

**Wilson Elementary**

10621666006068

Principal's Name: Meegan Grant

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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

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

**Consolidated Program Assurances**

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

## School Site Council



School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Meegan Grant	X				
2. Chairperson – Brittney McCallough				X	
3. Janine Wilkinson			X		
4. Daniella Guerrero		X			
5. Shaina Gonzalez		X			
6. Noelle Anderson		X			
7. Sara Hassen			X		
8. Yesnia Comacho Soria			X		
9. Rebecca Nelson				X	
10. Eva Samano				X	
11. Daisy Pineda Medina				X	
12.					
13.					
14.					
15.					

Check the appropriate box below:

☐ ELAC reviewed the SPSA as a school advisory committee.☒ ELAC voted to consolidate with the SSC. Date 2/1/24.



**Required Signatures**

<b>School Name: Wilson Elementary</b>			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	Meegan Grant		4/5/24
<b>SSC Chairperson</b>	Brittney McCallough		4-5-24

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

## **Assurances for Comprehensive Support and Improvement Schools (CSI)**

- ❖ Supervisor and/or CSI Designee(s) provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
  - Utilization of evidence-based strategies aligned to state identification.
  - Utilization of CSI Best Practices (Fundamentals).
- ❖ Principal/Site Leadership/Site Staff connect with Supervisor, CSI Designee(s), department representatives, and/or community partners in alignment with schools' area(s) of focus/need, work in tandem with the site team as a Professional Learning Community (PLC):
  - School site/team works to complete a root cause analysis and determine areas of focus.
  - School site/team works to identify actions and metrics as part of the site leaders 6-8-week plan.
  - School site/team learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify any additional needs to share with Supervisor for feedback and support to accelerate progress.
  - CSI Designee(s) assigned to school site to support CCI data monitoring.
  - Additional resources available in a "menu of options" to access as needed in collaboration with the school site team.
- ❖ School Supervisor conducts Level 3 Supports:
  - Baseline Services as described in Level 1
    - Coaching and targeted progress monitoring
    - Learning Lab Support
    - CCI sessions (3)
  - Additional Level 3 CSI Specific Supports
    - Targeted coaching and targeted progress monitoring
    - Sustained 6-week action guidance
    - CSI review/support team (Principal/Site Leadership/Site Staff)
- ❖ Resources and expertise provided to CSI site for deployment to best meet the needs of the individual school sites based upon CSI eligibility (dashboard indicators).
  - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- ❖ Professional learning for site leaders and teachers focused on CSI eligibility (dashboard indicators).
- ❖ Resources and/or Professional Learning provided to school sites:
  - Culturally Proficient Learning Communities, book(s)
  - i-Ready Teacher Toolbox (supporting differentiate instruction)
  - Restorative Practices New/Refresher Course(s)

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

FY 2024/25

Wilson - 0485

**ON-SITE ALLOCATION**

3010	Title I	\$83,970 *
7090	LCFF Supplemental & Concentration	\$261,456
7091	LCFF for English Learners	\$50,544
3182	Comprehensive Support and Improvement	<b>\$190,332</b>

**TOTAL 2024/25 ON-SITE ALLOCATION**

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**\$586,302**

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,488
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Remaining Title I funds are at the discretion of the School Site Council	\$81,482
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Total Title I Allocation	<u>\$83,970</u>
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January 24, 2024

**Updated February 21, 2024**

Wilson Elementary 2024-2025 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	0 pts	-76.6 pts	2023-2024	-61.6 pts
SBAC ELA - Average distance from standard (African American)	✓		-107.5 pts	2023-2024	-92.5 pts
SBAC ELA - Average distance from standard (English Learner)	✓		-75.6 pts	2023-2024	-60.6 pts
SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)	✓		-77.9 pts	2023-2024	-62.9 pts
SBAC ELA - percentage of students met/exceeded standard	✓	32.22 %	16.4 %	2023-2024	21.4 %
SBAC Math - Average distance from standard	✓	0 pts	-99.7 pts	2023-2024	-84.4 pts
SBAC Math - Average distance from standard (African American)	✓		-132.4 %	2023-2024	-117.4 %
SBAC Math - Average distance from standard (Socioeconomically Disadvantaged)	✓		-100.2 pts	2023-2024	-85.2 pts
SBAC Math - percentage of students met/exceeded standard	✓	22.48 %	10.4 %	2023-2024	15.4 %

**Step 1:** After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Daily Tier 1 ELA instruction on grade level (120 min includes whole and small group for differentiation).

PLCs create, administer, and monitor formative assessments between interims/iReady.

PLCS will work with Academic Coach to develop skills in planning using GVC, Common Core Companion and IPG to best align content to the standards.

PLCs will continue to embed SEL skills within academic content areas and receive training from TSA.

2

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

Daily CFUs are a continued growth area in all lessons when determining next step to support mastery of academic standard due to varying degrees of teacher training, years of service and effective planning with PLCs. Academic Coach and TSA are continuing to support the development of classroom teachers in this area and with PLC+.

Wilson will continue work in Cultural Proficiency and Tier 1 engagement strategies ensuring students in subgroups receive grade level appropriate work and support in closing the learning gaps with a special lens on specific needs for subgroups.

iReady data &CFA results to be included in analysis and next steps with TST referrals.

Academic coach, TSA and all teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments.

School-wide instructional schedule for ELA progress monitoring through iReady, CFAs, Wildcat Acceleration and student goal setting.

Focus on improving Tier 1 classroom and school-wide practices which support both academic and SEL for all students.

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

For the 2024-25 school year, Wilson will fund (4) Street Saints Mentors, an increase of 2 mentors to support with Academic, Social Emotional, Attendance and Goal Setting support. (4) Mentors will work closely with the TST team to specifically service and target Tier 2 students. Additionally, Wilson will continue to fund a 6 hour Campus Safety Assistant to further support all students/staff and (4) Teaching Fellows to support RTI.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

For the 2024-25 school year, Wilson will fund (4) Street Saints Mentors, an increase of 2 mentors to support with Academic, Social Emotional, Attendance and Goal Setting support. (4) Mentors will work closely with the TST team to specifically service and target Tier 2 students. Additionally, Wilson will continue to fund a 6 hour Campus Safety Assistant to further support all students/staff and (4) Teaching Fellows to support RTI.

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC - (Teacher/Staff, Parents, and Secondary Students).

Wildcat Acceleration (RTI)

Additional Campus Safety Assistant

Teaching Fellows

Mentors

Technology

Student Incentives

Material and Supplies

Teacher sub days for PLC planning/observations

**2** ELAC:

Wildcat Acceleration

Additional Campus Safety Assistant

Tutoring

Teaching Fellows

Community events

Student incentives

**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):

Wildcat Acceleration (RTI)

Additional Campus Safety Assistant

Teaching Fellows

Mentors

Technology

Student Incentives

Material and Supplies

Teacher sub days for PLC planning/observations

Teacher supplemental contracts for after school tutoring & summer planning

Teacher supplemental contracts for after school tutoring and summer planning

Action 1

Title: Comprehensive Reading and Math Response to Intervention

Action Details:

To ensure that students will move a minimum of one grade level per year, a three-tier response to intervention system will be implemented. Tier I and II levels of instruction will be provided by the classroom teacher utilizing the Guaranteed and Viable Curriculum and evidence-based practices. Tier III intervention will be provided by a TSA & Academic Coach to assist targeted students. Teaching Fellows will support the reading intervention program under the guidance of the TSA & Academic Coach. The TSA & Academic Coach will provide ongoing progress-monitoring data to teachers before exiting intervention students from intervention program.

School will further develop necessary interventions by creating a systematic response to intervention within our school, and continually improve ELA/Literacy/Math instruction at each level of intervention, in order to ensure that students make continuous progress and are able to demonstrate (at minimum) one year's worth of growth. Funds will be used to pay for (4) Street Saint's Mentors to support targeted small group instruction with academics attendance, behavior and goal setting.

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

Explain the Progress Monitoring and data used for this Action

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

Teacher progress monitoring data will be used to monitor student growth. Updated with CFA/CSA and quarterly data such as math fact fluency, and iReady data.

Owner(s):

Classroom teacher  
TSA & Academic Coach

Timeline:

Post CFA/CSA and quarterly data

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

PLC agenda items with student performance data analysis for intervention groups

Owner(s):

Lead Teacher/classroom teacher  
TSA & Academic Coach

Timeline:

3/4 times per month during PLC meetings

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

District assessment data/KAIG

Owner(s):

Classroom teacher  
Admin

Timeline:

Post interim data

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

Frequent classroom visits with specific feedback based on IPG and CSTP

Owner(s):

Admin

Timeline:

Weekly

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

Tiered Levels of Support through Response to Intervention for targeted groups (SPED, Foster/Homeless youth, African American, White, EL, specific grade levels based on site data)

- Tier 1 - Ensure access to essential grade-level curriculum, Identify and teach essential academic and social behaviors, provide preventions to proactively support student success
- Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports
- Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable
- Maintenance of school wide technology (i.e. laptops, copy machines, document cameras, Smartboards, etc.) will be funded.
- Professional Learning for staff and ILT to include book studies, professional speakers, travel for conferences, PLi
- Instruction utilizing district adopted GVC Wonders and GoMath
- Supplemental contracts for HSL & paraprofessionals to translate for Spanish speaking parents and/or special projects.
- TSA & Academic Coach to support literacy instruction and support intervention for students and train new teachers on foundational skills needed for quality reading instruction.
- 4 Teaching fellows to support reading foundational skills for identified students based on assessment data
- Street Saints Mentors/Campus Security Assistant
- After school/during school tutoring
- Instructional consumable supplies
- Sub release provided for TST, SST, IEP, observations, PLC Planning and data chats
- Sub Admin to provide time to participate in PLC planning, data chats, SSTs, PL and conferences
- Instructional aide to support RTI, Kindergarten and 1st grade
- Technology to access digital resources to increase literacy and math
- Purchase subscriptions and site licenses to digital text sources to extend use of complex text.
- Extra salaries for instructional aides/classified to support intervention and extra support for students.
- Graphics to support instruction through anchor charts, reusable graphic organizers, and other related literacy charts.
- Incentives for students for achievement in literacy & math
- Professional Learning book studies for ILT and staff Professional Learning through Regional work
- Paraprofessional to support with RTI in Kindergarten and 1st grade
- FUSD food for student testing (SBAC, ELAP, iReady)

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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*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 the area of ELA

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

CA Teaching Fellows to support Tier 2 small group instruction/RTI

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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**Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.**

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

The African American student population is performing at the lowest level in areas of ELA

The Socioeconomically Disadvantaged student population is performing at the lowest level in areas of ELA

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

CA Teaching Fellows to support Tier 2 small group instruction/RTI

Teacher supplemental contracts to support after school EL tutoring and/or PLC planning for EL instruction.

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

ELPAC Assessors will be utilized to assist in assessing English Learners.

Para to support early learning English Learners in the classroom.

Technology to support English Learners

Materials and supplies to support EL Instruction & student incentives for EL tutoring an ELPAC

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

EL resources provided by Wonders used during designated ELD instruction.

Embedded ELD strategies used during Tier 1 and Tier 2 instruction.

Increase use of academic vocabulary and partner talk to practice language acquisition within the classroom setting.

Multiple opportunities to engage in speaking, reading, writing and listening in various academic areas.

Teacher supplemental contracts to support after school tutoring and/or PLC planning for instruction.

Subs for teacher release time to plan ELA

Para to support foundational ELA instruction in Kindergarten

Professional Learning for Teachers

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

With 7090 or 7091 funds we plan to support (Specific student group) by...

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

TST Team will meet every 2 weeks to review teacher referrals for Tier 2-3 students with academic/SEL/Attendance concerns.

Academic Coach and Teaching Fellows will run RTI 5 days a week for identified Tier 2-3 students in grades 1-6 through TST referral process.

Academic Coach will support FH Regional Literacy Plan to implement small group instructional for targeted students based on multiple data sources to identify Tier 2-3 students in grades TK-2nd.

Mentors/Campus Safety Assistant to offer regulating strategies in order to redirect students back to the learning environment whom are identified by individual behavior plans, SST's, TST team, or students demonstrating a pattern of at-risk Tier 2-3 behaviors.

Common progress monitoring to identify specific areas of need.

Action 2

Title: Math Instructional Plan TK-6

Action Details:

Wilson Elementary will ensure that all students receive high quality instruction through a 3-tiered approach to access mathematical practices. Necessary intervention through a systematic approach will improve Math instruction at each level of intervention to ensure that students make continuous progress and are able to demonstrate mastery of standards.

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

Explain the Progress Monitoring and data used for this Action



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

SBAC
District Math I-ready Assessments
Grade Level Common Formative Assessments
KAIG
Data chats with Teachers
Classroom goal-setting
IAB Assessments Grades 3-6
TK Benchmark Assessment
SPED Assessment and monitoring of IEP goals

Owner(s):

Teachers
PLC
ILT
TSA & Academic Coach
Admin

Timeline:

Daily checking for understanding
Common Formative Assessments
GoMath Weekly, Quarterly, End-of-Chapter Assessments
District I-ready Assessments as administered during the school year
KAIG Quarterly data
Quarterly IAB's Grades 3-6
TK Assessments/Baseline: Fall, Winter, Spring
SPED Assessment: monthly progress monitoring

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

Tiered Levels of Support through Response to Intervention (RTI) for targeted groups (SPED, Foster/Homeless Youth, African American, White, and specific grade levels based on site data)
Tier 1 - Ensure access to essential grade-level curriculum, Identify and teach essential academic and social behaviors, provide preventions to proactively support student success
Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports
Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education support/service is needed and justifiable
Math Guaranteed and Viable Curriculum resources and materials
Tablets for use of online resources
Academic Coach to support math instruction
Paraprofessional to support with RTI in Kindergarten and 1st grade
Mileage for HSL
Supplemental contracts for Certificated and Classified Staff (i.e., Planning, Tutoring, Special Projects)
Substitutes for monthly IEP, Coordination of Services and Support Team Meetings (COST), Student Success Team (SST) meetings and PL Substitutes for data chats, peer observations
Other materials and supplies that support instruction including, but not limited to, graphics and technology
Parent participation including, but not limited to babysitting, translating, graphics, etc.
Materials and supplies for parent participation Translators (i.e. Parent/Teacher Conferences)
Direct maintenance and repairs of technology

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

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

The African American student population is performing at the lowest level in areas of Math.

English Learner student population is performing at the lowest level in the area of ELA.

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

CA Teaching Fellows to support Tier 2 small group instruction/RTI

Teacher supplemental contracts to support after school EL tutoring and/or PLC planning for EL instruction.

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

ELPAC Assessors will be utilized to assist in assessing English Learners.

Para to support early learning English Learners in the classroom.

Technology to support English Learners

Materials and supplies to support EL Instruction & student incentives for EL tutoring an ELPAC

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

EL resources provided by Wonders used during designated ELD instruction.

Embedded ELD strategies used during Tier 1 and Tier 2 instruction.

Increase use of academic vocabulary and partner talk to practice language acquisition within the classroom setting.

Multiple opportunities to engage in speaking, reading, writing and listening in various academic areas.

The Socioeconomically Disadvantaged student population is performing at the lowest level in areas of Math.

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

Teacher subs to plan ELA, Math & ELD Instruction

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

CA Teaching Fellows to support Tier 2 small group instruction/RTI

Para to support foundational skills in Kindergarten

Teacher supplemental contracts to support after school tutoring and/or PLC planning for instruction

Subs for teacher planning of ELA & Math, peer observations and data chats

Materials and supplies to support ELA, Math instruction & student incentives

Technology to support learning

**4. As a site: What are planned actions to support this student group?**

TST Team will meet every 2 weeks to review teacher referrals for Tier 2-3 students with academic/SEL/Attendance concerns.

Academic Coach and Teaching Fellows will run RTI 5 days a week for identified Tier 2-3 students in grades 1-6 through TST referral process.

Academic Coach will support FH Regional Literacy Plan to implement small group instructional for targeted students based on multiple data sources to identify Tier 2-3 students in grades TK-2nd.

Mentors/Campus Safety Assistant to offer regulating strategies in order to redirect students back to the learning environment whom are identified by individual behavior plans, SST's, TST team, or students demonstrating a pattern of at-risk Tier 2-3 behaviors.

Common progress monitoring to identify specific areas of need.

# 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0485 Wilson Elementary (Locked)

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher subs to plan in ELA, Math, ELD, SEL & peer observations of best practices. **No IEPs**	39,417.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplemental contracts; PLC planning ELA & Math & after school tutoring. **No IEPs**	7,356.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	Para to support instruction	15,814.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies for academic instruction (no food/incentives)	5,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology for instruction	6,383.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Teacher subs for ELA, Math, SEL planning & peer observations of best practices **Nio IEPs**	39,417.00
G1A1	ESSA-CSI	In-House Instructional Staff Deve	Crt Supr-Sub			Admin sub for data chats, conferences, planning with teachers	4,777.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental contracts; PLC planning ELA/Math & after school tutoring	36,780.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology to support student learning	9,474.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : CA Teaching Fellows (4) to be used in RTI	54,800.00
G1A1	Sup & Conc	Instruction	Travel			Travel & Conferences	2,500.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Repair of equipment, radios, keys & technology	1,500.00
G1A1	Sup & Conc	Instruction	Direct-Food			Student snacks to support testing	1,500.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Write Tools, LLC : Write Tools PL	3,500.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental; ELPAC Assessors & tutoring	14,712.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	Para to support instruction	19,251.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies to support EL instruction, student incentives for EL tutoring & ELPAC testing	10,000.00
G1A1	LCFF: EL	Parent Participation	Direct-Food			Food services to provide refreshments for parent meetings	6,581.00

\$278,762.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	89.63 %	82 %	2023-2024	95 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

The intended goal is to continue to improve the overall climate and culture of Wilson through the investment and development of students who have a strong sense of self, character and SEL competencies. We will continue:

- VP/TSA created Behavior Assemblies that focus on Guidelines for Success, Student behavior expectations for classroom and common areas with the SEL competency for the quarter. Assemblies will be reinforced by daily morning announcements. Tier 1 classroom supports for students and teachers. Additionally, continue to highlighting current and new staff on campus that are here to support and listen to students when in need such as office staff, NTAs, CSSW, Tier II Specialist, Nurse, CSA, School Psychologist, Librarian, TF, Aides, Custodians and kitchen staff.
- Provide School Spirit wear for students to wear on Character Counts Week and or Friday Spirit day.

Due to new staff and staff interest, 2023-24 engagement were limited but improving. Student center engagement experience will continue to include and be added;

Teams sports (football, volleyball, cross country, cheer, basketball, softball, track)

Field Trips

Peach Blossom

Student Leadership

Kindness Week with Friday Kindness Activities

Band

Strings

Choir

4th grade Recorders

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

New this year, CCT has implemented student incentive/engagement and positive behavior programs that are showing growth. The team feels more time implementing these programs will continue to improve overall student outcomes. Such programs are Meaningful Jobs, Student Clubs, Golden Tickets, Wildcat Attendance Program, PAWS Tickets and Student Store.

Wilson will continue work in Cultural Proficiency and Tier 1 engagement strategies ensuring students in subgroups receive grade level appropriate work and support in closing the learning gaps with a special lens on specific needs for subgroups.

1st-3rd music  
After-school program  
ELD After-school program  
Innovation Day- 5th/6thGrade  
Awards Assemblies Recognition- Academic, EL, athletic,  
Grade Level Performances  
School-wide Special Assemblies

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

For the 2024-25 school year, Wilson will fund (4) Street Saints Mentors, an increase of 2 mentors to support with Academic, Social Emotional, Attendance and Goal Setting support. (4) Mentors will work closely with the TST team to specifically service and target Tier 2 students. Additionally, Wilson will continue to fund a 6 hour Campus Safety Assistant to further support all students/staff and (4) Teaching Fellows to support RTI.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

For the 2024-25 school year, Wilson will fund (4) Street Saints Mentors, an increase of 2 mentors to support with Academic, Social Emotional, Attendance and Goal Setting support. (4) Mentors will work closely with the TST team to specifically service and target Tier 2 students. Additionally, Wilson will continue to fund a 6 hour Campus Safety Assistant to further support all students/staff and (4) Teaching Fellows to support RTI.

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC - (Teacher/Staff, Parents, and Secondary Students).

Continue to have additional staff support Wildcat Acceleration (RTI)  
Additional Campus Safety Assistant  
Teaching Fellows  
Mentors  
Technology  
Student Incentives  
Material and Supplies

**2** ELAC:

Wildcat Acceleration  
Additional Campus Safety Assistant  
Tutoring  
Teaching Fellows  
Community events  
Student incentives

**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):

Continue to have additional staff support  
Wildcat Acceleration (RTI)  
Additional Campus Safety Assistant  
Teaching Fellows  
Mentors  
Technology  
Student Incentives

Teacher sub days for PLC planning/observations

Teacher supplemental contracts for after school tutoring and summer planning

Material and Supplies

Teacher sub days for PLC planning/observations

Teacher supplemental contracts for after school tutoring and summer planning

Action 1

Title: Culture of Kindness & SEL Competencies

Action Details:

Wilson will promote and support the ongoing development of responsible citizenship and positive character through Culture of Kindness and SEL Competencies. All staff will promote positive school climate for students by making our school a safe environment while developing the growth mindset in all stake holders. Wilson will continue to develop students understanding and demonstrate student ownership of the 6 pillars of character through yearly, monthly and daily school wide activities. Through these ongoing experiences students and stakeholders will exemplify the character traits/SEL competencies that will support their social emotional needs as well as their academic success.

This will be supported through;

CCT launch of Character Counts & Culture of Kindness with SEL Competencies

Character Counts Week

Student of the Month Character Counts Pillar Recognition

Kindness Week

Red Ribbon Week

Outstanding Behavior Quarterly Recognition

Kind Kids Club

Peace Makers

Meaningful Jobs

Random Acts of Kindness Bracelets

Wildcats with the Right Attitude Recognition

FUSD provided Career Ready Field Trips/Career Assemblies

Goal 2 Field Trips

Student Leadership

Peach Blossom

Peer Mediators

Saturday Academy

Sports

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Monthly monitoring of behavior entries in ATLAS
- Office Referrals reviewed for trends of student behaviors
- Quarterly monitoring of engagement for positive social emotional development

Owner(s):

- TSA & Academic Coach
- Mentor
- Tier II Specialist
- CSSW
- CCT
- PLC
- Admin Team

Timeline:

- Monthly (Admin)
- Quarterly (CCT/PLC)
- Weekly (TSA/RCA/Tier II Specialist)

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

- Calendar of Character Counts Pillar trait w/ SEL Competencies
- Second Step Weekly Lessons that follow Scope & Sequence
- Positive individual recognition & Incentives for Student of the Month; School Wide Assemblies & Meaningful Jobs
- Incentives for Positive behavior, classroom incentives, engagement activities
- Wildcat with the Right Attitude incentives
- Golden Ticket incentives
- Paws Tickets with Student Store

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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 the area of ELA.

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

- CA Teaching Fellows to support Tier 2 small group instruction/RTI
- Teacher supplemental contracts to support after school EL tutoring and/or PLC planning for EL instruction.

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

ELPAC Assessors will be utilized to assist in assessing English Learners.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

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

- The African American student population is performing at the lowest level in areas of Suspensions.
- The Socioeconomically Disadvantaged student population is performing at the lowest level in areas of Suspensions.
- The Students with Disabilities student population is performing at the lowest level in area of Suspensions.
- The White student population is performing at the lowest level in the area of Suspensions.

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

Teacher subs to plan ELA, Math & ELD Instruction

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

Para to support early learning English Learners in the classroom.

Technology to support English Learners

Materials and supplies to support EL Instruction & student incentives for EL tutoring an ELPAC

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

EL resources provided by Wonders used during designated ELD instruction.

Embedded ELD strategies used during Tier 1 and Tier 2 instruction.

Increase use of academic vocabulary and partner talk to practice language acquisition within the classroom setting.

Multiple opportunities to engage in speaking, reading, writing and listening in various academic areas.

CA Teaching Fellows to support Tier 2 small group instruction/RTI

Para to support foundational skills in Kindergarten

Teacher supplemental contracts to support after school tutoring and/or PLC planning for instruction

Subs for teacher planning of ELA & Math, peer observations and data chats

Materials and supplies to support ELA, Math instruction & student incentives

Technology to support learning

**4. As a site: What are planned actions to support this student group?**

TST Team will meet every 2 weeks to review teacher referrals for Tier 2-3 students with academic/SEL/Attendance concerns.

Academic Coach and Teaching Fellows will run RTI 5 days a week for identified Tier 2-3 students in grades 1-6 through TST referral process.

Academic Coach will support FH Regional Literacy Plan to implement small group instructional for targeted students based on multiple data sources to identify Tier 2-3 students in grades TK-2nd.

Mentors/Campus Safety Assistant to offer regulating strategies in order to redirect students back to the learning environment whom are identified by individual behavior plans, SST's, TST team, or students demonstrating a pattern of at-risk Tier 2-3 behaviors.

Common progress monitoring to identify specific areas of need.

Action 2

Title: Wilson Clubs

Action Details:

Wilson will provide weekly clubs centered around student interest/need. These can include, but are not limited to, painting, sculpture, dance, computers, etc. These clubs will occur on Friday afternoons, and will be selected by student surveys. Once clubs have been selected, students will select their top three choices and will be placed in a club. Clubs will rotate throughout the year, providing students multiple opportunities to build connections with adults and participate in preferred activities at school.

Reasoning for using this action:

☐ Strong Evidence

☐ Moderate Evidence

☒ Promising Evidence

Explain the Progress Monitoring and data used for this Action



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

Club lists

Student Attendance

Student interest survey

Atlas Engagement Reports

Owner(s):

Club committee

Tier 2 Specialist

Teachers

VP

TSA

Timeline:

Student attendance monitored weekly, clubs rotate approximately every 5 weeks, students complete interest survey during each club rotation

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

Materials & Supplies will be purchased for all clubs as needed.

Students will have access to CCT as needed to successfully participate in clubs.

An extra pay contract will be funded to compensate teachers who put extra time into establishing class lists for all clubs.

After school program at Wilson Elementary and provide staff additional club/extra-curricular activities after school on-site for all students enrolled in the ASP.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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 ELA.

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

CA Teaching Fellows to support Tier 2 small group instruction/RTI

Teacher supplemental contracts to support after school EL tutoring and/or PLC planning for EL instruction.

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

ELPAC Assessors will be utilized to assist in assessing English Learners.

Para to support early learning English Learners in the classroom.

Technology to support English Learners

Materials and supplies to support EL Instruction & student incentives for EL tutoring an ELPAC

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

EL resources provided by Wonders used during designated ELD instruction.

Embedded ELD strategies used during Tier 1 and Tier 2 instruction.

Increase use of academic vocabulary and partner talk to practice language acquisition within the classroom setting.

Multiple opportunities to engage in speaking, reading, writing and listening in various academic areas.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

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

The African American student population is performing at the lowest level in areas of Suspensions.

The Socioeconomically Disadvantaged student population is performing at the lowest level in areas of Suspensions.

The Students with Disabilities student population is performing at the lowest level in area of Suspensions.

The White student population is performing at the lowest level in the area of Suspensions.

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

Teacher subs to plan ELA, Math & ELD Instruction

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

CA Teaching Fellows to support Tier 2 small group instruction/RTI

Para to support foundational skills in Kindergarten

Teacher supplemental contracts to support after school tutoring and/or PLC planning for instruction

Subs for teacher planning of ELA & Math, peer observations and data chats

Materials and supplies to support ELA, Math instruction & student incentives

Technology to support learning

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

TST Team will meet every 2 weeks to review teacher referrals for Tier 2-3 students with academic/SEL/Attendance concerns.

Academic Coach and Teaching Fellows will run RTI 5 days a week for identified Tier 2-3 students in grades 1-6 through TST referral process.

Academic Coach will support FH Regional Literacy Plan to implement small group instructional for targeted students based on multiple data sources to identify Tier 2-3 students in grades TK-2nd.

Mentors/Campus Safety Assistant to offer regulating strategies in order to redirect students back to the learning environment whom are identified by individual behavior plans, SST's, TST team, or students demonstrating a pattern of at-risk Tier 2-3 behaviors.

Common progress monitoring to identify specific areas of need.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		36.5 %	2023-2024	26.5 %
Suspension Rate - Semester 1	✓	-5.8 %	7.2 %	2023-2024	5.2 %
Suspension Rate - Semester 1 (African American)	✓		14.6 %	2023-2024	7.3 %
Suspension Rate - Semester 1 (Socioeconomically Disadvantaged)	✓		7.5 %	2023-2024	3.5 %
Suspension Rate - Semester 1 (Students w/ Disabilities)	✓		17.6 %	2023-2024	10.6 %
Suspension Rate - Semester 1 (White)	✓		8.2 %	2023-2024	4.1 %

**Step 1:** After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Available resources used: TSA, Academic Coach, HSL, CSSW, All 4 Youth, Tier II Specialist. Students participate in small group and periodic check ins with support staff.

Implementation of TST every 2 weeks (admin, School Psychologist, RSP teacher, CSSW, CWSA, All 4 Youth, OA, HSL).

Behavior assemblies to introduce and review school wide expectations and consequences.

Daily announcements to reinforce Wilson's Guidelines for Success.

Implementation of Second Step & Class Meetings.

TSA to provide staff with PL on school wide implementation of MTSS with data walks.

TSA to support Tier 1 SEL Skills and behavior management implementation.

Attendance Clerk and HSL consistently reaching out to families to monitor student absenteeism.

A4 After School Tutoring with weekly parent meetings

TSA & CCT to support staff with weekly Class Meetings and Second Step Lesson implementation.

2

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

New this year, CCT has implemented student incentive/engagement and positive behavior programs that are showing growth. The team feels more time implementing these programs will continue to improve overall student outcomes. Such programs are Meaningful Jobs, Student Clubs, Golden Tickets, Wildcat Attendance Program, PAWS Tickets and Student Store.

Wilson will continue work in Cultural Proficiency and Tier 1 engagement strategies ensuring students in subgroups receive grade level appropriate work and support in closing the learning gaps with a special lens on specific needs for subgroups.

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

For the 2024-25 school year, Wilson will fund (4) Street Saints Mentors, an increase of 2 mentors to support with Academic, Social Emotional, Attendance and Goal Setting support. (4) Mentors will work closely with the TST team to specifically service and target Tier 2 students. Additionally, Wilson will continue to fund a 6 hour Campus Safety Assistant to further support all students/staff and (4) Teaching Fellows to support RTI.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

For the 2024-25 school year, Wilson will fund (4) Street Saints Mentors, an increase of 2 mentors to support with Academic, Social Emotional, Attendance and Goal Setting support. (4) Mentors will work closely with the TST team to specifically service and target Tier 2 students. Additionally, Wilson will continue to fund a 6 hour Campus Safety Assistant to further support all students/staff and (4) Teaching Fellows to support RTI.

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section 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.

<div><div>1</div><div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div></div> <div><div>Continue to have additional staff support Wildcat Acceleration (RTI)</div><div>Additional Campus Safety Assistant</div><div>Teaching Fellows</div><div>Mentors</div><div>Technology Student Incentives</div><div>Material and Supplies</div><div>Teacher sub days for PLC planning/observations</div><div>Teacher supplemental contracts for after school tutoring and summer planning</div></div>	<div><div>2</div><div>ELAC:</div></div> <div><div>Wildcat Acceleration</div><div>Additional Campus Safety Assistant</div><div>Tutoring Teaching Fellows</div><div>Community events</div><div>Student incentives</div></div>	<div><div>3</div><div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div></div> <div><div>Continue to have additional staff support Wildcat Acceleration (RTI)</div><div>Additional Campus Safety Assistant</div><div>Teaching Fellows</div><div>Mentors</div><div>Technology Student Incentives</div><div>Material and Supplies</div><div>Teacher sub days for PLC planning/observations</div><div>Teacher supplemental contracts for after school tutoring and summer planning</div></div>
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Action 1

Title: MTSS at Wilson

Action Details:

Wilson will continue to implement a tiered level of response to student misbehavior. Lead by the TSA, Climate and Culture Team will continue implementation of Foundations evidence-based practices. Early-stage interventions aim to reduce suspensions, increase student attendance, reduce classroom disruptions, and increase campus safety. Guidelines for success and district programs (Class Meetings/Second Step/OLWEUS/CHAMPS) will continue to promote

personal responsibility and social skills, aiming to reduce conflicts with staff and other students. Lead by the TSA, Climate and Culture Team will provide professional learning to staff in addressing student behaviors at levels 1-3. Lead by the Vice Principal, the SEL team will continue to educate staff regarding the TST purpose and referral process. Whereas, any struggling students can be referred to TST by the classroom teacher for potential interventions such as daily positive behavior plans, referral to Wildcat Acceleration, Student Student Team meeting, Tier 2 Specialist, CSSW and/or All 4 Youth referrals, Once all site-based interventions have been deemed not successful the TST team and admin will refer student to the ICET process.

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Reduction in chronic absenteeism/suspension rates, and increase in pro-social skills demonstrated on campus.

Owner(s):

Admin/Teachers/Support staff/CSSW/Tier 2 Specialist/School Psychologist

Timeline:

Monthly check-in of suspension rates, ODR's and chronic absenteeism.

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

(4) Street Saints Mentors, Tier 2 Specialist, CSSW, NTAs, Campus Assistant, and Admin to support this goal.

(4) Street Saints Mentors, Tier 2 Specialist, CSSW will manage the Wildcat Den, provide a check-in, check out system for connecting with a caring adult, provide push-in support in the classroom as needed to ensure application of SEL strategies taught during intervention.

HSL/OM/OA will monitor student attendance and provide ongoing communication with students and families. They will motivate students to increase attendance and reduce tardies with school-wide incentives.

(4) Street Saints Mentors/Campus Security Assistant will also support efforts to have students return to class when they elope or do not want to enter the classroom.

CSSW/Tier 2 Specialist/School Psychologist/Vice Principal/RSP Teacher, Mentor, OA, HSL will take an active role on the TST team to respond to Tier II and III needs that may impede the graduation course. Each member of the TST Team will see students individually or in a group setting.

NTAs will meet for 30-45 min. as a PLC at once per month to discuss needs and professional learning. Admin will be present.

Tier 2 Specialist will implement and monitor along with CCT/VP school wide Meaningful Jobs.

Class Meetings

Morning Meetings

2nd Step

Climate and Culture Team

Positive Behavior Incentives

Campus Clubs

Student Leaders

Peer Mediation

Meaningful Jobs

Mileage for HSL home support

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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 ELA

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

CA Teaching Fellows to support Tier 2 small group instruction/RTI

Teacher supplemental contracts to support after school EL tutoring and/or PLC planning for EL instruction.

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

ELPAC Assessors will be utilized to assist in assessing English Learners.

Para to support early learning English Learners in the classroom.

Technology to support English Learners

Materials and supplies to support EL Instruction & student incentives for EL tutoring an ELPAC

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

EL resources provided by Wonders used during designated ELD instruction.

Embedded ELD strategies used during Tier 1 and Tier 2 instruction.

Increase use of academic vocabulary and partner talk to practice language acquisition within the classroom setting.

Multiple opportunities to engage in speaking, reading, writing and listening in various academic areas.

**Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.**

**1. Identify the student group (list only one at a time) in red and all the areas they are identified in.**

The African American student population is performing at the lowest level in areas of Suspensions.

The Socioeconomically Disadvantaged student population is performing at the lowest level in areas of Suspensions.

The Students with Disabilities student population is performing at the lowest level in area of Suspensions.

The White student population is performing at the lowest level in the area of Suspensions.

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

Teacher subs to plan ELA, Math & ELD Instruction

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

CA Teaching Fellows to support Tier 2 small group instruction/RTI

Para to support foundational skills in Kindergarten

Teacher supplemental contracts to support after school tutoring and/or PLC planning for instruction

Subs for teacher planning of ELA & Math, peer observations and data chats

Materials and supplies to support ELA, Math instruction & student incentives

Technology to support learning

**4. As a site: What are planned actions to support this student group?**

TST Team will meet every 2 weeks to review teacher referrals for Tier 2-3 students with academic/SEL/Attendance concerns.

Academic Coach and Teaching Fellows will run RTI 5 days a week for identified Tier 2-3 students in grades 1-6 through TST referral process.

Academic Coach will support FH Regional Literacy Plan to implement small group instructional for targeted students based on multiple data sources to identify Tier 2-3 students in grades TK-2nd.

Mentors/Campus Safety Assistant to offer regulating strategies in order to redirect students back to the learning environment whom are identified by individual behavior plans, SST's, TST team, or students demonstrating a pattern of at-risk Tier 2-3 behaviors.

Common progress monitoring to identify specific areas of need.

**Action 2**

**Title:** Responding to Misbehavior

**Action Details:**

Staff will respond appropriately to levels of misbehavior. They will provide social-emotional support inside and outside of the classroom to reduce incidents of misbehavior that result in suspension and strengthen campus safety. Admin, office staff and mentors will support/increase communication between home and school by connecting with key stakeholders to increase attendance rates, pro-social skill acquisition, parent participation in extra curricular opportunities throughout the school year. If needed the site will purchase equipment and or incentives to improve communication efforts with parents and community.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Atlas Student Engagement Report

ODR and Suspension Data in Power BI

Attendance Reports for varying subgroups reported in CADashboard

Data sources will be cross-referenced to surface students who require additional supports needed to stay on track to graduate.

Owner(s):

Classified staff, Administration, Teachers, CSSW

Timeline:

Quarterly monitoring of suspension and attendance data

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

(2) Street Saint Mentors

Social-Emotional support book study

TSA to support positive student behavior incentives and SEL skill-building for students who need support at Tiers II and III.

SEL Team consisting of (admin, Tier 2 Specialist, Mentor, CSSW) to support teacher training with response to misbehavior and teach corrective alternatives.

Wildcat Den Resources, Materials & Supplies

Social Skills supports for students

Positive behavior incentives

Wilson Guidelines for Success Signage for campus culture and expectations of behavior

Assemblies to promote positive behavior

Student incentives to promote positive behavior

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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 ELA.

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

CA Teaching Fellows to support Tier 2 small group instruction/RTI

Teacher supplemental contracts to support after school EL tutoring and/or PLC planning for EL instruction.

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

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The African American student population is performing at the lowest level in areas of Suspensions.

The Socioeconomically Disadvantaged student population is performing at the lowest level in areas of Suspensions.

The Students with Disabilities student population is performing at the lowest level in area of Suspensions.

The White student population is performing at the lowest level in the area of Suspensions.

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

Teacher subs to plan ELA, Math, ELD & SEL Instruction

ELPAC Assessors will be utilized to assist in assessing English Learners.

Para to support early learning English Learners in the classroom.

Technology to support English Learners

Materials and supplies to support EL Instruction & student incentives for EL tutoring an ELPAC

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

EL resources provided by Wonders used during designated ELD instruction.

Embedded ELD strategies used during Tier 1 and Tier 2 instruction.

Increase use of academic vocabulary and partner talk to practice language acquisition within the classroom setting.

Multiple opportunities to engage in speaking, reading, writing and listening in various academic areas.

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

CA Teaching Fellows to support Tier 2 small group instruction/RTI

Para to support foundational skills in Kindergarten

Teacher supplemental contracts to support after school tutoring and/or PLC planning for instruction

Subs for teacher planning of ELA & Math, peer observations and data chats

Materials and supplies to support ELA, Math instruction & student incentives

Technology to support learning

**4. As a site: What are planned actions to support this student group?**

TST Team will meet every 2 weeks to review teacher referrals for Tier 2-3 students with academic/SEL/Attendance concerns.

Academic Coach and Teaching Fellows will run RTI 5 days a week for identified Tier 2-3 students in grades 1-6 through TST referral process.

Academic Coach will support FH Regional Literacy Plan to implement small group instructional for targeted students based on multiple data sources to identify Tier 2-3 students in grades TK-2nd.

Mentors/Campus Safety Assistant to offer regulating strategies in order to redirect students back to the learning environment whom are identified by individual behavior plans, SST's, TST team, or students demonstrating a pattern of at-risk Tier 2-3 behaviors.

Common progress monitoring to identify specific areas of need.



## 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0485 Wilson Elementary (Locked)

### G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	ESSA-CSI	Instruction	Mat & Supp			: Materials & Supplies No Food or Incentives	4,358.00
G3A1	ESSA-CSI	Guidance & Counseling Services	Subagreements			Fresno Street Saints : Fresno Street Saints/Hands on California (4 mentors 35 hrs. per week) to support Tier 1-2 students	141,780.00
G3A1	Sup & Conc	Instruction	Oth Cls-Supp			Classified Supplemental; support MTSS, special projects, parent engagement	6,567.00
G3A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies to support instruction, MTSS, attendance & school-wide incentives	71,140.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Classified extra time language translation	5,177.00
G3A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage to support home visits HSL/CSSW	200.00
G3A2	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.7500	CSA 6 Hour	65,593.00

**\$294,815.00**

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	93.32 %	81.6 %	2023-2024	91.6 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Continue to create a sense of belonging at Wilson by focusing on positive relationships with both students and adults. Below are the steps we have taken to promote positive relationships:

Admin created daily announcements that creates clarity among students & staff with expectations.

Weekly admin walks with feedback.

Maintaining student behavior expectations for classroom and common areas with consistent supervision.

Tier 1 classroom supports provided directly to teachers and students by TSA and support staff.

Each PL will begin with a "Morning Meeting" style of team building activity.

Admin response to misbehavior in a timely manner.

Staff appreciation week May1, along with monthly treats to celebrate staff.

Increase in pot-luck style events to create staff community.

Increase in celebrations of staff "just because".

2

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

Wilson will increase recruitment and retention of staff based on the diversity of the population we serve. During Fresno Unified staff selection special consideration will be given to the population of our students who in our disproportionality demographic (African American, White, and Homeless). Retaining teachers provides continuity and provides students with more opportunities to build relationships with our staff, when we are able to retain our staff.

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

Overall, actual implementation has been successful and staff is participating in community building activities.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Changes that will be made include, ILT planning date w/ CCT input prior to the school year to schedule community building events for staff and development of staff committees to implement said events.

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	2 ELAC:	3 Staff - (Credentialed Staff, Classified Staff, and Administrators):
Wildcat Acceleration (RTI) Additional Campus Safety Assistant Teaching Fellows Mentors Technology Student Incentives Material and Supplies Teacher sub days for PLC planning/observations Teacher supplemental contracts for after school tutoring and summer planning	Wildcat Acceleration Additional Campus Safety Assistant Tutoring Teaching Fellows Community events Student incentives	Wildcat Acceleration (RTI) Additional Campus Safety Assistant Teaching Fellows Mentors Technology Student Incentives Material and Supplies Teacher sub days for PLC planning/observations Teacher supplemental contracts for after school tutoring and summer planning

Action 1

Title: Wilson Power of 3

Action Details:

Wilson staff will increase student and staff belonging as measured by the Student and Staff Climate and Culture survey. Actionable steps will be but not limited to Power of 3, Student of the Month Recognition, 2 by 10 strategies, Wilson Friday Clubs, Wildcat Den, student check-ins with caring adults on campus. Ongoing professional learning around the four domains of the DEI Framework such as; Cultural Proficiency, Culturally Proficient Practices, Multicultural Experiences, and Social Action for all staff.

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

Explain the Progress Monitoring and data used for this Action

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

Staff Survey

Owner(s):

Teacher

CCT Team

TSA

Admin

Timeline:

2 times per year

Monthly

Daily

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

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Continue ILT/CCT collaboration of collective site goals for staff/students/community

Continue work with FUSD Climate and Culture Specialist to onboard work from previous year

T-shirts for every staff member for school unity at the beginning of the year

Monthly staff fellowship which includes meals/potluck and staff member of the month

Staff incentives for Wilson Staff Member of the Month/New staff and highlighted staff

- Teacher supplies/graphics
- Wilson specific items (clothing, lanyards, notebooks, planners, stickers)

Staff Appreciation Week:

- Food/snacks possible catering from Hewitt's or various FUSD approved vendors for staff inclusive luncheon
- KrazyKaren for team building and celebration

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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TSA/Academic Coach will provide site PL to teachers to implement best instructional strategies for all students.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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TSA/Academic Coach will provide site PL to teachers to implement best instructional strategies for all students.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	98.22 %	85.3 %	2023-2024	95.3 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

The following actions were implemented:

Continue with on-going communication with families about school schedules, events, and updates through Parent Square, School Marquee, Class Dojo and Social Media.

Parents were able to volunteer in classrooms and support students and teachers.

Parents were able to participate in Back to school night, Open house, Quarterly Award Assemblies, 6th Grade Promotion, Field trips, Spring TK/Kindergarten Winter performance, Pumpkin Patch, 100 day Parade, & Easter Egg Hunt.

Identified A4 students had opportunities for parent learning through the after school A4 tutoring program.

2

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

While there were some activities to increase inclusive opportunities for family engagement, the site has identified the need to further plan and develop opportunities for next school year. At the end of each school year, ILT will have a planning day to develop the master calendar which includes more opportunities for families to engage in their students' education.

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

The school was able to advertise and recruit parents for the School Site Council and set aside funds for refreshments for SSC meetings.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Administration Team will actively recruit parents to participate in School Site Council. Prior to the start of each school year, ILT will have a planning day to give input on the master calendar and strategically plan events that will

encourage and engage families to participate in their child's education. The site will work along side A4 to support parent workshops focused on topics aligned with supporting children in their academics. Principal Coffee Hours will be set up on a quarterly basis with a variety of topics centered around engaging families in their child's education. Continued focus for all staff members on the importance of parent/teacher relationships and the building of trust. The site will continue to consistently communicate with parents through the use of a Parent Square, Class Dojo, and the marquee to inform families of engaging activities to support their students' learning.

**Step 4: Educational Partner Involvement.** Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	2 ELAC:	3 Staff - (Credentialed Staff, Classified Staff, and Administrators):
Wildcat Acceleration (RTI) Additional Campus Safety Assistant Teaching Fellows Mentors Technology Student Incentives Material and Supplies Teacher sub days for PLC planning/observations Teacher supplemental contracts for after school tutoring and summer planning	Wildcat Acceleration Additional Campus Safety Assistant Tutoring Teaching Fellows Community events Student incentives	Wildcat Acceleration (RTI) Additional Campus Safety Assistant Teaching Fellows Mentors Technology Student Incentives Material and Supplies Teacher sub days for PLC planning/observations Teacher supplemental contracts for after school tutoring and summer planning

Action 1

Title: Wilson Family Connections

Action Details:

Wilson will establish a family-school collaborative inclusive partnership that will provide opportunities for school-wide monthly activities that will involve school staff, parents, and family members of Wilson students.

This will be support though;

Monthly Coffee Hour w/Principal

Back to School Night

Student of the Month Awards

Academic/SEL Awards Assemblies

Parent Conferences in their Home Language

Family Harvest Night

Open House

Multicultural Night  
Literacy Night  
Math Night  
Author's Night  
Jog-A-Thon  
ELAC  
SSC  
Game Board Night  
Wilson Talent Show  
Donuts w/Dad  
Muffins w/Mom

Reasoning for using this action:

☐ Strong Evidence

☐ Moderate Evidence

☒ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Climate and Culture Surveys	Teacher	Fall, Spring
Parent Sign-In Logs	TSA	On-going
Parent Input on Needs Assessment	Admin	Event specific sign in
Site Developed Forms	CCT/ILT	Monthly monitoring
Surveys as needed	Mentor	Yearly monitoring
Parent Questionnaires	Tier 2 Specialist	
Parent Volunteers	HSL, OM, OA	
Count of Attendees with Events	CSSW	
Parent Portal	Campus Safety Assistant	

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

Weekly/Monthly communication with Wilson Families via FUSD School Messenger, Parent Square, Peach Jar, Class Dojo, School Website, Wilson Instagram, and Wilson Facebook on Wilson School-Related Events.  
Incentives such as food, clothing, school supplies and other  
Extra pay contracts for HSL, babysitting, and translating  
FUSD Graphics

Supplies for additional advertising and communication

FUSD food for parent meetings

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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Use of HSL for parent communication with parents of English Language Learners

Additional outreach through HSL to increase parent participation

All parents will have the opportunity to participate in all school-related events

Quarterly ELAC and SSC meetings to include SEL focus and academic growth

Monthly parent meetings with admin to include HSL

School-Wide Communication

Parent University

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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Parent University & HSL PL for Parents

A4 After School Tutoring Program (Fall/Spring Sessions)

CSSW Quarterly Parent Meetings

Tier II Specialist Parent Meetings

Monthly Admin Coffee Hours with parent education and SEL skills

Open House/Back to School Night



2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0485 Wilson Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials & Supplies to support parent participation (no food/incentives)	10,000.00
G5A1	Sup & Conc	Instruction	Direct-Graph			Graphics to support parent & student engagement	225.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Materials & Supplies to support parent participation	2,500.00

\$12,725.00

# 2024-2025 Budget for SPSA/School Site Council

## State/Federal Dept 0485 Wilson Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher subs to plan in ELA, Math, ELD, SEL & peer observations of best practices. **No IEPs**	39,417.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplemental contracts; PLC planning ELA & Math & after school tutoring. **No IEPs**	7,356.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	Para to support instruction	15,814.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies for academic instruction (no food/incentives)	5,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology for instruction	6,383.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Teacher subs for ELA, Math, SEL planning & peer observations of best practices **No IEPs**	39,417.00
G1A1	ESSA-CSI	In-House Instructional Staff Deve	Crt Supr-Sub			Admin sub for data chats, conferences, planning with teachers	4,777.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental contracts; PLC planning ELA/Math & after school tutoring	36,780.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology to support student learning	9,474.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : CA Teaching Fellows (4) to be used in RTI	54,800.00
G1A1	Sup & Conc	Instruction	Travel			Travel & Conferences	2,500.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Repair of equipment, radios, keys & technology	1,500.00
G1A1	Sup & Conc	Instruction	Direct-Food			Student snacks to support testing	1,500.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Write Tools, LLC : Write Tools PL	3,500.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental; ELPAC Assessors & tutoring	14,712.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	Para to support instruction	19,251.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies to support EL instruction, student incentives for EL tutoring & ELPAC testing	10,000.00
G1A1	LCFF: EL	Parent Participation	Direct-Food			Food services to provide refreshments for parent meetings	6,581.00
G3A1	ESSA-CSI	Instruction	Mat & Supp			: Materials & Supplies No Food or Incentives	4,358.00
G3A1	ESSA-CSI	Guidance & Counseling Services	Subagreements			Fresno Street Saints : Fresno Street Saints/Hands on California (4 mentors 35 hrs. per week) to support Tier 1-2 students	141,780.00
G3A1	Sup & Conc	Instruction	Oth Cls-Supp			Classified Supplemental; support MTSS, special projects, parent engagement	6,567.00
G3A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies to support instruction, MTSS, attendance & school-wide incentives	71,140.00
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Ext			Classified extra time language translation	5,177.00
G3A1	Sup & Conc	Attendance & Social Work Services	Local Mileag			Mileage to support home visits HSL/CSSW	200.00
G3A2	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.7500	CSA 6 Hour	65,593.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials & Supplies to support parent participation (no food/incentives)	10,000.00
G5A1		Instruction	Direct-Graph				225.00

G5A1	Sup & Conc	Instruction	Direct-Graph	Graphics to support parent & student engagement	225.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp	Materials & Supplies to support parent participation	2,500.00
					\$586,302.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$83,970.00
ESSA-CSI	3182	\$190,332.00
Sup & Conc	7090	\$261,456.00
LCFF: EL	7091	\$50,544.00
<b>Grand Total</b>		<b>\$586,302.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$278,762.00
G3 - Increase student engagement in their school and community	\$294,815.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$12,725.00
<b>Grand Total</b>	<b>\$586,302.00</b>