

Addicott Elementary

10621666116651

Principal's Name: Tess Reid/Julie Wheelock(Designee)

Principal's Signature: 

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 – Tess Reid/Julie Wheelock Designee	X				
2. Chairperson – Shaun Albert		X			
3. Secretary-Katie Abercrombie		X			
4. Jose Gutierrez-Member			X		
5. Terri Mon Pere-Community Member				X	
6. Kimberly Tucker-Parent Member					
7. Chris Allen-Alternate Community Member				X	
8.					
9.					
10.					
11.					
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: 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/Julie Wheelock (Designee)		4/24/2026
SSC Chairperson		Shawn Albert	4/24/26

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

Addicott - 0553

ON-SITE ALLOCATION

3010	Title I	\$5,244 *
7090	LCFF Supplemental & Concentration	\$22,464
7091	LCFF for English Learners	\$7,360

TOTAL 2026/27 ON-SITE ALLOCATION

\$35,068

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$152
-------------------------------------	-------

Program Budget	\$5,092
----------------	---------

Total Title I Allocation	\$5,244
--------------------------	---------

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Addicott School 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	ELPI - percentage of students who improved at least one ELPI level (English Learner)		9.1 %	2024-2025	10.2 % 
Goal 2	Chronic Absenteeism - (Socioeconomically Disadvantaged)		93 %	2024-2025	92.4 % 
Goal 2	Chronic Absenteeism - (Students w/ Disabilities)		91.8 %	2024-2025	91.2 % 
Goal 2	Chronic Absenteeism (ALL) Semester 1	72.6 %	86.4 %	2025-2026	85.8 % 
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	80 %	91 %	2025-2026	92.1 % 
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	85 %	82 %	2025-2026	83.1 % 
Goal 2	Suspension Rate (ALL) Semester 1	0 %	0 %	2025-2026	-0.33 % 

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.

Addicott’s student population is medically, physically, and cognitively fragile, which frequently results in extended or repeated gaps in attendance. These unavoidable attendance challenges significantly limit students’ ability to access instruction consistently and demonstrate steady academic progress. In addition, measuring academic progress for Addicott students is inherently complex due to students’ significantly low assessed cognitive levels—on average, functioning within the 0 to 36-month developmental range. This means that progress often manifests in small, incremental gains that may not be captured through traditional assessment tools. As a result, overall student performance data typically reflects disruptions in learning and developmental profiles rather than a lack of ability, effort, or instructional quality. Understanding this unique context is essential for designing responsive instructional practices, targeted interventions, and supportive systems that honor students’ needs while promoting meaningful growth.

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

- Frequent medical appointments and treatments: Many students require ongoing medical care, therapies, or specialist visits, which often conflict with the school day and lead to unavoidable absences.
- Chronic or unpredictable health conditions: Students may experience sudden health flare-ups or complications that prevent them from attending school consistently or for extended periods.
- Hospitalizations or recovery periods: Some students require periodic hospital stays or home-based recovery time, contributing to long interruptions in learning.
- Limited stamina or physical endurance: Medical fragility can reduce students' ability to sustain a full school day, resulting in partial-day attendance or early dismissals.
- Heightened vulnerability to illness: Students may be at greater risk for infections, causing families and medical teams to take extra precautions that keep them home when community illnesses spike.

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.

- **Strengthened communication with families and medical providers is essential** to ensure timely planning, accurate implementation of accommodations, and consistent updates on students' evolving health and learning needs. Coordinated communication supports proactive scheduling, early identification of barriers, and seamless alignment between medical recommendations and school-based supports
- **Students require structured systems for instructional re-engagement**, including reteaching of critical skills, access to missed content, completion of curricular, district, and state assessments, and a smooth, well-supported transition back into school following medical absences.
- **Appropriately written IEP accommodations and robust on-site health supports** are necessary to maximize attendance within students' physical limitations. Clear accommodations, integrated Health Care Plans, and accessible nursing supports ensure students can safely participate in daily instruction to the greatest extent possible
- **Consistent, data-informed progress monitoring** is needed to identify learning gaps caused by health-related absences and to guide targeted intervention plans that ensure students maintain growth toward grade-level standards and individualized IEP goals. However, measuring and monitoring progress at Addicott is uniquely complex due to students' significantly low assessed cognitive levels—on average functioning within the 0 to 36-month developmental range. This requires highly specialized, developmentally aligned assessment tools and sensitive data-collection systems capable of capturing small, incremental gains. Strengthening progress-monitoring practices with this context in mind is essential to accurately reflect student growth and to ensure instructional decisions remain responsive to each learner's needs.

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.

Supporting Standards-Based Instruction for All Students

Fully Implemented

To ensure that all students have access to state standards through the Core Content Connectors, all Addicott teachers, as well as academic and administrative staff, have been trained in the district-adopted Guaranteed and Viable Curriculum (GVC) for their specific grade-level bands. This training supports consistent instructional practices and alignment to standards across the school.

However, the time and resources required to effectively implement the GVC remain an ongoing concern, particularly as student needs continue to grow more diverse and medically complex. These evolving needs increase the level of instructional planning, customization, and support required for each learner. To address this, Addicott teachers will continue to receive ongoing professional development focused on the GVC within each grade-level band to ensure fidelity of implementation and equitable access to learning for all students.

Supporting Literacy DevelopmentThrough Multiple Technologies

Fully Implemented

All Addicott students now have access to a variety of technology supports in the classroom as well as during Home Hospital Instruction. These tools include iPads, electronic switches for making choices, and electronic communication buttons that enhance expressive and receptive communication. Students also utilize sensory-based, battery-operated instructional and learning tools that help meet their individualized needs. Together, these technologies increase student engagement, promote access to instruction, and support the development of essential skills.

Supports For Certificated and Classified Instructional Staff

Partially Implemented

Addicott provides structured support systems for both certificated and classified instructional staff to strengthen instructional practices and improve student outcomes. One key support is the implementation of early-dismissal days dedicated to Professional Learning Communities (PLCs) and targeted professional learning. These designated times allow staff to collaborate, review student data, align instructional strategies, and build shared expertise across classrooms and programs. This ongoing professional learning structure ensures that staff remain equipped with the skills, resources, and collaboration time needed to meet the diverse and complex needs of Addicott’s student population.

Due to some paraprofessionals being bus riders, it is difficult for all to access content at the same level. Paraprofessional needs assessment indicated that calibration between teachers and paraprofesionalsis is inconsistent and would like to find a better way to recieve information.

Increasing Student Centered Real-World Learning Experiences

Fully Implemented

Addicott is committed to increasing student-centered, real-world learning experiences that enhance engagement, functional skills, and meaningful connections to the community. Students participate in a variety of on-site special activities and music therapy sessions that support sensory, communication, and social-emotional development. In addition, classes engage in community-based outings twice per year, providing opportunities for students to practice real-life skills in authentic settings. Guest readers are also invited to campus for events such as Read Across America, helping to support literacy and expose students to diverse voices and experiences.

Addicot provides a variety of expereinces during the school day, which include: King African American Dance Troupe, Wild Child Adventures, Fresno Folklore Society, and Sports Day.

Enhancing Student Engagement Through Sensory Activities

Partially Implemented

Students at Addicott have access to a variety of sensory activities designed to support regulation, engagement, and individualized learning needs. Although the school has a dedicated sensory room on campus, it is in need of updating to create a more stimulating, safe, and engaging experience for all students. Enhancements to the space would allow staff to better support sensory processing, communication, and functional skill development across the student population.

Supporting Student Engagement

Fully Implemented

Addicott continues to prioritize student engagement both in the classroom and through enriching extracurricular opportunities. Classroom engagement is supported through consistent instructional routines, active participation strategies, and frequent teacher-student interaction to ensure students are meaningfully connected to their learning. Beyond academics, the school offers a variety of culturally responsive and interest-based activities—including Folklorico Dance, the African American Dance Troupe, readers for Read Across America Day, Sports Day, and other schoolwide events—that create a sense of belonging and celebrate student identity. Participation in these activities provides students with additional avenues to express themselves, develop confidence, and strengthen their connection to the school community. Continued investment in both academic engagement practices and diverse extracurricular options is essential to fostering a positive school climate where all students feel included, valued, and motivated to participate fully in their learning experience.

Supporting Student Attendance Through Engagement Activities

Partially Implemented

Chronic absenteeism at Addicott has increased by 0.6% compared to the previous school year. Although this increase is relatively small, it indicates a continued need for proactive and targeted attendance interventions. In response, the school has implemented **quarterly attendance awards** to recognize and encourage consistent student attendance. Additionally, staff maintain daily communication with families to address barriers, connect them with needed resources, and reinforce the message that school is a safe and welcoming place for every student. These efforts aim to strengthen relationships, improve attendance habits, and ensure that all students are able to fully participate in their learning.

Supporting Staff Retention Through Professional Development

Partially Implemented

Supporting staff retention at Addicott is closely tied to providing meaningful, ongoing professional development for both certificated and classified instructional staff. Teachers have regular opportunities to participate in all district-offered professional learning each month, ensuring they remain current with instructional practices, the GVC, and strategies for working with medically fragile students. Addicott’s Lead Teachers play a critical role in this system by guiding and mentoring their colleagues, facilitating PLCs, and supporting consistent implementation of instructional strategies across classrooms. Paraprofessionals also receive daily, job-embedded feedback from teachers and have access to district-provided Buyback Day professional learning opportunities that strengthen their skills and confidence. Teachers and paraprofessionals at Addicott represent a unique and highly

dedicated group of educators; serving this student population requires not only skill and training, but a deep sense of purpose and commitment to their work. This comprehensive approach to professional development helps foster that commitment and supports the retention of high-quality staff.

Enhancing Schoolwide and School-To-Home Communication

Partially Implemented

Addicott continues to prioritize strong, consistent communication with families to ensure they feel informed, welcomed, and connected to their child's learning. Currently, all written materials sent home are provided in English, Spanish, and Hmong to support linguistic access for our school community. The school also employs Spanish and Hmong speaking staff who assist with attendance outreach, family support, and parent engagement efforts. Teachers maintain daily communication logs that are sent home to keep families informed about classroom expectations, student progress, and behavior updates. In addition, the school utilizes multiple communication platforms—including ParentSquare, email, and written notices—to ensure families receive timely and accessible information.

Despite current efforts, schoolwide communication among staff remains an area in need of improvement. There is a need to strengthen consistency in how information is shared across grade levels, ensure timely dissemination of updates, and improve clarity so that all staff have a shared understanding of expectations, procedures, and schoolwide initiatives. Enhancing internal communication systems will support smoother coordination, increase staff alignment, and help create a more cohesive and collaborative school environment.

Increasing and Enhancing Parent Engagement Activities

Partially Implemented

Parent engagement at Addicott remains an area of growth, as participation in school activities continues to vary.. While the school offers a wide range of opportunities for families to connect with the school community—including classroom holiday celebrations, Back to School Night, the Valentine's Dance, Spring Fling, Open House, Awards Assemblies, community field trips, and Parent Engagement meetings—attendance is inconsistent. This variation suggests the need to increase outreach efforts, expand accessible engagement opportunities, and strengthen communication to ensure all families feel welcomed, informed, and able to participate. Enhancing parent engagement systems will support stronger school-home partnerships, improve family connectedness, and contribute to a more inclusive and supportive school environment where families play an active role in student success.

Family/Caregiver Engagement in School/Community Resources

Partially Implemented

Family and caregiver engagement in school and community resources continues to be an area of growth for Addicott. Currently, the school invites community-based organizations to participate in parent engagement events, providing families with opportunities to learn about available supports and services. While these efforts help bridge connections between families and local resources, participation and utilization remain inconsistent. There is a need to strengthen outreach efforts, increase awareness of available community supports, and create more structured opportunities for families to interact with resource providers. Expanding and enhancing these partnerships will help ensure that all families have access to the information, tools, and supports necessary to meet their children's academic, social-emotional, and basic needs.

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.

Supporting Standards-Based Instruction for All Students

Partially Effective

All Addicott teachers provide daily instruction using the district’s Guaranteed and Viable Curriculum (GVC), ensuring that students have access to standards-aligned learning opportunities. However, the instructional methods and the level of fidelity to the curriculum vary across grade-level bands, resulting in some inconsistency in implementation. With increased support from the Instructional Lead Team, district-mandated benchmark assessments are becoming more aligned to student abilities and instructional expectations, helping teachers better understand student progress. Continued coaching, collaboration, and targeted professional development are needed to strengthen consistency and ensure that all students receive high-quality, standards-based instruction every day.

Supporting Literacy Development Through Multiple Technologies

Effective

All Addicott staff are able to interact with students using the wide range of technology available to them, allowing instruction and communication to be tailored to each student’s individual needs. This increased access has significantly expanded students’ language and voice output across classrooms, enhancing their ability to communicate preferences, participate in learning, and engage more fully in daily routines. As technology continues to advance rapidly, the school remains committed to investing in appropriate tools that further support the development of students’ listening and speaking skills. Ongoing training and thoughtful integration of these tools will ensure that students continue to benefit from innovative, responsive, and accessible communication supports.

Supports For Certificated and Classified Instructional Staff

Partially Effective

Addicott continues to work toward providing consistent and effective support for both certificated and classified instructional staff; however, this area remains partially implemented. Currently, limited on-site training opportunities restrict teachers’ and paraprofessionals’ access to ongoing professional learning that is targeted to their instructional needs. Participation in district-led professional learning opportunities is minimal, limiting staff exposure to updated instructional practices, intervention strategies, and new district expectations.

Although teachers and paraprofessionals collaborate during early-release days to prepare lessons, develop learning strategies, and plan student supports, this practice is inconsistent across grade levels and teams. As a result, staff do not always receive equitable opportunities to build shared capacity or align instructional approaches.

Additionally, many students at Addicott rely on a variety of instructional technologies, yet staff training in these tools remains limited. Strengthening professional development in educational technology is essential to ensuring staff can effectively support students’ academic access, differentiation, and engagement.

Increasing and enhancing support for certificated and classified staff—including structured collaboration time, consistent site-based training, greater participation in district professional learning, and dedicated technology training—will be critical in ensuring high-quality instruction and equitable student support schoolwide.

Increasing Student Centered Real-World Learning Experiences

Effective

Effective implementation of student-centered, real-world learning experiences at Addicott is supported through intentional planning, collaboration, and alignment with student needs. Staff receive ongoing guidance on integrating on-site special activities, music therapy, and sensory-rich experiences into daily instruction to reinforce communication, social-emotional growth, and functional skills. Teachers and paraprofessionals coordinate logistics and instructional goals for community-based outings, ensuring that each trip provides meaningful practice with real-life skills in safe, supportive environments. Additionally, school leaders organize events such as Read Across America with guest readers to promote literacy and broaden students' exposure to diverse language and storytelling experiences. These targeted supports help ensure that each activity is purposeful, accessible, and aligned with Addicott's commitment to whole-child learning.

Based on parent surveys, event sign-in sheets, and staff feedback, Addicott's current engagement activities—such as Folklórico, African American Dance Troupe, Read Across America, Sports Day, and classroom-based events—are shown to be effective in building belonging and increasing student participation. These data sources indicate that families value the opportunities provided and that many students feel more connected to the school community as a result.

Enhancing Student Engagement Through Sensory Activities

Partially Effective

Enhancing student engagement through sensory activities is currently partially effective due to the need to upgrade and refresh Addicott's existing sensory room. The current space does not fully meet the sensory, communication, and regulation needs of all students, limiting the impact of sensory-based interventions. Additionally, staff require further training to understand how to purposefully engage students with the sensory tools and equipment available. Strengthening staff capacity and improving the sensory environment will significantly increase student engagement and support more consistent implementation of sensory-based strategies across classrooms.

Supporting Student Engagement

Partially Effective

Schoolwide student engagement at Addicott is evident through a strong variety of culturally responsive and interest-based opportunities that help students feel connected and valued. Beyond academics, the school provides a wide range of enrichment activities—including Folklórico Dance, the African American Dance Troupe, student readers for Read Across America Day, Sports Day, and multiple schoolwide events—that foster a sense of belonging and celebrate student identity. Participation in these activities offers students meaningful avenues to express themselves, build confidence, and strengthen their connection to the school community. Continued investment in these extracurricular and cultural programs remains essential to promoting a positive school climate where all students feel included and motivated to participate.

However, student engagement in the classroom varies and indicates a need for further support. Evidence from classroom walkthroughs, student completion rates on learning profiles, pre- and post-assessments, and district benchmark data shows inconsistent levels of academic engagement across grade levels and content areas. While some students are actively participating and demonstrating growth, others show limited engagement, incomplete academic tasks, or minimal progress on benchmark measures.

This variation suggests a need to strengthen schoolwide instructional engagement practices, ensure consistent use of effective participation strategies, and expand supports that help students remain connected to daily learning. Addressing both academic and extracurricular engagement holistically will help ensure that all students experience a robust, supportive, and enriching school environment that promotes success in and beyond the classroom.

Supporting Student Attendance Through Engagement Activities

Partially Effective

Despite ongoing efforts to increase student attendance through engagement activities, incentives, and awards assemblies, these strategies have been only partially effective due to the unique needs of Addicott's medically fragile student population. While improving student attendance remains a top priority for the school, many absences are directly connected to significant health conditions that require ongoing medical care, frequent appointments, or periods of recovery at home. As a result, traditional attendance-boosting strategies, although beneficial for some students, do not fully address the barriers faced by students whose health needs limit consistent on-campus participation.

This reality highlights the need for continued, individualized approaches to supporting attendance, including strengthened communication with families, collaboration with medical providers when appropriate, and flexible instructional options that maintain student engagement during periods when they cannot be physically present. Continued refinement of these supports is essential to ensuring that all students—especially those with complex medical needs—remain connected to learning and the school community to the greatest extent possible.

Supporting Staff Retention Through Professional Development

Partially Effective

Based on staff needs-assessment feedback and the observed inconsistency in attendance at district-led professional learning (PL), it is evident that staff retention at Addicott is shaped less by formal training opportunities and more by the strong personal commitment and deep sense of purpose that staff bring to serving this unique student population. Many certificated and classified staff choose to remain at Addicott because of their dedication to the school's mission and the meaningful relationships they build with medically fragile students, rather than because of external incentives or structured PL participation.

While this high level of intrinsic motivation contributes positively to school culture and continuity of care, the limited engagement in district-provided PL also highlights a need to strengthen site-based, relevant, and accessible professional development. Ensuring that staff receive consistent training—aligned to the specialized needs of Addicott students—will support instructional quality, improve confidence in specialized practices, and reinforce the long-term sustainability of our educational program.

Enhancing Schoolwide and School-To-Home Communication

Partially Effective

Current school-to-home communication practices are generally effective, as families receive all written materials in English, Spanish, and Hmong, as well as Spanish and Hmong speaking staff provide support with attendance, outreach, and parent engagement. Teachers also send daily communication logs, and the school uses multiple platforms—including ParentSquare, email, and written notices—to keep families informed. While these efforts support strong access and connection, communication can still be enhanced to ensure greater consistency and deeper two-way engagement with all families.

Based on staff needs-assessment feedback, two-way schoolwide communication is only partially effective due to inaccurate or outdated information being shared at times and inconsistent communication practices among administrators, teachers and paraprofessionals. While existing systems support some level of coordination, these inconsistencies indicate a need to strengthen clarity, accuracy, and alignment in communication across all staff to ensure reliable, schoolwide information flow.

Increasing and Enhancing Parent Engagement Activities

Partially Effective

Based on parent participation sign-in sheets and survey feedback, attendance at parent engagement activities has been inconsistent and varies across events. While some activities draw strong participation, others show lower turnout, indicating a need to refine outreach efforts and expand engagement opportunities that better meet the interests and availability of all families.

Family/Caregiver Engagement in School/Community Resources

Partially Effective

Based on parent surveys and participation data from sign-in sheets, family engagement with school and community resources is only partially effective. Attendance at parent activities varies, and there is limited participation from community partners during school events. In addition, the site has not yet established consistent opportunities for families to come onto campus and connect with available supports. These gaps indicate a need to expand community partnerships and increase structured, accessible opportunities for families to engage with both school-based and community resources.

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.

Next year, the site will **re-ground in core expectations** to strengthen instructional consistency, improve student outcomes, and rebuild a cohesive school culture. Major changes include:

- 1. **Return to Foundational Structures and Routines (“Back to Basics”)**
 - Re-establish consistent daily instructional routines.
 - Reinforce fidelity to district-adopted curriculum and the Guaranteed & Viable Curriculum (GVC).

- Tighten alignment of IEP goals, accommodations, and standards of excellence.

2. **Strengthening Instructional Quality and Continuity**

- Ensure predictable, high-quality instruction across classrooms despite medical absences.
- Improve coherence in curriculum use, assessment practices, and progress monitoring.
- Increase real-time academic support and re-engagement strategies for students returning from absences.

3. **Rebuilding Trust, Team Cohesion, and School Culture**

- Implement clearer communication systems and aligned expectations for all staff.
- Strengthen collaborative practices, including PLCs and consistent paraprofessional training.

4. **Deepening Student-Centered Practices**

- Increase focus on meaningful progress, communication development, and functional skill acquisition.
- Provide more intentional real-world learning experiences connected to sensory, vocational, and functional needs.
- Prioritize inclusive engagement opportunities for students across activities and events.

5. **Expanded Sensory Supports and Environments**

- Update and expand sensory spaces to better support regulation, communication, and engagement.
- Increase staff training on effective use of sensory strategies and individualized supports.

6. **Improved Family Engagement and Communication**

- Standardize communication practices schoolwide to ensure clarity, accuracy, and accessibility.
- Expand parent involvement opportunities and redesign events to increase participation.
- Strengthen school–home partnerships to support attendance, learning, and well-being.

7. **Focus on Attendance and Re-Engagement**

- Strengthen follow-up strategies to re-engage students after medical absences.

8. **Staff Retention and Professional Learning**

- Increase access to targeted PL for teachers and paraprofessionals.
- Provide structured, meaningful training aligned to student needs and IEP implementation.
- Strengthen systems to support collaboration, clarity, and shared expectations to reduce frustration

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 is (1) parent, (2) community , temembers, (2) teachers, and (1) 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.

Distriict Required Assessments are utlized inconsistently across classrooms.

Teacher Release Days could also be more meaningful with more direct focus and attention on student engagement, profeesional learning on implementaiton of GVC with embedded sensory and technology use.

SSC Chair indicated that teachers currently have 4 all teacher prep days requested by parents for vertical articulation,k prep and planning. These days are in addition to the 5 prep days provided by the district.

Site does not have ELAC

Involvement: Teachers and Support Staff were provided with a needs survey. 27 staff members resposended.

Recommendations/Feedback:

- Need upgrade to Sensory Room with new switches
- Additonal meaningful fieldtrips
- Classroom Art Supplies
- Parparofessionals to be trained on Unique Learning System
- Purchase new radios
- Upgrade/Replace teacher task chairs in the classrooms
- Additonal on campus visitors, experiences
- Access to paid websites (Brain Pop, ABC Mouse, Padlet)
- Whole School Needs: Butcher paper, ink for colored pronter for GVC lessons, lamination film, batteries for switches
- Adapted switch toys (cause & effect),
- Kitchen appliances with adapted switch use
- Books with textured pages
- Updatae Staff Lounge
- Ensure annual school picutres are taken for staff and students
- Opportunities for school wide cooking activities with specialized cooking station
- Purchase bowls, cups, utensils, and bibs annually for students

 Action

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

Improve Student Outcomes in Literacy

Action Details

100% of Addicott students are designated as medically fragile and present with significant and/or extensive medical, physical, cognitive, academic, adaptive, and social needs. These students require targeted systems and supports due to medically related absences, fluctuating stamina, and frequent medical interventions, all of which create gaps in teaching and learning.

GOAL: By June 2027, Addicott School will increase student progress on ULS literacy benchmarks by implementing daily, comprehensive literacy instruction—including adult-modeled reading, listening, speaking/communication, and vocabulary development, with 100% of classrooms implementing ULS ELA lessons with fidelity, as measured by administrator walkthroughs, student progress data, and monitoring of ULS platform usage.

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):

Direct instructional services at Addicott School provide students with daily, structured, standards-aligned literacy instruction tailored to their unique medical, physical, cognitive, and communication needs. Instruction is delivered using evidence-based practices and the Unique Learning System (ULS) to ensure consistent access to high-quality instruction regardless of attendance interruptions or stamina limitations. Services focus on improving literacy skills through intentional modeling, guided practice, and individualized supports.

- Instruction will include:
- Adult-modeled reading and shared reading
 - Speaking and communication practice, including AAC integration
 - Small-group and 1:1 instruction based on student IEP goals and literacy data
 - ULS ELA lessons following curriculum guidance document
 - Use of embedded instructional routines and materials that match student needs
 - Access to students main mode of communication (AAC, switches, eye-gaze) during instruction
 - Access to materials that support student sensory needs during instruction
 - Plan for support for student stamina (chunked lessons, movement breaks, adult support) during instruction

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 of identified EL students will use the skills identified from the ALternate ELPAC assessment to create a goal that addresses the students ELD needs
- 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 to support lanugage development.

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.
- Students will receive targeted ELD goals setting and the critierial 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.
- Redesignated students will be monitored in alignment to the California English Learner requirements using Ellevations.
- 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.
- 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 including English Learners.
- As part of the FUSD Early Literacy and Literacy Intervention Initiative, Students in Preschool through Grade 8 will have access to a technology device at school including English Learners.
- As part of the FUSD Early Literacy and Literacy Intervetnion Initiative, Students will receive additional opportunities to engage in literacy with their families at the Addicott parent engagement activities, including English Learners.

Student Groups

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

Students with Disabilities (SWD)

Using Title I funds, Addicott School will provide targeted, supplemental academic support for all students—including Students with Disabilities (SWD), Homeless Youth (HY), Foster Youth (FY), English Learners (EL), and Socio-economically Disadvantaged (SED) students—by investing in resources that strengthen high-quality literacy instruction, enhance student access to learning, and deepen family engagement in ways that improve student achievement.

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

Students with Disabilities (SWD)

Using 7090/7091 funds, Addicott School will provide targeted, supplemental academic support for all students—including Students with Disabilities (SWD), by funding supplemental literacy intervention, evidence-based instructional materials, technology to increase access to learning, and family engagement activities that support home–school continuity. These resources will strengthen high-quality literacy instruction, increase student engagement and progress, and reduce learning gaps caused by medical absences."

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

Students with Disabilities (SWD)

Addicott will implement targeted instructional actions—including daily ULS literacy instruction, supplemental reading intervention, assistive technology supports, data-driven progress monitoring, teacher professional development, and family engagement—to improve academic outcomes and instructional access.

- Implement daily, comprehensive literacy instruction
- Offer small-group and 1:1 literacy intervention to address skill gaps related to medical absences.
- Use evidence-based instructional routines (repetition, modeling, errorless learning) tailored to students' physical and cognitive needs.
- Ensure teachers use communication systems and visual supports in all lessons to improve literacy outcomes.
- Develop structured plans following hospitalizations or extended absences.
- Reassess literacy levels and reteach missed priority skills using curriculum based measurements.
- Follow district assessment calendar (student profiles, pre and post tests, and quarterly benchmarks).

Family Engagement

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

- Provide workshops that support lieteracy at home
- Provide clear, consistent communication to families with simple strategies so they can support literacy development at home,

Professional Learning

Describe Professional Learning related to this action.

Addicott teachers and paraprofessionals require ongoing professional learning in the following areas:

- **ULS Curriculum Fidelity:** Training on ULS lesson lanning, daily literacy routines, and progress monitoring to ensure consistent implementation across classrooms.
- **Communication & AAC Strategies:** Support in low-tech AAC, language modeling, communication boards, switches, and embedding communication into literacy instruction.
- **Sensory-Based Literacy Instruction:** Training in sensory storytelling, adapted books, emergent writing supports, and strategies that increase engagement for medically fragile learners.
- **Assistive Technology & Accessibility:** Ongoing learning in using switches, enlarged/high-contrast materials, adapted keyboards, and other tools that provide access to literacy tasks.
- **Health-Informed Instructional Practices:** Training on Strategies to support medically fragile students with fluctuating stamina
- **Data Collection & Progress Monitoring:** Support in collecting and analyzing ULS data using accessible assessment methods such as eye gaze, errorless learning, and switch-based responses.
- **Collaborative PLC Work:** Regular PLCs to review data, share strategies, and ensure consistent instructional practices across grade bands.

Progress Monitoring: Outcomes

Reasoning for using this action: ✔ Strong 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. Increased Engagement in literacy instruction	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Increased Engagement in Literacy Instruction

Expect to see: Students participating consistently in ULS literacy routines.

Measured by: Walkthrough observations, ULS usage reports, IEP Goals and Objectives

Monitored by: Site Administrators, Teachers

Increase use of assistive technology and sensory supports during literacy instruction

Expect to see: Students using AAC devices, adapted books, communication supports, and sensory tools (e.g., fidgets, visual supports) to participate in daily literacy routines.

Measured by: Walkthrough observations

Monitored by: Site Administrators, Teachers, SLPs

Increased Engagement in Literacy Instruction

Want to see: Students demonstrating increased observed participation and engagement in literacy routines through eye gaze, visual attending, touch-based exploration, hand-over-hand participation, or emerging intentional responses.

Measured by: Walkthrough observations, ULS usage reports, IEP Goals and Objectives

Monitored by: Site Administrators, Teachers.

Increase use of assistive technology and sensory supports during literacy instruction

Want to see:
Students demonstrating increased tolerance, participation, and emerging independence when using AAC devices, adapted books, communication supports, switches, and sensory tools (e.g., fidgets, visual supports) during literacy routines—moving from full physical prompts (hand-over-hand) toward partial physical or gestural prompts as appropriate.

Measured by:
Walkthrough observations, AT/AAC usage.

Monitored by:
Site Administrators, Teachers, SLPs.

Hope to see:
Students demonstrating sustained growth on ULS literacy benchmarks, showing improved ability to access text, respond to literacy routines, and demonstrate emerging literacy skills across communication modes.

Measured by:
ULS Benchmark Test Scores, annual progress-monitoring data, IEP literacy goal progress.

Monitored by:
Site Administrators, Teachers

Increase use of assistive technology and sensory supports during literacy instruction

Hope to see:
Students relying on less intensive prompting during literacy activities, demonstrating increased self-initiated participation.

Measured by:
Walkthrough observations, AT/AAC usage.

Monitored by:
Teachers, SLPs

Continuity of Teaching and Learning

Hope to see:

Hope to see:
Students sustaining steady literacy growth across the year—even with medical absences—because consistent instructional routines, structured supports, and increased engagement with communication and assistive tools ensure continuity of teaching and learning.

Measured by:
Comparison of pre- and post-absence literacy performance and ULS monthly checkpoints, to re-engage students in learning.

Monitored by:

Teachers, Site Administrators

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0553 Addicott (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Separate Classes: Special Educat	Teacher-Subs			Teacher planning and professional learning *No IEPs or 504s* Also G3A1 **Budget lines for personnel include salaries and related benefits	4,744.00
G1A1	Sup & Conc	Separate Classes: Special Educat	Teacher-Subs			Teacher planning and professional learning Also G3A1 **Budget lines for personnel include salaries and related benefits	2,742.00
G1A1	Sup & Conc	Separate Classes: Special Educat	Bks & Ref			Supplemental curriculum and materials	3,500.00
G1A1	Sup & Conc	Separate Classes: Special Educat	Mat & Supp			Supports all goals/actions.	3,590.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Student materials for language acquisition and access.	6,760.00

\$21,336.00

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

Whole-Child Engagement Through Real-World and Sensory-Rich Instruction

Action Details

Life Skills

Addicott School will strengthen whole-child development by integrating student-centered real-world experiences and sensory-rich activities into instruction to improve student engagement, communication, and social-emotional learning (SEL). Because many Addicott students are medically fragile, nonverbal, and require high levels of support, real-world learning will be adapted to include tactile exploration, cause-and-effect experiences, hands-on materials, and simulated environmental activities that help students connect literacy concepts to meaningful, functional experiences.

Sensory-based instructional routines and structured sensory breaks—promote emotional regulation, increase readiness to learn, and allow students to demonstrate engagement through eye gaze, touch, activation of switches, or other nonverbal responses. These experiences support SEL by helping students build comfort, curiosity, persistence, and regulation within safe, predictable routines.

Together, these strategies increase engagement, reduce disengagement behaviors, and support continuity of learning, even during periods of medical absence, by grounding instruction in accessible, predictable, and emotionally supportive experiences.

Goal:

By June 2027, Addicott School will improve whole-child development, SEL, and student engagement by implementing student-centered real-world learning experiences, sensory-rich instructional activities, and increased participation in the sensory room across all classrooms. These efforts will strengthen students’ ability to regulate, participate, and engage in literacy instruction, as measured by administrator walkthroughs, student engagement logs, sensory room participation records, and ULS reports.

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):

Addicott School provides direct instructional services designed to meet the complex medical, physical, cognitive, and communication needs of medically fragile students. Instruction is delivered through structured, daily routines using the Unique Learning System (ULS) curriculum to ensure consistent access to high-quality, standards-aligned literacy instruction. Teachers use a combination of modeling, guided practice, repetition, sensory-rich experiences, and supported participation (including hand-over-hand assistance when needed) to help students engage with grade-band content in meaningful ways.

- Daily comprehensive literacy instruction based on differentiated levels of support
- Supported participation methods (hand over hand, modeling, eye gaze, tactile exploration, etc)

- Object exploration, adapted functional tasks, thematic simulations connected to ULS units
- Sensory-rich instructional activities (sensory bins, tactile objects, calming tools, light devices, etc.)
- Assistive technology and communication supports
- Predictable structures to help students re-engage after medical absences
- Supplemental thematic literacy units

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.

Addicott provides enhanced, targeted services to support English Learners (ELs) within the context of their medical, communication, and cognitive needs. These services focus on increasing access to literacy instruction, communication development, and engagement—aligned to the school's metrics in ULS benchmark growth, engagement logs, and walkthrough observations.

- Integrate language development into ULS literacy routines
- Provide visual and symbol-supported vocabulary instruction aligned to ULS units (real objects, photos, icons, gestures) to support comprehension for nonverbal ELs.
- Use high-frequency repetition and modeled language during literacy and sensory activities to build receptive language and conceptual understanding.
- Include language-rich sensory and real-world experiences (object exploration, sensory bins, hands-on visuals) to build background knowledge.
- Provide hand-over-hand and guided participation to support emerging communication behaviors for EL students with limited reciprocity.
- Use predictable routines to support continuity of language exposure, especially following medical absences.

Student Groups

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

Students with Disabilities (SWD):

Title I funds will be used to provide supplemental literacy intervention, adaptive instructional materials, assistive technology, sensory engagement supports, professional development, and family literacy resources to improve academic outcomes for Students with Disabilities.

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

Students with Disabilities (SWD):

- Using 7090/7091 Title I funds, Addicott School will provide supplemental instructional supports for Students with Disabilities (SWD) by funding
- Instructional Materials
 - Adapted and symbol-supported texts, tactile books, and ULS supplemental literacy materials
 - Literacy manipulatives (picture cards, tactile letters, matching tasks)
 - Sensory tools (fidgets, tactile objects, light/sound devices, sensory bins) used to support literacy engagement and self-regulation
 - Materials to enhance sensory room activities that improve readiness for instruction

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

Students with Disabilities (SWD):

- As a site, Addicott will implement the following actions to support this student group and strengthen access to literacy instruction, communication, and whole-child development:
- Implement ULS ELA lessons with fidelity across all classrooms.
 - Integrate communication supports (AAC, symbol boards, switches) into daily literacy routines.
 - Use data (ULS benchmarks, teacher observation logs) to support instructional needs of students.
 - Embed tactile, hands-on learning experiences into ULS units.
 - Use sensory activities and sensory room access to build regulation and readiness to learn.
 - Ensure all students have appropriate AAC and communication supports during instruction.
 - Use predictable instructional routines to maintain continuity of learning.

Family Engagement

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

Addicott will expand inclusive family engagement through bilingual, hands-on workshops, sensory room learning sessions, and two-way communication systems and coaching caregivers to use AAC and sensory strategies at home, with participation and impact monitored via sign-ins, and feedback surveys.

- Offer short, hands-on workshops that model literacy routines, AAC use, and sensory regulation strategies used at school.
- Host “Family Sensory Room” events where caregivers learn to use calming tools, sensory bins, switches, and other strategies with coaching by staff.
- Provide visual step-by-steps and take-home guidance for replicating simple sensory routines.
- Use bilingual, symbol-supported home–school notes highlighting engagement, communication attempts, and sensory strategies that worked.
- Offer a simple choice board for caregivers to report what worked at home (e.g., “calming,” “eye gaze,” “switch activation”).
- Provide translations and interpreters; ensure visuals reflect family languages and cultures.
- Invite Community Members to share available resources
- Host opportunities for families and care providers to engage in school site activities that support the whole child at school and at home

Professional Learning

Describe Professional Learning related to this action.

To support the implementation of student-centered real-world learning, sensory-rich instructional activities, and enhanced literacy engagement, Addicott will provide targeted professional learning for both teachers and paraprofessionals. Training will focus on building consistent, high-quality instructional routines, deepening understanding of communication strategies, and strengthening whole-child/SEL practices.

Teachers will receive training in:

- ULS literacy implementation
- Embedding communication routines (AAC modeling, symbol-supported vocabulary)
- Planning real-world and sensory-rich learning activities aligned to ULS units
- Designing sensory-rich lessons to increase engagement and regulation
- Using sensory room tools to support readiness for learning
- Embedding SEL strategies (predictable routines, co-regulation, sensory breaks
- Assistive Technology and communication supports Modeling AAC across lessons
- Integrating switches, adapted books, and symbol boards
- Data Collection
- Using data to adjust instruction and re-teach missed skills after absence
- Coaching caregivers on simple at-home literacy/communication routines

Paraprofessionals will receive practical, hands-on training in:

- Implementing ULS routines through modeling, repetition, and guided participation
- Using sensory tools to support regulation and attention

- Facilitating sensory room activities and tracking engagement
- Supporting student participation in real-world and tactile learning tasks
- Using AAC devices, symbol boards, switches, and communication buttons
- Providing appropriate prompting and cueing
- Reinforcing consistent communication opportunities during lessons
- Charting prompting levels and engagement behaviors
- Collecting student responses through eye gaze, gestures, or supported activation
- Supporting teachers in maintaining accurate ULS task completion data

Progress Monitoring: Outcomes

Reasoning for using this action:

 Moderate 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.

Understanding of Real-World Learning Activities

Expect to see:

Students beginning to engage with real-world, hands-on materials connected to ULS units (e.g., object exploration, thematic sensory bins), showing early recognition or curiosity.

Measured by:

Walkthrough observations, teacher charts, ULS task completion indicators.

Monitored by:

Teachers, Site Administrators.

Increased engagement during literacy lessons

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.

Understanding of Real-World Learning Activities

Want to see:

Students showing more sustained participation in real-world and hands-on materials connected to ULS units (e.g., holding, touching, exploring objects with less prompting; activating switches more reliably; remaining with materials for longer periods).

Measured by:

Walkthrough observations, teacher charting of prompt levels and time-on-task, ULS task completion indicators.

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.

Understanding of Real-World Learning Activities

Hope to see:

Students demonstrating sustained engagement in classroom and sensory-based learning activities indicating increased readiness to learn and consistent participation across routines.

Measured by:

- Long term walkthrough data
- Year-over-year ULS task completion indicators
- Teachercharting and prompt-fading charts

Monitored by:

Site Administrators, Teachers.

Expect to see:

Students demonstrating initial improvements in attending behaviors, tactile exploration of books/materials, switch activation, or other nonverbal indicators of engagement in literacy tasks.

Measured by:

Walkthrough observations, IEP goals and objectives

Monitored by:

Teachers, Site Administrators

Increased awareness of sensory tools

Students demonstrating increased tolerance for and participation in sensory tools (e.g., fidgets, textured materials, cause-and-effect items) as part of instructional activities, shown through behaviors such as allowing hand-over-hand support, exploring materials briefly, visually attending, or remaining regulated during sensory experiences.

Measured by:

Teacher charting, classroom observations.

Monitored by:

Teachers, Site Administrators, Related Service Providers.

Monitored by:

Teachers, Site Administrators.

Increased engagement during literacy lessons

Want to see:

Students demonstrating increased engagement in literacy tasks such as consistent attending, more frequent tactile exploration of books/materials, more purposeful switch activation, and reduced need for hand-over-hand support.

Measured by:

Walkthrough observations, IEP goals and objectives

Monitored by:

Teachers, Site Administrators, Related Service Providers.

Increased awareness of sensory tools

Want to see:

Students showing improved tolerance for sensory tools and beginning to use them with reduced physical prompting (e.g., shifting from full physical/hand-over-hand to partial physical or gestural cues; staying regulated longer during sensory activities).

Measured by:

Teacher sensory charts, sensory room participation records, classroom observation notes.

Monitored by:

Teachers, Site Administrators, Related Service Providers.

Increased engagement during literacy lessons

Hope to see:

Students showing improved regulation throughout the school day as a result of consistent sensory experiences—leading to calmer transitions, longer engagement periods, and fewer disengagement behaviors.

Measured by:

- Sensory room participation records
- Walkthrough observations, IEP goals and objectives

Monitored by:

Teachers, Related Service Providers, Site Administrators.

Increased awareness of sensory tools

Hope to see:

Students demonstrating more frequent and intentional communication behaviors during literacy and sensory activities (e.g., increased eye gaze, gestures, switch activation, symbol selection), regardless of verbal ability.

Measured by:

- Walkthrough observations, IEP goals and objectives

Monitored by:

Teachers, Site Administrators, Related Service Providers.

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

Increase Student Engagement Through Visual and Performing Arts Integration/Prop 28

Action Details

Life Skills

Addicott will increase student engagement by expanding access to meaningful, developmentally appropriate Visual and Performing Arts (VAPA) experiences that support communication, sensory regulation, creativity, and functional skill development. VAPA activities will be adapted to meet the unique needs of medically, physically, and cognitively fragile students and will provide inclusive opportunities for students to participate actively, express themselves, and connect learning to real-world, multisensory experiences.

Goal: By June 2027, Addicott will increase student engagement by integrating inclusive, developmentally appropriate Visual and Performing Arts (VAPA) experiences into instruction. as measured by increased student participation, communication attempts, sensory-regulation indicators, and progress toward individualized IEP engagement goals.

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):

Addicott provides highly specialized direct instructional services designed to meet the unique needs of medically, physically, and cognitively fragile learners whose assessed developmental levels typically range from birth to 36 months. Instruction is delivered through individualized, standards-aligned, and developmentally appropriate practices that integrate communication development, sensory regulation, functional skill acquisition, and core academic readiness.

Teachers implement the district-adopted Guaranteed and Viable Curriculum (GVC) using adapted instructional methods, multimodal supports, and embedded Visual and Performing Arts (VAPA) activities to increase engagement and access. Instruction is delivered through a combination of direct modeling, hand-over-hand support, aided language stimulation, adapted books, communication devices, and multisensory learning tasks aligned to each student's IEP goals.

To ensure equitable access to instruction, Addicott requires specialized **materials and supplies**, including:

- **Adapted curriculum materials** (e.g., tactile books, object-based schedules, symbol supports, simplified learning tasks).
- **Communication supports** such as core boards, AAC devices, switches, voice output tools, and visual systems.
- **Sensory regulation tools** including fidgets, weighted items, sensory bins, adaptive seating, and materials for sensory-rich learning (foam, textured art materials, light boards, auditory tools).

- **VAPA supplies** such as adaptive art tools, non-toxic sensory art materials, adapted instruments, accessible music tools, puppets, and visual props to support expression, engagement, and creativity.
- **Health- and safety-aligned instructional tools** (e.g., sanitizable materials, medical-safe manipulatives, durable items for students with limited motor control).
- **Technology** such as tablets with accessibility features, adapted keyboards, screen readers, and apps supporting communication, engagement, and individualized learning.

Direct instruction is coordinated closely with specialists—including nurses, therapists, and paraprofessionals—to ensure that medical needs, positioning requirements, sensory profiles, and communication modalities are fully integrated into daily learning. Instructional decisions are guided by consistent progress-monitoring sensitive to small, and incremental developmental gains.

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.

Addicott provides specialized, enhanced services to support English Learner (EL) students within the unique context of serving medically, physically, and cognitively fragile learners. Given that the majority of Addicott students function within the 0–36-month developmental range, EL support prioritizes access to communication, language modeling, and meaningful engagement with adapted curriculum in students’ home languages and English.

To ensure equitable access to instruction, Addicott enhances services for EL students through:

Integrated and Developmentally Appropriate Language Instruction

- Teachers and paraprofessionals embed **daily language modeling**, visual supports, and multimodal communication strategies into instruction across all content areas, including adapted VAPA activities and sensory-based learning.
- Instruction is scaffolded to match each student’s communication abilities and IEP goals, ensuring EL students receive consistent exposure to English.

Home-Language Access and Family Partnership

- Communication with families is provided in English and caregivers’ home languages (including through Spanish-speaking and Hmong-speaking staff), ensuring families of EL students can fully participate in IEP processes, instruction, and progress discussions.

Ongoing Support for Reclassified Students

- RFEP students continue to receive monitoring for two years, including progress checks in communication, engagement, and academic readiness skills.
- Staff maintain differentiated supports and ensure that reclassified students continue to access adapted curriculum, AAC tools, and visuals as needed.

Professional Learning for Staff

- Staff participate in training focused on culturally responsive communication and visual supports,
- Paraprofessionals receive modeling and coaching on delivering EL supports during direct instruction, sensory activities, and daily routines.

These enhanced services ensure that EL students at Addicott—regardless of medical complexity, cognitive profile, or language background—have equitable access to communication, instruction, and meaningful participation in all aspects of the school day. By embedding EL supports into adapted curriculum, VAPA integration, and sensory-informed instruction, the school strengthens language development and engagement for all multilingual learners.

Student Groups

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

Students with Disabilities (SWD):

Title I funds at Addicott will be used to provide enhanced instructional support, specialized materials, and targeted services designed to meet the needs of students with significant medical, physical, and cognitive disabilities. Planned expenditures will strengthen equitable access to instruction, improve engagement, and increase progress toward individualized IEP goals. Funds will support:

Direct Instructional Materials

- Adapted curriculum materials aligned to district GVC (e.g., tactile books, object-based learning tools, simplified literacy/math resources).
- VAPA materials designed for students with motor, sensory, and cognitive challenges (adaptive art tools, multisensory materials, adaptive instruments).
- Durable, medically safe manipulatives suitable for students with limited motor control and medically fragile conditions.

Communication & AAC Supports

- Core communication boards, visuals, symbol-based supports and use of AAC.
- Switch-activated devices, voice output tools, and adapted communication systems to increase expressive and receptive communication opportunities.

Sensory & Regulation Supports

- Sensory tools that promote regulation, engagement, and readiness to learn (fidgets, adaptive seating, weighted supports, sensory bins, light/sound tools).
- Materials to enhance the sensory room and classroom sensory spaces for individualized student needs.
- Coaching and release time to support implementation of specialized instructional strategies.

Title I funds will ensure Addicott students with disabilities receive equitable access to high-quality, developmentally appropriate instruction supported by specialized materials, communication systems, technology, and professional learning. These investments directly increase student engagement, support meaningful IEP progress, and reduce barriers caused by medical fragility, cognitive delays, and attendance interruptions.

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

Students with Disabilities (SWD):

7090/7091 funds will be used to purchase supplemental instructional materials and professional development that enhance access to curriculum for Addicott's medically, physically, and cognitively fragile students. These funds will support:

- Adapted instructional materials such as tactile books, simplified literacy and math materials, and object-symbol resources.
- Consumable sensory and engagement materials (e.g., fidgets, sensory bin supplies, tactile items) that support regulation and readiness to learn.
- Communication supports including printed visuals, symbol sets, and laminated core boards (not AAC devices).
- Instructional software/apps that provide communication and learning access (non-equipment).

- Professional development for teachers and paraprofessionals on curriculum, communication modeling, sensory-based instruction, and VAPA integration.

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

Students with Disabilities (SWD):

Addicott will support students with disabilities through the following targeted actions:

- Provide adapted instructional materials and simplified curriculum resources to increase access to learning.
- Supply consumable sensory and engagement materials to support regulation and readiness to learn.
- Expand communication supports through printed visuals, symbol sets, and core boards.
- Integrate multisensory VAPA activities to increase engagement and participation.
- Offer professional development for staff on curriculum instruction, communication modeling, and sensory-based strategies.

These actions ensure students have meaningful access to instruction and can make progress toward IEP goals.

Family Engagement

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

Addicott will strengthen family engagement by providing inclusive, accessible opportunities that help families understand and support their child’s learning. Staff will offer translated communication tools, at-home visuals, and explanations of adapted instructional strategies used in the classroom. Families will be invited to participate in VAPA-based events, classroom demonstrations, and sensory-friendly activities that showcase student learning and allow caregivers to engage in hands-on experiences. Parent workshops will provide guidance on communication supports, sensory strategies, and reinforcing IEP-aligned skills at home. Ongoing two-way communication—including newsletters, digital updates, and translated materials—will ensure all families remain informed, included, and connected to their child’s instructional program.

Professional Learning

Describe Professional Learning related to this action.

Staff will participate in targeted professional learning focused on strengthening instruction, communication modeling, sensory-based practices, and inclusive VAPA strategies to support students with significant medical, physical,

and cognitive needs. Training will build staff capacity to effectively implement curriculum, use visual and AAC supports consistently, integrate sensory regulation routines, and create multisensory learning experiences aligned to IEP goals. These professional learning opportunities will ensure instructional practices remain responsive, developmentally appropriate, and aligned to the needs of Addicott’s diverse learners.

Progress Monitoring: Outcomes

Reasoning for using this action: ✔ Strong 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. Expect to see Staff will increase knowledge of instructional strategies, communication supports, sensory-based practices, and inclusive VAPA integration to better meet the needs of medically, physically, and cognitively fragile students. Staff will demonstrate understanding of how to implement curriculum, use visuals consistently, support sensory regulation, and embed communication modeling across routines. Measured By • Professional learning sign-in sheets • Staff reflections or exit surveys • Classroom observations and walkthroughs Monitored By Site Admin, Teachers	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Want to see Staff will apply strategies by consistently by implementing visual communication supports, sensory-based routines, and inclusive VAPA activities across instruction. We expect to see improved consistency in the use of visuals, increased modeling of communication systems, and more intentional embedding of sensory and engagement supports to improve student participation and access to curriculum. Measured By • Classroom observations and walkthroughs • Monitoring of student IEP progress data Monitored By • Site Admin, Teachers	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Hope to see Students will show improved engagement, communication, and access to learning as staff consistently implement curriculum, sensory-based supports, and inclusive VAPA strategies. Students will demonstrate, increased participation in instructional activities. These long-term changes will reflect strengthened instructional practices and increased alignment across classrooms. Measured By • Analysis of annual IEP progress data across communication, engagement, and functional skill goals • Walkthrough and observation trends showing sustained use of adapted instructional practices Monitored By • Site Admin, Teachers

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0553 Addicott (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Separate Classes: Special Educat	Nc-Equipment			Access to sensory-rich classroom environment	3,132.00
G2A1	Sup & Conc	Separate Classes: Special Educat	Off Eq Lease			Color copier to support access to curriculum and sensory needs.	7,500.00

\$10,632.00

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Effective Staff

Action Details

Effective Staff

Addicott School is committed to achieving operational excellence by providing ongoing, high-quality professional learning that equips both teachers and paraprofessionals with the skills, knowledge, and confidence needed to meet the complex needs of medically fragile, nonverbal students. Our professional development model is grounded in the California Professional Standards for Education Leaders (CPSELs) and California Classified School Employee Standards, ensuring that all staff—credentialed and classified—are supported in becoming highly qualified, reflective, and effective educators.

To ensure consistent, high-quality instructional practices across classrooms, Addicott will implement a coordinated professional learning system in which teachers and paraprofessionals learn together, plan together, and apply shared strategies during direct instruction. Training emphasizes evidence-based literacy practices, communication-supported instruction, sensory-rich engagement, and student-centered real-world learning, ensuring that every staff member contributes to equitable access and improved student outcomes.

Goal: By June 2027, Addicott School will strengthen operational excellence by providing ongoing professional learning for both teachers and paraprofessionals aligned to CPSELs and Classified School Employee Standards. Through targeted training in literacy instruction, communication supports, sensory-based engagement, real-world learning, and family partnership practices, Addicott will build a highly skilled instructional team that increases equitable access, improves student engagement and regulation, and enhances student growth in literacy and whole-child development. Progress will be measured by staff participation records, walkthrough data, and ULS usage.

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):

By building a unified, highly skilled instructional team, Addicott ensures that:

- Students receive consistent, high-quality literacy instruction every day.
- Sensory and real-world activities are delivered with fidelity, increasing engagement and SEL development.
- Students have improved equitable access to communication supports, instructional materials, and hands-on experiences.
- Families receive clear, supportive communication that helps them reinforce learning at home.
- Instruction remains stable and strong across classrooms, even when students experience medical interruptions.

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.

Addicott will enhance the effectiveness of staff serving English Learners by implementing ongoing, research-based cultural proficiency training and ensuring that all IEP teams develop linguistically appropriate goals that align with the unique language acquisition needs of English Learner students. These efforts aim to strengthen instructional practices, promote equitable access to the curriculum, and ensure compliance with state and federal requirements for supporting ELs with disabilities.

Student Groups

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

Students with Disabilities (SWD):

Using Title I funds only, Addicott will provide supplemental, instructional, and family-engagement supports that improve access to literacy, communication, and engagement for Students with Disabilities (100% of enrollment)

- Adapted and symbol-supported literacy materials
- Supplemental ULS literacy supplies
- Instructional assistive technology (tablets, switches, communication boards)
- PD for teachers & paraprofessionals on:
 - ULS literacy instruction
 - AAC modeling and communication supports
 - Sensory-based engagement strategies
- Real-world learning integration
- Substitute coverage for PD and collaboration
- Instructional sensory materials (fidgets, tactile items, sensory bins)
- Supplemental materials for sensory room, motor room, and music garden
- Materials, food, and translation for parent meetings and workshops
- Family incentives to increase participation
- Quarterly parent newsletters (printing, visuals, translation)

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

Students with Disabilities (SWD):

Using 7090/7091 funds only, Addicott will provide targeted services that address attendance, climate, communication, and student access needs specific to medically fragile students:

- Climate & Culture team activities tied to student engagement
- Communication materials for staff and families
- Printing, laminating, binding, and office supplies for communication supports
- Supplies for real-world learning activities
- Materials supporting SEL, co-regulation, and daily routines

- Sensory, motor, and music-garden equipment supporting access and regulation
- Materials for family engagement events (Pies with Parents, Goodies with Grandparents, etc.)
- Hospitality supplies (light snacks, beverages) for engagement meetings
- General family communication tools (flyers, mailings, translation services)

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

Addicott School will implement a coordinated, comprehensive professional learning system to strengthen staff capacity in meeting the complex needs of medically fragile and nonverbal students. Ongoing, high-quality professional development—aligned to the California Professional Standards for Education Leaders (CPSELs) and the California Classified School Employee Standards—will be provided to both teachers and paraprofessionals to ensure a unified, highly skilled instructional team.

Planned actions include collaborative training in evidence-based literacy instruction, communication-supported practices, sensory-based engagement strategies, and student-centered real-world learning. Teachers and paraprofessionals will engage in joint learning, co-planning, and implementation of shared instructional approaches to promote consistency across classrooms. Additional professional learning will focus on strengthening family partnership practices to improve communication and alignment between home and school.

These actions are designed to increase equitable access to instruction, improve student engagement and regulation, and enhance overall growth in literacy and whole-child development for SWD. Progress will be monitored through staff training participation records, classroom walkthrough data, and ULS usage trends.

Family Engagement

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

The school will strengthen family engagement by providing inclusive and culturally responsive opportunities that support meaningful participation for all families. Actions will include promoting cultural diversity through schoolwide events and activities that honor the backgrounds, traditions, and experiences of our students and their families. To ensure equitable access, the school will provide multilingual communication for all essential documents, announcements, fliers, and school updates, enabling families to receive information in their preferred language. These efforts aim to cultivate a welcoming school community, increase family participation, and improve home–school collaboration that supports student learning and well-being.

Professional Learning

Describe Professional Learning related to this action.

Professional learning will strengthen staff capacity by:

- **Building shared expertise in ULS literacy instruction**, including modeling, guided practice, task adaptation, and tracking engagement and prompt levels.
- **Deepening skills in AAC, switch activation, symbol-supported communication, and nonverbal participation modalities**, so all students can access literacy and real-world learning.
- **Developing strong sensory-based instructional routines**, including how to use sensory tools, sensory rooms, and calming strategies to support SEL and readiness to learn.
- **Preparing staff to create real-world, hands-on learning opportunities** that align with ULS units and build functional background knowledge.

- **Strengthening family engagement practices**, including how to model strategies for caregivers, communicate clearly using visuals and translation supports, and reinforce continuity of learning at home.

These learning opportunities support the CPSEL emphasis on instructional leadership, family engagement, culturally responsive practice, and continuous improvement, while aligning with classified professional standards in communication, instructional assistance, safety, professional growth, and collaboration.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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. Increased knowledge of instructional practices Expect to see: Teachers and paraprofessionals demonstrating increased understanding of ULS literacy routines, communication supports (AAC, symbols, switches), sensory-based engagement strategies, and real-world learning integration. Measured by: PI Sign In Sheets, Walkthrough observation, feedback Monitored by: Site Administrators Increased use of ULS and Instructional Tools Expect to see: Teachers and paraprofessionals increasing their use of ULS lessons, communication materials, sensory tools, and engagement supports during instruction. Measured by: Classroom observation data, instructional walkthrough tools. Monitored by: Teachers, Site Administrators.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Increased knowledge of instructional practices Want to see: Teachers and paraprofessionals demonstrating increased application of ULS literacy routines, communication supports (AAC, symbols, switches), sensory-based engagement strategies, and real-world learning integration during daily instruction. Measured by: PL sign-in sheets, walkthrough observations, implementation feedback. Monitored by: Site Administrators. Increased use of ULS and Instructional Tools Want to see: Teachers and paraprofessionals consistently incorporating ULS lessons, communication supports, sensory tools, and engagement strategies into instruction with reduced prompting or coaching needed.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Increased knowledge of instructional practices Hope to see: Teachers and paraprofessionals functioning as a cohesive, highly qualified instructional team, consistently applying ULS literacy routines, communication supports, sensory-based practices, and real-world learning strategies across all classrooms. Measured by: Year long walkthrough trend data, PL sign in sheets, ULS usage, Monitored by: Site Administrators. Increased use of ULS and Instructional Tools Hope to see: Teachers and paraprofessionals functioning as a cohesive, highly qualified instructional team, consistently applying ULS literacy routines, communication supports, sensory-based practices, and real-world learning strategies across all classrooms. Measured by: Year long walkthrough trend data, PL sign in sheets,

Increased knowledge of Family Partnership Practices

Expect to see:

Staff demonstrating greater awareness of how to support families through communication tools, engagement strategies, and shared instructional routines.

Measured by:

Family engagementsign in sheets,communication records, and parent surveys

Monitored by:

Site Administrators

Measured by:

Classroom observation data, instructional walkthrough tools.

Monitored by:

Teachers, Site Administrators.

Increased knowledge of Family Partnership Practices

Want to see:

Staff demonstrating increased confidence and consistency in supporting families through the use of communication tools, engagement strategies, and shared instructional routines that strengthen home–school connections.

Measured by:

Family-engagement sign-in sheets, communication records, and parent surveys

Monitored by:

Site Administrators.

Monitored by:

Site Administrators.

Increased knowledge of Family Partnership Practices

Hope to see:

Families reporting stronger understanding of instructional routines and sensory/communication strategies, leading to improved home–school continuity and increased family engagement in student learning.

Measured by:

Family-engagement sign-in sheets, communication records, and parent surveys

Monitored by:

Site Administrators.

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Increase Family Engagement to Support Student Growth

Action Details

Equitable Access

According to the California Dashboard’s 2024 release, Fresno Unified continued to show improvements in chronic absenteeism at several schools, with the district moving into the Yellow performance levels for chronic absenteeism overall. This continued districtwide progress aligns with the positive trends Addicott has observed locally. Building on the 9-percentage-point decline in absenteeism reported in 2022–2023, Addicott maintained improved attendance patterns throughout the 2023–2024 and 2024–2025 school years. These sustained improvements contributed to Addicott’s removal from the state’s Comprehensive School Improvement (CSI) designation in March 2024.

Addicott also recognizes the unique attendance challenges faced by families of contively challenges, medically, and physically fragile students. Because of their children’s complex medical needs, many families experience unavoidable absences related to illness, recovery, and travel to specialized medical providers. These essential medical appointments can require students to miss two or more days of school at a time, which directly affects Addicott’s attendance rate. As a result, consistent, proactive communication and flexible support from school staff remain critical to helping families navigate these circumstances while maintaining as much continuity of learning as possible.

By June 2027, Addicott School will increase parent and family engagement by expanding the number, type, and accessibility of parent-centered activities—including sensory-based workshops, real-world learning events, and caregiver training on communication and literacy routines—to strengthen whole-child development, social-emotional learning (SEL), and continuity of learning. Progress will be measured by family participation logs, workshop attendance records, sensory room event sign-ins, and district parent feedback surveys.

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):

Addicott’s direct instructional services are supported by a range of actions and resources designed to enhance communication, improve attendance, strengthen family partnerships, and promote student engagement. These supports ensure continuity of learning for medically fragile students and increase family connection to instructional goals.

To strengthen direct instructional services, Addicott provides:

- **Communication supplies for staff and families**
 - Symbol-supported visuals, communication boards, and AAC-related materials to promote consistent communication during instruction and at home.

• **Quarterly Parent Newsletters**

- Updates on instructional focuses, sensory strategies, events, and resources to help families support learning at home.
- Include pictures of students and school activities
- Consistently use Social Media

• **Parent Engagement and Support Meetings~Workshops**

- Opportunities for families to connect with each other, learn about district/community resources, and receive support related to instruction and communication.

• **Sensory, Music Garden, and Motor Room materials**

- Equipment and supplies that support regulation, readiness to learn, and participation in direct instructional activities.

• **Family participation events**

- Activities such as *Pies with Parents*, *Goodies with Grandparents*, and other on-site events that strengthen school-home relationships and reinforce the instructional and sensory experiences students engage in daily.

• **Family/Guardian incentives**

- Positive reinforcement to encourage family participation in engagement activities and support ongoing communication with the school.

• **Food for engagement meetings**

- Removes barriers and increases accessibility for families attending parent workshops, meetings, and school events.

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.

Student Groups

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

Students with Disabilities (SWD):

Title I funds will be used to provide supplemental literacy intervention, adaptive instructional materials, instructional assistive technology, sensory engagement supports, professional development, and family-engagement activities that strengthen instructional access and student growth for SWD.

- Parent Engagement and Support Meetings~Workshops: food and materials provided to increase participation.
- Family/guardian incentives that encourage participation in literacy and engagement events

Certificated Subs for teacher training on communication and team building

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

Students with Disabilities (SWD):

- Food for parent engagement meetings/Workshops
- Food of mandatory site level meetings such as School Site Safety, School Site Council meetings, etc.
- Funding for family engagement activities, materials, supplies, and parent literacy events
- Funding for general materials and supplies
- Funding for the family engagement school filter
- Funding for Addicott Printer contract and increase in color copies of materials in multiple languages
- Funding for whole school communication training in support of fostering and maintaining positive relationships with families, teachers, staff, and students.
- Translators for afterschool events

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

Students with Disabilities (SWD):

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

- 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 staff 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 staff 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 gage family satisfaction throughout the 2026-2027 axhool year
- Addicott School's Climate and Culture leadership team will consult and collaborate with staff to conduct community resource outreach and provide parents/caregivers and families with the information to enhance their community resource support.
- Host a site resource fair for families (CVRC, EPU, CC, Lori Ann, Loretta's, etc)

Family Engagement

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

Families of medically fragile students often manage complex schedules, leading to unavoidable absences. Consistent outreach helps maintain continuity of learning and builds trust.

- Implement multi-modal communication (phone, text, email, ParentSquare) to provide real-time updates of school activities, class projects,
- Maintain check-in calls with families experiencing hi
- Host quarterly sensory-based workshops co-facilitated by OT, PT, and SLP teams to model regulation strategies and at-home supports.
- Offer communication and literacy training sessions (e.g., AAC troubleshooting, shared reading routines, symbolic communication strategies).
- Provide interpreted and bilingual sessions and/or record workshops for families who cannot attend in real time.
- Offer events in multiple formats—in-person, virtual, and hybrid—to increase access.
- Schedule events at varying days/times (including early afternoons) to accommodate medical appointments.

Professional Learning

Describe Professional Learning related to this action.

Staff need training in strategies that build trust with families navigating complex medical realities. This includes:

- Trauma-informed communication
- Strength-based conversations rather than compliance-focused interactions
- Understanding caregiver stressors and barriers
- Non-punitive, respectful attendance engagement approaches

Ensures all staff communicate with empathy and consistency, especially during periods of high medical absences.

- Sensory regulation strategies families can use at home
- AAC modeling and coaching with caregivers
- SEL routines that transfer between school and home
- Coaching families in literacy routines for medically fragile learners

Aligns school and home practices, increasing continuity of learning when absences occur.

Progress Monitoring: Outcomes

Reasoning for using this action:			☒ Strong 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. District climate and culture surveys as monitored by the Climate and Culture + Instructional Leadership Teams and facilitated by our Administrative Team. Parent Engagement Activities Survey Data as monitored by the Addicott Climate and Culture Leadership Team.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. FUSD Climate and Culture Survey Data as monitored by the Addicott Climate and Culture Leadership Team.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. FUSD Climate and Culture Survey Data as monitored by the GLA and Climate and Culture Leadership Team Fall and Spring. Longitudinal Parent Engagement Activities Survey Data as monitored by the Addicott Climate and Culture Leadership Team.	

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0553 Addicott (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Title 1 Basic	Parent Participation	Mat & Supp			Monthly family engagement meetings/literacy night/site activities *No food or incentives*	500.00
G3A2	Sup & Conc	Parent Participation	Mat & Supp			To support parent meetings	2,000.00
G3A2	LCFF: EL	Parent Participation	Mat & Supp			To support EL parent engagement	600.00

\$3,100.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0553 Addicott (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0553	5760	1110	1120	Teacher-Subs					G1A1	Teacher planning and professional learning *No IEPs or 504s* Also G3A1 **Budget lines for personnel include salaries and related benefits	4,744.00
060	3010	0553	5760	2495	4300	Mat & Supp					G3A2	Monthly family engagement meetings/literacy night/site activities *No food or incentives*	500.00
030	7090	0553	5760	1110	1120	Teacher-Subs					G1A1	Teacher planning and professional learning Also G3A1 **Budget lines for personnel include salaries and related benefits	2,742.00
030	7090	0553	5760	1110	4200	Bks & Ref					G1A1	Supplemental curriculum and materials	3,500.00
030	7090	0553	5760	1110	4300	Mat & Supp					G1A1	Supports all goals/actions.	3,590.00
030	7090	0553	5760	1110	4400	Nc-Equipment					G2A1	Access to sensory-rich classroom environment	3,132.00
030	7090	0553	5760	1110	5631	Off Eq Lease					G2A1	Color copier to support access to curriculum and sensory needs.	7,500.00
030	7090	0553	5760	2495	4300	Mat & Supp					G3A2	To support parent meetings	2,000.00
030	7091	0553	4760	1000	4300	Mat & Supp					G1A1	Student materials for language acquisition and access.	6,760.00
030	7091	0553	4760	2495	4300	Mat & Supp					G3A2	To support EL parent engagement	600.00
													\$35,068.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$5,244.00
Sup & Conc	7090	\$22,464.00
LCFF: EL	7091	\$7,360.00
Grand Total		\$35,068.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$21,336.00
G2 - The Whole Child (SEL and Engagement)	\$10,632.00
G3 - Operational Excellence	\$3,100.00
Grand Total	\$35,068.00