

Addams Elementary

10621666006068

Principal's Name: Natanska Valtierra

Principal's Signature:

A handwritten signature in blue ink, appearing to read 'Natanaska', written in a cursive style.

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

Table of Contents	
Topic	Details
Cover Page	CDS Code with Signature
Table of Contents	Listing of SPSA Contents and District Goals
Centralized Services	N/A
School Site Council Assurances	Consolidated Program Assurances
School Site Council (SSC)	Members list
Required Signatures	Principal and SSC Chairperson
Budget	Site Allocations
School Quality Review Process	- Needs Assessment: Data Analysis and identification of needs and goals - Actions designed to meet needs and targeted goals - Budget allocations and planned expenditures
Additional Documents	SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum

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 and Guardrails 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.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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 rewritten 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 - Natanska Valtierra	X				
2. Chairperson - Veronica Gong		X			
3. Vice Chairperson – Dang Hang		X			
4. Secretary – Jessica Fletcher		X			
5. PAC Representative – Dulce Perez				X	
6. PAC Alternate – Maria Ortiz				X	
7. Faustino Sambrano			X		
8. Herlinda Curiel				X	
9. Jennifer Lara				X	
10. Karen Barba				X	
11. Patty Gallegos (Other Staff Alternate)			X		
12.					
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name: Addams Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Natanska Valtierra		3/16/2026
SSC Chairperson	Veronica Gong		3/16/2026

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

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

FY 2026/27

Addams - 0005

ON-SITE ALLOCATION

3010	Title I	\$97,014 *
7090	LCFF Supplemental & Concentration	\$273,792
7091	LCFF for English Learners	\$115,920

TOTAL 2026/27 ON-SITE ALLOCATION

\$486,726

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,812
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Program Budget	\$94,202
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Total Title I Allocation	\$97,014
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ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Addams Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target	
Goal 1	ELPAC - percentage of students who scored 4		7.3 %	2024-2025	8.4 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		32.2 %	2024-2025	38 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		37.4 %	2025-2026	54 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		42 %	2025-2026	43.1 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		63.1 %	2025-2026	65 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		58.9 %	2025-2026	60 %	↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		21.6 %	2025-2026	22.7 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		45.1 %	2025-2026	50 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		39 %	2025-2026	40.1 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		55.6 %	2025-2026	60 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		53 %	2025-2026	54.1 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		10.1 %	2025-2026	11.2 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-67 pts	-65.6 pts	2024-2025	-50.6 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		25.1 %	2024-2025	30.1 %	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-70.2 pts	-80.1 pts	2024-2025	-65.1 pts	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		18.7 %	2024-2025	23.7 %	↑

Goal 2	Chronic Absenteeism (ALL) Semester 1	35.9 %	23.1 %	2025-2026	22.6 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	94.1 %	97 %	2025-2026	98.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	92.1 %	92 %	2025-2026	93.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		85 %	2025-2026	87 %	↑
Goal 2	Suspension Rate (ALL) Semester 1	3 %	1.4 %	2025-2026	1.07 %	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

PROBLEM OF PRACTICE (POP): Based on the metrics, identify the problem(s) of practice.

Although Tier 1 literacy instruction and i-Ready–aligned supports are being implemented in first grade, 37.4% of students met or exceeded 40% ELA stretch growth from Diagnostic 1 to Diagnostic 2, compared to 63.1% of kindergarten students, indicating the need to enhance differentiation and instructional coherence to accelerate early literacy outcomes.

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

- While Tier 1 literacy instruction in first grade is strong in several classrooms, there is variation in the consistency of implementation across the grade level, particularly in explicit phonics, decoding, and language development. This variation results in uneven access to grade-level foundational literacy skills for students.
- Diagnostic data are used effectively in some classrooms to inform small-group instruction; however, a more consistent, grade-level approach to using data-driven instruction is needed to ensure adequate differentiation for students requiring accelerated or intensive support.
- Instructional time dedicated to early literacy interventions in first grade is not consistently protected across classrooms, resulting in variability in the implementation of small-group instruction and progress monitoring and limiting the school’s ability to systematically respond to student 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.

- Consistent, explicit phonics- and language-focused Tier 1 instruction
- Targeted coaching and professional learning for Grade 1 teachers
- Teacher capacity to analyze domain-level i-Ready data
- Structured PLC data cycles focused on small-group instruction
- Protected daily intervention block for Grade 1

- Additional staffing or tutoring for students below benchmark

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

English Language Arts Instructional Plan TK-6

Fully Implemented

All identified actions were fully implemented. As a result, students demonstrated significant academic growth, improving by 20 points in DFS, which exceeded the district goal of a 15-point reduction, indicating increased effectiveness of Tier 1 instruction, data-driven intervention, and targeted supports.

Mathematics Instructional Plan TK-6

Fully Implemented

All identified actions were fully implemented. As a result, students demonstrated measurable improvement, improving by 9 points in DFS; however, this progress fell slightly short of the 15-point goal, indicating the need to refine instructional strategies and increase the intensity of targeted supports moving forward.

Progress Towards English Language Proficiency (ELPI)

Fully Implemented

The actions were fully implemented; however, in 2025, only 32.2% of English Learner students improved by at least one ELPI level, representing a decrease of 8.8 percentage points from the previous academic year, indicating that despite full implementation, additional refinement and increased intensity of targeted language development supports are needed to improve outcomes.

Real World Learning Experiences

Fully Implemented

The actions were fully implemented to meet the desired student outcomes. As a result, Addams' suspension rate declined by 2.4% during the 2023–2024 school year, and the school maintained this progress by sustaining a 4% suspension rate.

Decrease Chronic Absenteeism

Fully Implemented

The actions were fully implemented to meet the desired student outcomes. As a result, Addams' chronic absenteeism rate decreased by 3.1% during the 2024–2025 academic year.

Decrease Suspension Rate

Fully Implemented

The actions were fully implemented to meet the desired student outcomes. As a result, Addams’ suspension rate declined by 2.4% during the 2023–2024 school year, and the school maintained this progress by sustaining a 4% suspension rate.

Staff Training and Support

Fully Implemented

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

Create a Positive Family-Oriented Community

Fully Implemented

The action was fully implemented; while participation has not yet reached the desired level, all planned strategies were carried out, resulting in an increase in parent survey participation from 89 responses in Fall 2024 to 160 responses in Fall 2025, with favorable responses from 95% to 97%, exceeding the district average in all areas.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

English Language Arts Instructional Plan TK-6

Effective

Dashboard data show ELA Distance From Standard improved by 20 points, moving the school from deeper Yellow toward improvement, and 77% of students demonstrated year-over-year ELA growth, indicating that strengthened Tier 1 instruction positively impacted overall student achievement. Multiple student groups, including English Learners and socioeconomically disadvantaged students, showed notable gains in Distance From Standard.

Mathematics Instructional Plan TK-6

Partially Effective

Dashboard data indicate that Mathematics Distance From Standard improved by 9 points, demonstrating progress; however, the school remains 80.1 points below standard (Yellow). While Tier 1 instruction supported incremental gains, the rate of improvement was not sufficient to significantly close achievement gaps, indicating a need for greater rigor and coherence in core mathematics instruction.

Progress Towards English Language Proficiency (ELPI)

Partially Effective

While the action was fully implemented, Dashboard data indicate that in 2025 only 32.2% of English Learner students made progress toward English language proficiency, representing a decline of 8.8 percentage points from the prior year and resulting in a Red performance level on the ELPI indicator. This demonstrates that the action did not achieve the expected outcome of increased EL progress during the current reporting year.

However, supporting academic metrics suggest partial effectiveness rather than ineffectiveness. English Learners demonstrated significant gains in English Language Arts Distance From Standard (+24.8 points) and strong ELA growth (78.5% of EL students improved year over year), indicating that EL students are making academic gains in literacy even though those gains are not yet translating into ELPI advancement.

This suggests that while ELD supports were implemented, they require greater consistency, explicit language instruction, and alignment to ELPAC proficiency descriptors to ensure that literacy growth results in measurable progress toward English language proficiency.

Real World Learning Experiences

Partially Effective

The actions were partially effective; 81% of students reported feeling connected to school on the Fall 2025 Climate & Culture Student Survey, reflecting a 2 percentage point decrease from Fall 2024, indicating that while overall student connectedness remains strong, continued attention is needed to sustain and improve student perceptions of school climate.

Decrease Chronic Absenteeism

Effective

Dashboard data show that Addams Elementary’s chronic absenteeism rate decreased by 3.1 percentage points in the 2024–2025 school year, declining from 36.5% to 33.4%, and continuing a multi-year downward trend from a peak of 64.8% in 2022. This sustained reduction indicates that attendance monitoring, family engagement, and targeted interventions were effective in improving student attendance outcomes.

Additionally, most student groups demonstrated declines in chronic absenteeism, including English Learners (–6.5%), Students with Disabilities (–6.5%), African American students (–18.6%), and students experiencing homelessness (–21.9%), demonstrating that the action supported equitable improvement across disproportionately impacted groups. While overall performance remains in the Yellow category, the consistent downward trend confirms that the action achieved its intended outcome of reducing chronic absenteeism.

Decrease Suspension Rate

Effective

Dashboard data indicate that Addams Elementary’s suspension rate declined by 2.4 percentage points during the 2023–2024 school year and was maintained at 4% in 2025, demonstrating sustained improvement over time. The school has remained below prior peak levels and successfully stabilized suspension outcomes, meeting the expected outcome of reducing and maintaining lower suspension rates.

Additionally, several student groups showed either declines or maintenance in suspension rates, including Students with Disabilities (–0.7%), African American students (–2.8%), and White students (–6.2%), indicating that behavior supports and interventions were implemented consistently and had a positive impact across multiple subgroups. While some subgroups experienced slight increases, overall trends reflect improved school climate and effective implementation of behavior supports.

Staff Training and Support

Effective

The action was effective -Fall Climate & Culture staff survey - percent favorable in organizational culture domain 97% staff members responded favorably.

Create a Positive Family-Oriented Community

Effective

The action was effective; on the Fall Climate and Culture Survey, 97% of families responded favorably in the area of parent engagement, indicating a high level of involvement and a positive perception of the opportunities for family participation at the school.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made next school year.

Addams plans to continue implementing the same actions and supports that were in place this year, as these strategies contributed to positive outcomes for students and staff. However, the continuation of these actions is dependent on the school's eligibility for Equity Multiplier funds.

Currently, the following critical resources are funded through Equity Multiplier allocations: Resource Counseling Assistant, Clinical School Social Worker, School Social Worker, 13 tutors, 2 kindergarten paraprofessionals, and a vice principal. If the school is not eligible for Equity Multiplier funding next year, these positions and supports will be eliminated, which would significantly impact the school's ability to sustain academic, behavioral, social-emotional, and attendance interventions at the current level.

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 school actively engages educational partners in the SPSA development, implementation, and review process by sharing data, analysis, and improvement priorities with all required stakeholder groups. The School Site Council (SSC)members are regularly informed of the school's improvement status, associated metrics, planned actions, and funding allocations. ELAC SPSA Feedback Summary Goal 1 – Action 1 (Literacy) • Quarterly planning days for teachers (needed each quarter). • Kinder Paras are essential to early literacy success. • RTI tutors are important to achieving academic goals. • Maintain all SEL supports (social-emotional/behavior staff). • Provide Learning A–Z / RAZ books for all students. • Reduce some extra digital licenses. • Clarify after-school tutoring impact: ◦ How many students are attending consistently? • Some SSC members indicated IXL is not needed. Goal 1 – Action 2 (Math) • Implement new math curriculum. • Continue REFLEX Math. • RTI math tutors. • Ensure consistent small group instruction in all classrooms.	The school actively engages educational partners in the SPSA development, implementation, and review process by sharing data, analysis, and improvement priorities with all required stakeholder groups. TheEnglish Learner Advisory Committee (ELAC) members are regularly informed of the school's improvement status, associated metrics, planned actions, and funding allocations. ELAC SPSA Feedback Summary Goal 1 – Actions 1 and 2 (Literacy and Math) ELAC recommends continuing a strong MTSS framework with high-quality Tier 1 instruction and expanded Tier 2/Tier 3 supports. Priorities include: Dedicated daily math and ELA instruction (minimal electronics during core learning) Small group and one-on-one support (tutors, paraprofessionals, TSA) Explicit phonics, language development, and conceptual math instruction Inclusive supports for ELs and SWD Intensive Tier 3 tutoring and individualized literacy interventions Ongoing progress monitoring (data chats, formative assessments, SST referrals)	The school actively engages educational partners in the SPSA development, implementation, and review process by sharing data, analysis, and improvement priorities with all required stakeholder groups. The Instructional Leadership Team (ILT), staff, and community partners are regularly informed of the school's improvement status, associated metrics, planned actions, and funding allocations. STAFF SPSA Feedback Summary Goal 1 – Actions 1 and 2 (Literacy and Math) What's Working • Strong K–3 literacy systems; 5th grade teachers report students are arriving with stronger fluency and comprehension. • Small group instruction supported by digital licenses, Paras, Tutors, TSA, and Academic Coach (67% leaving K on grade level). • Social-emotional supports (CSSW, SSW, RCA) improving student regulation and reducing disruptions. • After-school tutoring linked to higher student growth. • Newcomer supports (orientation, language access). • Some tutors are strong and really support students literacy growth. • Sub coverage supports collaborative planning. • Teachers request clarity on next year's RTI model (push-in, pull-out, hybrid). • Need clear structure for intervention planning and staffing.

- Question raised: Do all teachers have a designated small group area in their classrooms?

Goal 2 – Action 1 (SEL & Attendance):

- P.E. Teacher to support engagement and overall student motivation.
- Recognition systems to promote engagement and positive behavior.
- Family engagement efforts.
- Maintain Second Step/Morning Meetings.
- Continue school-wide incentives, especially attendance-focused.
- Continue working toward Walking/Riding to School initiative.
- Keep CWAS (Child Welfare & Attendance Specialist). to:
 - Provide universal attendance monitoring.
 - Promote positive attendance messaging.
 - Support clothing and basic student needs.
- Consider:
 - School van for student pick-up.
 - Breakfast incentives to encourage attendance (evaluate impact).
- Provide translation services for parent communication.
- SEL team classroom visits (1x per quarter) to reinforce messaging.
- Weekly reminders of Second Step lesson focus.
- Notify teachers when students are eating breakfast in cafeteria.

Goal 2 - Action 2 (Prop 28 – Arts):

- Students find Art engaging and motivating.
- Increase to more than one art session per week if possible.
- Art teacher shares lesson ideas with staff.
- Teachers integrate art aligned to Wonders stories.
- Increase collaboration with Art teacher: Consult on ELA focus and strengthen instructional alignment.

Professional learning and collaboration time for teachers

Evaluation of digital programs and licenses

Overall focus: Strong first instruction, targeted intervention, and equitable access for all students.

Goal 2 – Action 1 (SEL & Attendance):

Maintain social-emotional personnel and schoolwide SEL systems, restorative practices, counseling supports, and attendance monitoring with incentives and family communication.

Goal 2 - Action 2 (Prop 28 – Arts):

Expand standards-aligned, culturally relevant arts instruction integrated into the school day. Use arts as an engagement and intervention strategy, and showcase student work.

What's Not Working / Needs Adjustment

- Upper grade platforms: RAZ not used; Reflex not effective in 5th; preference for NEXT GEN Math.
- IXL valued by 5th grade; 3rd grade requests it for enrichment.
- ESGI/data monitoring: Excel sufficient; some misinterpretation of data.
- Sub funds may be better used for quarterly data cycles instead of additional PL days.
 - RTI has inconsistencies with tutors.
 - Support ELD students during another block, not during RTI
 - More PD on Math Conceptual understanding
 - More training on programs we pay for (Next Gen, IXL, etc.)

Goal 2 – Action 1 (SEL & Attendance):

Concerns

- Students arriving midday disrupt instruction.
- Recess supervision structure includes excess adults; teachers losing break/bathroom time.
 - Laying out second step was helpful and effective

Goal 2 - Action 2 (Prop 28 – Arts):

- Walkthroughs/literacy walks need better alignment with music schedule.
- P.E. Teacher
- Art integration feels disconnected from core instruction in some grade levels. Other grade levels appreciate art integration and alignment and are requesting to have art all 4 quarters.
- Concern about classroom management during art classes in some grade levels.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Early Literacy Instruction and Literacy Intervention

Action Details

Early Literacy

Implement consistent, standards-aligned Tier 1 English Language Arts instruction across TK–6, with a focused emphasis on early literacy, explicit phonics, language development, and comprehension, supported by data-driven small-group intervention (RTI/MTSS) for students performing below grade level, including English Learners and students with disabilities.

Direct Instructional Services

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

Tier I

- Quality First Teaching: Standards-based, grade-level ELA instruction with appropriate scaffolds to address academic gaps
- Inclusive practices to increase mainstreaming time for students with disabilities and ensure equitable access for all students
- Literacy instructional programs and digital licenses, including, but not limited to IXL, Learning A-Z, Scholastic, and i-Ready Toolbox
- Materials and supplies to support literacy
- Technology to support literacy instruction, assessment, and progress monitoring
- Integration of science and social studies texts to support ELA standards and content-based literacy
- Student data chats and goal setting facilitated by classroom teachers
- Consistent use of Common Formative Assessments, Progress Monitoring Sheets, and IABs/FIABs (Grades 3–6)
- Paraprofessionals or Tutors in all Kindergarten classrooms to support foundational reading skills
- Professional learning and collaboration supported through substitutes for teacher release time, peer observations, and coaching

TIER II

- RTI-based literacy intervention provided during the ELA block and intervention time
- Differentiated small-group instruction for students in Grades K–6

- Evidence-based intervention programs, including Heggerty, 95%, and Guided Reading, aligned to CCSS and the Guaranteed and Viable Curriculum
- Tutors providing RTI support in classrooms and after school
- Continued access to school site digital literacy programs (IXL, Learning A-Z, Scholastic, i-Ready Toolbox)
- Support from Teacher on Special Assignment (TSA), Academic Coach, and paraprofessionals
- Student referrals to the Student Success Team (SST) to determine Tier 2
- Substitute teachers to provide release time for teachers to participate in SST meetings, professional learning, and data chats.
- Social-emotional and behavioral supports provided by CSSW, SSW, RCA, and mentors aligned to district SEL, PBIS, and restorative practices

TIER III:

- Intensive, individualized literacy intervention for students with persistent academic needs with TSA
- After-school tutoring support for identified students
- Extended learning opportunities supported by supplemental contracts for certificated and classified staff
- SST referrals to determine Tier 3 placement, intensity, and duration
- Ongoing social-emotional supports from CSSW, SSW, RCA, and mentors (may be district- or site-funded)

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.

- 41% of EL students made progress or maintained the highest level on the ELPAC (2023–2024), demonstrating growth in English language proficiency; however, this percentaged decreased to 32.2% during the 24-25 school year.
- Daily implementation of Designated ELD and Integrated ELD across all content areas aligned to California ELD Standards
- Small-group instruction, RTI, and tutoring through classroom teachers and EL tutors
- Newcomer supports include orientation, targeted ELD, and language-access services
- LTEL supports include prioritized intervention, after-school ELD, and reclassification-focused instruction
- Reclassified students receive ongoing monitoring and academic support to ensure sustained success
- Services are supported through Title I, 7090, and 7091 funds, including EL tutors and professional learning for staff
- Spanish-speaking Home School Liaison strengthens communication and family engagement

- Progress is monitored using ELPAC results, reclassification data, i-Ready growth, Progress Monitoring Sheets, and district EL metrics

Student Groups

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

English Learner (EL):

- Hire tutors to provide targeted academic support and intervention
- Purchase digital instructional licenses to support differentiated learning and progress monitoring
- Fund parent engagement opportunities, including workshops, materials, and resources to build family capacity to support student learning at home

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

English Learner (EL):

- Hire tutors to provide targeted English language development and academic support
- Fund a Home School Liaison to strengthen communication and family engagement
- Fund a Child Welfare and Attendance Specialist to address attendance barriers impacting English Learners
- Provide professional learning for teachers focused on effective ELD and instructional practices
- Support after-school tutoring provided by certificated staff through supplemental contracts
- Provide substitutes to allow teacher release time for collaborative planning and instructional alignment
- Purchase materials and supplies to promote English Language Development

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

English Learner (EL):

- Implement daily Designated and Integrated ELD aligned to California ELD Standards
- Provide targeted small-group instruction and RTI based on student data
- Offer after-school tutoring focused on English language development and academic growth
- Use ELPAC, i-Ready, and classroom assessment data to guide instruction and monitor progress

- Conduct regular progress monitoring and instructional adjustments through PLCs and SSTs
- Strengthen family engagement and communication through the Home School Liaison and parent workshops
- Provide attendance and social-emotional supports through site-based support staff
- Support ongoing teacher collaboration and professional learning to ensure effective, aligned instruction

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Monthly parent engagement meetings
- Quarterly ELAC meetings
- Biannual Literacy Nights
- Parent workshops and resource fairs designed to meet the needs of diverse families
- Multilingual communication, translated materials, and interpretation services to ensure inclusive participation
- Events focused on supporting literacy, English language development, and student success
- Opportunities for families to access school and community resources, share feedback, and inform

Professional Learning

Describe Professional Learning related to this action.

- Ongoing professional learning and coaching supported by *Nancy Akhavan consulting* and the Lit Six framework to strengthen foundational literacy instruction
- Focus on explicit phonics instruction, language development, and effective Tier 1 and Tier 2 literacy practices
- Opportunities for collaborative planning, instructional modeling, peer observations, and data analysis to ensure consistent, standards-aligned implementation across classrooms
- Funds allocated to support participation in professional learning opportunities, including travel expenses

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong 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.

Expect to See:

- Improved student performance on common formative assessments and phonics measures.
- Increased growth on i-Ready diagnostics, particularly in foundational literacy domains.
- Greater consistency in literacy instructional practices across classrooms.

Measurement & Monitoring:

- Student progress will be measured using i-Ready data, formative assessments, and progress monitoring sheets.
- Teachers will monitor progress weekly; coaches and PLCs will review data regularly; and the principal and ILT will monitor outcomes monthly.

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.

Want to See / Shape These Behaviors:

- Increased student engagement in literacy tasks and improved application of foundational reading and writing skills.
- More consistent use of data-driven instructional strategies and targeted small-group instruction by teachers.

Measurement & Monitoring:

- Outcomes will be measured using i-Ready Diagnostic Reading Assessments, district benchmark/interim assessments, and common formative assessments, with growth tracked from assessment to assessment.
- The percentage of students meeting their i-Ready stretch growth targets will increase by at least 20% compared to the prior year.
- Progress will be monitored by classroom teachers, grade-level PLCs, and administration through regular data reviews and instructional planning cycles.

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.

Early Literacy – Grade 1:

- Increase the percentage of 1st-grade students meeting i-Ready stretch growth from 35.5% (2025 actual) to at least 54% by June 2026, aligning to the district interim goal.
- Increase the percentage of 1st graders proficient in literacy from 36.6% (2025 actual) to 58.7% by June 2026 toward the long-term goal of 80% by June 2030.

Early Literacy – Kindergarten:

- Maintain and sustain Kindergarten foundational literacy mastery at 65% (2025 actual), meeting and exceeding the district interim goal of 62.5% by June 2026.

Literacy Intervention – Grades 3–6:

- Increase the percentage of identified 3rd–6th grade students meeting i-Ready stretch growth from 26% to at least 55% by June 2026.
- Increase the percentage of students more than one year below standard who demonstrate one year or more of growth by improving DFS BY 45 points, from 37% to at least 40.3% by June 2026 progressing toward the district long-term goal of 50% by 2030.

Measurement & Monitoring:

- Outcomes will be measured using i-Ready Diagnostics, K-FSA results, and SBAC ELA Distance From Standard.
- Progress will be monitored by teachers, PLCs, the Instructional Leadership Team (ILT), and the Principal through scheduled data reviews.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Math Instruction

Action Details

College & Career Readiness

Teachers will implement structured PLC data cycles to analyze i-Ready Math, classroom-based assessments, and CAASPP Mathematics data in order to adjust instruction within the MTSS framework. Success will be measured by increasing the percentage of students in grades 3–6 meeting their i-Ready growth targets and by improving the school's Mathematics Distance from Standard on CAASPP by at least 15 points, with targeted improvement for English Learners and students with disabilities.

Direct Instructional Services

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

TIER I:

- Quality First Teaching with standards-aligned, grade-level math instruction emphasizing conceptual understanding, procedural fluency, and problem solving
- Inclusive instructional practices to increase mainstreaming time for students with disabilities and ensure equitable access
- Use of district-aligned math programs and digital tools, including but not limited to Next Gen Math, Reflex Math, and IXL
- Student data chats and goal setting focused on math growth and mastery
- Classroom math materials and supplies (manipulatives, notebooks, writing tools)
- Technology to support math instruction and assessment (devices, document cameras, headphones)
- Consistent use of Common Formative Assessments, Progress Monitoring Sheets, and IABs/FIABs (Grades 3–6)
- Tutors supporting small-group math instruction and RTI-Math

TIER II:

- Differentiated small-group math instruction during core and intervention blocks
- Targeted supports using, Reflex Math and Next Gen Math, and teacher-created interventions
- After-school tutoring/homework support for identified students
- SST referrals to determine Tier 2 math intervention supports

Tier III:

- Intensive, individualized math intervention for students with persistent learning gaps
- After-school tutoring provided by tutors or certificated and classified staff
- Supplemental contracts for certificated or classified staff to provided extended learning opportunities

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.

- Data-driven math supports for all English Learners using i-Ready Math, classroom assessments, and SBAC interim data
- Newcomers receive scaffolded math instruction with visual models, manipulatives, and language supports
- LTELs receive targeted small-group math intervention emphasizing academic language and problem-solving discourse
- Reclassified students are monitored and supported to sustain math achievement
- Supports delivered across MTSS Tiers 1–3, with progress monitored through math growth data

Student Groups

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

English Learner (EL):

- Targeted tutoring and intervention services
- Digital instructional licenses will support differentiated literacy and language development
- Parent engagement opportunities (workshops, materials, and meetings) will build family capacity to support learning at home

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

English Learner (EL):

- Tutors
- After-school math tutoring by certificated staff through supplemental contracts
- Substitutes to provide teacher release time for math planning, SSTs, Data Shats, and Professional Learning
- Professional learning focused on math instruction and intervention
- Spanish speaking HSL

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

English Learner (EL):

- Implement standards-aligned math instruction with consistent progress monitoring
- Provide targeted math intervention and tutoring through MTSS
- Use assessment data to adjust instruction and supports
- Strengthen family partnerships to support math learning at home

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Parent workshops and meetings focused on understanding math standards, assessments, and strategies to support learning at home
- Use of ParentSquare, Parent Portal, and Edutext to share math progress, resources, and expectations
- Family engagement through Community Schools Workshops, SSC, ELAC, and Parent University opportunities
- Multilingual communication and interpretation to ensure inclusive participation
- Two-way communication to help families know when and how to support math learning

Professional Learning

Describe Professional Learning related to this action.

- Evidence-based professional learning aligned to the FUSD Regional Plan, Instructional Practice Guide (IPG), and State Math Standards
- Delivered through a cultural proficiency lens to address the needs of English Learners, students with disabilities, and students performing below grade level
- Data-driven PLCs, coaching, and collaborative planning focused on math instruction, differentiation, and RTI-Math
- Funds to support participation in math trainings, with travel expenses included
- Promoting positive adult culture, collaboration, and staff retention through ongoing professional growth

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong 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.

Expect to See:

- Increased student engagement in math discourse and problem solving
- Increased teacher implementation of data-driven math instructional strategies

Measurement:

- Classroom walkthroughs using the FUSD IPG
- Common formative assessments and math progress monitoring data
- At least 70% of observations demonstrate implementation of IPG 2.B

Monitoring:

- Monitored by Principal, Vice Principal, and teachers

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

Want to See:

- Improved math performance and persistence on complex tasks
- Increased effectiveness of small-group math intervention

Measurement:

- i-Ready Math Diagnostics, district benchmarks, and SBAC Interim Assessments
- At least a 20% increase in students meeting i-Ready Math stretch growth compared to the prior year

Monitoring:

- Monitored by teachers, grade-level PLCs, and site administrators

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.

Hope to See:

- Sustained improvement in math achievement decreasing our Distance From Standars by at least 15 points, with more students meeting or approaching grade-level standards
- Reduced achievement gaps for English Learners and other historically underserved groups

Measurement:

- SBAC Mathematics results, measured by decreasing Distance From Standard

Monitoring:

- Monitored by the Principal and classroom teachers

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0005 Addams Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Tutors to support RTI and ELD (1 - 3.5 hr. / 3 - 6 hr.) Split 3010/7091/7399)	68,602.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for planning, SSTs, IEPs, Data Chats, and PL (125) **Budget lines for personnel include salaries and related benefits	34,294.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Books and other reference materials	5,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies to Support Academics	36,995.00
G1A1	Sup & Conc	Instruction	Equip Lease			Ricoh Leases	32,500.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Materials and Supplies to Support Parent Engagement	2,000.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : Tutors to support RTI and ELD (1 - 3.5 hr. / 3 - 6 hr.) Split 3010/7091/7399)	18,510.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Digital Licenses (IXL, NextGen, Reflex, Rax, Toolbox)	22,081.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Hardware/software/technology (Headphones)	3,519.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Hardware/Software/Technology (Headphones)	10,000.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			: Hardware/Software/Technology (Headphones)	13,324.00

\$246,825.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Schoolwide SEL, Attendance, and Engagement

Action Details

Health & Wellness

We will implement consistent schoolwide SEL instruction, positive behavior supports, and attendance engagement practices to strengthen student connectedness and well-being. Supports will include universal SEL instruction, targeted mentoring and attendance interventions, and coordinated wraparound services as needed. Effectiveness will be measured by reducing chronic absenteeism by at least 3%, maintaining or reducing suspension rates, and increasing favorable student climate survey responses toward the district target of 89% by October 2028 (HW2), supporting culturally affirming and inclusive school environments.

Direct Instructional Services

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

TIER I:

- Implementation of the district-adopted SEL curriculum across all classrooms (Second Step, Class Meetings)
- Schoolwide PBIS and restorative practices with clearly defined expectations and routines
- Child Welfare and Attendance Specialist (CWAS) to provide universal attendance monitoring and positive attendance messaging
- Schoolwide community-building activities (assemblies, clubs, incentives)
- Classroom lessons focused on self-regulation, relationship skills, and belonging
- Student incentives and recognition to promote engagement and positive behavior

TIER II:

- Small-group SEL instruction, mentoring, and check-ins/check-outs
- Targeted attendance interventions for students approaching chronic absenteeism
- Counseling and social-emotional support from CSSW, SSW, and RCA (may be district- or site-funded)
- Family outreach and attendance conferences coordinated by CWAS
- Referrals to SST to determine Tier 2 behavioral and attendance supports

TIER 3:

- Individualized behavior and attendance intervention plans
- Wraparound services coordinated with mental health providers and community partners
- Intensive family engagement and home-school coordination
- Ongoing SST monitoring to adjust intervention intensity and supports

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.

- Culturally responsive SEL and attendance supports for all English Learners
- Newcomers receive orientation, relationship-building supports, and language-access services
- LTELs receive targeted mentoring, counseling, and attendance interventions
- Reclassified students are monitored and supported to ensure continued engagement and success
- EL supports integrated across MTSS Tiers 1–3, with progress monitored through attendance data, behavior referrals, and climate survey results

Student Groups

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

English Learner (EL):

- English Learners (Red) – Targeted supports to improve engagement and attendance
- SEL and attendance materials and supplies to support schoolwide SEL, PBIS, and restorative practices
- Parent engagement and communication materials to strengthen family-school partnerships

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

- Support staff positions (e.g., Home School Liaison, Child Welfare and Attendance Specialist) to address attendance barriers and strengthen family engagement

- Counseling and social-emotional support services provided by school-based staff (e.g., CSSW, SSW, RCA, Mentors - maybe district- or site-funded)
- Partnering with community-based organizations to provide SEL and mental health supports for students with identified needs (e.g., *All for Youth, Bright Beginnings*).
- Targeted intervention services for students with chronic absenteeism or behavioral needs
- After-school and extended learning supports to increase student engagement and connectedness
- Professional learning for staff focused on SEL, PBIS, restorative practices, and attendance engagement strategies
- Student incentives and recognition to increase attendance and positive behavior

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

English Learner (EL):

- Implement schoolwide SEL instruction, positive behavior supports, and restorative practices to improve student engagement and well-being
- Provide targeted attendance interventions for students at risk of chronic absenteeism
- Support students through counseling, mentoring, and family outreach
- Use attendance, behavior, and climate data to monitor progress and adjust supports
- With the support of the HSL and the Community Schools Coordinator, strengthen family partnerships to improve student outcome

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Monthly parent engagement meetings focused on SEL, attendance, and student well-being
- Quarterly ELAC and SSC meetings and increased family participation in SSC and PAC
- Literacy Nights, resource fairs, and parent workshops that address academic and SEL supports
- Multilingual communication through ParentSquare, Edutext, and Parent Portal
- Personalized outreach by the Home School Liaison to build trust and two-way communication
- Families engaged as partners by sharing attendance data, behavior expectations, and strategies to support students at home
- Family / Community building events

Professional Learning

Describe Professional Learning related to this action.

- Evidence-based professional learning aligned to the FUSD Regional Plan, SEL Framework, PBIS, and Restorative Practices
- Training delivered through a cultural proficiency lens to support diverse student needs
- Ongoing coaching on trauma-informed practices, attendance engagement, and relationship-centered instruction
- Collaborative staff learning that promotes adult SEL, positive school culture, and staff well-being
- Supports staff retention and belonging through shared leadership, collaboration, and professional growth

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

Expect to See:

- Increased student understanding of SEL skills and behavior expectations
- Improved consistency in implementation of SEL and PBIS practices

Measurement:

- Classroom walkthroughs using the FUSD Instructional Practice Guide (IPG) and SEL look-fors
- Review of attendance and behavior data

Monitoring:

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.

Want to See

- Improved student attendance and engagement
- Decreased behavior referrals and increased positive behavior indicators

Measurement:

- Chronic absenteeism rate decreases by at least 3%
- Reduction or maintenance of suspension rate
- Improved student engagement indicators on climate surveys

Monitoring:

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.

Hope to See

- Sustained improvement in school climate, student connectedness, and attendance
- Reduced disproportionality in discipline and absenteeism among student groups

Measurement:

- California Dashboard indicators for Chronic Absenteeism decrease by 3% and Suspension Rate decreased by at least 1%
- Student Climate & Culture Survey results (agree/strongly agree)

Monitoring:

- Monitored by Principal, Vice Principal, and teachers through walkthroughs and PLC discussions

- Monitored by teachers, grade-level teams, TST, and site administration

- Monitored by the Principal and leadership team through annual Dashboard and survey data analysis

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28: Expand Arts Education to Support Engagement

Action Details

Life Skills

Using California Proposition 28 funds, we will expand access to culturally inclusive visual and performing arts to increase student engagement, expression, and belonging. Success will be measured by increased participation in arts programming and improved student climate and connectedness survey results, supporting district Health & Wellness goals (HW2) and equitable access to enrichment.

Direct Instructional Services

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

- TIER I:
- Implementation of standards-aligned visual and performing arts instruction funded through Proposition 28
 - Arts instruction embedded into the school day to support creativity, self-expression, and student voice
 - Integration of arts experiences that reflect students’ cultures, identities, and lived experiences
 - Classroom and enrichment opportunities through supplemental contracts in music, visual arts, movement, and performance
 - Materials and supplies required for arts instruction (e.g., instruments, art supplies, technology, curriculum resources)
- TIER II:
- Use of arts as a strategy for students who demonstrate disengagement, attendance concerns, or social-emotional needs
 - Collaboration between arts staff and classroom teachers to support targeted students
- TIER III:
- Arts participation integrated into individualized support plans developed through SST processes

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.

- Equitable access to arts instruction for all English Learners, including newcomers, LTELs, and reclassified students
- Newcomers benefit from arts instruction as a low-language-demand entry point to expression, belonging, and connection
- LTELs engage in arts experiences that promote academic language, confidence, and sustained engagement
- Reclassified students continue to participate in arts programs that support identity development and school connectedness

Student Groups

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

(Not required to speak to this section for Prop 28)

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

(Not required to speak to this section for Prop 28)

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

- Ensure equitable access to arts instruction for all students
- Use arts programming to strengthen SEL, engagement, and student voice
- Integrate arts as a support strategy within the MTSS framework
- Monitor participation and impact to ensure alignment with student needs and district goals

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Family invitations to arts showcases, performances, and exhibitions highlighting student learning and voice
- Multilingual communication and outreach to ensure inclusive family participation
- Arts events used as opportunities to build relationships between families, students, and staff
- Family feedback gathered through surveys and events to inform program refinement and responsiveness

Professional Learning

Describe Professional Learning related to this action.

- Training for staff on integrating arts with SEL and student engagement strategies
- Collaboration between classroom teachers and arts instructors to support inclusive, culturally responsive instruction

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

Expect to See:

- Increased student participation and engagement during arts instruction
- Improved student expression, confidence, and sense of belonging

Measurement:

- Classroom observations, participation data, and student work samples

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.

Want to See:

- Improved attendance and engagement for students participating in arts programming
- Increased positive behavior indicators and reduced disengagement

Measurement:

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.

Hope to See:

- Sustained improvement in student engagement, school connectedness, and SEL outcomes
- Reduced disparities in engagement for historically underserved student groups

Measurement:

- Student Climate & Culture Survey results

Monitoring:

- Feedback from student and staff surveys

Monitoring:

- Monitored by Principal, Vice Principal, arts staff, and classroom teachers

- Attendance data, participation rates, and climate survey indicators

Monitoring:

- Monitored by teachers, and site administration

- Monitored by the Principal and leadership team through annual review of Dashboard and survey data

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0005 Addams Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies to Support Parent Engagement **No Food or Incentives**	2,812.00
G2A1	Sup & Conc	Instruction	Direct-Maint			Maintenance of Technology and Other Site Needs	10,000.00
G2A1	Sup & Conc	Instruction	Direct-Food			Direct Food Services	1,000.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Graphics - Awards, Instructional Supplies, SEL. Graphics Dept closing, moved from object 5725 to 5899.	5,000.00
G2A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attn I	1.0000	NOT A NEW POSITION! Previously funded with SCG-Unit 4129 / Employee in the position: Jenifer Perez Carrazco ID 1085530 **Budget lines for personnel include salaries and related benefits	90,757.00
G2A1	Sup & Conc	Other Pupil Services	Cls Sup-Sup			Classified Supplementals for tutoring and additional supervision (1800) **Budget lines for personnel include salaries and related benefits	38,611.00
G2A1	Sup & Conc	Other Pupil Services	Oth Cls-Sub			NTA Hours Over Allocation (436) **Budget lines for personnel include salaries and related benefits	7,635.00
G2A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Parent and Community Engagement **Budget lines for personnel include salaries and related benefits	83,586.00
G2A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			Mileage to support home visits	500.00

\$239,901.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0005 Addams Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0005	1110	1000	4200	Bks & Ref					G1A2	Digital Licenses (IXL, NextGen, Reflex, Rax, Toolbox)	22,081.00
060	3010	0005	1110	1000	4400	Nc-Equipment					G1A2	: Hardware/software/technology (Headphones)	3,519.00
060	3010	0005	1110	1000	5110	Subagreements					G1A1	Education and Leadership Foundation : Tutors to support RTI and ELD (1 - 3.5 hr. / 3 - 6 hr.) Split 3010/7091/7399)	68,602.00
060	3010	0005	1110	2495	4300	Mat & Supp					G2A1	Materials and Supplies to Support Parent Engagement **No Food or Incentives**	2,812.00
030	7090	0005	1110	1000	1120	Teacher-Subs					G1A1	Subs for planning, SSTs, IEPs, Data Chats, and PL (125) **Budget lines for personnel include salaries and related benefits	34,294.00
030	7090	0005	1110	1000	4200	Bks & Ref					G1A1	Books and other reference materials	5,000.00
030	7090	0005	1110	1000	4300	Mat & Supp					G1A1	Materials and Supplies to Support Academics	36,995.00
030	7090	0005	1110	1000	4400	Nc-Equipment					G1A2	Hardware/Software/Technology (Headphones)	10,000.00
030	7090	0005	1110	1000	5621	Equip Lease					G1A1	Ricoh Leases	32,500.00
030	7090	0005	1110	1000	5723	Direct-Maint					G2A1	Maintenance of Technology and Other Site Needs	10,000.00
030	7090	0005	1110	1000	5767	Direct-Food					G2A1	Direct Food Services	1,000.00
030	7090	0005	1110	1000	5899	Cons Svc/Oth					G2A1	TBD : Graphics - Awards, Instructional Supplies, SEL. Graphics Dept closing, moved from object 5725 to 5899.	5,000.00
030	7090	0005	1110	2495	4300	Mat & Supp					G1A1	Materials and Supplies to Support Parent Engagement	2,000.00
030	7090	0005	1110	3130	2210	Cls Sup-Reg	Specialist, Chd Wel & Attn I	W138	Perez Carrazco, Jenifer	1.0000	G2A1	NOT A NEW POSITION! Previously funded with SCG-Unit 4129 / Employee in the position: Jenifer Perez Carrazco ID 1085530 **Budget lines for personnel include salaries and related benefits	90,757.00
030	7090	0005	1110	3900	2260	Cls Sup-Sup					G2A1	Classified Supplementals for tutoring and additional supervision (1800) **Budget lines for personnel include salaries and related benefits	38,611.00
030	7090	0005	1110	3900	2920	Oth Cls-Sub					G2A1	NTA Hours Over Allocation (436) **Budget lines for personnel include salaries and related benefits	7,635.00
030	7091	0005	4760	1000	4400	Nc-Equipment					G1A2	: Hardware/Software/Technology (Headphones)	13,324.00
030	7091	0005	4760	1000	5110	Subagreements					G1A1	Education and Leadership Foundation : Tutors to support RTI and ELD (1 - 3.5 hr. / 3 - 6 hr.) Split 3010/7091/7399)	18,510.00
030	7091	0005	4760	3130	2210	Cls Sup-Reg	Liaison, Home/School Spanish	W125	Figuroa, Ariana	1.0000	G2A1	Parent and Community Engagement **Budget lines for personnel include salaries and related benefits	83,586.00
030	7091	0005	4760	3130	5211	Local Mileag					G2A1	Mileage to support home visits	500.00
													\$486,726.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$97,014.00
Sup & Conc	7090	\$273,792.00
LCFF: EL	7091	\$115,920.00
Grand Total		\$486,726.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$246,825.00
G2 - The Whole Child (SEL and Engagement)	\$239,901.00
Grand Total	\$486,726.00