, supplies and staff training, will have site leaders who report out student progress toward the McLane Region Literacy Plan as outlined above when requested/required.
- All Addicott students, including materials, supplies and staff training, will have teachers and site leadership who collaboratively create a school-to-home literacy program that encourages parents to read to their student or/and listen to audiobooks with them as part of the McLane Region Literacy Program.
- All Addicott students, including materials, supplies and staff training, will have classroom instructional staff who are trained to support literacy and academic curriculum using strategies appropriate to/for students with severe/profound disabilities.
- All Addicott students, including materials, supplies, and staff training will have teachers that are trained to provide evidence-based practices in academic instruction for students with severe/profound disabilities.

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.

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

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

English Learner student population is performing at the lowest level in areas of students with disabilities.

- All teachers will identify their EL students' English Learning needs using ELPAC results and will complete an EL goal setting meeting with parents to ensure they understand and can support the EL goals for their student and make progress toward the goal at their ability level.
- Students will receive a visual representation of their progress toward their ELD goal at least twice per year (i.e., Previous years Alternate ELPAC score document and IEP meeting ELD present levels data).
- Students will receive embedded EL strategies within their daily instructional minutes.
- Students designated as English Learners will receive weekly, direct, and explicit ELD instruction by the teacher at each EL students' instructional level.
- Addicott teachers will use students' GVC English Language Arts and English Language Development Goals on their Individualized Educational Program (IEP) Document as a second metric for progress monitoring and using results to direct/support/adjust classroom instruction.
- All EL students will be provided with access to technology, materials and supplies for the ELD curriculum used to support reading, writing, listening and speaking in English, at their ability level.

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 literacy workshops for parents, providing environmental print resources to parents, dual language texts for home use, monthly parent meetings with English Language Development mini workshops for parents, increase translation services for parent/school events, after school care for student and sibling care for parent meetings and events, parent questionnaires on supports for their EL student, teacher training on the ELD component of the Unique Learning Systems (the district's current GVC).

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

With 7090 or 7091 funds we plan to support English learner students by enhanced teacher professional learning. Student incentives, supplies and materials to hold parent meetings and teacher trainings, blanket purchase orders and food for parent meetings will be purchased.

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

- Students will be provided with standards-based, explicit English Language Development embedded and directly provided via GVC and/or supplemental instructional curriculum to build bridges between pictures and words, and words to sentences for reading, writing, listening and speaking for our nonverbal students.
 - Data for the above will be taken on an on a routine and ongoing basis, charted, and discussed at ILT and PLC meetings (or meetings where all teachers are present).
 - Students will receive targeted ELD goals setting and the criteria for EL redesignation reviewed and discussed in IEP meetings for EL students by their teacher/case manager.
 - Students will be given opportunities to practice listening, speaking, reading, and writing with scribe/adult support when needed across each content area as well as exposure to digital literacy.
 - Students will have their English Language Development proficiency reviewed by their case manager/teacher quarterly with strategies and additional supports identified within the PLC time or by ILT Leads.
 - Redesignated students will be recognized at an awards assembly as well as progress monitored.
 - Students will have teachers that are provided additional professional learning on the California English Learners Common Core Companion with PL and literacy leaders.
 - Students will have teachers that are provided additional professional learning on the California Practitioner's Guide for Educating English Learners with Disabilities.
 - Students will have teachers that are provided with additional support for teaching English Language by a highly trained academic coach that includes incorporation of listening, speaking, reading, and writing across the curriculum.
 - Students will have teachers that are provided with additional professional development on integrated and designated strategies to meet the needs of English Language Learning students.
 - Materials and supplies for Professional Learning include but are not limited to vendor support, coaching support, substitute teachers, posters, graphics dept. order, markers, highlighters, post-its, snack and water, etc.
 - Materials for goal setting include laminating film, folders, tag-board and incentives for meeting goals/targets. Technology/Hardware to support instruction include but is not limited to site licenses, document cameras, video projectors, printers, printer ink, tech repairs, and other student technology.
 - As part of the FUSD Literacy Initiative, Preschool - Grade 1 Students will receive access to decodable texts both in the classroom and at home, including English Learners.
 - As part of the FUSD Literacy Initiative, Students in Preschool through Grade 1 will have access to a technology device at school and at home with headsets to support literacy, including English Learners.
 - As part of the FUSD Literacy Initiative, Students will receive additional opportunities to engage in literacy with their families at the McLane Regional literacy events, including English Learners.
 - As part of the FUSD Literacy Initiative, Students will have teachers that are trained in the FUSD-sponsored Teacher Clarity on creating learning intentions and success criteria for organized, effective instruction, including English Learners.
1. As part of the FUSD Literacy Initiative, Students will be guaranteed literacy instruction based on Teacher Clarity training is occurring during Classroom Learning Walks/Observations by Addicott Leadership and Supervisors of Schools (SOS).

Student Groups

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

With Title 1 funds, we plan to support all Addicott students, including **students with Disabilities (SWD):+ Homeless (HM):+ Foster Youth (FY):+ English Learner (EL):+ Socio-economically Disadvantaged (SED)** by providing funding for certificated substitute teachers so that teachers can attend professional development/conferences/workshops that support students, academic, social/emotional/adaptive/ and English learning needs. We will also provide financial support to send one or more parents to student-centered conferences and bring the information back to Addicott parents in support of students. We plan to provide classified staff with a lead paraprofessional who will train our substitute paras on our emergency procedures and more when they arrive to our campus as well as provide co-facilitate ongoing classified instructional training with site leadership and the Instructional leadership team.

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

With Title 1 funds, we plan to support all Addicott students, including students who are **Homeless (HM): + Multiple Races (MR):+ Foster Youth (FY):+ English Learner (EL):+ + Students with Disabilities (SWD): +Socio-economically Disadvantaged (SED)** by providing color and color-contrasted or enlarged color printed copies of the ULS curriculum as our students are unable to turn on a computer. We also plan to pay the lease on our color copier, purchase equipment as part of our literacy program, provide certificated substitute teachers.

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

Students with Disabilities (SWD);+ Homeless (HM); Multiple Races (MR); Foster Youth (FY); English Learner (EL); Socio-economically Disadvantaged (SED):

1. Teacher and Instructional Staff Training

- All Addicott students, including materials, supplies and staff training, will have teachers and instructional support staff who use evidence-based strategies and practices for teaching literacy to students with profound intellectual and multiple disabilities which include teacher modeling, concepts of print, comprehension through sensory storytelling, vocabulary access/recognition, language modeling through the 5Ws +H questioning techniques, and other communication strategies for literacy.
- All Addicott students, including materials, supplies and staff training, will have teachers and instructional support staff that will use evidence-based strategies and practices for scaffolding emergent reading skills for all Addicott students, including those designated as English Learners.
- All Addicott students, including materials, supplies and staff training, will have teachers that have visible and achievable learning targets from the standards-based GVC lesson plans as part of their literacy instruction.
- All Addicott students, including materials, supplies and staff training, will have teachers trained to implement appropriate, strategies and supports for students with severe/profound developmental disabilities with an emphasis on literacy and core content standards teaching.
- As part of the FUSD Literacy Initiative, all Addicott students, including materials, supplies and staff training, will have teachers who are trained on Teacher Clarity on creating learning intentions and success criteria for organized, effective instruction.
- All Addicott students, including materials, supplies and staff training, will have teachers who use a variety of assessments in teaching the GVC to identify student-centered supports, teacher instructional shifts, and to measure student progress toward the standard or/and skill being taught using multiple modalities to assess including direct response selection, eye gaze, hand-over-hand, technology-assisted/mediated, and errorless learning to provide alternative responses to the GVC.

2. Student Supports:

- As part of the FUSD Literacy Initiative, Preschool - Grade 1 Addicott students, including materials, supplies and staff training, will receive access to decodable texts both in the classroom and at home.
- As part of the FUSD Literacy Initiative, Addicott students in Preschool through Grade 1st grade, including materials, supplies and staff training, will have access to a technology device at school and at home with headsets to support literacy.
- As part of the FUSD Literacy Initiative, all Addicott students, including materials, supplies and staff training, will be guaranteed literacy instruction based on FUSD-sponsored Teacher Clarity training is occurring during Teacher Clarity Classroom Walks by Addicott Leadership and Supervisors of Schools (SOS).
- 100% of Addicott students, including materials, supplies and staff training, will have two or more metrics/data points used in determining academic progress in the area of literacy as well as progress toward their IEP goal/s; Early Learning will use the DRDP Data to progress monitor and reporting of the same when requested.
- All Addicott students, including materials, supplies, and staff training will have teachers and instructional support staff who are trained to provide evidence-based practices in academic instruction for students with severe/profound disabilities.

3. Parent Supports:

- As part of the FUSD Literacy Initiative, all Addicott students, including materials, supplies and staff training, will receive additional opportunities to engage in literacy with their families at the McLane Regional literacy events.
- All Addicott students and their parents, including materials, supplies and staff training, will have site leaders who report out student progress toward the McLane Region Literacy Plan as outlined above when requested/required.
- All Addicott students, including materials, supplies and staff training, will have teachers and site leadership who collaboratively create a school-to-home literacy program that encourages parents to read to their student or/and listen to audiobooks with them as part of the McLane Region Literacy Program.

4. Materials and Supplies:

- All Addicott students will have the appropriate materials and supplies to carry out instruction, including students who are English Learners, Foster Youth, Unhoused, disabilities, and Socioeconomically disadvantaged.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Unique Learning Systems pre and post test scores. Videos/pictures evidence Site-constructed Survey Data	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Unique Learning Systems benchmark test scores. Site-constructed survey data	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Students' ELA IEP goals. Alternate ELPAC scores. CAA scores Site-constructed Survey Data

Action 2 :

Supporting Literacy DevelopmentThrough Multiple Technologies

Action Details:

All students at Addicott School are nonverbal, have low levels of communication, and are non-writers. To support improved literacy performance, Addicott School will implement a comprehensive reading program for students with severe or profound disabilities using relevant research on this population of students in the area of multiple technologies (i.e., assistive, instructional, etc.) to improve Basic/Foundational Reading Skills and access to grade-level, modified texts through modeling. Professional Learning Communities (PLCs) will analyze curriculum-based English/Language Arts assessments and will routinely monitor students' progress using Progress Monitoring Sheets from the GVC OR teacher-made progress monitoring data sheets to measure student growth or performance on the standards and determine additional supports and enrichment needed.

GOAL: By June 2026 Addicott School use evidence-based, available technologies to enhance student communication, language, and literacy in an effort to decrease the distance from meeting standards in English Language Arts from - 245.7 to -240.7 as measured by the California Alternative Assessment.

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

- All Addicott students, including materials, supplies and staff training, will receive enhanced access to the GVC, common core standards, and other learning applications, programs, and curriculum designed to support student achievement and proficiency in Mathematics, ELA, SEL, adaptive and functional skills by Addicott teachers and instructional support staff.
- All Addicott students, including materials, supplies and staff training, will receive high quality instruction by teachers trained to use iPad/non iPad applications (apps) that help facilitate student understanding of the common core curriculum, including English Learning students with disabilities.
- All Addicott students, including materials, supplies and staff training, will receive high quality instruction by teachers trained on using the iPad as a teaching, learning, and communication tool, including English Learning students with disabilities.
- All Addicott Students, including materials, supplies and staff training, will have classrooms equipped with multiple technologies to support student access and learning within the GVC and supplemental curriculums.
- All Addicott students, including materials, supplies and staff training, will receive Increased literacy content opportunities inclusive of necessary materials, supplies, and staff training.
- All Addicott students, including materials, supplies and staff training, will receive increased opportunities to skill build in the area of literacy using digital tools.
- All Addicott students will receive opportunities for enhanced communication as part of their literacy development through a variety of instructional and technological supports, inclusive of needed materials, supplies and staff training,

- In support of increasing student literacy and as part of the McLane Region's Literacy Plan, all Addicott students, including needed materials, supplies and staff training, will receive access to a technology device to use at home to support increased literacy development as well as parent engagement in their child's literacy development, on an ongoing basis.
- All Addicott students will receive, inclusive of necessary materials, supplies and staff training, instruction by teachers and instructional support staff who are trained to provide comprehensive literacy instruction to students with severe and profound intellectual disabilities who are medically fragile.
- Addicott students with documented visual impairments, including materials, supplies and staff training, will receive additional support from the Vision Impairment teacher.

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.

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

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

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

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

With Title I funds we plan to support English learner students by enhancing teacher technology training and enhancing paraprofessional technology training.

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

With 7090 or 7091 funds we plan to support English learner students by increasing teachers' professional learning on curriculum and instruction using technology/ies/

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

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

Student Groups

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

With Title 1 funds, we plan to support all Addicott students, including **students with Disabilities (SWD):+ Homeless (HM):+ Foster Youth (FY):+ English Learner (EL):+ Socio-economically Disadvantaged (SED)** by providing funding for certificated substitute teachers so that teachers can attend professional development/conferences/workshops that support students, academic, social/emotional/adaptive/ and English learning needs. We will also provide financial support to send one or more parents to student-centered conferences and bring the information back to Addicott parents in support of students. We plan to provide classified staff with a lead paraprofessional who will train our substitute paras on our emergency procedures and more when they arrive to our campus as well as provide co-facilitate ongoing classified instructional training with site leadership and the Instructional leadership team.

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

- All Addicott students, including materials, supplies and staff training, will have expanded access to enhanced and greater levels of technologies to provide greater practice of functional academic skills, digital literacy in general, as well as build academic and social communication skills.
- All Addicott students, including materials, supplies and staff training, will have access to an iPad as teaching and learning tools in the classroom.
- All Addicott students, including materials, supplies and staff training, will receive enhanced access to technology through Switches and other assistive, adaptive, and/or instructional technologies.
- All Addicott students, including materials, supplies and staff training, will receive access to Core Words on iPad devices (Speech/Language in collaboration with teachers/parents)
- All Addicott students, including materials, supplies and staff training, will use and have greater access to Promethean Boards in classrooms.
- All Addicott students, including materials, supplies and staff training, will have access to technology in the classroom that is well maintained and accessible to them when needed.
- All Addicott students, including materials, supplies and staff training, Students will receive improved access to literacy content as required in the McLane Region Literacy plan.
- All Addicott students, including materials, supplies and staff training, will receive Improved access to adult-modeled writing and reading, as well as listening and communication as 99% of Addicott students are nonverbal at this time.
- All Addicott students will receive a home technology device to support literacy to assist parents with engaging in literacy activities with their student as part of the McLane Region Literacy Plan.

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

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

Progress Monitoring: Outcomes

Reasoning for using this action		
☒	Strong Evidence	
☐	Moderate Evidence	
☐	Promising Evidence	
Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Teachers and parents supporting student-centered learning and literacy at school and at home as part of the McLane Region Literacy Plan. Schoolwide review of student learning data (CAA Scores) Schoolwide review of student ELPAC data Schoolwide review of student learning data (Curriculum-based) - all monitored by Addicott Site Administration. Teachers create individual student profiles as part of the curriculum requirements in ULS. Monthly pre and post curriculum unit data for every student.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Teacher supports for learning at the student's instructional levels in ELA and Math Teacher ongoing data collection of student learning Celebration of student learning in every classroom Quarterly review of curriculum-based student learning data by each teacher as measured by site administrators. Increased communication to parents on student learning Teacher referrals to the Student Success Team for additional support for student learning.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Improved student learning data in ELA/Literacy Improved student learning data in English acquisition via ELPAC scores Ongoing communication to parents on student learning and success Schoolwide review of ELPAC data Schoolwide review of Curriculum-based assessment data - quarterly Schoolwide review of curriculum-based assessment data by unit as overseen by site administrators.

Action 3 :

Supports For Certificated and Classified Instructional Staff

Action Details:

All students at Addicott School are nonverbal, have low levels of communication, and are non-writers; many have visual impairments, and almost all students have extensive communication needs. To support improved literacy performance, Addicott School will implement a comprehensive reading program using evidence-based practices and strategies for students with severe/profound disabilities using relevant research on this population of students. To effectively implement a comprehensive literacy program, all Addicott teachers and instructional support staff will receive training on evidence-based practices for teaching and supporting Basic/Foundational Reading Skills as well as effective modeling of language, communication and reading for students. Classroom teachers will direct and support the comprehensive literacy programming in their respective classrooms that support student centered basic/foundational reading skills. Additionally, Professional Learning Communities (PLCs) will analyze curriculum-based English/Language Arts assessments on an ongoing basis using Progress Monitoring Sheets from the GVC OR teacher-made progress monitoring data sheets to measure student growth/performance on state standards and to determine additional supports and enrichment needed. To achieve all of the above, teachers and at times, classroom support staff will require substitutes in place while they are out at professional learning events or conferences, or both.

GOAL: By June 2026 Addicott School will provide multiple professional learning opportunities to support instruction for both certificated and classified staff in an effort to enhance student achievement in literacy as well as to decrease the distance from meeting standards in English Language Arts from -245.7 to -240.7 as measured by the California Alternative Assessment.

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

Certificated and classified substitute personnel, as needed to support students' academic performance/proficiency at challenging levels.

Addicott teachers will receive training on the district's adopted model of teaching and learning strategies in TEACHER CLARITY, by attending one conference on the same during the 2025-2026 school year. Substitute support for teachers to meet three times within the 2023-2024 school year.

Access to technology-based curriculum.

Intentional and personalized learning plan.

- Students will be provided with standards-based instruction within the GVC and/or supplemental instructional curriculum to build bridges between pictures and words, and words to sentences for reading, writing, listening and speaking for our nonverbal students.
- Students will receive targeted instruction and goal setting and the criterion for success by their teacher/case manager during daily instruction.
- Students will be given opportunities to practice listening, speaking, reading, and writing with scribe/adult support when needed across each content area as well as exposure to digital literacy.
- Students will have their academic proficiency reviewed by their case manager/teacher quarterly with strategies and additional supports identified within the PLC time or by ILT Leads.
- Students making progress toward their academic goal or/and IEP goals will be recognized at an awards assembly.
- Students will receive academic progress monitoring in all academic areas.

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.

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

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

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

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 through planned parent meetings, and planned student ELD progress monitoring conversations, workbooks and other supplemental materials/supplies to support instruction. Students will also be provided with VAPA experiences with parents invited to support improved school climate and culture.

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

With 7090 or 7091 funds we plan to support socioeconomically disadvantaged by providing enhanced family/guardian involvement, increased access to technologies, materials and supplies needed to support the use of technology and enhanced teacher professional learning. Students in this group will also have access to the same supports and services as our English Learning students as outlined left, including student incentives for progress toward ELD goals, and more.

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

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

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

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

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

Student Groups

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

With Title 1 funds, we plan to support all Addicott students, including **students with Disabilities (SWD):+ Homeless (HM):+ Foster Youth (FY):+ English Learner (EL):+ Socio-economically Disadvantaged (SED)** by providing funding for certificated substitute teachers so that teachers can attend professional development/conferences/workshops that support students, academic, social/emotional/adaptive/ and English learning needs. We will also provide financial support to send one or more parents to student-centered conferences and bring the information back to Addicott parents in support of students. We plan to provide classified staff with a lead paraprofessional who will train our substitute paras on our emergency procedures and more when they arrive to our campus as well as provide co-facilitate ongoing classified instructional training with site leadership and the Instructional leadership team.

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

- All Addicott students, including materials, supplies and staff training, will have expanded access to enhanced and greater levels of technologies to provide greater practice of functional academic skills, digital literacy in general, as well as build academic and social communication skills.
- All Addicott students, including materials, supplies and staff training, will have access to an iPad as teaching and learning tools in the classroom.
- All Addicott students, including materials, supplies and staff training, will receive enhanced access to technology through Switches and other assistive, adaptive, and/or instructional technologies.
- All Addicott students, including materials, supplies and staff training, will receive access to Core Words on iPad devices (Speech/Language in collaboration with teachers/parents)
- All Addicott students, including materials, supplies and staff training, will use and have greater access to Promethean Boards in classrooms.
- All Addicott students, including materials, supplies and staff training, will have access to technology in the classroom that is well maintained and accessible to them when needed.
- All Addicott students, including materials, supplies and staff training, Students will receive improved access to literacy content as required in the McLane Region Literacy plan.
- All Addicott students, including materials, supplies and staff training, will receive Improved access to adult-modeled writing and reading, as well as listening and communication as 99% of Addicott students are nonverbal at this time.

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

- Students will have teachers that are provided with additional support for teaching literacy by a literacy TSA/coach that includes incorporation of listening, speaking, reading, and writing across the curriculum.
- Materials and supplies for Professional Learning include but are not limited to vendor support, coaching support, substitute teachers, posters, graphics dept. order, markers, highlighters, post-its, snack and waste, etc.
- Materials for goal setting include laminating film, folders, tag-board and incentives for meeting goals/targets.
- Technology Software/Hardware to support instruction include but is not limited to site licenses, applications/apps. document cameras, video projectors, printers, printer ink, tech repairs, and other student technology.
- All Addicott students, including materials, supplies and staff training, will have teachers and instructional support staff that will use evidence-based strategies and practices for scaffolding emergent reading skills for all Addicott students, including those designated as English Learners.

Progress Monitoring: Outcomes

Reasoning for using this action		
☒ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence
Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Teachers and parents supporting student-centered learning and literacy at school and at home as part of the McLane Region Literacy Plan. Schoolwide review of student learning data (CAA Scores) Schoolwide review of student ELPAC data Schoolwide review of student learning data (Curriculum-based) - all monitored by Addicott Site Administration. Teachers create individual student profiles as part of the curriculum requirements in ULS. Monthly pre and post curriculum unit data for every student.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Teacher supports for learning at the student's instructional levels in ELA and Math Teacher ongoing data collection of student learning Celebration of student learning in every classroom Quarterly review of curriculum-based student learning data by each teacher as measured by site administrators. Increased communication to parents on student learning Teacher referrals to the Student Success Team for additional support for student learning.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Improved student learning data in ELA/Literacy Improved student learning data in English acquisition via ELPAC scores Ongoing communication to parents on student learning and success Schoolwide review of ELPAC data Schoolwide review of Curriculum-based assessment data - quarterly Schoolwide review of curriculum-based assessment data by unit as overseen by site administrators.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0553 Addicott (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			These funds also support G2A1,2, G3A2, G4A2 & G5A2	3,590.00
G1A1	Sup & Conc	Separate Classes: Special Educati	Off Eq Lease			These funds pay for the second copier (color copier) contract at our site to support high contrast instructional materials for visually impaired students.	9,000.00
G1A2	Sup & Conc	Separate Classes: Special Educati	Nc-Equipment			These funds also support G1A1,4 & G2A1	3,500.00
G1A3	Title 1 Basic	Separate Classes: Special Educati	Teacher-Subs			*NO IEPs* These funds also support G1A1,2 & 4, G4A1	4,538.00
G1A3	Sup & Conc	Separate Classes: Special Educati	Teacher-Subs			Teacher Release Days Teacher Conference/Professional Learning Opportunities Student/Family Engagement	5,964.00
G1A3	Sup & Conc	Separate Classes: Special Educati	Ins Aide-Sup			Pay for Climate and Culture Classified Leadership Team Participation	1,001.00
G1A4	LCFF: EL	Instruction	Mat & Supp			These funds also support G1A1,2 & G2A1,2	6,676.00

\$34,269.00

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
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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.

- It is unclear how the district's proposed/DRAFT goal in the area of College and Career Readiness addresses the needs and readiness of students who are medically fragile and profoundly disabled, and who may require modified and accommodated supports to access district-level/provided college and career pathway programs and settings.

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

- Addicott School has been provided access to transition to high school curriculum for our middle grade students in grades 7-8. Given the depth and breadth of the needs of Addicott students, transition to high school and adulthood should start earlier than 7th grade for our students, with information given to parents on district options and pathways for our students.
- The district is currently in the development stages of alternative pathways to high school completion for students with Extensive Support Needs.
- It is unclear at this time how medically fragile and profound disabilities will access college and career pathways and settings.
- The district funds and rewards schools based on students' school attendance, however, due to the nature and scope of their medical fragility and needs, Addicott students are frequently unable to and precluded from attending school due to doctor's order, surgeries, and other illnesses. As a result, our school budget is chronically low at the \$30,000.00 level.
- Due to the need to change/diaper our students in the community, places we would like to take our students typically cannot accommodate the changing needs of our students.
- Goal 2 has been able to minimally support our school with payment for on campus activities, but unable to provide our students/school with wheelchair accessible transportation.
- First Student Transportation Company buses can only take 4 students in wheelchairs on each of their busses and one-two adult, which makes it difficult to take all Addicott students on a field trip at one time.
- Each Addicott student requires one or more district adult staff/teacher to provide 100 percent of their needs on any off and on campus event.
- Some of the technologies in the Addicott sensory room are either outdated, incompatible, too large for the space, or no longer working.

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.

- Addicott School has been provided access to transition to high school curriculum for our middle grade students in grades 7-8. **NEEDS:** Given the depth and breadth of the needs of Addicott students, transition to high school and adulthood should start earlier than 7th grade for our students, with information given to parents on district options and pathways for our students.
- The district is currently in the development stages of alternative pathways to high school completion for students with Extensive Support Needs. **NEEDS:** 1. Addicott School should partner with the district through collaborative discussions and decisions about career and college options for our students, as our school PreK-8 is the foundation for possible high school completion. 2. Pre School through 6th Grade Addicott parents should receive information on viable pathways for their student to achieve college and career readiness for their student. 3. Pre School through 6th grade Addicott teachers will need to receive training and information on viable pathways for students to achieve college and career readiness for their students, and what readiness skills may be appropriate to teach at the elementary school level.
- It is unclear if the district is currently working on college and career pathways for students with profound medical and extensive cognitive needs. **NEEDS:** 1. Addicott School should partner with the district through collaborative discussions and decisions about career and college options for students with profound medical and extensive cognitive needs, as our school PreK-8 is the foundation for possible high school completion. 2. Pre School through 6th Grade Addicott parents should receive information on viable pathways for their student to achieve college and career readiness for their student. 3. Pre School through 6th grade Addicott teachers will need to receive training and information on viable pathways for students to achieve college and career readiness for their students, and what readiness skills may be appropriate to teach at the elementary school level.
- The district funds and rewards schools based on students' school attendance, however, due to the nature and scope of their medical fragility and needs, Addicott students are frequently unable to and precluded from attending school due to doctor's order, surgeries, and other illnesses. As a result, our school budget is chronically and severely, low at the \$30,000.00 level. **NEEDS:** 1. Addicott School should partner with the district to find ways to increase funding for Addicott school, a school with 100% of students are free-meal eligible, have extensive academic, social, and adaptive needs along with profound and severe medical, physical, communication, and cognitive needs.
- Due to the need to change/diaper our students in the community, places we would like to take our students typically cannot accommodate the changing needs of our students. **NEEDS:** 1. Addicott School should partner with Goal 2 Department to explore and secure alternative educational opportunities in the community for Addicott students to participate in.
- Goal 2 has been able to support our school with payment for on campus activities, but unable to provide our students/school with wheelchair accessible transportation. **NEEDS:** 1. Addicott School should collaborate with Goal 2 and the district's transportation office to identify equivalent and possibly alternative educational field trips with learning embedded in state standards.
- First Student Transportation Company buses can only take 4 students in wheelchairs on each of their busses and one-two adult, which makes it difficult to take all Addicott students on a field trip at one time. **NEEDS:** 1. Addicott School should collaborate with Goal 2 and the district's transportation office to identify equivalent and possibly alternative educational field trips with learning embedded in state standards. 2. Addicott School should partner with the district on identifying two to three standards-based field trips that Addicott students can engage in within the community, annually, as part of their academic learning. 3. Addicott School should partner with the district to find and fund ADA compliant transportation services that would allow for whole-school, real-world learning experiences beyond the 5-10-mile radius of the school.
- Each Addicott student requires one or more district adult staff/teacher to provide 100 percent of their needs on any off and on campus event. **NEEDS:** 1. Addicott student to adult staff ratio needs to be kept strictly to the CBA guidelines of 6 students per classroom with a minimum ratio of staff to meet the health and safety of every student during off-campus events.
- Some of the technologies in the Addicott sensory room are either outdated, too large for the space, or incompatible. **NEEDS:** 1. The Addicott sensory room needs to be evaluated for space utilization and renovated to include newer technologies and more effective space and equipment utilization.

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: Student Centered and Real-World Learning Experiences

Partially Implemented

Addicott students have been able to participate in three off campus learning experiences, one of which was sponsored by Goal 2 (Storyland), which is an increase from the previous school year. Goal 2 also sponsored part of Addicott's community Special Olympics on-campus event; this is an increase in real-world learning experiences

Action 2: Student Engagement in Sensory Activities

Fully Implemented

All Addicott students regularly participate in our sensory room experiences on a weekly basis under adult supervision.

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: Student Centered and Real-World Learning Experiences

Partially Effective

This area is listed as partially effective due to the lack of adequate ADA transportation to take our students on academic experiences beyond 5-7 miles from the student.

Action 2: Student Engagement in Sensory Activities

Partially Effective

The sensory room needs to be reevaluated and assessed for better space utilization, upgraded technologies, equipment, and supports.

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.

- Install sensory center in each classroom with sensory items for students
- Assess and upgrade the Fansler Sensory Room with newer technologies and equipment, in consultation with our Orthopedic and Physical Therapy support staff.
- Initiate more in-house, reverse inclusion of typically developing students on Addicott campus through campus/site-based events.
- Partner with the district to find funding possibilities by Goal 2 for field trips and off campus learning/real-world experiences for Addicott students, including transportation.
- Partner with the district must find a way to fund ADA compliant transportation to/for Addicott students that enables them to equally be included in Goal 2 experiences.

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:

To increase student centered and real-world learning experiences, we will work to stagger field trips so that some classrooms can leave campus and engage in their community (community-based field trips).

Work with District/Goal 2 to secure funds for on-site events since transportation is often not available for our students to leave campus

ELAC:

Not Applicable

Staff:

CERTIFICATED

- Invite community members on site to provide real world experiences.
- Each Addicott student requires a chaperone to participate in the off-campus Goal 2 activities.
-

beyond 5-10 miles.

Reassess and re evaluate the sensory room for upgraded equipment and supports.

Action 1 :

Increasing Student Centered Real-World Learning Experiences

Action Details:

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

GOAL: By June 2026 Addicott School will increase student centered real-world learning experiences for students that support their literacy development, social/emotional development, engagement in academic and enrichment activities, as well as general and adaptive learning to support transitions from early learning centers/home into preschool, preschool to kindergarten, and middle school to high school.

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

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

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

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

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

With Title I funds we plan to support English Learners through enhanced professional development and learners for teachers using funds for substitute teachers.

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

Parent engagement activities and meetings enhanced professional learning for teachers, and the provision of materials and supplies that support English Language Development.

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

Enhanced teacher training, parent meetings, review of ELD by Addicott's ILT. Additionally, EL students will have more opportunities for authentic English language and vocabulary development during on and off campus real world

experiences and field trips. EL Parents will be surveyed to better understand the needs of support for learning English in the home as part of the McLane Regional Literacy goals and plan.

Student Groups

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Homeless (HM):

Foster Youth (FY):

English Learner (EL):

With Title 1 funds, we plan to support all Addicott students, including students with Disabilities (SWD):+ Homeless (HM):+ Foster Youth (FY):+ English Learner (EL):+ Socio-economically Disadvantaged (SED) by providing funding for certificated substitute teachers so that teachers can attend professional development/conferences/workshops that support students, academic, social/emotional/adaptive/ and English learning needs. We will also provide financial support to send one or more parents to student-centered conferences and bring the information back to Addicott parents in support of students. We plan to provide classified staff with a lead paraprofessional who will train our substitute paras on our emergency procedures and more when they arrive to our campus as well as provide co-facilitate ongoing classified instructional training with site leadership and the Instructional leadership team.

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Homeless (HM):

Foster Youth (FY):

English Learner (EL):

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

- **Student Academics:** All Addicott Students will be provided with access to high quality instruction and support during absences fewer than nine (9) days by a certificated teacher.
- **Student Centered and Real-World Learning:** All Addicott Students will be provided with access to student-centered and real world learning opportunities at their instructional or developmental level.
- **Student Engagement:** All Addicott students will be provided with multiple opportunities to engage in the Addicott community as well as the local community, regularly.
-

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

Every Addicott student, including Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), Homeless (HM), Foster Youth (FY), English Learner (EL) will receive

- Rewards and incentives to be provided with students who obtain 80%, 90% or higher attendance quarterly as well as for most improved school attendance rate.
- Supplies and materials provided for staff and parents for communication

- Supplies and materials needed to post pictures of students with 90% or higher attendance.
- Teacher professional learning to support academic Goal 1 to improve the implementation of Unique curriculum with fidelity, school culture and improve student attendance.
- Guidance and Learning Advisor to connect families to Addicott which will support improved attendance
- Home Visits
- Updated health practices
- Quarterly Parent Newsletters
- Quarterly Coffee Hour for parents to connect with the school site.
- Equipment, supplies and materials for sensory, music garden and motor rooms.
- Support Groups for Parents
- Opportunities for families to participate in events on site with their child (ie. Pies with Parents, Goodies with Grandparents, etc.)
- Opportunities for families to participate in on and off campus activities with their student.

Progress Monitoring: Outcomes

Reasoning for using this action		
☐	Strong Evidence	☒ Moderate Evidence
☐	Promising Evidence	
Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Site Created surveys on student learning. Site-created survey data on student-centered and real-world learning experiences. Increased on and off campus experiences that serve to expand student centered and real-world learning experiences.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Site Created surveys on student learning. Site-created survey data on student-centered and real-world learning experiences. Increased on and off campus experiences that serve to expand student centered and real-world learning experiences.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Site Created surveys on student learning. Site-created survey data on student-centered and real-world learning experiences. Increased on and off campus experiences that serve to expand student centered and real-world learning experiences.

Action 2 :

Enhancing Student Engagement Through Sensory Activities

Action Details:

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

GOAL: By June 2026 Addicott School will provide evidence based instructional practices and strategies for our students that are sensory based and serve to enhance student engagement in the common core standards with a specific emphasis on literacy learning as evidenced by observations and data collected by site administration.

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

Materials and supplies needed for Motor and Sensory Room

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

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

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

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

With Title I funds we plan to support English Learners with materials, supplies, and equipment necessary to provide access to the sensory activities.

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

With 7090 or 7091 funds we plan to support English learners with materials, supplies, and equipment necessary to provide enhanced access to sensory activities for students.

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

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

Student Groups

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

With Title 1 funds, we plan to support all Addicott students, including **students with Disabilities (SWD):+ Homeless (HM):+ Foster Youth (FY):+ English Learner (EL):+ Socio-economically Disadvantaged (SED)** by providing funding for certificated substitute teachers so that teachers can attend professional development/conferences/workshops that support students, academic, social/emotional/adaptive/ and English learning needs. We will also provide financial support to send one or more parents to student-centered conferences and bring the information back to Addicott parents in support of students. We plan to provide classified staff with a lead paraprofessional who will train our substitute paras on our emergency procedures and more when they arrive to our campus as well as provide co-facilitate ongoing classified instructional training with site leadership and the Instructional leadership team.

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

Every Addicott student, including Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), Homeless (HM), Foster Youth (FY), English Learner (EL) will receive

- Rewards and incentives to be provided with students who obtain 80%, 90% or higher attendance quarterly as well as for most improved school attendance rate.
- Supplies and materials provided for staff and parents for communication
- Supplies and materials needed to post pictures of students with 90% or higher attendance.
- Teacher professional learning to support academic Goal 1 to improve the implementation of Unique curriculum with fidelity, school culture and improve student attendance.

- Guidance and Learning Advisor to connect families to Addicott which will support improved attendance
- Home Visits
- Updated health practices
- Quarterly Parent Newsletters
- Quarterly Coffee Hour for parents to connect with the school site.
- Equipment, supplies and materials for sensory, music garden and motor rooms.
- Support Groups for Parents
- Opportunities for families to participate in events on site with their child (ie. Pies with Parents, Goodies with Grandparents, etc.)
- Opportunities for families to participate in on and off campus activities with their student.

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Homeless (HM):

Foster Youth (FY):

English Learner (EL):

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

- **Student Academics:** All Addicott Students will be provided with access to high quality instruction and support during absences fewer than nine (9) days by a certificated teacher.
- **Student Centered and Real-World Learning:** All Addicott Students will be provided with access to student-centered and real world learning opportunities at their instructional or developmental level.
- **Student Engagement:** All Addicott students will be provided with multiple opportunities to engage in the Addicott community as well as the local community, regularly.

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.

Site Created surveys on student learning.

Site-created survey data on student-centered and real-world learning experiences.

Increased on and off campus experiences that serve to expand student centered and real-world learning experiences.

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.

Site Created surveys on student learning.

Site-created survey data on student-centered and real-world learning experiences.

Increased on and off campus experiences that serve to expand student centered and real-world learning experiences.

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.

Site Created surveys on student learning.

Site-created survey data on student-centered and real-world learning experiences.

Increased on and off campus experiences that serve to expand student centered and real-world learning experiences.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0553 Addicott (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Separate Classes: Special Educati	Bks & Ref			These funds also support G1A1,2,4, G2A2, G4A2 & G5A1	3,700.00

\$3,700.00

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	✓		73.2 %	2023-2024	72.6 %
Suspension Rate	✓	0 %	0 %	2023-2024	0 %

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 the California Department of Education, Chronic Absenteeism is defined as follows: "... "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays." Attendance patterns of most Addicott School students meet or exceed the 10 percentage points of absences to be classified as chronically absent.

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

- Parents may not send their children to school due to their medical fragility to prevent their children from getting sick and to limit exposure for other children when their children are sick.
- 100% percent of Addicott students are identified as medically fragile and have significant health impairments requiring them to attend several doctors and specialist appointments, locally and within the State of California.
- Due to their medical needs and fragility, students are often hospitalized and/or have extended periods of absences due to illness recovery and/or prevention.
- Many Addicott students' disabilities are degenerative in nature and therefore, their ability to attend school may be severely limited due to their low levels of vitality, lowered immune systems, chronic illnesses, and others..

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.

- Addicott school needs a different funding formula, one not based on student attendance as parents and teachers have expressed, they believe it is unfair for Addicott to be held to the same routine formula of funding based on average daily attendance, when their medical needs necessitate hospitalizations and/or need to remain home for short and extended time periods when they are ill.
- Addicott school should partner with the district and possibly the Extended Learning Department to develop a pilot plan to extended classroom learning opportunities to students with long term medical needs that preclude

them from attending school in lieu of or alongside of Home Hospital Instruction (HHI).

- Addicott School should partner with the district in collaborative discussions and decisions about alternatives to the current Home Hospital instruction model to increase school engagement for students who are chronically absent due to extensive and long-term medical needs/fragility.

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: Extra Support for FUSD Goal 2 Activities/Experiences

Partially Implemented

Despite the additional support for Student Engagement activities, Addicott School students face challenges in accessing many of the same activities and experiences as their typically developing peers such as a lack of accessibility supports in the community to support our students' unique toileting and feeding needs, as well as wheelchair/ADA-accessible transportation for field trips. Without the aforementioned critical supports, Addicott students have limited opportunities to participate in valuable learning experiences and activities off campus such as the California Missions, Gold Rush, and 6th Grade Camp trips, to name a few. However, to support our values and mission of inclusion, we choose to provide on-campus engagement activities by inviting people and programs onto our Addicott campus such as Folklorico groups, Reptile shows, folksingers, music therapists, etc. to assist our students with engaging in curriculum-based activities on a monthly, quarterly, and semester basis. We have three pre planned local field trips that we attend annually including Chaffey Zoo, Fresno Big Fair, and Kids Day sponsored by Fresno County at various locations in the city.

Action 2: Improve/Increase Student Engagement and Attendance

Partially Implemented

Addicott continues to seek out on-campus enrichment and academic activities that help students who are present at school increase their engagement in our school.

Addicott has increased the number of off-campus field trips from two to four to include Storyland (for pre-K/TK/K), Fresno Big Fair, Saroyan Theater, and Chaffee Zoo which has increased student engagement in our immediate community.

On a continuous basis, our front office staff follow up with parents/caregivers on every instance of student absence which has been partially effective.

Addicott allocated and was partially paying for the 04% of the Bilingual Home School Liaison position prior to the promotion of our previous HSL. To date, the district has not posted the HSL position. As a result, our Guidance and Learning Administrator (GLA) tries to pick up some of the duties of the HSL, when she can, albeit not consistently.

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: Extra Support for FUSD Goal 2 Activities/Experiences

Partially Effective

There has been limited success in community-based, off-campus student engagement for our students, especially around community accessibility for feeding and toileting our students, and ADA transportation for students thus, Addicott students have had limited off-site, community experiences this school year.

Action 2: Improve/Increase Student Engagement and Attendance

Partially Effective

- Parents may not send their children to school due to their medical fragility to prevent their children from getting sick and to limit exposure for other children when their children are sick, thereby negatively impacting student attendance rates.
- 100% percent of Addicott students are identified as medically fragile and have significant health impairments requiring them to attend several doctors and specialist appointments, locally and within the State of California, thereby negatively impacting Addicott student attendance rates.
- Due to their medical needs and fragility, students are often hospitalized and/or have extended periods of absences due to illness recovery and/or prevention thereby negatively impacting Addicott student attendance rates.
- Many Addicott students' disabilities are degenerative in nature and therefore, their ability to attend school may be severely limited due to their low levels of vitality, lowered immune systems, chronic illnesses, and the like, thereby negatively impacting Addicott student attendance rates.

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.

1. Addicott School will partner with the district in collaborative discussions and decisions about alternatives to the current Home Hospital instruction model to increase school engagement for students who are chronically absent due to extensive and long-term medical needs/fragility.
2. Addicott School will partner with the district inclusive of the Extended Learning Department to develop a possible **pilot plan** to extend classroom engagement and learning opportunities to students with long term medical needs that preclude them from attending school in lieu of or alongside of Home Hospital Instruction (HHI).
3. Addicott School will partner with the district on possible additional funding streams that effectively support increased student engagement, including attendance as an alternative to the standard school funding model based on Average Daily Attendance (the other ADA).
4. Addicott School will hold parent meetings to identify any additional barriers their students may be experiencing that adversely impacts their ability to attend school, and work with the district and community partners to identify or provide supports to effectively reduce or remove the identified barriers, when/where possible.
5. Addicott School will continue to coordinate, recognize and incentivize student attendance, when/where appropriate.
6. Addicott School will increase its community outreach efforts to identify possible community field trips that our students can successfully engage in both on and off our school campus.

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:

On multiple occasions, parents and caregivers on the SSC expressed concerns around tying Addicott student attendance to money noting that it is not the students' fault they have severe disabilities and cannot attend school often/always.

ELAC:

Not Applicable

Staff:

CERTIFICATED:

Certificated staff expressed possible concerns around alternative models to the current HHI and union/pay implications.

Addicott parents often are made to drive hundreds of miles to take their children to specialist and primary care appointments which leads to multi day absences for students.

We can work to bring more learning experiences to our students on campus since finding transportation for our students is so difficult.

Action 1 :

Supporting Student Engagement

Action Details:

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

GOAL: By June 2026, Addicott School will increase student engagement by partnering with the district's Goal 2 Department.

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

- Student participation on off campus and virtual events
- Costs associated with events on and off campus
- Snacks and materials needed to support student's welfare off campus
- Materials/Supplies needed for Student Garden, Music Garden, Sensory Room and Motor Room
- Content about field trip and trip expense
- Students may have the opportunity to participate in Special Olympic events/Sports Day.
- Student participation in arts therapy (music, art, performing arts, etc.) is planned for the 2024-2025 school year as well.
- Students will have access to qualified certificated and classified substances teachers

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

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

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

With Title I funds we plan to support English Learners by enhanced teacher professional learning and surveys.

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

With 7090 or 7091 funds we plan to support English Learning student by partial funding of a Bilingual Home School Liaison, support for parents at all meetings in their native language, collaboration between bilingual families and the school through parent engagement activities and parent meetings/trainings and workshops.

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

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

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

Student Groups

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

With Title 1 funds, we plan to support all Addicott students, including **students with Disabilities (SWD):+ Homeless (HM):+ Foster Youth (FY):+ English Learner (EL):+ Socio-economically Disadvantaged (SED)** by providing funding for certificated substitute teachers so that teachers can attend professional development/conferences/workshops that support students, academic, social/emotional/adaptive/ and English learning needs. We will also provide financial support to send one or more parents to student-centered conferences and bring the information back to Addicott parents in support of students. We plan to provide classified staff with a lead paraprofessional who will train our substitute paras on our emergency procedures and more when they arrive to our campus as well as provide co-facilitate ongoing classified instructional training with site leadership and the Instructional leadership team.

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

All Addicott students including **English Learners (EL) + Homeless (HM) +Socio-economically Disadvantaged (SED)+Students with Disabilities (SWD)+Foster Youth (FY)** will participate in all planned supports, materials, supplies, staff training involving the following Title 1 funds:

1. **Certificated substitute teachers for teacher training/conferences and planning days**
2. **Classified Lead Contracts for classified staff training, mentoring, and staff development planning**

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

English Learner (EL):

Homeless (HM):

Socio-economically Disadvantaged (SED):

Students with Disabilities (SWD):

Foster Youth (FY):

- Student participation on off campus and virtual events
- Funds associated with events on and off campus
- Snacks and materials needed to support student's welfare off campus
- Materials/Supplies needed for Student Garden, Music Garden, Sensory Room/Sensory Centers in each classroom and Motor Room
- Content about field trip and trip expense
- Students may have the opportunity to participate in Special Olympic events/Sports Day.
- Student participation in arts therapy (music, art, performing arts, etc.) is planned for the 2024-2025 school year as well.
- Students will have access to qualified certificated and classified substances teachers
- Toileting and other supplies necessary to participate in on and off-campus events
- Entrance/Participation Fees Paid

Transportation for associated field trip travel

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Prior Year CAA Data for ELA and Math Baseline Site Created survey data on student learning. Baseline GVC Unit Pre and Post Assessment Data Video evidence Schedule and attend on and off campus curriculum engagement experiences that serve to expand student access to the curriculum and learning.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Midyear Site Created survey data on student learning. Benchmark GVC Assessment Data Video evidence Schedule and attend on and off campus curriculum engagement experiences that serve to expand student access to the curriculum and learning.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. End of year Site Created survey data on student learning. Quarter 4 Benchmark GVC Assessment Data Current Year CAAELA and Math Data - Current School Year Video evidence Schedule and attend on and off campus curriculum engagement experiences that serve to expand student access to the curriculum and learning.

Action 2 :

Supporting Student Attendance Through Engagement Activities

Action Details:

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

1. Initiate a tiered system of supports for student attendance
2. Celebrate student attendance improvement in the classroom and school wide.
3. Monitor site attendance on an ongoing basis.
4. Guidance and Learning Counselor and other Bilingual staff visits to homes and other levels of communication concerning students' planned and unplanned absences.
5. Provide alternatives to SARB for less than 9 full-day absences in collaboration with by the FUSD student attendance department.
6. Provide parents with a clearly written Parent Handbook that outlines the FUSD attendance policies.

7. Provide parent trainings on the impact and importance of student attendance as it relates to school funding and expenditures as well as student academic and functional success, including the ability of students to meet their current IEP goals.

GOAL: By June 2026 Addicott School will provide enhanced student engagement activities in an effort to support increased student attendance, inclusive of materials, supplies, and training needed.

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

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

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

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

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

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

With Title I funds we plan to support English Learners through enhanced professional development and learners for teachers.

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

With 7090 or 7091 funds we plan to support English Learners and their parents using our parent committee and Guidance and Learning Advisor to ensure all parents have access to meetings in their native language, collaboration between bilingual families and the school through parent engagement activities and parent meetings/trainings and workshops.

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

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

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

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

All Addicott students, including English Learners will have the opportunity to have their attendance reviewed and celebrated by classroom teachers and the school on a semester basis. All Addicott students will have the opportunity to

engage in a variety of activities at the school and in the community throughout the 2024-2025 school year.

Student Groups

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

With Title 1 funds, we plan to support all Addicott students, including **students with Disabilities (SWD):+ Homeless (HM):+ Foster Youth (FY):+ English Learner (EL):+ Socio-economically Disadvantaged (SED)** by providing funding for certificated substitute teachers so that teachers can attend professional development/conferences/workshops that support students, academic, social/emotional/adaptive/ and English learning needs. We will also provide financial support to send one or more parents to student-centered conferences and bring the information back to Addicott parents in support of students. We plan to provide classified staff with a lead paraprofessional who will train our substitute paras on our emergency procedures and more when they arrive to our campus as well as provide co-facilitate ongoing classified instructional training with site leadership and the Instructional leadership team.

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

With 7090/7091 funds, we plan to support all Addicott students, including **students with Disabilities (SWD):+ Homeless (HM):+ Foster Youth (FY):+ English Learner (EL):+ Socio-economically Disadvantaged (SED)** by providing

- Rewards and incentives to be provided with students who obtain 80%, 90% or higher attendance quarterly as well as for most improved school attendance rate.
- Supplies and materials provided for staff and parents for communication
- Supplies and materials needed to post pictures of students with 90% or higher attendance.
- Teacher professional learning to support academic Goal 1 to improve the implementation of Unique curriculum with fidelity, school culture and improve student attendance.
- Guidance and Learning Advisor to connect families to Addicott which will support improved attendance
- Home Visits
- Updated health practices
- Quarterly Parent Newsletters
- Quarterly Coffee Hour for parents to connect with the school site.
- Equipment, supplies and materials for sensory, music garden and motor rooms.
- Support Groups for Parents
- Opportunities for families to participate in events on site with their child (ie. Pies with Parents, Goodies with Grandparents, etc.)
- Opportunities for families to participate in on and off campus activities with their student.
- Van gasonline

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

- English Learner (EL):
- Homeless (HM):
- Socio-economically Disadvantaged (SED):
- Students with Disabilities (SWD):
- Foster Youth (FY):

- Student participation on off campus and virtual events
 - Funds associated with events on and off campus
 - Snacks and materials needed to support student's welfare off campus
 - Materials/Supplies needed for Student Garden, Music Garden, Sensory Room/Sensory Centers in each classroom and Motor Room
 - Content about field trip and trip expense
 - Students may have the opportunity to participate in Special Olympic events/Sports Day.
 - Student participation in arts therapy (music, art, performing arts, etc.) is planned for the 2024-2025 school year as well.
 - Students will have access to qualified certificated and classified substances teachers
- Toileting and other supplies necessary to participate in on and off-campus events
- Entrance/Participation Fees Paid
- Transportation for associated field trip travel

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Current/Baseline Attendance Data Prior Year CAA Data for ELA and Math Baseline Site Created survey data on student learning. Baseline GVC Unit Pre and Post Assessment Data Video evidence Schedule and attend on and off campus curriculum engagement experiences that serve to expand student access to the curriculum and learning.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Mid-Year/Quarter 2 Attendance Data IEP Goal achievement via IEP Progress reports Atlas Notes concerning student attendance Midyear Site Created survey data on student learning. Benchmark GVC Assessment Data Video evidence Schedule and attend on and off campus curriculum engagement experiences that serve to expand student access to the curriculum and learning.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. End of year Attendance Data Atlas Notes concerning student attendance IEP Goal achievement via IEP Progress reports End of year Site Created survey data on student learning. Quarter 4 Benchmark GVC Assessment Data CAA ELA and Math Data - Current School Year Video evidence Schedule and attend on and off campus curriculum engagement experiences that serve to expand student access to the curriculum and learning.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0553 Addicott (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Title 1 Basic	Parent Participation	Mat & Supp			*NO FOOD OR INCENTIVES* These funds also support G4A2, G5A1,2	535.00

\$535.00

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	✓	62 %	57 %	2024-2025	85 %

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.

- Addicott Fall Climate and Culture survey scores markedly decreased from Fall, 2023.
- Some of the language in the Climate and Culture survey does not pertain to the work our staff conducts with students and therefore, responses default to "NO", thus lowering scores on the survey.

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

- Addicott School has typically had a low staff response rate to the Climate and Culture survey; some stating they "do not do surveys", some stating they do not want to be "tracked".
- There seems to be some confusion about the role, purpose, requirements, and impacts of the Climate and Culture survey data.
- It is unclear whether or not the Climate and Culture survey is responded to by group home/surrogate caregivers that house multiple Addicott students for all students or only completed for one student.

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.

- There is a continued and ongoing need for all Addicott teachers and staff to know, understand, and respond to a Climate and Culture Survey that has a focus of and on what we do at our school.
- While we have more staff during this current school year than we have had in the past three years, there is a need for increased teambuilding activities schoolwide, which has been hindered a bit due to the new PLC schedule with Tuesday minimum days, most weeks.

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: Professional Learning Opportunites

Partially Implemented

- On August 14, 2024, site leader arranged a training with the Department of Prevention and Intervention to present on the Climate and Culture survey- purpose, rationale, question review, insights into response example, and a question-and-answer session at the end (see attached).

Action 2: Recruit/Retain Staff Representative of the School Community

Partially Implemented

- Addicott administration attended the district's paraprofessional job fairs and was able to, in partnership with the district, fully staff our classrooms with paraprofessionals.
- In partnership with the Human Resources department, Addicott received four paraprofessionals via administrative placement.
- Addicott lost one FTE at the beginning of the 2024-2025 school year and as a result, had to place students at higher ratios than six students.
- For the 2024-2025 school year, all eight full time teachers returned to Addicott.

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: Professional Learning Opportunites

Partially Effective

- Overall, the Climate and Culture presentation by DPI was well received by staff however, there were several inappropriate comments and interruptions by a staff member that may have hindered the intended learning and objectives of the presentation.

Action 2: Recruit/Retain Staff Representative of the School Community

Effective

- Addicott administrator attended the District Recruitment and Hiring job fair and was able to interview most of the paraprofessional staff needed.
- The district assigned additional paraprofessional staff to Addicott in August 2024 which led to full staffing of the school.
- An academic coach was provided to Addicott in support of our students' literacy development and teacher support of the same through the McLane Region Literacy Plan.
- Addicott administration meets with teachers once per month.
- Addicott Administration meets with the certificated Instructional Lead Team once per month.
- Addicott Administration meets with classified staff (all staff are welcome) at least eight times throughout the school year.
- Addicott classified, certificated, and Administrators routinely engage in on campus activities such as potluck lunches, white elephant gift giving, raffles, special morning treats, whole school dances, and Monday Morning moves and news activities.
- Addicott Administration emails the entire staff on a weekly basis with upcoming events, shout outs, and district updates.
- In spring, 2025, Addicott administration began offering monthly meetings to the school building's CSEA representative in an effort to continue fostering positive working relationships with our classified staff.
- In Spring, 2025, Addicott administration began offering monthly meetings to the school building's FTA representative in an effort to foster continued positive working relationships with our certificated staff.

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.

- By August 2025, all staff will be invited to participate in planning and decision making for Addicott School, as measured by
 - Responses to the school-made Engagement Survey (repeated measure), quarterly, emailed opportunities to participate and support school-related events, and all-staff meetings.
 - Action Step: 1) In conjunction with the assigned Climate and Culture district support staff, Addicott administrators will create and administer in house surveys (via Forms) to all teachers and staff on a quarterly basis and to gauge staff climate and culture.
 - Action Step: 2) Using the results from the Addicott in-house climate and culture survey, Addicott administrators will respond to questions, comments, and wonderings listed on survey responses.
 - Action Step: 3) Using feedback from all-staff meetings and weekly listening sessions open to all staff, staff will be invited to participate in planning and decision for Addicott School as events are made available or scheduled.
- By August, 2025, Addicott will provide one extra pay contract to include and support a Climate and Culture Lead as part of our Instructional Lead Team to increase job satisfaction of certificated staff
- By August, 2025, Addicott will provide one extra pay contract to include and support a Classified Lead Staff who will work with site administrators to increase job satisfaction of classified staff.
- By May, 2026, In conjunction with site leadership (Instructional Lead Teachers, Site Administrators), Addicott's Certificated and Classified Lead will work collaboratively with all staff to improve our Climate and Culture Staff survey results by 18 points.
- Addicott teachers and staff need support with communication at various levels including team building.
- To be continued: Addicott administration meets with teachers once per month.
- To be continued: Addicott Administration meets with the certificated Instructional Lead Team once per month.
- To be continued: Addicott Administration meets with classified staff (all staff are welcome) at least eight times throughout the school year.
- To be continued: Addicott classified, certificated, and Administrators routinely engage in on campus activities such as potluck lunches, white elephant gift giving, raffles, special morning treats, whole school dances, and Monday Morning moves and news activities.
- To be continued: Addicott Administration emails the entire staff on a weekly basis with upcoming events, shout outs, and district updates.
- Addicott administration will continue to offer monthly meetings to the school building's CSEA representative to continue to foster positive working relationships with our classified employees.
- Addicott administration will continue to offer monthly meetings to the school building's FTA representative to continue fostering positive working relationships with our certificated employees.

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:
The above information is inclusive of the SPSA writing team consisting of 3 School Site Council members and the Addicott principal and is inclusive of SSC meeting discussions during multiple reviews of the SPSA	Not Applicable	The above information is inclusive of the Addicott Instructional Lead Team representing certificated staff in the building as well as the classified members of the School Site Council.

Action 1 :

Supporting Staff Retention Through Professional Development

Action Details:

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

teaching and learning of all Addicott students.

GOAL: By June 2026, Addicott School will provide targeted professional development activities specifically designed to increase and improve teacher and staff retention as well as the climate and culture of our school.

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
- Student Centered and Real-World Learning
- Student Engagement
- Individualized Goal Setting
- Materials and supplies for student incentives, goal setting
- Materials and supplies for parent education classes
- Mileage for student home visits.

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

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

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.

English Learners needing additional support to access learning due to medically-related attendance will be supported by the Literacy Coach/TSA, the Addicott HSL and GLA.

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

Student Groups

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

With Title 1 funds, we plan to support all Addicott students, including **students with Disabilities (SWD):+ Homeless (HM):+ Foster Youth (FY):+ English Learner (EL):+ Socio-economically Disadvantaged (SED)** by providing funding for certificated substitute teachers so that teachers can attend professional development/conferences/workshops that support students, academic, social/emotional/adaptive/ and English learning needs. We will also provide financial support to send one or more parents to student-centered conferences and bring the information back to Addicott parents in support of students. We plan to provide classified staff with a lead paraprofessional who will train our substitute paras on our emergency procedures and more when they arrive to our campus as well as provide co-facilitate ongoing classified instructional training with site leadership and the Instructional leadership team.

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

- **Students with Disabilities (SWD):**
- **Socio-economically Disadvantaged (SED):**
- **Homeless (HM):**
- **Foster Youth (FY):**
- **English Learner (EL):**

All above-listed Addicott School student groups will benefit from the planned actions below for the staff in an effort to increase consistency for students via staff recruitment and retention.

- Systems for ongoing celebration of students' attendance - increasing it from twice per year to quarterly.
- Systems for ongoing celebration of students' progress toward IEP goals (when quarterly IEP progress reports are sent home).
- Extra pay contracts to certificated and classified leads to address Climate and Culture at Addicott to work with our GLA and parents/caregivers on engagement activities at Addicott.
- Development of a parent/caregiver leadership committee and allow parents to identify and address their needs in terms of training and engagement activities they would like to be involved in supported by our GLA and Climate and Culture leadership team
- Addicott's Climate and Culture leadership team will collaborate with our GLA and partner with parents/families/caregivers to develop a site-based survey involving Addicott School's climate and culture that will be a repeated measure and metric to gauge family satisfaction throughout the 2025-2026 school year.
- Partnership with the Special Education Department to develop and offer counseling services to parents of students with disabilities at Addicott and surrounding school communities on a monthly basis as one additional service and support to families.
- Increase the number and types of on-campus experiences that parents/caregivers/families can engage in with their child such as literacy events as part of the McLane Region's Literacy Plan, an hour of enrichment activities with their student such as play or arts and crafts, and more.
- Provide classified extra pay contracts for childcare for parent engagement events to remove one identified barrier to increased parent attendance at planned parent engagement activities.
- Addicott School's Climate and Culture leadership team will consult and collaborate with our GLA to conduct community resource outreach and provide parents/caregivers and families with the information to enhance their community resource support.
- Funding for whole school engagement flair, materials, supplies and more that includes parents/caregivers in an effort to increase parent engagement and student attendance at Addicott using an adapted format of the Ron Clark Academy HOUSE System ([Home - The RCA House System](#)).
- Schoolwide development of the next school year's SPSA document and budget.
- Materials and supplies needed to carry out the daily functions of classified and certificated staff
- Equipment needed to enhance instruction
- Schoolwide flair/t-shirts/spirit wear
- Food for instructional and collaborative meetings including the instructional lead team.

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

- Systems for ongoing celebration of students' attendance - increasing it from twice per year to quarterly.
- Systems for ongoing celebration of students' progress toward IEP goals (when quarterly IEP progress reports are sent home).
- Extra pay contracts to certificated and classified leads to address Climate and Culture at Addicott to work with our GLA and parents/caregivers on engagement activities at Addicott.
- Development of a parent/caregiver leadership committee and allow parents to identify and address their needs in terms of training and engagement activities they would like to be involved in supported by our GLA and Climate and Culture leadership team
- Addicott's Climate and Culture leadership team will collaborate with our GLA and partner with parents/families/caregivers to develop a site-based survey involving Addicott School's climate and culture that will be a repeated measure and metric to gauge family satisfaction throughout the 2025-2026 school year.
- Partnership with the Special Education Department to develop and offer counseling services to parents of students with disabilities at Addicott and surrounding school communities on a monthly basis as one additional service and support to families.
- Increase the number and types of on-campus experiences that parents/caregivers/families can engage in with their child such as literacy events as part of the McLane Region's Literacy Plan, an hour of enrichment activities with their student such as play or arts and crafts, and more.
- Provide classified extra pay contracts for childcare for parent engagement events to remove one identified barrier to increased parent attendance at planned parent engagement activities.
- Addicott School's Climate and Culture leadership team will consult and collaborate with our GLA to conduct community resource outreach and provide parents/caregivers and families with the information to enhance their community resource support.
- Funding for whole school engagement flair, materials, supplies and more that includes parents/caregivers in an effort to increase parent engagement and student attendance at Addicott using an adapted format of the Ron Clark Academy HOUSE System ([Home - The RCA House System](#)).
- Schoolwide development of the next school year's SPSA document and budget.
- Materials and supplies needed to carry out the daily functions of classified and certificated staff
- Equipment needed to enhance instruction
- Schoolwide flair/t-shirts/spirit wear
- Food for meetings

- School spirit wear and flair
- Snacks for student/parent engagement meetings appropriate for our medically fragile students.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Repeated measures of site-created staff survey data of staff as measured by site leadership. District's climate and culture survey data All allowed classified and certificated staff to remain/retain at Addicott.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Repeated measures of site-created staff survey data of staff as measured by site leadership. District's climate and culture survey data All allowed classified and certificated staff to remain/retain at Addicott.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Repeated measures of site-created staff survey data of staff District Climate and Culture Survey Data as measured by site leadership. District's climate and culture survey data - yearlong Number of classified and certificated staff who remain/retain at Addicott.

Action 2 :

Enhancing Schoolwide and School-To-Home Communication

Action Details:

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

GOAL: By June 2026 Addicott School will engage in a variety of activities that enhance schoolwide communication and school-to-home communication as measured by schoolwide survey data, climate and culture data, and site-based survey data from parents/caregivers, teachers and staff.

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

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

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.

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

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

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

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

Student Groups

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

With Title 1 funds, we plan to support all Addicott students, including **students with Disabilities (SWD):+ Homeless (HM):+ Foster Youth (FY):+ English Learner (EL):+ Socio-economically Disadvantaged (SED)** by providing funding for certificated substitute teachers so that teachers can attend professional development/conferences/workshops that support students, academic, social/emotional/adaptive/ and English learning needs. We will also provide financial support to send one or more parents to student-centered conferences and bring the information back to Addicott parents in support of students. We plan to provide classified staff with a lead paraprofessional who will train our substitute paras on our emergency procedures and more when they arrive to our campus as well as provide co-facilitate ongoing classified instructional training with site leadership and the Instructional leadership team.

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

- Systems for ongoing celebration of students' attendance - increasing it from twice per year to quarterly.
- Systems for ongoing celebration of students' progress toward IEP goals (when quarterly IEP progress reports are sent home).
- Extra pay contracts to certificated and classified leads to address Climate and Culture at Addicott to work with our GLA and parents/caregivers on engagement activities at Addicott.
- Development of a parent/caregiver leadership committee and allow parents to identify and address their needs in terms of training and engagement activities they would like to be involved in supported by our GLA and Climate and Culture leadership team
- Addicott's Climate and Culture leadership team will collaborate with our GLA and partner with parents/families/caregivers to develop a site-based survey involving Addicot School's climate and culture that will be a repeated measure and metric to gauge family satisfaction throughout the 2025-2026 school year.
- Partnership with the Special Education Department to develop and offer counseling services to parents of students with disabilities at Addicott and surrounding school communities on a monthly basis as one additional service and support to families.
- Increase the number and types of on-campus experiences that parents/caregivers/families can engage in with their child such as literacy events as part of the McLane Region's Literacy Plan, an hour of enrichment activities with their student such as play or arts and crafts, and more.

- Provide classified extra pay contracts for childcare for parent engagement events to remove one identified barrier to increased parent attendance at planned parent engagement activities.
- Addicott School's Climate and Culture leadership team will consult and collaborate with our GLA to conduct community resource outreach and provide parents/caregivers and families with the information to enhance their community resource support.
- Funding for whole school engagement flair, materials, supplies and more that includes parents/caregivers in an effort to increase parent engagement and student attendance at Addicott using an adapted format of the Ron Clark AcademyHOUSE System ([Home - The RCAHouse System](#)).
- Schoolwide development of the next school year's SPSA document and budget.
- Materials and supplies needed to carry out the daily functions of classified and certificated staff
- Equipment needed to enhance instruction
- Schoolwide flair/t-shirts/spirit wear
- Food for instructional and collaborative meetings including the instructional lead team.
- Instructional Lead Team Stipends

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

Addicott School Site Council (SSC) in collaboration with our head nurse, teachers, parents, classified and certificated representation on the SSC, will collaboratively develop and approve a Parent Handbook for the 2025-2026 school year that will be provided to all Addicott families in early fall, 2025.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Repeated measures of site-created staff survey data of staff as measured by site leadership. District's climate and culture survey data All allowed classified and certificated staff to remain/retain at Addicott.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Repeated measures of site-created staff survey data of staff as measured by site leadership. District's climate and culture survey data All allowed classified and certificated staff to remain/retain at Addicott.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Repeated measures of site-created staff survey data of staff as measured by site leadership. District's climate and culture survey data All allowed classified and certificated staff to remain/retain at Addicott.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0553 Addicott (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Separate Classes: Special Educati	Ins Aide-Sup			Pay for Lead Paraprofessional to train new and sub paras throughout the school year as well as co-development of classified monthly trainings.	999.00

\$999.00

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	✓	87.6 %	36 %	2024-2025	80 %

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.

- Addicott Climate and Culture Survey results for families decreased during the fall, 2024 administration of the survey.

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

- Some of the verbiage of the Climate and Culture Survey does not pertain to our students and/or families as our students are nonverbal, nonreaders/writers, and most have lower levels of cognition and understanding.
- Addicott students do not participate in the Climate and Culture Student Survey as they are unable to log on to a computer, read, or write.
- Many of the questions asked of parents may be taken literally such as "My student has a voice at the school" when the student is nonverbal, the parents may respond "No".
- The language in the Climate and Culture survey appears to be geared towards more of a neighborhood school community and because Addicott enrolls students from all over Fresno City limits, parents and caretakers may find the survey irrelevant or lacking information regarding the types of students we serve here at the school, leading to less connectedness to our school community.
- Addicott is not a neighborhood school as we receive students from all over the district. As a result, our parents and students are less connected than typical/comprehensive school sites.
- It is unclear whether or not the parents and caretakers of students on Home Hospital Instruction complete the Climate and Culture Survey and further to that end, whether or not they respond to the survey accurately since their child is not actually attending site-based instruction.
- The wording/verbiage on the Climate and Culture survey does not adequately represent the voice of our parents nor our staff and what we do with and for students at Addicott and therefore, our results are possibly skewed to the responses of "No".

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.

- Parents/Caregivers and staff feel some of the verbiage of the Climate and Culture Survey does not pertain to Addicott students and/or families as our students are nonverbal, nonreaders/writers, and most have lower levels of cognition and understanding. **NEEDS:** Addicott needs climate and culture survey questions that more closely represent how and what occurs within our school and community, especially for parents and caregivers. Addicott needs to also capture parents’ true thoughts, feelings, and feedback from parents to better improve our school using site-made surveys.
- Addicott students do not participate in the Climate and Culture Student Survey as they are unable to log on to a computer, read, or write. **NEEDS:** Addicott should partner with the district to develop a climate and culture

survey that is accessible by our students or eliminate the student Climate and culture survey altogether for this population of students.

- Many of the questions asked of parents on the district's Climate and Culture survey may be taken literally by parents as they try to respond appropriately to questions such as "I feel my student has a voice at the school" when the student is nonverbal, the parents may respond "No". **NEEDS:** Addicott should partner with the district to develop Climate and Culture questions that are representative of what Addicott parents and caregivers experience in our school and school community. The district should partner with Addicott parents to gain a better understanding of the types of questions to be asked of Addicott parents/caregivers with regard to school climate and culture at Addicott.
- Addicott parents and staff feel that the language in the Climate and Culture survey appears to be geared towards more of a neighborhood school community and because Addicott enrolls students from all over Fresno City limits, parents and caretakers may find the survey irrelevant or lacking information regarding the types of students we serve here at the school, leading to less connectedness to our school community. **NEEDS:** Addicott needs to increase spending on parent/family engagement activities including the development of site-based surveys based on their experiences at Addicott.
- It is unclear whether or not the parents and caretakers of students on Home Hospital Instruction complete the Climate and Culture Survey and further to that end, whether or not they respond to the survey accurately since their child is not actually attending site-based instruction. **NEEDS:** Addicott needs to partner with the district to develop survey questions that represent the experiences of parents and caregivers whose student cannot attend site-based school at Addicott. Addicott needs to increase the support and parent engagement activities for parents of students who are home hospital instruction (HHI) OR develop an alternative instructional model that keeps students unable to attend site-based instruction connected to their assigned Addicott teacher and peers in the classroom and their families.
- The wording/verbiage on the Climate and Culture survey does not adequately represent the voice of our parents nor our staff and what we do with and for students at Addicott and therefore, our results are possibly skewed to the responses of "No". **NEEDS:** Addicott needs to have a survey that accurately represents the students, staff and families at Addicott.

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: Improve Student Attendance/Incentivize Good Attendance

Partially Implemented

- Addicott provides certificates to parents and students twice per year to recognize student attendance.
- Addicott provides attendance certificates to students whose attendance has improved over the course of first and second semesters.

Action 2: Family/Guardian Engagement and Community Resources

Partially Implemented

- Addicott hosts parent engagement and support meetings monthly for parents throughout the school year.
- Parent attendance at parent engagement and support meetings has waned since our Home School Liaison took a full time HSL position at another school site.

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: Improve Student Attendance/Incentivize Good Attendance

Partially Effective

While attendance awards are being provided to students as well as certificates of appreciation to families/caregivers for attendance during the 2024-2025 school year, the result of the investment is only partially effective as the health and medical severity of our students always outweighs their ability to increase/improve attendance due to hospitalizations, multiple surgeries, and multiple students too ill to attend site-based instruction and needing to be placed on Home Hospital Instruction (HHI) to remain in a sterile environment or to limit their access to germs/viruses, etc., prior to and immediately following planned surgeries.

Action 2: Family/Guardian Engagement and Community Resources

Partially Effective

At the outset of the 2024-2025 school year, Addicott School had a Bilingual Spanish Home School Liaison who worked very closely with our parents/caregivers and families daily to support their needs with community resources, community outreach programs, and on-campus programming involving sharing of local and statewide resources for their student. At the end of August, 2024, our HSL took an HSL position at a different school for increased hours and pay and since that time, parent attendance at engagement activities designed for parents/caregivers and families, has markedly decreased, even with our new Guidance and Learning Assistant (GLA) stepping in to try and support them with continued resource programming.

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.

- Create systems for ongoing celebration of students' attendance - increasing it from twice per year to quarterly.
- Create systems for ongoing celebration of students' progress toward IEP goals (when quarterly IEP progress reports are sent home).
- Increase parent/family/caregiver engagement activities for Surrogate/Foster families who care for students in their custody as their experiences at and needs from Addicott may differ from others.
- Increase parent/family/caregiver engagement activities for families of students on Home Hospital Instruction as their experiences at Addicott and needs from Addicott may differ from others.
- Increase parent/family/caregiver engagement activities for families of English Learning students as their experiences at and needs from Addicott may differ from others.
- Increase parent/family/caregiver engagement activities for families of students who attend in-person/site-based instruction at Addicott as their experiences and needs may differ from others.
- Provide an extra pay contract to certificated and classified leads to address Climate and Culture at Addicott to work with our GLA and parents/caregivers on engagement activities at Addicott.
- Develop a parent/caregiver leadership committee and allow parents to identify and address their needs in terms of training and engagement activities they would like to be involved in supported by our GLA and Climate and Culture leadership team.
- Addicott's Climate and Culture leadership team will collaborate with our GLA and partner with parents/families/caregivers to develop a site-based survey involving Addicott School's climate and culture that will be a repeated measure and metric to gauge family satisfaction throughout the 2025-2026 school year.
- Addicott should partner with the Special Education Department to develop and offer counseling services to parents of students with disabilities at Addicott and surrounding school communities on a monthly basis as one additional service and support to families.
- Addicott School will increase the number and types of on-campus experiences that parents/caregivers/families can engage in with their child such as literacy events as part of the McLane Region's Literacy Plan, an hour of enrichment activities with their student such as play or arts and crafts, and more.
- Addicott School will provide classified extra pay contracts for childcare for parent engagement events to remove one identified barrier to increased parent attendance at planned parent engagement activities.
- Addicott School's Climate and Culture leadership team will consult and collaborate with our GLA to conduct community resource outreach and provide parents/caregivers and families with the information to enhance their community resource support.

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:

The language in the Climate and Culture survey appears to be geared towards more of a neighborhood school community and because Addicott enrolls students from all over Fresno City limits, parents and caretakers may find the survey irrelevant or lacking information regarding the types of students we serve here at the

ELAC:

Not Applicable

Staff:

CERTIFICATED:
The Addicott Instructional Lead Team shared the following information:
Addicott is not a neighborhood school as we receive students from

school, leading to less connectedness to our school community.

The wording/verbiage on the Climate and Culture survey does not adequately represent the voice of our parents nor our staff and what we do with and for students at Addicott and therefore, our results are possibly skewed to the responses of "No".

all over the district. As a result, our parents and students are less connected than typical/comprehensive school sites.

It is unclear whether or not the parents and caretakers of students on Home Hospital Instruction complete the Climate and Culture Survey and further to that end, whether or not they respond to the survey accurately since their child is not actually attending site-based instruction.

Action 1 :

Increasing and Enhancing Parent Engagement Activities

Action Details:

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

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

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

By June, 2924 Addicott School will provide increased types and formats of parent and site-led activities in an effort to enhance parent engagement in their student's education.

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:** All Addicott Students will be provided with access to high quality instruction and support during absences fewer than nine (9) days by a certificated teacher.
- **Student Centered and Real-World Learning:** All Addicott Students will be provided with access to student-centered and real world learning opportunities at their instructional or developmental level.
- **Student Engagement:** All Addicott students will be provided with multiple opportunities to engage in the Addicott community as well as the local community, regularly.
- Rewards and incentives to be provided with students who obtain 80%, 90% or higher attendance quarterly as well as for most improved school attendance rate.
- Supplies and materials provided for staff and parents for communication.
- Supplies and materials needed to post pictures of students with 90% or higher attendance
- Teacher professional learning to support academic Goal 1 to improve the implementation of Unique curriculum with fidelity, school culture and improve student attendance.
- Guidance and Learning Advisor in collaboration with the Addicott Climate and Culture Leadership Team will work to support improved student attendance.
- Home Visits for students on Home Hospital Instruction
- Updated health practices as directed by District Health Management/Health Services Guidance
- Quarterly Parent Newsletters

- Monthly Parent Engagement and Support Meetings (PEAS) for parents to connect with the school site, each other, and learn from community and district resources available.
- Equipment supplies and materials for sensory, music garden and motor rooms, Raptor.
- Support Groups for Parents
- Opportunities for families to participate in events on site with their child (ie. Pies with Parents, Goodies with Grandparents, etc.)
- Awards and attendance assemblies
- Family/Guardian incentives
- Food for parent engagement meetings
- Transporation for students who may require a ride to/from school.
- Transportation for parents who may require a ride to/from IEP meetings, school meetings, school functions.
- Gasoline purchases for the school van

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.

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

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

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

Funding for decodable readers in dual languages represented in our student diversity including Spanish, Hmong, and Arabic for families to read/listen to stories with their student in their native language as part of the McLane Region Literacy Plan will be provided.

Student Groups

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Homeless (HM):

Foster Youth (FY):

English Learner (EL):

All above-listed Addicott School student groups will have equal access and opportunities to the following planned supports:

Certificated Subs for teacher training on communication and team building

One (1) Classified extra pay contract for a Classified Lead Paraprofessional Staff to train and support other paraprofessionals

One (1) Classified extra pay contract for a Classified Climate and Culture Leadership Team Member

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Homeless (HM):

Foster Youth (FY):

English Learner (EL):

All above-listed Addicott School student groups will have equal access and opportunities to the following planned supports:

- Classified extra pay contracts to provide childcare at parent engagement events outside of regular school/work hours.
- Food for mandatory parent engagement meetings
- Food of mandatory site level meetings such as School Site Safety, School Site Council meetings, etc.
- Funding for Family engagement activities
- Funding for Family literacy activities as part of the McLane Region Literacy Plan
- Funding for Family engagement activities materials and supplies
- Funding for decodable readers in dual languages represented in our student diversity including Spanish, Hmong, and Arabic for families to read/listen to stories with their student in their native language as part of the McLane Region Literacy Plan
- Funding for family engagement school flair
- Funding for community outreach and resource events including refreshments/food/materials and supplies
- Funding for Addicott van transportation of students and/or their family member to attend IEP and other mandatory school site meetings as well as for parent engagement events.
- Funding for parent literacy events
- Funding for general materials and supplies
- Funding for Addicott Printer contract and increase in color copies of materials in multiple languages
- Funding for teacher/staff conference travel for trainings related to parent engagement, parent involvement, student attendance, partnering with parents, and other relevant workshops such as the Council of Exceptional Children's Division on Autism, Intellectual, and Developmental Disabilities.
- Funding for teacher/staff mileage reimbursement for travel to/from trainings/workshops involving parent engagement/student attendance, and other relevant workshops.
- Funding for whole school communication training in support of fostering and maintaining positive relationships with families, teachers, staff, and students.
- Funding for conference registration and mileage fees for one Addicott parent representative to attend a local parent-centered conference to gain information to share with other parents at a parent engagement event.
- Funding for certificated substitute teachers for conferences and teacher-planning release days during the 2025-2026 school year.

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

- **Students with Disabilities (SWD):**
 - Socio-economically Disadvantaged (SED):**
 - Homeless (HM):**
 - Foster Youth (FY):**
 - English Learner (EL):**

All above-listed Addicott School student groups will have equal access and opportunities to the following planned supports:

- Systems for ongoing celebration of students' attendance - increasing it from twice per year to quarterly.
- Systems for ongoing celebration of students' progress toward IEP goals (when quarterly IEP progress reports are sent home).
- Increased parent/family/caregiver engagement activities for Surrogate/Foster families who care for students in their custody as their experiences at and needs from Addicott may differ from others.
- Increased parent/family/caregiver engagement activities for families of students on Home Hospital Instruction as their experiences at Addicott and needs from Addicott may differ from others.
- Increased parent/family/caregiver engagement activities for families of English Learning students as their experiences at and needs from Addicott may differ from others.
- Increased parent/family/caregiver engagement activities for families of students who attend in-person/site-based instruction at Addicott as their experiences and needs may differ from others.
- Extra pay contracts to certificated and classified leads to address Climate and Culture at Addicott to work with our GLA and parents/caregivers on engagement activities at Addicott.
- Development of a parent/caregiver leadership committee and allow parents to identify and address their needs in terms of training and engagement activities they would like to be involved in supported by our GLA and Climate and Culture leadership team
- Addicott's Climate and Culture leadership team will collaborate with our GLA and partner with parents/families/caregivers to develop a site-based survey involving Addicott School's climate and culture that will be a repeated measure and metric to gauge family satisfaction throughout the 2025-2026 school year.
- Addicott should partner with the Special Education Department to develop and offer counseling services to parents of students with disabilities at Addicott and surrounding school communities on a monthly basis as one additional service and support to families.
- Addicott School will increase the number and types of on-campus experiences that parents/caregivers/families can engage in with their child such as literacy events as part of the McLane Region's Literacy Plan, an hour of enrichment activities with their student such as play or arts and crafts, and more.
- Addicott School will provide classified extra pay contracts for childcare for parent engagement events to remove one identified barrier to increased parent attendance at planned parent engagement activities.
- Addicott School's Climate and Culture leadership team will consult and collaborate with our GLA to conduct community resource outreach and provide parents/caregivers and families with the information to enhance their community resource support.
- Funding for whole school engagement flair, materials, supplies and more that includes parents/caregivers in an effort to increase parent engagement and student attendance at Addicott using an adapted format of the Ron Clark Academy HOUSE System ([Home - The RCA House System](#)).

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. 1. Site-based parent school climate and culture surveys as monitored by the Climate and Culture + Instructional Leadership Teams and facilitated by our Administrative Team. 2. Parent Engagement Activities Survey Data as monitored by the Addicott GLA and Climate and Culture Leadership Team. 3. Repeated measures via parent survey on literacy supports provided as part of the McLane Region Literacy Plan.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. 1. Site-based parent school climate and culture surveys as monitored by the Climate and Culture + Instructional Leadership Teams and facilitated by our Administrative Team. 2. FUSD Climate and Culture Survey Data as monitored by the Addicott GLA and Climate and Culture Leadership Team. 3. Repeated measures via parent survey on literacy supports provided as part of the McLane Region Literacy Plan.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. 1. Site-based parent school climate and culture surveys as monitored by the Climate and Culture + Instructional Leadership Teams and facilitated by our Administrative Team. 2. FUSD Climate and Culture Survey Data as monitored by the GLA and Climate and Culture Leadership Team Fall and Spring. 3. Longitudinal (2025-2026 school year) Parent Engagement Activities Survey Data as monitored by the Addicott GLA and Climate and Culture Leadership Team. 4. Repeated measures via parent survey on literacy supports provided as part of the McLane Region Literacy Plan.

Action 2 :

Family/Caregiver Engagement in School/Community Resources

Action Details:

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

GOAL: By June 2026 Addicott School will provide a series of activities to provide parents and caregivers with community resources and community supports.

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
- Student centered and real world learning
- Student engagement
- Student attendance

- Photographs
- Handouts
- Food/Drinks
- Community resources
- SPSA Copies
- Flyers
- Transition In/Out School/Home Resources
- Guest Speakers/Presenters
- Disability specific resources
- Community Housing Authority presentations
- Assemblies and awards ceremonies
- Promotion ceremonies
- Goal 2 Activities
- Field Trips
- VAPA (plays, music, arts, etc.) events and performances.

MATERIALS AND SUPPLIES for Professional Learning including but not limited to vendor support, coaching support, substitute teachers, graphics department orders, markers, highlighters, post-its, snacks, coffee and water. Materials and supplies for Goal setting: tag board, laminating film, folders, and incentives for meeting goals. Technology hardware to support instructions including but not limited to site licenses, document cameras, video projectors and projector bulbs, printers and ink, tech repairs and other student technology/ies and materials and supplies. Supplemental contracts for additional supervisor or assistance with positive incentive activities. Supplies for positive incentive activities. Signage for school buildings, hallways, cafeteria. Parent handbook, budget allocation for structural needs such as painting numbers on the blacktop for line standards and lines for designated walking lanes. Additional supervision during arrival and dismissal, posters, laminating, and service contracts. Substitutes will be provided so classroom teachers can participate in additional training alongside paraprofessionals whenever possible/available.

Teacher training on FSUD achievement and attendance reporting and report card systems (e.g., ATLAS) or other FUSD reporting system for student academic achievement).

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.

- Families and guardians of EL students will participate in goal-setting and incentive activities.
- Families and guardians of EL students will have an IEP goal related to ELD and receive progress monitoring as part of their goal setting.
- Families and guardians of EL students will learn how their student will be assessed annually using the Alternative ELPAC to monitor progress in English Language Development.
- Addicott teachers will implement scaffolding strategies and incorporate ELD standards into daily lesson plans/planning.
- GLA and Climate and Culture Leadership Team will support families and guardians of EL students to provide outreach.
- Food/Drinks
- SPSA Copies
- Flyers
- Handouts
- EL Curriculum samples
- Books to read at home with students

- Invitations to literacy events at Addicott
- invitations to regional literacy events.
- Teachers trained on the EL Redesignation responsibilities and IEP processes.

Student Groups

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

- Homeless (HM):
- Students with Disabilities (SWD):
- Socio-economically Disadvantaged (SED):
- Foster Youth (FY):
- English Learner (EL):

With Title 1 funds, we plan to support all Addicott students, including students with Disabilities (SWD):+ Homeless (HM):+ Foster Youth (FY):+ English Learner (EL):+ Socio-economically Disadvantaged (SED) by providing funding for certificated substitute teachers so that teachers can attend professional development/conferences/workshops that support students, academic, social/emotional/adaptive/ and English learning needs. We will also provide financial support to send one or more parents to student-centered conferences and bring the information back to Addicott parents in support of students. We plan to provide classified staff with a lead paraprofessional who will train our substitute paras on our emergency procedures and more when they arrive to our campus as well as provide co-facilitate ongoing classified instructional training with site leadership and the Instructional leadership team.

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

- Students with Disabilities (SWD):
- Socio-economically Disadvantaged (SED):
- Homeless (HM):
- Foster Youth (FY):
- English Learner (EL):

All above-listed Addicott School student groups will have equal access and opportunities to the following planned supports:

- Classified extra pay contracts to provide childcare at parent engagement events outside of regular school/work hours.
- Food for mandatory parent engagement meetings
- Food of mandatory site level meetings such as School Site Safety, School Site Council meetings, etc.
- Funding for Family engagement activities
- Funding for Family literacy activities as part of the McLane Region Literacy Plan
- Funding for Family engagement activities materials and supplies
- Funding for decodable readers in dual languages represented in our student diversity including Spanish, Hmong, and Arabic for families to read/listen to stories with their student in their native language as part of the

McLane Region Literacy Plan

Funding for family engagement school fair

Funding for community outreach and resource events including refreshments/food/materials and supplies

Funding for Addicott van transportation of students and/or their family member to attend IEP and other mandatory school site meetings as well as for parent engagement events.

Funding for parent literacy events

Funding for general materials and supplies

Funding for Addicott Printer contract and increase in color copies of materials in multiple languages

Funding for teacher/staff conference travel for trainings related to parent engagement, parent involvement, student attendance, partnering with parents, and other relevant workshops such as the Council of Exceptional Children's Division on Autism, Intellectual, and Developmental Disabilities.

Funding for teacher/staff mileage reimbursement for travel to/from trainings/workshops involving parent engagement/student attendance, and other relevant workshops.

Funding for whole school communication training in support of fostering and maintaining positive relationships with families, teachers, staff, and students.

Funding for conference registration and mileage fees for one Addicott parent representative to attend a local parent-centered conference to gain information to share with other parents at a parent engagement event.

Funding for certificated substitute teachers for conferences and teacher-planning release days during the 2025-2026 school year.

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

- **Students with Disabilities (SWD):**

Socio-economically Disadvantaged (SED):

Homeless (HM):

Foster Youth (FY):

English Learner (EL):

All above-listed Addicott School student groups will have equal access and opportunities to the following planned supports:

- Development of a parent/caregiver leadership committee and allow parents to identify and address their needs in terms of training and engagement activities they would like to be involved in supported by our GLA and Climate and Culture leadership team
- Addicott's Climate and Culture leadership team will collaborate with our GLA and partner with parents/families/caregivers to develop a site-based survey involving Addicott School's climate and culture that will be a repeated measure and metric to gauge family satisfaction throughout the 2025-2026 school year.
- Addicott should partner with the Special Education Department to develop and offer counseling services to parents of students with disabilities at Addicott and surrounding school communities on a monthly basis as one additional service and support to families.
- Addicott School will increase the number and types of on-campus experiences that parents/caregivers/families can engage in with their child such as literacy events as part of the McLane Region's Literacy Plan, an hour of enrichment activities with their student such as play or arts and crafts, and more.
- Addicott School will provide classified extra pay contracts for childcare for parent engagement events to remove one identified barrier to increased parent attendance at planned parent engagement activities.
- Addicott School's Climate and Culture leadership team will consult and collaborate with our GLA to conduct community resource outreach and provide parents/caregivers and families with the information to enhance their community resource support.
- Funding for whole school engagement fair, materials, supplies and more that includes parents/caregivers in an effort to increase parent engagement and student attendance at Addicott using an adapted format of the Ron Clark Academy HOUSE System ([Home - The RCA House System](#)).

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.

1. Site-based parent school climate and culture surveys as monitored by the Climate and Culture + Instructional Leadership Teams and facilitated by our Administrative Team.
2. Parent Engagement Activities Survey Data as monitored by the Addicott GLA and Climate and Culture Leadership Team.
3. Repeated measures via parent survey on literacy supports provided as part of the McLane Region Literacy Plan.

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.

1. Site-based parent school climate and culture surveys as monitored by the Climate and Culture + Instructional Leadership Teams and facilitated by our Administrative Team.
2. FUSD Climate and Culture Survey Data as monitored by the Addicott GLA and Climate and Culture Leadership Team.
3. Repeated measures via parent survey on literacy supports provided as part of the McLane Region Literacy Plan.

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.

1. Site-based parent school climate and culture surveys as monitored by the Climate and Culture + Instructional Leadership Teams and facilitated by our Administrative Team.
2. FUSD Climate and Culture Survey Data as monitored by the GLA and Climate and Culture Leadership Team Fall and Spring.
3. Longitudinal (2025-2026 school year) Parent Engagement Activities Survey Data as monitored by the Addicott GLA and Climate and Culture Leadership Team.
4. Repeated measures via parent survey on literacy supports provided as part of the McLane Region Literacy Plan.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0553 Addicott (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Sup & Conc	Parent Participation	Mat & Supp			These funds support parent meetings.	2,000.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			These funds also support G1A4, G2A1,2 & G5A2	600.00
G5A2	LCFF: EL	Parent Participation	Cons Svc/Oth			TBD : These funds will support Family/Parent engagement in the local community conferences/workshops to bring community resources information back to Addicott parents.	1,040.00

\$3,640.00

2025-2026 Budget for SPSA/School Site Council

State/Federal Dept 0553 Addicott (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Sup & Conc	Separate Classes: Special Educat	Mat & Supp			These funds also support G2A1,2, G3A2, G4A2 & G5A2	3,590.00
G1A1	Sup & Conc	Separate Classes: Special Educat	Off Eq Lease			These funds pay for the second copier (color copier) contract at our site to support high contrast instructional materials for visually impaired students.	9,000.00
G1A2	Sup & Conc	Separate Classes: Special Educat	Nc-Equipment			These funds also support G1A1,4 & G2A1	3,500.00
G1A3	Title 1 Basic	Separate Classes: Special Educat	Teacher-Subs			*NO IEPs* These funds also support G1A1,2 & 4, G4A1	4,538.00
G1A3	Sup & Conc	Separate Classes: Special Educat	Teacher-Subs			Teacher Release Days Teacher Conference/Professional Learning Opportunities Student/Family Engagement	5,964.00
G1A3	Sup & Conc	Separate Classes: Special Educat	Ins Aide-Sup			Pay for Climate and Culture Classified Leadership Team Participation	1,001.00
G1A4	LCFF: EL	Instruction	Mat & Supp			These funds also support G1A1,2 & G2A1,2	6,676.00
G2A1	Sup & Conc	Separate Classes: Special Educat	Bks & Ref			These funds also support G1A1,2,4, G2A2, G4A2 & G5A1	3,700.00
G3A2	Title 1 Basic	Parent Participation	Mat & Supp			*NO FOOD OR INCENTIVES* These funds also support G4A2, G5A1,2	535.00
G4A1	Title 1 Basic	Separate Classes: Special Educat	Ins Aide-Sup			Pay for Lead Paraprofessional to train new and sub paras throughout the school year as well as co-development of classified monthly trainings.	999.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			These funds support parent meetings.	2,000.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			These funds also support G1A4, G2A1,2 & G5A2	600.00
G5A2	LCFF: EL	Parent Participation	Cons Svc/Oth			TBD : These funds will support Family/Parent engagement in the local community conferences/workshops to bring community resources information back to Addicott parents.	1,040.00
							\$43,143.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$6,072.00
Sup & Conc	7090	\$28,755.00
LCFF: EL	7091	\$8,316.00
Grand Total		\$43,143.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$34,269.00
G2 - Expand student-centered and real-world learning experiences	\$3,700.00
G3 - Increase student engagement in their school and community	\$535.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$999.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$3,640.00
Grand Total	\$43,143.00