

Wishon Elementary

10621666006068

Principal's Name: Noemi Parayno

Principal's Signature:

A handwritten signature in blue ink, reading "Noemi N. Parayno". The signature is written in a cursive style with a long horizontal flourish extending to the right.

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 subgroups 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 (DAC and 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

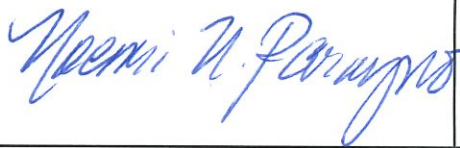

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Noemi Parayno	X				
2. Chairperson - Leslie Luna				X	
3. Certificated - Tammy Berg		X			
4. Certificated - Kelley McKitrick		X			
5. Certificated - Sandra Espinosa		X			
6. Classified - Cynthia Covarrubias			X		
7. Classified - Tianna Gonzales (Secretary)			X		
8. DAC Rep - Cynthia Ellington				X	
9. Co DAC Rep - Xolchitl Alba				X	
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:**

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	Noemi Parayno		3/19/2024
SSC Chairperson	Leslie Luna		3/19/2024

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

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

FY 2024/25

Wishon - 0495

ON-SITE ALLOCATION

3010	Title I	\$64,395 *
7090	LCFF Supplemental & Concentration	\$201,958
7091	LCFF for English Learners	\$53,136

TOTAL 2024/25 ON-SITE ALLOCATION

\$319,489

* 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	\$1,908
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Remaining Title I funds are at the discretion of the School Site Council	\$62,487
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Total Title I Allocation	\$64,395
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Wishon 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	✓	-21 pts	-30.8 pts	2023-2024	-15.8 pts
SBAC ELA - percentage of students met/exceeded standard	✓	48.59 %	37.5 %	2023-2024	42.5 %
SBAC Math - Average distance from standard	✓	-38 pts	-51.6 pts	2023-2024	-36.7 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✓		-95.6 pts	2023-2024	-80.6 pts
SBAC Math - percentage of students met/exceeded standard	✓	37.08 %	25.6 %	2023-2024	35.6 %

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.

McLane Regional Focus:

- PS-2 Literacy Plan (Foundational Skills and Comprehension)
- 3-12 Reading Comprehension to support Writing

McLane Regional Goals:

- SBAC ELA- Meets or Exceeds Standards (grades 3-11) – District Goal – Increase by 10%
- SBAC Math - Meets or Exceeds Standards (grades 3-11) – District Goal – Increase by 10%
- Regional EL Reclassification Rate (All grade levels) - 5% SBAC ELA- Percentage of Students Met/Exceeded Standards

SBAC ELA (2022-2023):

37.5% of students overall Met or Exceeds ELA Standards. Wishon demonstrated a 7.5% increase in students meeting and exceeding standards in ELA from the 2022- 2023 SBAC administration compared to the 2021-

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

Students with Disability(SWD) – On the CADashboard 2023, Students with Disabilities performed in the Very Low category in the area of Math and Low in the area of Reading.

Student with Disability(SWD)

- ELA SBAC 2023: 16.1% of SWD(5/31 students) met/exceeded standards, as compared to 37.5% of students overall.
- The average distance from standard was -63 points for SWD, as compared to -31 points for all students.
- Math SBAC 2023: 6.5% of SWD(3/31 students) met/exceeded standards, as compared to 25.6% of students overall.
- The average distance from standard was -96 points for SWD, as compared to -52 points for all students.
- ELA i-Ready D2 - 12.8% of SWD (6/47 students) were on/above grade level, compared to 38.2% overall. 59.6% of SWD demonstrated typical growth.

2022 SBAC ELA administration.

SBAC Math (2022-2023):

25.6% of students overall Met or Exceeds Math Standards. Wishon demonstrated a 0.5% decrease in students meeting and exceeding standards in Math from the 2022- 2023 SBAC administration compared to the 2021-2022 SBAC Math administration.

ELA iReadyD2 (Dec. 2023) Outcomes: 38% of students performed on/above grade level. 36% are meeting typical growth and 44% are meeting stretch growth.

Math iReadyD2 (Dec. 2023) Outcomes: 21% of students performed on/above grade level. 27% are meeting typical growth and 34% are meeting stretch growth.

ELA and Math: The following actions were implemented

- All students were provided tier 1 (universal) and tier 2 (targeted support) instruction in their classrooms.
- Identified students received tier 3 small group pull-out intensive support on below grade level skills.
- All teachers in grades 3-6 consistently administered Math IABs/FIABs, adjusted instruction, and intervened, based on identified needs.
- Teachers engaged in job-embedded instructional coaching cycles and were provided support with resources, technology, assessment, and intervention by the TSA and CT.
- All K-2 teachers received a series of professional development focused on implementation of Foundational Reading Skills to apply in their daily instruction.
- All teachers in grades 3-6 received on-going professional learning and support in the strategic use of IAB/FIABs to ensure an aligned instructional system.
- All teachers in grades 3-6 received monthly professional learning/coaching in Math Lesson Design and Beyond the Basic Facts and implemented these lesson structures, approaches, and strategies in their classrooms to support student learning.
- All K-6 classrooms utilized i-Ready Diagnostics to determine students' areas of Literacy and Math strengths and deficiencies, develop small flexible groupings to target needed skills, identify each students' individualized learning pathway, and to set and monitor learning goals.

- Math iReady D2 - 0% of SWD (0/47 students) were on/above grade level, compared to 60.2% overall. 50% of SWD demonstrated typical growth.

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 actions implemented align with the allocation of budget expenditures for the 2023-2024 academic year. Allocations that were not used were reallocated for the purchase of technology and instructional materials.

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.

The following site allocations will be utilized to support academic and social emotional needs of students:

- Teaching Fellows

- Certificated Tutor
- Paraprofessional, Instructional Assistant

The following services are District-paid full time positions:

- School Psychologist
- Site ELA/Math Instructional Coach
- Teacher on Special Assignment
- Restorative Practice Coach (Split between 2 schools)
- Home School Liaison
- All4Youth Counseling

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).

Wishon SSC members met on February 21, 2024. Principal Parayno reviewed our current actions and the Needs Assessment. The SSC members completed the Needs Assessment through Microsoft Forms. The Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, Teaching Fellows, and Paraprofessional Instructional Assistants.

The Needs Assessment indicated the following suggestions: There were no additional suggestions.

2 ELAC:

Wishon ELAC members met on March 1, 2024. ELAC members completed the Needs Assessment. The Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, Teaching Fellows, Substitute Release for Teacher Planning Days, Materials/Supplies, and ASP Enrichment.

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

Staff members were given the opportunity to provide input for the 2024-2045 SPSA. PLCs had the opportunity to review the current 23-24 SPSA Budget Priorities and give input on the 24-25 SPSA. The Staff Needs Assessment indicated a desire to keep the following position: Certificated Tutor, Teaching Fellows, and Paraprofessional Instructional Assistants.

The Needs Assessment indicated a desire to increase funds for the following actions/items: purchase more classroom laptops to replace loaners that are outdated, replace headsets for classrooms usage, and increase certificated substitute release days to allow for quarterly planning days for PLC.

Action 1

Title: ELA Achievement at Challenging Levels

Action Details:

Wishon Elementary Professional Learning Communities will ensure that all students receive high quality instruction through the implementation of a PS - 6th Grade comprehensive ELA literacy Instructional program with an emphasis on early literacy and K-2 foundational skills. Professional Learning Communities will utilize our core curriculum to implement school wide multi-tiered system of support to achieve our goal students reading by 1st Grade.

The focus of ELA instruction and PLC work in grades TK-6 will address IPG (Instructional Practice Guide) Tenets 2B, 2C, 3 and 4.

- Tenet 2B Challenging Content: Does this lesson employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning?
- Tenet 2C Challenging Content: During foundational skills lessons, does instruction develop skills in service of comprehension?
- Tenet 3 Ownership: Are students responsible for doing the thinking in this classroom?

- Tenet 4 EveryStudent:When students are working to overcome reading gaps, does the lesson address what students need?

Differentiation and supports will be in place for English Learner students to achieve Reclassification.

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 ELA

FSA/ BAS

I-ReadyDiagnostics Grades K-6

Common Formative Assessments, IABs/FIABs

Grade Level/Classroom/Student Goal Setting

Instructional Practice Walks (Classroom observations/feedback)

ELPI/EL Reclassification Rate

Owner(s):

- Administration
- Teachers
- Students
- PLC Teams
- ILT Members
- Certificated Tutor
- District & Site TSA
- District & Site Academic Coach

Timeline:

- Daily Checking for Understanding
- Common Formative Assessments (Minimum of 1-2 CFAs per Quarter)
- Quarterly IAB Assessments (Gr.3-6)
- Wonders Weekly, Quarterly, and End-of-Unit Assessments

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

Tier 1:

- Professional Learning Communities (PLC) will collaboratively develop daily instructional schedules to ensure maximized and equitable minutes spent on Literacy/ELD instruction.
- All students will receive high-quality effective Literacy instruction, as defined by the Fresno Unified Instructional Practice Guide (IPG), that is aligned to their grade level Common Core State Standards.
- All students will be provided weekly opportunities to engage in their i-Ready individualized learning pathway to support their literacy needs/deficiencies and growth, based on diagnostic results. Student usage, lesson completion, and progress towards stretch goals will be monitored.
- All students will have access to technology, internet, and digital resources that allow for engagement in differentiated learning, enrichment, and assessment.
- All teachers will engage students in goal setting for growth in reading skills and monitor their progress using assessment data, including i-Ready, CFAs, and IABs/FIABs.
- All PLCs will create/identify and administer a minimum of 2 Common Formative Assessments (CFAs) per unit in ELA that are standards/SBAC aligned.
- PLCs will analyze grade level, whole class, and individual student data, diagnose learning needs, and provide targeted instruction, based on identified needs.
- All teachers in grades 3-6 will calendar and systematically administer Literacy IABs/FIABs and analyze the data to adjust instruction, based on identified trends.
- All students in grades K-3 will have access to Scholastic Foundations in Reading Sounds and Text (FIRST), an online adaptive platform that supports reading foundational skills and reading comprehension (recommended usage is 20 minutes per day, four times a week). Teachers will utilize student data (by student, class, and grade) to support differentiated small group literacy instruction.
- All teachers will provide good first instruction to all students using a variety of instructional delivery models, blended/personalized learning approaches, and timely intervention/enrichment with flexible groupings. Teachers will monitor student learning progress through assessment records and student work samples.
- All teachers will receive job-embedded coaching support by the site Academic Coach and receive opportunities to engage in coaching cycles, focusing on building capacity in providing effective instruction and creating and maintaining a positive classroom climate and culture
- Supplemental curriculum, instructional technology, materials and supplies will be utilized by staff to support instruction and interventions for differentiation, high levels of student engagement, and access to rigorous content.
- The Teacher on Special Assignment (TSA) will support all staff with coordination of Literacy/ELD programs for effective implementation, including support with curriculum, resources, technology, and assessment.
- Academic Instructional Coach will work side by side with teachers, professional learning communities, and site leadership to improve instructional strategies within content areas.
- Academic Instructional Coach, CT, TSA will work side by side with teachers to improve integrated and designated ELD instruction.
- Academic Instructional Coach will provide job-embedded strategies to ALL teachers in identifying interim targets and short/long term goals, delivering on-site professional learning sessions based on need, developing clear, data-based descriptions through observations and literal note, offering recommendations based on data collected and analysis of student work to support next steps for instruction.
- Academic Instructional Coach will provide Cognitive Coaching Cycles to ALL teachers: demonstrate, model, or co-teach lessons or instructional strategies, hold planning sessions, and lesson reflection
- Academic Instructional Coach, CT, and TSA will provide support for the McLane Literacy Plan..

- ASP Coordinator will develop a weekly homework block schedule to support early literacy skills and reading comprehension.

Tier 2:

- Targeted Support Team (TST) will coordinate, monitor, and support staff in implementing a Multi Tiered System of Support (MTSS) in grades K-6th.
- Students who are not responding to tier 1 instruction will be identified through PLCs/teachers, learning needs will be determined based on CFA data, student groupings will be developed based on like-needs, short-term goals and action plans (8-week cycles) will be created to address their specific needs through additional support and targeted intervention within their classroom/grade level.
- Teachers will engage in on-going progress monitoring, record-keeping, and feedback of students' response to intervention to ensure growth in literacy skills towards grade level proficiency.
- TSA and Academic Coach will assist teachers with providing designated ELD instruction to targeted groups of EL students in order to increase student progress towards English language proficiency.

Tier 3:

- Identified students who are non-responsive to tier 2 interventions, and meet criteria, after receiving at least 8 weeks of consistent small group targeted instruction towards their specific goals (with recorded progress monitoring) maybe referred to the Student Success Team (SST) in order to seek positive solutions for maximizing student potential (required teachers will participate through sub release).
- Through the SST process, an individualized action plan of tier 3 interventions will be developed and implemented by appropriate staff, families, and the student.
- TSA will assist with coordinating interventions and monitoring student progress to ensure adequate growth is being made and that prescribe interventions are meeting student needs.
- School Psychologist will conduct psycho-educational evaluations for identified students with intensive academic needs.

Materials:

- Core reading block using Guaranteed Viable Curriculum-GVC
- Technology will be utilized to support student learning of the Common Core State Standards Instructional support technology will be purchased as funds allow
- Funds will also will be utilized for technology repairs and software Supplies and materials, including supplementary materials to support the teaching of CCSS in ELA and Math
- Goal-setting incentives will be purchased to support academic goal-setting based on district and state assessments
- Classroom incentives will be purchased for meeting behavior and academic goals
- ELD Reclassification recognition will be provided to students and families who meet the Reclassification status
- Substitutes will be provided for instructional talks, data analysis and coaching as needed
- Substitutes will be provided for 1 planning day per semester for PLC Teams
- Substitutes will be provided for teachers to work with district coaches on ELA professional development
- Refreshments will be provided during professional learning
- Parents will be informed of student progress funds will be allocated for: Materials/Supplies, Refreshments, Babysitting, and Translator

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.

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

English Learner student population is performing at the low level in areas of ELA and Mathematics. This subgroup is identified in ORANGE according to the CA Dashboard.

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

Title 1 funds are being utilized to support the following student groups: English Learners, African American, Students with Disabilities, Socioeconomically Disadvantaged and Hispanic students.

With Title I funds we plan to support these student groups by participating in 2nd - 6th Grade training on the Teaching Learning Cycle (TLC) with English Learner Services Department. The TLC training increases both language and content development through the use of ELD Standards and research based strategies. The purchase sub agreements for 6 California Teaching Fellows supports with English Learners identified at EL Proficiency Levels 1, 2, 3 and partly fund a Certificated Tutor in support of English Learners during Schoolwide intervention of Foundational Skills. Additionally the following resources are being funded with Title 1 funds: Teacher planning time (2x per year) , Translator contracts and babysitters for parent meetings, and

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.

Our Students with Disabilities are performing at the lowest level in areas of Mathematics. This student group is identified in Red according to the CA Dashboard 2023.

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

Title 1 funds are being utilized to support the following student groups: English Learners, African American, Students with Disabilities, Socioeconomically Disadvantaged and Hispanic students.

With Title I funds we plan to support these student groups by participating in 2nd - 6th Grade training on the Teaching Learning Cycle (TLC) with English Learner Services Department. The TLC training increases both language and content development through the use of ELD Standards and research based strategies. The purchase sub agreements for 6 California Teaching Fellows supports with English Learners identified at EL

Substitutes for teacher academic planning time.

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

English Language Learners:

- Teachers, paraprofessionals (with an additional .75 Kinder Para), Teaching Fellows and Certificated tutor will provide small group differentiated instruction in the TK- 6 grade classrooms to support implementation of the ELA/ELD Framework: literacy development in foundational reading skills, phonemic awareness, reading comprehension, writing, speaking and listening skills.
- Certificated tutor will provide Tier 3 intervention supports, support students identified as English Learners who might also be **Foster/Homeless Youth**, needing learning recovery.
- Staff will monitor progress of all students and instructional practices, including English Learners progress towards reclassification, through the use of student work samples and assessment data with ongoing data chats and goal setting with students. Staff will provide site-based interventions that align to the needs of RFEP students to ensure academic success and prevent potential academic regression.
- Teachers provide Universal Designed for Learning (UDL) opportunities to students (including **EL, EL Students with Disabilities (SWD), Foster Youth**) in order to access multiple modalities to demonstrate understanding of learning.
- Teachers will be providing additional supports during Tier II intervention integrating ELD Standards.
- Newcomer ELs (less than 2-3 years in U.S. schools) receive language support appropriate to their Proficiency Levels.
- Annual Awards dinner will be planned to recognize EL achieving Reclassification status.
- Targeted RTI with a focus on writing, vocabulary, speaking and listening, comprehension, decoding, and blending skills will be implemented for At-Risk students (including, but not limited to **Students with Disabilities (SWD)** and **Foster/Homeless Youth**) and **English Learners** through curriculum resources and audio clips to minimize long-term EL statuses.
- Teachers will engage in professional development focused on topics that include, but not limited to UDL, writing and utilizing audio clips to support English Learners.
- The PLI pedagogy will meet the needs of English Learners, students with disabilities (SWD), at-risk Foster/Homeless Youth giving them another avenue for student voice, choice, and collaboration.
- The English Learning Review Team (ELRT), which will include the TSA, AC, Administration, and teacher will meet throughout the year to focus on identifying students who are identified as English Learners, analyze data, set goals, and identify targeted instructional routines for English Learners (ELs). A roving sub will be provided to release each teacher for 30 minute increments for a EL specific data chat with the ELR Team.
- Teachers/PLCs/site leadership will analyze multiple data points including SBAC and ELPAC, CFAs and Interim assessments, writing samples, teacher observations and disaggregate data to monitor and track EL student progress in order to respond to instructional needs.
- EL student progress will be monitored after each assessment period (Quarterly ELPAC, i-Ready) to ensure that students are making adequate progress towards one ELPI level growth each year and be reclassified on time.
- Teachers will integrate the CAELD Standards in all core content areas and engage in professional learning that will provide them with the latest research on effective English Language.

Proficiency Levels 1, 2, 3 and partly fund a Certificated Tutor in support of English Learners during Schoolwide intervention of Foundational Skills. Additionally the following resources are being funded with Title 1 funds: Teacher planning time (2x per year) , Translator contracts and babysitters for parent meetings, and Substitutes for teacher academic planning time.

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?

Students with Disabilities (SWD):

- All students with disabilities will receive daily classroom instruction aligned to their grade level content standards, utilizing adopted curriculum, and will be provided with appropriate accommodations and modifications so that they may access grade level instruction and materials.
- Grade level daily schedules will be designed to ensure that all students who receive RSP services in the area of Reading/Writing are present in their classrooms to receive tier 1 literacy instruction and tier 2 instruction/intervention (targeted small group).
- All students with disabilities will receive tier 3 (remedial/intensive) intervention to work on their IEP goals, provided by SPED staff.
- SWD progress will be monitored after each assessment period (i-Ready) to ensure that students are making adequate progress towards at least one grade level growth each year.
- Adopted supplemental curriculum for special education programs (i.e. Wonder Works, Corrective Reading, Reading Mastery) will be utilized to provide tier 3 intervention.
- At Risk students (including, but not limited to **Foster/Homeless Youth**) and **Students with Disabilities (SWD)** will receive accommodations like preferential seating, work completion, and other varied assessment accommodations for academic support.
- Students in the ALPs and Autism class will receive GE inclusion opportunities, adaptive PE peer mentoring with paraeducator support, regular attendance in the GE classrooms for Social Emotional Learning activities and Classroom Meetings, and all school on-site Goal 2 and 3 activities.
- Students with disabilities (SWD) will receive scaffolded instruction within the MTSS Framework in the GE setting, including, but not limited to Universal Design for Learning (UDL), project based learning, and other related services as determined by the Individual Education Program (IEP) team.
- The Autism Preschool-Kindergarten teacher will plan with the appropriate grade level for an aligned co-teaching model for the success of **Students with Disabilities (SWD)**.
- The Resource Specialist Program teacher will be planning with the 5th and 6th grade PLCs to align and implement a co-teaching model to support **Students with Disabilities (SWD)** within the GE setting.
- Teachers provide UDL opportunities to students (including **Students with Disabilities (SWD)**) in order to access multiple modalities to demonstrate understanding of learning.
- The PLI pedagogy will meet the needs of English Learners, students with disabilities (SWD), at-risk Foster/Homeless Youth giving them another avenue for student voice, choice, and collaboration.

Action 2

Title: Math Achievement at Challenging Levels

Action Details:

Wishon will increase student proficiency in Mathematics content and practices by providing standards-aligned effective instruction through a multi-tiered system of support in order to meet students' assessed needs.

The focus of math instruction and work in PLCs in grades TK-6 will address IPG Tenets 2A, 2B, 3 and 4:

- Tenet 2A Challenging Content: Does the content of this lesson reflect the shifts required by the CCSS for Mathematics?
- Tenet 2B Challenging Content: Does this lesson employ instructional practices that allow all students to learn the content of the lesson?
- Tenet 3 Ownership: Are students responsible for doing the thinking in this classroom through the mathematical practices?
- Tenet 4 Every Student: Overcome gaps in skills or standards, does the lesson address what students need, not what they already know?

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 Math

i-Ready Diagnostics, Grades K-6

Common Formative Assessments, IABs/FIABs

Grade Level/Classroom/Student Goal Setting

Instructional Practice Walks (Classroom observations/feedback)

Owner(s):

- Administration
- Teachers
- Students
- PLC Teams
- ILT Members
- Certificated Tutor
- District & Site Academic Coach
- Teacher on Special Assignment

Timeline:

- Daily Checking for Understanding
- Common Formative Assessments (Minimum of 1-2 CFAs per Quarter)
- Quarterly IAB Assessments (Gr.3-6)
- GoMath End-of-Chapter Assessments

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

- Tier 1:
- Professional Learning Communities (PLC) will collaboratively develop daily instructional schedules to ensure maximized and equitable minutes spent on Mathematics instruction.
 - All students will receive high-quality effective Mathematics instruction, as defined by the Fresno Unified Instructional Practice Guide (IPG), that is aligned to their grade level Common Core State Standards.
 - All students will be provided weekly opportunities to engage in their i-Ready individualized learning pathway to support their mathematics needs/deficiencies and growth, based on diagnostic results. Student usage, lesson completion, and progress towards stretch goals will be monitored.
 - All teachers will engage students in goal setting for growth in math skills and monitor their progress using assessment data, including i-Ready, CFAs, and IABs/FIABs.
 - All PLCs will create/identify and administer a minimum of 1 Common Formative Assessment (CFA) per chapter in Math that is standards/SBAC aligned.
 - PLCs will analyze grade level, whole class, and individual student data, diagnose learning needs, and provide targeted instruction, based on identified needs.
 - All teachers in grades 3-6 will calendar and systematically administer Mathematics IABs/FIABs and analyze the data to adjust instruction, based on identified trends.
 - All teachers of students in grades 3-6 will implement Math Lesson Design (MLD) and Beyond the Basic Facts (BTBF) by SWUN Math, focusing on providing more effective math instruction through the use of interactive lesson design, instructional strategies, and intentional planning to increase students' understanding of math concepts and use of mathematical practices and tools.
 - All students in grades 2-6 will have access to Reflex Math, an online platform that supports students in improving their basic facts fluency (recommended usage is 15 minutes per day, 3-4 times per week).
 - All teachers will provide good first instruction to all students using a variety of instructional delivery models, blended/personalized learning approaches, and timely intervention/enrichment with flexible groupings. Teachers will monitor student learning progress through assessment records and student work samples.
 - Supplemental curriculum, instructional technology, materials and supplies will be utilized by staff to support instruction and interventions for differentiation, high levels of student engagement, and access to rigorous content. All students will have access to technology, internet, and digital resources that allow for engagement in differentiated learning, enrichment, and assessment.
 - All teachers will receive job-embedded coaching support by the site Academic Coach and receive opportunities to engage in coaching cycles, focusing on building capacity in providing effective instruction and creating and maintaining a positive classroom climate and culture.

Tier 2:

- Students who are not responding to tier 1 instruction will be identified through PLCs/teachers, learning needs will be determined based on CFA data, student groupings will be developed based on like-needs, short-term goals and action plans (8-week cycles) will be created to address their specific needs through additional support and targeted intervention within their classroom/grade level.
- Teachers will engage in on-going progress monitoring, record-keeping, and feedback of students' response to intervention to ensure growth in math skills towards grade level proficiency.

Tier 3:

- Identified students who are non-responsive to tier 2 interventions, and meet criteria, after receiving at least 8 weeks of consistent small group targeted instruction towards their specific goals (with recorded progress monitoring) maybe referred to the Student Success Team (SST) in order to seek positive solutions for maximizing student potential (required teachers will participate through sub release).
- Through the SST process, an individualized action plan of tier 3 interventions will be developed and implemented by appropriate staff, families, and the student.
- RSP Teacher and SPED Paraprofessionals will assist teachers in providing targeted intensive tier 3 intervention to identified students.
- TSA and V will coordinate academic interventions and monitor student progress to ensure adequate growth is being made and that prescribed interventions are meeting student needs.
- School Psychologist will conduct psycho-educational evaluations for identified students with intensive academic needs.

Materials:

- Core Math block using Guaranteed Viable Curriculum-GVC
- Technology will be utilized to support student learning of the Common Core State Standards
- Instructional support technology will be purchased as funds allow
- Funds will also be utilized for technology repairs and software Supplies and materials, including supplementary materials to support the teaching of CCSS in Math
- Goal-setting incentives will be purchased to support academic goal-setting based on district and state assessments
- Classroom incentives will be purchased for meeting behavior and academic goals
- Substitutes will be provided for 1 planning day per semester for PLC Teams
- Substitutes will be provided for teachers to work with district coaches on Math professional development
- Refreshments will be provided during professional learning
- Parents will be informed of student progress and funds will be allocated for: Materials/Supplies Refreshments Babysitting Translators

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.

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

English Learner student population is performing at the low level in areas of ELA and Mathematics. This subgroup is identified in ORANGE according to the CA Dashboard.

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

Title 1 funds are being utilized to support the following student groups: English Learners, African American, Students with Disabilities, Socioeconomically Disadvantaged and Hispanic students.

With Title I funds we plan to support these student groups by participating in 2nd - 6th Grade training on the Teaching Learning Cycle (TLC) with English Learner Services Department. The TLC training increases both language and content development through the use of ELD Standards and research based strategies. The purchase sub agreements for 6 California Teaching Fellows supports with English Learners identified at EL Proficiency Levels 1, 2, 3 and partly fund a Certificated Tutor in support of English Learners during Schoolwide intervention of Foundational Skills. Additionally the following resources are being funded with Title 1 funds: Teacher planning time (2x per year) , Translator contracts and babysitters for parent meetings, and Substitutes for teacher academic planning time.

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

English Language Learners:

- Teachers, paraprofessionals (with an additional .75 Kinder Para), Teaching Fellows and Certificated tutor

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.

Our Students with Disabilities are performing at the lowest level in areas of Mathematics. This student group is identified in red according to the CA Dashboard 2023.

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

Title 1 funds are being utilized to support the following student groups: English Learners, African American, Students with Disabilities, Socioeconomically Disadvantaged and Hispanic students.

With Title I funds we plan to support these student groups by participating in 2nd - 6th Grade training on the Teaching Learning Cycle (TLC) with English Learner Services Department. The TLC training increases both language and content development through the use of ELD Standards and research based strategies. The purchase sub agreements for 6 California Teaching Fellows supports with English Learners identified at EL Proficiency Levels 1, 2, 3 and partly fund a Certificated Tutor in support of English Learners during Schoolwide intervention of Foundational Skills. Additionally the following resources are being funded with Title 1 funds: Teacher planning time (2x per year) , Translator contracts and babysitters for parent meetings, and Substitutes for teacher academic planning time.

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

will provide small group differentiated instruction in the TK- 6 grade classrooms to support implementation of the ELA/ELD Framework: literacy development in foundational reading skills, phonemic awareness, reading comprehension, writing, speaking and listening skills.

- Certificated tutor will provide Tier 3 intervention supports, support students identified as English Learners who might also be **Foster/Homeless Youth**, needing learning recovery.
- Staff will monitor progress of all students and instructional practices, including English Learners progress towards reclassification, through the use of student work samples and assessment data with ongoing data chats and goal setting with students. Staff will provide site-based interventions that align to the needs of RFEP students to ensure academic success and prevent potential academic regression.
- Teachers provide Universal Designed for Learning (UDL) opportunities to students (including **EL, EL Students with Disabilities (SWD), Foster Youth**) in order to access multiple modalities to demonstrate understanding of learning.
- Teachers will be providing additional supports during Tier II intervention integrating ELD Standards.
- Newcomer ELs (less than 2-3 years in U.S. schools) receive language support appropriate to their Proficiency Levels.
- Annual Awards dinner will be planned to recognize EL achieving Redclassification status.
- Targeted RTI with a focus on writing, vocabulary, speaking and listening, comprehension, decoding, and blending skills will be implemented for At-Risk students (including, but not limited to **Students with Disabilities (SWD)** and **Foster/Homeless Youth**) and **English Learners** through curriculum resources and audio clips to minimize long-term EL statuses.
- Teachers will engage in professional development focused on topics that include, but not limited to UDL, writing and utilizing audio clips to support English Learners.
- The PLI pedagogy will meet the needs of English Learners, students with disabilities (SWD), at-risk Foster/Homeless Youth giving them another avenue for student voice, choice, and collaboration.
- The English Learning Review Team (ELRT), which will include the TSA, AC, Administration, and teacher will meet throughout the year to focus on identifying students who are identified as English Learners, analyze data, set goals, and identify targeted instructional routines for English Learners (ELs). A roving sub will be provided to release each teacher for 30 minute increments for a EL specific data chat with the ELRTeam.
- Teachers/PLCs/site leadership will analyze multiple data points including SBAC and ELPAC, CFAs and Interim assessments, writing samples, teacher observations and disaggregate data to monitor and track EL student progress in order to respond to instructional needs.
- EL student progress will be monitored after each assessment period (Quarterly ELPAC, i-Ready) to ensure that students are making adequate progress towards one ELPI level growth each year and be reclassified on time.
- Teachers will integrate the CAELD Standards in all core content areas and engage in professional learning that will provide them with the latest research on effective English Language.

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?

Students with Disabilities (SWD):

- All students with disabilities will receive daily classroom instruction aligned to their grade level content standards, utilizing adopted curriculum, and will be provided with appropriate accommodations and modifications so that they may access grade level instruction and materials.
- Grade level daily schedules will be designed to ensure that all students who receive RSP services in the area of Reading/Writing are present in their classrooms to receive tier 1 literacy instruction and tier 2 instruction/intervention (targeted small group).
- All students with disabilities will receive tier 3 (remedial/intensive) intervention to work on their IEP goals, provided by SPED staff.
- SWD progress will be monitored after each assessment period (i-Ready) to ensure that students are making adequate progress towards at least one grade level growth each year.
- Adopted supplemental curriculum for special education programs (i.e. WonderWorks, Corrective Reading, Reading Mastery) will be utilized to provide tier 3 intervention.
- At Risk students (including, but not limited to **Foster/Homeless Youth**) and **Students with Disabilities (SWD)** will receive accommodations like preferential seating, work completion, and other varied assessment accommodations for academic support.
- Students in the ALPs and Autism class will receive GE inclusion opportunities, adaptive PE peer mentoring with paraeducator support, regular attendance in the GE classrooms for Social Emotional Learning activities and Classroom Meetings, and all school on-site Goal 2 and 3 activities.
- Students with disabilities (SWD) will receive scaffolded instruction within the MTSS Framework in the GE setting, including, but not limited to Universal Design for Learning (UDL), project based learning, and other related services as determined by the Individual Education Program (IEP) team.
- The Autism Preschool-Kindergarten teacher will plan with the appropriate grade level for an aligned co-teaching model for the success of **Students with Disabilities (SWD)**.
- The Resource Specialist Program teacher will be planning with the 5th and 6th grade PLCs to align and implement a co-teaching model to support **Students with Disabilities (SWD)** within the GE setting.
- Teachers provide UDL opportunities to students (including **Students with Disabilities (SWD)**) in order to access multiple modalities to demonstrate understanding of learning.
- The PLI pedagogy will meet the needs of English Learners, students with disabilities (SWD), at-risk Foster/Homeless Youth giving them another avenue for student voice, choice, and collaboration.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0495 Wishon Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows foundation: CTTF 76% (6TF, M-Th) Sub-agreement	59,571.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.6957	Provide extra support in Tier 3 Intervention	103,134.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Sub days SST & Grade level planning	2,389.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.7500	Instructional assistant for kindergarten support (G1 A1 & 2	51,134.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	22,801.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Office Equipment Lease (RICOH) All goals	19,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenace & Repairs (All goals)	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	500.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1793	Provide extra support in Tier 3 Intervention	26,579.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessor/ EL Sub Planning Days	1,444.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies	6,042.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: CTTF 24% (6 TF M-TH) Sub-Agreement	18,519.00

\$313,113.00

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	✓	92.14 %	86.8 %	2023-2024	91.8 %

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:

- All teachers designed lessons and experiences both inside and outside of the classroom that were more relevant to students' lives and the world around them.
- All teachers increased implementation of relevant and culturally responsive teaching practices and instruction to increase student engagement, ownership, and connection to content, school, and their lives.
- All students were provided strategies and approaches to problem-solving with a growth mindset in order to know how to improve and overcome challenges in all aspects of their lives.
- All students had opportunities to participate in school-wide activities, events, and celebrations to foster school participation, interest, and connections to school and their community.
- All students were provided opportunities to participate in grade level enrichment trips, career technical education experiences/fieldtrips, and/or arts education fieldtrips to explore their interests, gain insight on new experiences, and make meaningful real-life connections to content learning.
- ASP enrichment and engagement opportunities were also provided for students in grades K-6.

Based on the Fall 2023 Climate & Culture Student Survey results, 87% of students in grades 3-6 responded favorably within the domain of Student-Centered and Real-World Experiences.

2

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

There were no student groups showing disproportionality in this area.

- Students w/Disability- 88% of SWD responded favorably, which is 1% more positive than the average response of all students.
- EL Students - 84% of EL students responded favorably, which is 3% less positive than the average response of 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).

All Goal 2 funding this year was expended as more staff engaged in supporting Goal 2 activities this year.

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.

1) The Climate & Culture Team will engage in bi-annual cycles of monitoring for effectiveness of student engagement opportunities with real-world experiences using Fall & Spring student survey data to identify student groups who maybe lacking engagements and will develop ways in which we can connect them to our school, staff, and their peers.

2) The Climate & Culture Team will continue to plan and advocate for students participation in student centered/real would experiences and recruit staff members to support these goals to further engage students.

2) Enhanced Services for Low Performing Student Groups - For our students with disabilities in our ALPs programs (moderate/severe disabilities), we need to increase inclusive opportunities across the day/week for students within all aspects of schooling to ensure they receive real-world, relevant experiences alongside their peers.

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).

Wishon SSC members met on February 21, 2024. Principal Parayno reviewed our current actions and the Needs Assessment. The SSC members completed the Needs Assessment through Microsoft Forms. The Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, Teaching Fellows, and Paraprofessional Instructional Assistants.

The Needs Assessment indicated the following suggestions: There were no additional suggestions.

2 ELAC:

Wishon ELAC members met on March 1, 2024. ELAC members completed the Needs Assessment. The Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, Teaching Fellows, Substitute Release for Teacher Planning Days, Materials/Supplies, and ASP Enrichment.

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

Staff members were given the opportunity to provide input for the 2024-2045 SPSA. PLCs had the opportunity to review the current 23-24 SPSA Budget Priorities and give input on the 24-25 SPSA. The Staff Needs Assessment indicated a desire to keep the following position: Certificated Tutor, Teaching Fellows, and Paraprofessional Instructional Assistants.

The Needs Assessment indicated a desire to increase funds for the following actions/items: purchase more classroom laptops to replace loaners that are outdated, replace headsets for classrooms usage, and increase certificated substitute release days to allow for quarterly planning days for PLC.

Action 1

Title: Engagement in student-centered and real-world learning

Action Details:

Wishon will expose students to a variety of career opportunities through field trips, career-related activities, and research presentations. Opportunities for community service and student leadership will be provided through student council activities. Students will be recognized for demonstrating Criteria for Success (MUSTANG R.I.S.E) and promoting a positive climate at Wishon.

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

Climate and Culture Student Survey

Owner(s):

Administration

Climate and Culture Team

Timeline:

- Fall 2024 and Spring 2025

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

Tier 1:

- All teachers will implement relevant and culturally responsive teaching practices and instruction that increases student engagement, ownership, and connection to content, school, and their lives.
- All teachers will provide students with ongoing feedback and instruct them how to revise their work or make improvements based on feedback they are given.
- All students will be provided strategies and approaches to problem-solving with a growth mindset in order to know how to improve and overcome challenges in all aspects of their lives.
- All students will have opportunities to learn about a variety of career fields through relevant classroom activities, literature, and instruction.
- All students will be provided opportunities to participate in grade level enrichment trips, career technical education experiences, and/or arts education fieldtrips to explore their interests, gain insight on new experiences, and make meaningful real-life connections to content learning.
- All students will have opportunities to engage in arts, music, activities, and athletics through classroom instruction
- All students in grades 5 and 6 will receive Science Technology Engineering Math instruction (STEM5 and Kids Invent) and have opportunities to participate in annual District competitions. P
- All students in grade 1 will receive Bricks for Kidz instruction and have opportunities to work collaboratively with their peers to create a robotic design.

Tier 2:

- The Climate & Culture Team will engage in bi-annual cycles of monitoring for effectiveness of student engagement opportunities with real-world experiences using Fall & Spring student survey data to identify student groups who maybe lacking engagements and will develop ways in which we can connect them to our school, staff, and their peers.

Tier 3:

- Individual students who maybe demonstrating a need for increased student centered, real-world experiences will be identified and strategically connected to experiences.

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.

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

Data from Fall 2023 Climate/Culture Student Survey:

- 84% of English Learners responded favorably that Wishon Elementary prepares students for real world life experiences
- 75% of RFEP responded favorably that Wishon Elementary prepares students for real world life experiences

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

With Title I funds we plan to support our English Learners and RFEP by purchasing materials and supplies in support of Wishon' s Folkloric Club, Hip Hop Dance Club, Polynesian Dance Club, Choir Club, Art Club, and Peach Blossom Club.

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

- EL students will receive additional support by teachers with making meaningful connections to content and their lives by providing scaffolds or building background knowledge using visuals, videos, literature, vocabulary development, and language development.
- EL students will receive support from the CT with how to utilize technology to access information, visuals, and audio and visual language and/or translation resources for use at home when doing

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.

Our Students with Disabilities are performing at the lowest level in areas of Mathematics. This student group is identified in Red according to the CA Dashboard 2023.

Data from Fall 2023 Climate/Culture Student Survey:

- 88% of students with Special Education status responded favorably that Wishon Elementary prepares students for real world life experiences
- 87% of Socioeconomically Disadvantaged students responded favorably that Wishon Elementary prepares students for real world life experiences

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

With Title I funds we plan to support our English Learners and Socioeconomically Disadvantaged Students by purchasing materials and supplies in support of Wishon' s Folkloric Club, Hip Hop Dance Club, Polynesian Dance Club, Choir Club, Art Club, and Peach Blossom Club.

schoolwork, if necessary..

- **EL students will be exposed to work and career pathways where a multilingual skill set is a benefit and advantage by including multilingual guest speakers and career professionals at school events.**

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?

- At-Risk students (including, but not limited to **Foster/Homeless Youth and African American students**) and students identified as needing special education (**SWD**) support will be receiving inclusion opportunities (General Education classroom setting - GE) for **Tier 1** interventions. Students in the ALPs and Autism class will receive GE inclusion opportunities, adaptive PE peer mentoring with paraeducator support, regular attendance in the GE classrooms for Social Emotional Learning activities and Classroom Meetings, and all school on-site Goal 2 and Goal 3 activities.
- Social Emotional Learning support will be addressed by a team of support staff; including, but not limited to: school psychologist, Restorative Practice Counselor (RP Counselor), AI4Youth counselors, CWAS-Tier II, etc. for at-risk students (including, but not limited to **Foster/Homeless Youth and African American students**) and students identified as needing special education (**SWD**).
- **Students with disabilities attending our ALPs programs (moderate/severe disabilities), will receive increased opportunities to engage in real-world, relevant learning experiences alongside their peers.**
- **Student engagement will be monitored to address any student groups that may not be engaging in Goal 3 activities**
- **To improve students' sense of belonging, relationships will be fostered between students with disabilities and their same-age peers by providing inclusive recess, PE, and lunch schedules, and inviting SPED students into the general education classroom for academics and other student engagement activities with a para, where appropriate.**

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	✓		29.9 %	2023-2024	26.9 %
Suspension Rate - Semester 1	✓	0.04 %	0 %	2023-2024	0 %

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.

Chronic Absenteeism -

The following actions were implemented:

- All students and families received on-going messaging about the importance of good attendance and school-wide attendance policies and practices.
- All students had opportunities to engage in arts, music, activities, and athletics through classroom instruction, school assemblies and events, student clubs, the music program, the athletics program, the After School Enrichment and Safety program, and/or the extended year program (winter and summer sessions) to foster school connectedness and belonging and increase motivation to attend school.
- The Home School Liaison supported all students and families in the area of attendance by communicating attendance policies and effective practices through parent engagement hours, phone calls, and community outreach efforts to provide information, resources, and accountability.
- Sent out daily automated attendance phone calls to all absent students/parents to report that they had an undecleared absence and request a phone call to clear the absence.
- Students with remaining undecleared absences received phone calls by office staff.
- Parent attendance conferences were held with parents of students who were chronically absent to explain truancy policies, provide supports to increase attendance, and set goals for improvement.

Based on the CADashboard 2023, 37.3% of students were chronically absent, putting us in the Medium category.

As of March 2024, 22.42% of students (124 students) in grades TK-6 were chronically absent from school during Quarters 1-3 of the school year.

Suspension Rate -

2

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

Chronic Absenteeism:

Students with Disability(SWD)

- On the CADashboard 2023, Students with Disabilities fell in the Low category in the area of Absenteeism.
- Based on the CADashboard 2023, 23.0% of Students with Disabilities (75 students) were chronically absent, as compared to 37.3 % of all students.
- As of March 2024, 23% of SWD (20 students) were chronically absent from school during the first semester of the school year, as compared to 37.3% of all students.

English Learners

- On the CADashboard 2023, English Learners fell in the Low category in the area of Absenteeism.
- Based on the CADashboard 2023, 32.5% of English Learners (114 students) were chronically absent, as compared to 37.3 % of all students.
- As of March 2024, 17.4% of English Learners (21 students) were chronically absent from school during the first semester of the school year, as compared to 37.3% of all students.

Suspension Rate:

- Based on the CADashboard 2023, 0.5% of All Students were suspended at least one day, placing us in the (Green) High Category.
- Based on the CADashboard 2023, SWD and EL have not been suspended placing these student groups in the (Blue) Very High Category.
- Based on the CADashboard 2023, 0.7% of Hispanic student were suspended at least one day, placing this student group in (Yellow) Medium Category.

The following actions were implemented:

- All teachers provided explicit and embedded instruction in the area of Social Emotional Learning (SEL), utilizing Second Step online curriculum platform, lessons and activities from the books Morning Meetings and Classroom Meetings, and Olweus Bullying Prevention materials, to support students with developing social emotional skills and responses, positive peer relationships, conflict resolution, bullying prevention, and a positive classroom and school climate.
- All staff received professional development on suicide awareness and prevention in order to support students who are struggling with thoughts of self-harm.
- All students had opportunities to participate in schoolwide activities and Mustang Bucks incentives to promote application of social emotional skills, character strengths, kindness, and positive school relationships.
- Schoolwide Criteria for Success and classroom structures and expectations for rules, safety, and Voice Levels are posted and communicated in a variety of school settings, explicitly taught to students, practiced and reinforced consistently by staff, and monitored to support all students with appropriate behavior and a positive school climate and culture.
- Tiered responses for student misbehavior was collaboratively developed, agreed-upon, and implemented by all staff. Strategies/interventions/incentives were implemented to support students in improving their behavior.

Based on the CA Dashboard 2023, Wishon Elementary School had a 0.3 % increase of students suspensions putting us in the High category (Green).

As of March 2024, 0.5% of students were suspended during the first semester of the school year.

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).

Chronic Absenteeism –

We did not implement the following actions, as intended:

- All students will participate in schoolwide attendance incentives to recognize good and/or improved attendance.
- Instead, we focused on improving chronic absenteeism. The Intervention Specialist (IS) will coordinate Tier II targeted interventions and support identified student needs in the areas of attendance and social-emotional well-being.
- We did not have an Intervention Specialist assigned to Wishon until the end of Quarter 2, so we were not able to execute this, systematically.

Suspension Rate –

- We were able to coordinate Reentries with student, teacher, parents, Restorative Practice Counselor, and Administration upon the return of a student on suspension.
- Daily check ins were coordinated with students at drop off, during classroom visits, at scheduled recess and lunch blocks by Administration, IS, and RPC.

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.

Action 1 (Chronic Absenteeism) -

- Our English Learners are chronically absent at a higher rate than other students. For EL who may have serious medical conditions and/or illness that impact their school attendance more frequently, or for prolonged periods, the School Nurse will be in contact with families to monitor student progress and ensure families know education options available to them that will best meet the students’ needs, such as an Independent Study Contracts.
- Our Intervention Specialist and Home School Liaison will collaborate to identify chronically absent students. Frequent calls and home visits will be increased to ensure absences are cleared with a doctor's note.
- For both EL and SWD in general education & SPED classes, increased monitoring of attendance in these student groups will be conducted, along with more frequent family contact and intentional engagements and connections to school for both the family and the student.

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).

Wishon SSC members met on February 21, 2024. Principal Parayno reviewed our current actions and the Needs Assessment. The SSC members completed the Needs Assessment through Microsoft Forms. The Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, Teaching Fellows, and Paraprofessional Instructional Assistants.

The Needs Assessment indicated the following suggestions: There were no additional suggestions.

2 ELAC:

Wishon ELAC members met on March 1, 2024. ELAC members completed the Needs Assessment. The Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, Teaching Fellows, Substitute Release for Teacher Planning Days, Materials/Supplies, and ASP Enrichment.

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

Staff members were given the opportunity to provide input for the 2024-2045 SPSA. PLCs had the opportunity to review the current 23-24 SPSA Budget Priorities and give input on the 24-25 SPSA. The Staff Needs Assessment indicated a desire to keep the following position: Certificated Tutor, Teaching Fellows, and Paraprofessional Instructional Assistants.

The Needs Assessment indicated a desire to increase funds for the following actions/items: purchase more classroom laptops to replace loaners that are outdated, replace headsets for classrooms usage, and increase certificated substitute release days to allow for quarterly planning days for PLC.

Action 1

Title: Chronic Absenteeism - Semester 1

Action Details:

Wishon Elementary will decrease student chronic absenteeism by providing a positive school climate and culture, ensuring students are engaged and feel connected to school, their peers, and adults on campus, and by connecting with families to increase partnerships in schooling.

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

Chronic Absenteeism Data (PowerBI/ATLAS)

Goal Setting/Monitoring w/ Students

Chronically Absent Attendance Contracts

Attendance Contact Logs

Owner(s):

Administration

Climate & Culture Team

Targeted Support Team

Home School Liaison

Office Assistant

Timeline:

Quarterly

Monthly

Bi-Weekly

Daily

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

Tier 1:

- School-wide attendance policies and practices will be communicated to all students, families, and staff, implemented consistently, and monitored to support all students with good attendance for school success.
- All students will participate in schoolwide attendance incentives to recognize good and/or improved attendance.
- All students will have opportunities to engage in arts, music, activities, and athletics through classroom instruction, electives, student clubs, the music program, the athletics program, the After School Enrichment Program, and/or the extended year program (winter and summer sessions) to foster school connectedness and belonging and increase motivation to attend school.
- The Home School Liaison will support all students and families in the area of attendance by communicating the importance of good attendance and connecting with families to provide information, resources, and accountability.

Tier 2:

- The Intervention Specialist (IS) will coordinate Tier II targeted interventions and support identified student needs in the area of attendance.
- District provided Child Welfare & Intervention Specialist (IS) will continue to use incentives and positive recognition to encourage and improve attendance (Girl Power Group, Young Men of Character Group).
- Child Welfare & Attendance Specialist - Tier II and Home School Liaison (HSL) will continue to make home visits, provide resources and/or make referral for services to families of students with chronic absenteeism.
- Identified student groups with high rates of absenteeism/tardies will be identified and targeted group interventions will be developed, including increased opportunity for connection to school and increased parent contact, communicating the importance of good attendance and a plan for how to improve attendance.
- The Home School Liaison will support student attendance improvement efforts through parent, staff, and student services, resources, and conferences to set and monitor goals for improved attendance.

Tier 3:

- The HSL will make daily/weekly contact with families of individual students exhibiting chronic absenteeism to address continuing concerns about absences and discuss a plan for improvement. Individual student conferences will be held by the HSL/IS with chronically absent students to establish goals for improvement and incentive contracts.
- Weekly check-ins with students will be conducted to monitor progress and implement rewards.
- Home visits will be made by IS and/or HSL to families of students who are chronically absent and unable to be contacted or who are not attending school for long periods to explore possible interventions or supports needed.
- Students/Families who do not respond positively to Tier I and II interventions by improving attendance will be referred to the District to proceed with the School Attendance Review Board (SARB) process.

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.

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

There were no identified student group populations performing in the RED (lowest level) Category for Chronically Absenteeism according to the 2023 CA Dashboard.

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

Title 1 funds are being utilized to support the following student groups: English Learners, African American, Students with Disabilities, Socioeconomically Disadvantaged and Hispanic students. With Title I funds we plan to recognize good and/or improved attendance by purchasing schoolwide incentives for all students groups.

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

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.

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

Students with Disabilities are performing at the lowest level in areas of Mathematics. This student group is identified in Red according to the CA Dashboard 2023.

21 Students with Disabilities (24.14%) are identified as Chronically Absenteeism according to the 2023 CA Dashboard.

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

Title 1 funds are being utilized to support the following student groups: English Learners, African American, Students with Disabilities, Socioeconomically Disadvantaged and Hispanic students. With Title I funds we plan to recognize good and/or improved attendance by purchasing schoolwide incentives for all students groups.

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

- The Home School Liaison will support families of EL students with access to district and school communications in a language that is accessible to them, whenever possible.
- The Home School Liaison will provide Spanish translation for parents needing primary language support for meetings and communications promoting the positive impact of regular school attendance.
- Family Engagement Hour hosted by the Home School Liaison and administration will build the connection with our community therefore, increasing student engagement and participation with our school, staff and community.
- The utilization of Live Video "Parroquial" Oral Interpretation for meetings (IEPs, SSC, ELAC, Parent Conferences, 504, SSTs) to provide open communication between the school and community.
- During ELAC, SSC and Parent Engagement Meetings, parents will be informed of current student engagement data and Goal 2 opportunities for students.
- Monthly Parent Newsletters and Sunday messages will update parents on current engagement opportunities for students.

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?

Students with Disabilities:

- Students with Disabilities who are chronically absent and have serious medical conditions or illness that impact their school attendance will receive monitoring by the School Nurse and the Office Assistant will be in contact with families to ensure they are informed of the alternative educational options available to them that may best meet the students’ needs, such Independent Study Contracts.
- SWD in general education classes who are chronically absent will receive targeted monitoring of their attendance progress and increased family contact, intentional connections to engagements, and increased opportunities to connect to school.
- Provide translator for parents needing primary language support for meetings and communications promoting the positive impact of regular school attendance.
- Students with Disabilities (SWD) that have a higher percentage of chronic absenteeism will be monitored on a weekly basis by CWAS-Tier II and School Nurse. Actions include telephone calls to families, home visits, regular TST meetings and refer families to social services and outside resources to support each child’s individual medical needs to improve attendance.
- Social Emotional Learning support will be addressed by a team of support staff; including, but not limited to: school psychologist, Restorative Practice Counselor (RP Counselor), All4Youth counselors, and IS-Tier II for at-risk students including, but not limited to Foster/Homeless Youth and African American students and students identified as needing special education (SWD).
- Disproportionate engagement of grade levels and groups will be identified during monthly review of available options for students. This data will inform Climate and Culture team in their planning of structures and supports for all students.
- Students with disabilities are offered many opportunities to build relationships with their G.E peers through after school sports, Peach Blossom, dance, cheer, art, and other clubs. These inclusion opportunities improve student engagement and reduce absenteeism.

Action 2

Title: Suspension Rate - Semester 1

Action Details:

Wishon will decrease student suspensions by fostering sense of community, implementing Social Emotional Learning (SEL), and responding to student needs through a multi-tiered system of support.

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

Suspension/Expulsion/Misbehavior Data (PowerBI/ATLAS)

Class Circles Documentation/Second Step Usage Reports

Counseling Referrals Behavior Support Plans (Informal & Formal)

Owner(s):

Administration

Climate & Culture Team

Tier 2 Targeted Support Team

Timeline:

Monthly

Quarterly

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

- Tier 1:
- All teachers will utilize Second Step online curriculum lessons, activities from the books, "Morning Meetings" and "Classroom Meetings", and Olweus Bullying Prevention materials to support students with developing social emotional skills and responses, positive peer relationships, conflict resolution, bullying prevention, and a positive classroom and school climate.
 - All teachers will receive professional development on suicide awareness and prevention in order to support students who are struggling with thoughts of self-harm.
 - All teachers will implement culturally responsive instructional practices to increase student engagement and connection between staff and students, validating and bridging students' home culture with school culture.
 - All teachers will receive support with SEL teaching/learning through professional learning and coaching by the site Academic Coach and district Climate and Culture TSA.
 - All students will receive direct, explicit Social Emotional Learning (SEL) instruction daily, that will foster and develop social skills and strategies.
 - All students will have opportunities to participate in schoolwide activities and incentives to promote SEL, character strengths, kindness, and positive school connections, such as Mustang Bucks Tickets.
 - All students who demonstrate good citizenship (social skills and work habits) will be recognized with quarterly awards.
 - Tiered responses for student misbehavior will be collaboratively developed, agreed-upon, and implemented consistently by all staff.
 - The Culture and Climate Team will identify schoolwide areas for growth to support student behavioral needs and social-emotional needs and will develop action plans for improvement.
 - Supplemental curriculum, materials, supplies, and technology will be provided to support social emotional teaching and learning.
- Tier 2:
- The Intervention Specialist and Restorative Practice Counselor will support Tier II systems and students in the area of social-emotional well-being.
 - Students who demonstrate increasing misbehaviors will be identified by teachers and an informal goal setting/behavior improvement plan for the classroom will be developed through teacher-parent-student collaboration.
 - Strategies/interventions/incentives will be implemented by teachers/parents to support students in improving their behavior.
 - The Intervention Specialist will coordinate the Targeted Support Team, who will meet to collaboratively develop action plans for identified student groups, based on data, with goals for improvements, a menu of interventions, and progress monitoring.
 - The Intervention Specialist and Restorative Practice Counselor will provide direct services to identified student groups, such as supports with social skills, peer conflict, alternatives to recess, structured play, or transitioning from one setting to the next.
 - The Home School Liaison will assist with supporting students and families for school success.
- Tier 3:
- Individual students who do not respond positively to tier 1 and tier 2 interventions, will receive more intensive support through a formal Behavior Support Plan.
 - The TST, families and students will work collaboratively to determine intensive behavioral and/or social-emotional interventions that will likely be most effective in resulting in changed behavior for the identified student in order to experience success in the school setting.
 - Weekly check-ins with identified students will be conducted by the IS and RPC to monitor student progress and provide support.
 - A menu of alternatives to suspension (Tiered Responses to Misbehavior) will be implemented, when deemed appropriate by administration, to support students while remaining in school.

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.

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

There were no identified student group populations performing in the RED (lowest level) Category for Suspension according to the 2023 CADashboard.

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

Title 1 funds are being utilized to support the following student groups: English Learners, African American, Students with Disabilities, Socioeconomically Disadvantaged and Hispanic students. With Title I funds we plan to recognize good and/or improved behavior by purchasing schoolwide incentives for positive behaviors for all students groups.

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

- EL students who are demonstrating intensive social-emotional needs will be provided opportunities to

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.

There were no identified student group populations performing in the RED (lowest level) Category for Suspension according to the 2023 CADashboard.

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

Title 1 funds are being utilized to support the following student groups: English Learners, African American, Students with Disabilities, Socioeconomically Disadvantaged and Hispanic students. With Title I funds we plan to recognize good and/or improved behavior by purchasing schoolwide incentives for positive behaviors for all students groups.

receive counseling services, Behavioral Support Plans, and/or referrals to community resources, as needed.

- EL students will receive targeted and increased monitoring of misbehaviors that may lead to suspensions and suspension rates in order to ensure they receive SEL supports that may be necessary.
- EL students will receive direct explicit instruction on SEL skills and appropriate supports in applying those skills so that students are better equipped with strategies to positively respond to feelings of frustration, anger, etc., preventing their emotions from escalating.
- The Home School Liaison will support families of EL students with access to district and school communications in a language that is accessible to them, whenever possible.

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?

Students with Disabilities (SWD) -

- Students with disabilities will receive targeted and increased monitoring of misbehaviors that may lead to suspensions and suspension rates in order to ensure they receive SEL supports that may be necessary.
- SWD will receive direct explicit instruction on SEL skills and appropriate supports in applying those skills so that students are better equipped with strategies to positively respond to feelings of frustration, anger, etc., preventing their emotions from escalating.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0495 Wishon Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	LCFF: EL	Attendance & Social Work Service	Local Mileage			Milage reimbursement to increase student and family engagement, home visits for attendance (G1A1 & 2, G5 A1&2)	200.00

\$200.00

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	✓	99.02 %	83.1 %	2023-2024	88.1 %

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.

The following actions were implemented:

- All staff received professional learning opportunities, resources, and support that adequately prepared them to meet the needs of their students, including building upon their knowledge and skills in using effective instructional practices, creating a culture of learning with high expectations, applying cultural proficiency and culturally responsive teaching strategies, supporting students' social and emotional needs, providing challenging content, and ensuring student ownership within an aligned instructional system (standards, instruction, assessment).
- All teachers received opportunities for job-embedded instructional coaching support, focusing on building capacity in providing effective instruction and creating and maintaining a positive classroom climate and culture.
- All teachers participated in Professional Learning Communities (PLCs) to engage in cycles of inquiry and problem solving in order to improve student learning and school success.
- All teachers of grades 3 and 6 implemented Math Lesson Design and Beyond the Basic Facts by Swun Math. They received monthly on site coaching support and professional development focusing on interactive lesson design, mathematical practices, instructional strategies, curriculum mapping and unpacking standards.
- PLI Lead Teachers received professional development and monthly coaching support through the Personalized Learning Initiative (PLI) partnership, designed to build teacher capacity in providing high-quality student-centered instruction with the intentional use of technology through personalized and blended learning approaches.
- Staff had opportunities to provide feedback and decision-making on school programs and activities through engagement in the ILT, CCT, SSC, PLCs, staff meetings, committees, and surveys.
- All staff had opportunities to participate in school events, committees, activities, and build meaningful relationships with students, staff, and families.

Based on the Fall Climate & Culture Staff Survey (48 responses), 83% of staff responded favorably in the Organizational Culture domain.

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

The overall response was 83% favorable (5% lower than the district elementary school average and 4% lower than the FUSD school average).

- Lowest favorable response (73%): "We have a culture that provides staff with recognition for the work we do." 70% **strongly agree/agree** on receiving recognition for their work, as compared to 30% **strongly disagree/disagree /don't know**.
- Second lowest favorable response (75%): "We have a culture that provides staff with the following: Feedback to improve and grow." 70% **strongly agree/agree** on receiving feedback to improve and grow, as compared to 30% **strongly disagree/disagree/don't know**.

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).

We intended on ensuring that all staff receive recognition for all the work that they do and provides staff with feedback to improve and grow..

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.

All staff will have opportunities to plan and be involved in decision-making of school programs and activities by joining committees, participating in feedback surveys, providing ideas and input to classified or certificated ILT,CCT, SSC Representatives, and attending school events to build meaningful relationships with students, staff, and families.

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).

Wishon SSC members met on February 21, 2024. Principal Parayno reviewed our current actions and the Needs Assessment. The SSC members completed the Needs Assessment through Microsoft Forms. The Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, Teaching Fellows, and Paraprofessional Instructional Assistants.

The Needs Assessment indicated the following suggestions: There were no additional suggestions.

2

ELAC:

Wishon ELAC members met on March 1, 2024. ELAC members completed the Needs Assessment. The Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, Teaching Fellows, Substitute Release for Teacher Planning Days, Materials/Supplies, and ASP Enrichment.

3

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

Staff members were given the opportunity to provide input for the 2024-2045 SPSA. PLCs had the opportunity to review the current 23-24 SPSA Budget Priorities and give input on the 24-25 SPSA. The Staff Needs Assessment indicated a desire to keep the following position: Certificated Tutor, Teaching Fellows, and Paraprofessional Instructional Assistants.

The Needs Assessment indicated a desire to increase funds the following actions/items: purchase more classroom laptops to replace loaners that are outdated, replace headsets for classrooms usage, and increase certificated substitute release days to allow for quarterly planning days for PLC.

Action 1

Title: Recruitment and Retention of Staff Reflecting Diversity

[Action Details:](#)

Wishon Elementary is committed to increasing the recruitment and retention of staff to reflect the diversity of our community. Our school will actively collaborate with the Teacher Development Department, the English Learner Services Department, and Human Resources to ensure we are staffing highly qualified personnel. Our Climate and Culture Team, Wishon Staff and Administration will work collaboratively to calendar schoolwide events that promote staff connectivity and a positive school culture climate.

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:
Staff Management Portal on iAchieve FUSD Recruitment Interview Form FUSD Exit Interview Form Climate and Culture Staff Survey	<ul style="list-style-type: none">AdministrationSite Hiring Panel (ILT/Admin)FUSD Human Resource DepartmentTeacher Residency Program	<ul style="list-style-type: none">Ongoing weeklyQuarterlyLateral HiresOverage HiresNew Teacher Hires

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

- Tier 1:
- All teachers will be provided with professional learning opportunities, resources, and support that adequately prepares them to meet the needs of their students, build upon their knowledge and skills in using effective instructional practices, create a culture of learning with high expectations, apply culturally responsive teaching strategies, support students' social and emotional needs, provide challenging content, and ensure student ownership within an aligned instructional system (standards, instruction, assessment).
 - All teachers will engage in Professional learning and support for PLC planning utilizing the GVC to implement effective instruction for ELs (designated and integrated ELD) aligned with ELD standards, CCSS and ELPAC demands. As well as a professional learning refresher focused on UDL (Universal Design for Learning) to implemented effective strategies and teaching practices to meet the needs of **students with disabilities (SWD)** and **At-Risk** students (including, but not limited to **Foster/Homeless Youth**).
 - All staff will receive feedback that helps them grow and improve, as well as recognition for the work that they do.
 - All teachers will receive job-embedded professional learning opportunities (coaching cycles, peer observations, etc.) through support of the Academic Coach, focusing on building capacity in providing effective instruction (as defined by the Literacy and Math IPGs) and creating and maintaining a positive classroom dimate and culture.
 - All teachers will actively participate in Professional Learning Communities (PLCs) to engage in cycles of inquiry and problem solving with a focus on improving student learning and school success through a multi-tiered system of support.
 - All teachers of grades 3-6 will implement Math Lesson Design and Beyond the Basic Facts by Swun Math. 3rd-6th grade teachers will receive monthly professional learning/coaching support (i.e. demo lessons, co-planning, coteaching, PLC data analysis), focusing on interactive lesson design, mathematical practices, instructional strategies, curriculum mapping and unpacking standards, Sub release will be provided.
 - Teachers will engage with the Personalized Learning Initiative (PLi) partnership, designed to build teacher capacity in providing high-quality student-centered instruction with the intentional use of technology through personalized and blended learning approaches. PLi Lead Teachers will engage in professional development (with sub-release). Teachers will receive opportunities for job-embedded coaching and feedback in applying blended learning models and approaches.
 - Lead Teachers, the TSA, the Academic Coach, and the Principal/VP will serve on the site Instructional Leadership Team (ILT).
 - ILT members will participate in monthly ILT meetings to engage in cycles of continuous improvement of the school-wide instructional program, based on student academic data, to ensure that actions are planned and implemented effectively in response to students' learning needs.
 - Certificated staff, classified staff, and the Vice Principal will serve on the Climate & Culture Team (CCT).
 - CCT members will engage in monthly CCT meetings to analyze data (attendance, misbehaviors, suspensions, staff, student, and family surveys) and conduct observations in various settings to determine the effectiveness of school-wide structures, policies, operations, and student supports in order to develop actions for improvement.
 - All staff will receive weekly digital communications on areas of focus, upcoming events, and other important information in support of school operations.
 - All staff will be offered a wide range of voluntary district provided academic and social-emotional based professional learning.
 - All staff will have opportunities to be involved in planning and decision-making of school programs and activities by joining committees, participating in feedback surveys, and providing ideas and input to classified or certificated reps on ILT, CCT or SSC.
 - All staff will have opportunities to participate in school events and activities in order to build meaningful relationships with students, staff, and families.

- Interview questions asked during hiring processes will include questions that focus on culture, equity, and inclusion.
- All staff will receive materials, supplies, resources, and technology necessary to accomplish their job duties in support of student learning.

Tier 2:

- PLCs will receive targeted coaching support and/or PL through site and district instructional coaches in specific areas for growth in teaching and learning, based on assessed needs.
- Classified staff groups or individuals will receive targeted support and/or PL for growth in specific areas, based on assessed needs.
- PLCs and/or individual teachers and classified staff will engage in conferences with administration for development of professional learning plans, goal setting, progress monitoring, and feedback.

Tier 3:

- Identified teachers will engage with administrators in the Teacher Development Plan process for improvement, as needed.
- Identified classified staff will engage with administrators in the Classified Competency Review Plan process for improvement, as needed.

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.

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

English Learner student population is performing at the low level in areas of ELA and Mathematics. This subgroup is identified in ORANGE according to the CA Dashboard.

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

Title 1 funds are being utilized to support the following student groups: English Learners, African American, Students with Disabilities, Socioeconomically Disadvantaged and Hispanic students.

With Title I funds we plan to support these student groups by participating in 2nd - 6th Grade training on the Teaching Learning Cycle (TLC) with English Learner Services Department. The TLC training increases both language and content development through the use of ELD Standards and research based strategies. The purchase sub agreements for 6 California Teaching Fellows supports with English Learners identified at EL Proficiency Levels 1, 2, 3 and partly fund a Certificated Tutor in support of English Learners during Schoolwide intervention of Foundational Skills. Additionally the following resources are being funded with Title 1 funds: Teacher planning time (2x per year) , Translator contracts and babysitters for parent meetings, and Substitutes for teacher academic planning time.

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

- Professional learning for all teachers will be provided to promote diversity, Cultural Proficiency, and culturally responsive practices.
- Teachers will engage in Professional learning and support for PLC planning utilizing the GVC to implement effective instruction for ELs (designated and integrated ELD) aligned with ELD standards, CCSS and ELPAC demands.
- Professional learning for all teachers will be provided with support and guidance from English Learner Services. This professional learning will be designed to support teachers based on their needs and schoolwide EL data as measured by ELPAC, SBAC, and i-Ready.
- PLC teams will analyze EL student data and develop instructional plans by strategically aligning ELD standards with ELA and Math curriculum, instruction, and assessment.

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.

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

Our Students with Disabilities are performing at the lowest level in areas of Mathematics. This student group is identified in Red according to the CA Dashboard 2023.

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

Title 1 funds are being utilized to support the following student groups: English Learners, African American, Students with Disabilities, Socioeconomically Disadvantaged and Hispanic students.

With Title I funds we plan to support these student groups by participating in 2nd - 6th Grade training on the Teaching Learning Cycle (TLC) with English Learner Services Department. The TLC training increases both language and content development through the use of ELD Standards and research based strategies. The purchase sub agreements for 6 California Teaching Fellows supports with English Learners identified at EL Proficiency Levels 1, 2, 3 and partly fund a Certificated Tutor in support of English Learners during Schoolwide intervention of Foundational Skills. Additionally the following resources are being funded with Title 1 funds: Teacher planning time (2x per year) , Translator contracts and babysitters for parent meetings, and Substitutes for teacher academic planning time.

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

- All staff will receive professional development on effective use of academic and behavioral strategies, accommodations, and modifications to provide SWD access to grade level curriculum and standards and appropriate supports for school success (leverage the Special Education department staff to provide PL).
- All staff will receive professional development on topics including, but not limited to Cultural Proficiency, UDL (specific modalities to meet the needs of **Students with Disabilities**, At Risk students identified as **Foster/Homeless Youth and African American students**..
- Special Education teachers will engage in trainings, planning and collaboration with appropriate grade level PLCs to align lessons and engage with co-teaching model trainings for student achievement.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0495 Wishon Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Direct-Food			Food services for Professional Development meetings/conferences	1,000.00

\$1,000.00

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	✓	96.2 %	88.3 %	2023-2024	91.3 %

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:

- All families had opportunities to participate in a wide range of school activities and events to engage in their students' education (parent meetings, conferences, student performances, athletics, music programs, award assemblies, Open House, etc.).
- All families had access to a wide variety of information regarding schoolwide expectations, policies, procedures, disciplinary guidelines, schedules, and programs offered to students.
- All families received on-going communication of student academic and social-emotional progress and attendance through a variety of formats (i.e. ATLAS Parent Portal, quarterly progress reports, report cards, EduText, parent-teacher conferences).
- Family engagement hour were offered monthly to all families for on-going educational support.
- All families were encouraged to participate in parent meetings, School Site Council, English Language Advisory Committee, parent-teacher conferences, Back-to-School-Night, and other school based/community meetings that include discussions with school staff, decision-making, and informational presentations.
- AHSL provided families with access to language support and resources that helped them connect with school staff and participate in school meetings, activities, etc.

Based on the Fall 2023 Climate & Culture Family Survey (239 responses), 88% responded favorably in the Family Engagement Domain. This was a 1% decrease from the Fall 2022 survey.

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 the overall response was 88% favorable, this was 1% lower than the district elementary school average.

The two least favorable responses were Question 3 (84%) and Question 4 (86%):

- "I feel like I am a partner in making decisions at my child's school." This increased by 2% from Fall 2022.
- "I feel like I am part of my child's school." This increased by 3% from Fall 2022.

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).

All actions were implemented.

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.

Effectively implement the actions, but no changes are necessary.

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><p>Wishon SSC members met on February 21, 2024. Principal Parayno reviewed our current actions and the Needs Assessment. The SSC members completed the Needs Assessment through Microsoft Forms. The Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, Teaching Fellows, and Paraprofessional Instructional Assistants.</p><p>The Needs Assessment indicated the following suggestions: There were no additional suggestions.</p></div>	<div><div>2</div><div>ELAC:</div></div> <div><p>Wishon ELAC members met on March 1, 2024. ELAC members completed the Needs Assessment. The Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, Teaching Fellows, Substitute Release for Teacher Planning Days, Materials/Supplies, and ASP Enrichment.</p></div>	<div><div>3</div><div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div></div> <div><p>Staff members were given the opportunity to provide input for the 2024-2045 SPSA. PLCs had the opportunity to review the current 23-24 SPSA Budget Priorities and give input on the 24-25 SPSA. The Staff Needs Assessment indicated a desire to keep the following position: Certificated Tutor, Teaching Fellows, and Paraprofessional Instructional Assistants.</p><p>The Needs Assessment indicated a desire to increase funds the following actions/items: purchase more classroom laptops to replace loaners that are outdated, replace headsets for classrooms usage, and increase certificated substitute release days to allow for quarterly planning days for PLC.</p></div>
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Action 1

Title: Inclusive Opportunities for Families to Engage

Action Details:

Wishon Elementary is committed to increase inclusive opportunities for families to participate in their students' education. Our school will actively collaborate with Parent University and community partners to promote a variety of inclusive opportunities for our families.

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

Climate and Culture Family Survey

Owner(s):

- Administration
- Classified Staff
- Certificated Staff
- Climate & Culture Team

Timeline:

Fall 2023 & Spring 2024

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

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

Tier 1:

- All families will be treated with kindness and respect by school staff.
- All families will have opportunities to participate in a wide range of school activities to engage in their students' education (i.e. Title I meetings, parent/teacher conferences, student performances, athletics, music programs, award assemblies, Back-to-School-Night)
- All families will have access to a wide variety of district and school information regarding student expectations, school procedures, disciplinary guidelines, schedules, and programs offered to students.
- All families will receive on-going communication from school staff regarding progress monitoring of student attendance, behavior, academic achievement, social-emotional well-being, and health (i.e. ATLAS Parent Portal, quarterly progress reports, quarterly report cards, parent/teacher conferences).
- District, school, and classroom communications will be available to all families in a variety of formats and through various platforms (i.e. ParentSquare, Monthly Parent & Staff Newsletter, Wishon Website, Genie App, Class Dojo, email/phone/text, printed materials, marquee).
- Parent engagement hours/modules will be offered to all families on a variety of topics for on-going parent/student education support.
- All families will be encouraged to participate in parent meetings, School Site Council, English Language Advisory Committee, parent-teacher conferences, Back-to-School-Night, and other school based/community meetings that include discussions with school staff, decision-making, and informational presentations.
- The HSL will coordinate family educational programs and promote family and community involvement in school activities to assist students in achieving their personal best.
- Materials, supplies, and technology will be provided to support family engagements

Tier 2:

- The HSL will recruit families to take part and support decision-making groups, such as the School Site Council and English Learner Advisory Committee in an effort to increase parent voice.
- The Home School Liaison will refer families to local agencies or school services, as appropriate, to provide students and families with a variety of high-quality learning options in support of student learning and school success.
- Families of identified student groups in need of support with Spanish translation for parent meetings, conferences, communication with school staff, etc. will receive support from the Home School Liaison.
- Families of identified student groups demonstrating needs for targeted academic, behavioral, social-emotional, or attendance support will receive increased school communication and collaboration for goal setting, action planning, and progress monitoring towards improvement.

Tier 3:

- Families of identified students will be invited to participate in Student Success Team meetings in order to collaboratively develop academic, behavioral, and/or social-emotional interventions necessary to support individual students' needs.

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.

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

English Learner student population is performing at the low level in areas of ELA and Mathematics. This subgroup is identified in ORANGE according to the CA Dashboard.

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

Title 1 funds are being utilized to support the following student groups: English Learners, African American, Students with Disabilities, Socioeconomically Disadvantaged and Hispanic students.

With Title I funds we plan to support these student groups by participating in 2nd - 6th Grade training on the

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, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.

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

Students with Disabilities are performing at the lowest level in areas of Mathematics identified in red according to the CA Dashboard.

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

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

Teaching Learning Cycle (TLC) with English Learner Services Department. The TLC training increases both language and content development through the use of ELD Standards and research based strategies. The purchase sub agreements for 6 California Teaching Fellows supports with English Learners identified at EL Proficiency Levels 1, 2, 3 and partly fund a Certificated Tutor in support of English Learners during Schoolwide intervention of Foundational Skills. Additionally the following resources are being funded with Title 1 funds: Teacher planning time (2x per year) , Translator contracts and babysitters for parent meetings, and Substitutes for teacher academic planning time.

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

- HSL will connect families of EL students to educational resources, provide language support, and help foster connections between the school and community.
- Families of EL students will receive district and school communications in a language that is accessible to them, when possible.
- Families of EL students will have opportunities to participate in monthly Family Engagement Hours to receive information on a variety of topics to support them with school success.
- The HSL will recruit families of EL students to take part and support decision-making groups, such as the English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC).

Title 1 funds are being utilized to support the following student groups: English Learners, African American, Students with Disabilities, Socioeconomically Disadvantaged and Hispanic students.

With Title I funds we plan to support these student groups by participating in 2nd - 6th Grade training on the Teaching Learning Cycle (TLC) with English Learner Services Department. The TLC training increases both language and content development through the use of ELD Standards and research based strategies. The purchase sub agreements for 6 California Teaching Fellows supports with English Learners identified at EL Proficiency Levels 1, 2, 3 and partly fund a Certificated Tutor in support of English Learners during Schoolwide intervention of Foundational Skills. Additionally the following resources are being funded with Title 1 funds: Teacher planning time (2x per year) , Translator contracts and babysitters for parent meetings, and Substitutes for teacher academic planning time.

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?

- Families of Students with Disabilities will attend IEP meetings to discuss students' goals and progress in academics, behavior, and attendance.
- Families will be supported with strategies and resources for improved attendance, behavior, and academics.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0495 Wishon 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	Cls Sup-Sup			Babysitting for parent involvement meetings ** NO IEP's **	1,082.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent involvement, Materials & Supplies ** NO FOOD OR INCENTIVES **	3,742.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Ext			Translating for Parent Teacher Conferences	155.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translating for Parent Conferences	197.00

\$5,176.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0495 Wishon Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows foundation: CTTF 76% (6TF, M-Th) Sub-agreement	59,571.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.6957	Provide extra support in Tier 3 Intervention	103,134.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Sub days SST & Grade level planning	2,389.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.7500	Instructional assistant for kindergarten support (G1 A1 & 2	51,134.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	22,801.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Office Equipment Lease (RICOH) All goals	19,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenace & Repairs (All goals)	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	500.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1793	Provide extra support in Tier 3 Intervention	26,579.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessor/ EL Sub Planning Days	1,444.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies	6,042.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: CTTF 24% (6 TF M-TH) Sub-Agreement	18,519.00
G3A1	LCFF: EL	Attendance & Social Work Service	Local Mileage			Milage reimbursement to increase student and family engagement, home visits for attendance (G1A1 & 2, G5 A1&2)	200.00
G4A1	Sup & Conc	Instruction	Direct-Food			Food services for Professional Development meetings/conferences	1,000.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting for parent involvement meetings ** NO IEP's **	1,082.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent involvement, Materials & Supplies ** NO FOOD OR INCENTIVES **	3,742.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Ext			Translating for Parent Teacher Conferences	155.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translating for Parent Conferences	197.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$64,395.00
Sup & Conc	7090	\$201,958.00
LCFF: EL	7091	\$53,136.00
Grand Total		\$319,489.00

\$319,489.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$313,113.00
G3 - Increase student engagement in their school and community	\$200.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$1,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$5,176.00
Grand Total	\$319,489.00