

**Wishon Elementary**

10621666006589

Principal's Name: Noemi Parayno

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

| Table of Contents              |                                                                                                                                                                                                                                                                    |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic                          | Details                                                                                                                                                                                                                                                            |
| Cover Page                     | <i>CDS Code with Signature</i>                                                                                                                                                                                                                                     |
| Table of Contents              | <i>Listing of SPSA Contents and District Goals</i>                                                                                                                                                                                                                 |
| Centralized Services           | <i>N/A</i>                                                                                                                                                                                                                                                         |
| School Site Council Assurances | <i>Consolidated Program Assurances</i>                                                                                                                                                                                                                             |
| School Site Council (SSC)      | <i>Members list</i>                                                                                                                                                                                                                                                |
| Required Signatures            | <i>Principal and SSC Chairperson</i>                                                                                                                                                                                                                               |
| Budget                         | <i>Site Allocations</i>                                                                                                                                                                                                                                            |
| School Quality Review Process  | <ul style="list-style-type: none"> <li>• <i>Needs Assessment: Data Analysis and identification of needs and goals</i></li> <li>• <i>Actions designed to meet needs and targeted goals</i></li> <li>• <i>Budget allocations and planned expenditures</i></li> </ul> |
| Additional Documents           | <i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>                                                                                                                                                                                      |

| 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 – Sheena Certick |           |                   |             | X                       |                   |
| 3. Co-Chairperson – Rosa Orosco |           |                   |             | X                       |                   |
| 4. Cassondra Hickingbottom      |           |                   | X           |                         |                   |
| 5. Marta Ramos De Cabrera       |           |                   | X           |                         |                   |
| 6. Asusena Ruvacaba             |           |                   |             | X                       |                   |
| 7. Cynthia Covarrubias          |           |                   | X           |                         |                   |
| 8. Leslie Bakalian              |           | X                 |             |                         |                   |
| 9. Teri Harper                  |           | X                 |             |                         |                   |
| 10. Darlene Lee                 |           | X                 |             |                         |                   |
| 11. Ivana Valdovinos            |           |                   | X           |                         |                   |
| 12. Vice Principal - Gina Thao  |           |                   | X           |                         |                   |
| 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 N/A.

**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    |   | 5/23/2023 |
| SSC Chairperson                                                                                                                                                                                                                                                                                                                                                                                                                                   | Sheena Certick   |  | 3/23/23   |

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 2023/24

Wishon - 0495

**ON-SITE ALLOCATION**

|                                         |                                                        |                  |
|-----------------------------------------|--------------------------------------------------------|------------------|
| 3010                                    | Title I                                                | \$62,505 *       |
| 7090                                    | LCFF Supplemental & Concentration                      | \$202,796        |
| 7091                                    | LCFF for English Learners                              | \$46,224         |
| 7099                                    | ESSER III (learning loss/COVID impact, one-time funds) | <u>\$19,844</u>  |
| <b>TOTAL 2023/24 ON-SITE ALLOCATION</b> |                                                        | <b>\$331,369</b> |

\* 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                            | \$1,852         |
| Remaining Title I funds are at the discretion of the School Site Council | <u>\$60,653</u> |
| Total Title I Allocation                                                 | \$62,505        |

Wishon Elementary 2023-2024 - 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  |
|---------------------------------------------------------------|----------|----------------|---------|-----------|---------|
| i-Ready ELA D2 proficiency - percentage of students on/above  |          | 32.07 %        | 37.88 % | 2022-2023 | 47.88 % |
| i-Ready Math D2 proficiency - percentage of students on/above |          | 18.62 %        | 19.34 % | 2022-2023 | 29.34 % |
| SBAC ELA - Average distance from standard                     | ✓        |                | -31 pts | 2021-2022 | -21 pts |
| SBAC ELA - percentage of students met/exceeded standard       | ✓        |                | 38.59 % | 2021-2022 | 48.59 % |
| SBAC Math - Average distance from standard                    | ✓        |                | -48 pts | 2021-2022 | -38 pts |
| SBAC Math - percentage of students met/exceeded standard      | ✓        |                | 27.08 % | 2021-2022 | 37.08 % |

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.

SBAC and iReady ELA D2 On Level

Some key factors that contributed to the performance outcomes for iReady ELA included:

- Aligned professional learning based on teachers' needs.
- Job embedded learning for all grade levels.
- Support for teachers by ELA coaches and Departmental Support Staff on Foundational Skills for grades K-2.
- Grade level PLC focused on ELA common formative assessments aligned to rigor of K-2 Reading
- Foundational Skills and Reading Comprehension standards and challenging levels of grade 3-6
- SBAC claims and targets, explicit for Tier 1, 2 & 3 intervention and acceleration.
- Tier 1 & 2 instruction support with California Teaching Fellows Foundation (CTFFs) in grades TK-4.
- School climate and culture support with the Climate and Culture Team comprised of teachers, admin,

2

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

SBAC and iReady ELA D2, On Level (Grades K-6)

Factors that may have contributed to the disproportionality for student groups in iReady ELA included:

- Inconsistent personnel staffing to support tiered intervention and English Language Development (ELD) intervention for English Learners (ELs)
- Unfulfilled Autism Inclusion teaching position.
- Unfulfilled paraprofessional positions in Inclusion Autism, Moderate Severe Autism, and Resource Specialist Program (RSP) which work directly with Students with Disabilities (SWD).
- Inconsistent instruction of Foundational Skills across grades K-2.
- Lack of consistent implementation of integrated and designated ELD instruction resulting in low reclassification rate of English Learners.
- Transiency for Foster/Homeless Youth showed inconsistent transportation and attendance.

- and classified staff.
- School wide expectations for teaching, learning and behaviors. SEL support with RP Counselor and school psychologist.
- Additional time for social emotional support provided by school psychologist.
- Committed use of adopted ELA curriculum (Wonders) and online resources (iReady and Scholastic's F.I.R.S.T.).
- Response to Intervention (RTI) and Tutoring support for identified Long Term ELLs in grades 1-6.
- Increase use of technology in TK-6.
- Tier 3 Instructional support with 2 Certificated Tutors for identified students in grades 1-6.
- Consistent classroom observations and feedback to TK-6 Teachers.
- Progress monitoring through grade level data chats during teachers' Professional Learning Community meetings (PLC Meetings)
- Personalized Learning Initiative (PLI) Wave 5 - Year one where there is 1 teacher in each grade level that undergoes additional professional development to build their capacity for a blended model for instruction. Therefore, sharing their expertise to their grade level colleagues.
- Personalized Learning Initiative (PLI) Wave 5 - provides our school site with additional support from the Promethean Board - Education Elements to support the entire staff in their professional development.
- District-funded Academic Coach to support teachers in demo lessons, grade level planning days, goal setting, and data analysis.
- Project Access Counselor will meet weekly and progress monitor identified students who are at-risk Foster/Homeless Youth for academic and SEL support.

#### **SBAC and iReady Math D2 On Level:**

Some key factors that contributed to the performance outcomes for iReady Math included:

- Aligned professional learning in mathematics based on teachers' needs.
- Support and Professional Learning for teachers by Math instructional coaches.
- Grade level PLC focused on Math formative assessments aligned to Common Core state standards and the rigor of SBAC claims and targets, explicit direct instruction, Tier 1, 2 & 3 intervention, and acceleration.
- Support for teachers by Math and MLD coaches and iReady Support Staff on Conceptual and Procedural Math Design for grades 5-6.
- Intervention push-in model with CA Teaching Fellows Foundation (CTFFs) in grades K-4.
- School culture and climate support with the Climate and Culture Team comprised of teachers, admin, and classified staff.
- School wide expectations for teaching, learning and behaviors.
- SEL support with RP Counselor.
- Additional support for social emotional provided by school psychologist.
- Committed use of adopted Math (Go Math) curriculum including manipulatives, and online resources (iReady and Reflex Math).
- Increase use of technology.
- Emphasis of balanced literacy instruction taught through foundational skills, reading, writing, speaking, listening, and meaning making using meaningful, authentic, and challenging text.
- Strong PLC collaboration across grade levels
- Personalized Learning Initiative (PLI) Wave 5 - Year one where there is 1 teacher in each grade level that undergoes additional professional development to build their capacity for a blended model for instruction. Therefore, sharing their expertise to their grade level colleagues.
- Personalized Learning Initiative (PLI) Wave 5 - provides our school site with additional support from

#### **SBAC and iReady MATH D2, On Level (Grades K-6)**

Factors that may have contributed to the disproportionality for student groups in iReady math included:

- Inconsistent personnel staffing to support tiered intervention and English Language Development (ELD) intervention for English Learners (ELs)
- Unfulfilled Autism Inclusion teaching position.
- Unfulfilled paraprofessional positions in Inclusion Autism, Moderate Severe Autism, and Resource Specialist Program (RSP) which work directly with Students with Disabilities (SWD).
- Inconsistent and misalignment of differentiated math instruction and the use of supplemental resources.
- Math Lesson Design (MLD) professional development and instruction focused on Grade 5-6 students where students in Special Education classes did not benefit as well as students in Grades K-4.
- Lack of consistent implementation of integrated and designated ELD instruction as it applies to math academic language.
- Transiency for Foster/Homeless Youth showed inconsistent transportation and attendance.

the Promethean Board - Education Elements to support the entire staff in their professional development.

- District-funded Academic Coach to support teachers in demo lessons, grade level planning days, goal setting, and data analysis.
- Project Access Counselor will meet weekly and progress monitor identified students who are at-risk Foster/Homeless Youth for academic and SEL support.

**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).

Based on data analysis and teacher feedback site administration and support staff aligned ELA instructional schedule and Multi-Tiered System of Support (MTSS) to minimize the amount of classroom disruption, which meet the physical and social-emotional needs of students. The schedule accommodated additional breaks, eliminate student pull out at each grade level during Tier 1 instruction and maximize use of instructional resources and minutes. Title I and LCFF funds were utilized to provide Tier 1 & 2 literacy and math intervention and supports in the classrooms. The push-in intervention model using CTFFs has proven to be very effective showing consistent student growth in ELA and Mathematics in student achievement on the iReady Diagnostic from test 1 (D1) to test 2 (D2).

Current iReady ELA data (D1 to D2) revealed that in Kindergarten, there was a 35% increase in students testing in the "On Grade Level" range. First grade students showed an increase of 20% and second grade students showed an increase of 32%. There was an increase of 13% in third grade. Fourth grade showed a gain of 15%, fifth grade had an increase of 14% and sixth grade showed an increase of 10%.

In the iReady Math, the D1 to D2 data showed that in Kindergarten, there was an increase of 15% of students testing in the "On Grade Level" range. In first grade there was a 19% increase, second grade a 21% increase, and third grade a 3% gain. Fourth grade saw a 4% increase, fifth grade saw a 8% increase in math and sixth grade showed a 15% increase.

PLI classes and teachers received additional planning and training days on how to best effectively establish a Blended Model classroom with the Promethean Boards as part of the PLI Wave 5 initiative. Data shows that PLI teachers versus non-PLI teachers has made steady progress from iReady Diagnostic #1 (D1) when compared to iReady Diagnostic #2 (D2). The kindergarten PLI teacher saw a 24% increase in Reading and 6% increase in Math. The first grade PLI teacher had a 14% increase in Reading and 9% increase in math. The second grade PLI teacher had a 32% increase in Reading and 23% increase in Math, which is the largest percentage increase of students who are above or at-grade level proficiency compared to the other 2nd grade non-PLI teachers. The third grade PLI teacher saw a 4% increase in reading and kept to the same 17% of students who are showing at-grade level and above placement. The fourth grade PLI teacher saw a 8% increase in Reading and stayed at 4% at-grade level or above in proficiency. The fifth grade PLI teacher had a 4% increase in Reading and kept 4% of her students at-grade level and above in Math. The sixth grade PLI teacher saw an 8% increase in Reading and a 24% increase in Math which is the highest percentage increase in her grade level for Math. The PLI teachers are in their first year of the PLI initiative where they're working on the foundational work for creating a blended learning model in their classroom. As more training and planning days have occurred in the Spring, there has been a remarkable change in the implementation of blended learning since the 2nd diagnostic in December 2022. We anticipate the PLI teachers showing more gains versus the non-PLI teachers for the iReady Diagnostic #3 at the end of March and into April.

Title I & LCFF funds were utilized to provide Tier 1 & 2 Literacy intervention and supports. The push-in intervention model using CTFFs has proven to be very effective in Reading Literacy Foundational Skills in Grades K-3 showing consistent student growth in ELA. A major difference between the intended and actual implementation of actions and budget expenditures to meet this goal was due to the shortage of staff, unfulfilled positions (including, but not limited to the following unfulfilled positions: CTTF tutors, the 2nd Certificated Tutor Position, Inclusion Autism Co-Teacher Position, Paraprofessionals for the Preschool Autism Inclusion class, Autism Moderate/Severe classroom, and Transitional Kindergarten class). There was an inconsistent presence of the CTFFs to provide Tier 1 and 2 ELA and Math intervention and supports. Lack of alignment in implementing the iReady lessons as another data point with the rigor of the grade level content. Inconsistent usage and start of FIAB and IAB interim assessments as a Common Formative Assessments in Grades 3-6. Math Lesson Design (MLD) professional development and instruction focused on Grade 5-6 students where students in Special Education classes did not benefit as well as students in Grades K-4. Wishon will continue to utilize additional CTFFs and the a full time Certificated Tutor (instead of 2 Certificated Tutors) to provide intervention support for foundational skills and Math intervention and supports with Title I and LCFF funds. Wishon will move towards Math Lesson Design (MLD) professional development and instruction for additional grade levels for the 2023-2024 academic school 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 2023/24 SPSA.

As a result of the analysis, we will continue to implement Tier 3 intervention with one full time (1 FTE) Certificated Tutors and keep the additional CTFFs (9 Tutors) for learning recovery for both areas of ELA and Math. This intervention and learning recovery resources will commence the first week of September for the 2023-2024 school year.

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

|                                              |                                                                                                  |                                                |
|----------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------|
| <div>1 SSC:</div> <div>See Attachment.</div> | <div>2 ELAC:</div> <div>See Attachment for ELAC feedback &amp; EL Parent Survey Responses.</div> | <div>3 Staff:</div> <div>See Attachment.</div> |
|----------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------|

Action 1

Title: ELA Achievement at Challenging Levels

Action Details:

Wishon Elementary will continue to implement a Multi-Tiered System of Supports (MTSS) to include a comprehensive tiered intervention system to provide English Language Arts supports for students who are not meeting grade level standards. To ensure that students will achieve grade level standards, teachers will provide challenging Tier one and Tier two instruction using core and supplemental Wonders curriculum with the support of CA Teaching Fellows and paraprofessionals (with an additional .75 Kinder Paraprofessional). The Targeted Support intervention Team (TST) which includes the Teacher on Special Assignment (TSA), Resource Specialist Program Teacher (RSP), School Psychologist, Child welfare & attendance specialist (CWAS - Tier II), site administrators, and 1 Full Time Employee (FTE) Certificated Tutor will provide Tier 3 intervention to identified students (at-risk Foster/Homeless Youth, Students with Disabilities (SWD), English Language Learners (EL), etc). In order to improve reading foundational skills for K-2 achievement, teachers will utilize specific curriculum common formative assessment data for progress monitoring. For grades 3-6, teachers will progress monitor with Interim Assessment Blocks (IABs) and Focus Interim Assessment Blocks (FIABs) data focusing on Claims and Targets. Wishon will continue to effectively utilize the district-funded academic coach for teacher support in ELA professional development, lesson demonstrations, collaboration with Professional Learning Communities (PLCs), goal setting, data analysis, progress monitoring, and grade level planning days. Wishon Elementary will continue to implementing the PLI pedagogical model (Personalized Learning Initiative) for the upcoming school year (3 year initiative 2022-2025) to work in collaboration with the current instructional resources to increase student achievement in English Language Arts and Mathematics. This initiative will work towards leveraging meaningful technology as a tool with the PLI instructional model which encompasses utilizing whole group collaboration with impacts targeted small group instruction and independent practice to meet the specific learning needs of students while increasing student voice, choice, and collaboration towards student success in academics, career, and college readiness. Wishon will establish an English Learning Review Team (ELRT) led by our district-funded Teacher on Special Assignment (TSA) and district-funded Academic Coach (AC). The ELRT will also include an administrator and a classroom teacher. The team 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). In alignment with Fresno Unified, Wishon will set a goal for students to be able to read by the end of first grade. We will send our CT and additional teachers to advanced training (including, but not limited to Cullinan Orton-Gillingham Workshops, etc.) to implement a targeted small group based on data, working on decoding and encoding using multi-sensory, kinesthetic tactile, explicit phonics approach).

|                                  |                                                     |                                            |                                             |
|----------------------------------|-----------------------------------------------------|--------------------------------------------|---------------------------------------------|
| Reasoning for using this action: | <input checked="" type="checkbox"/> Strong Evidence | <input type="checkbox"/> Moderate Evidence | <input type="checkbox"/> 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

- Indicators on the school dashboard and PowerBI will be monitored to ensure that the needs of the students and those who are reflected by an achievement gap are addressed.
- Classroom supervision of instruction utilizing the CSTPs and Instructional Practice Guide (IPG) with supporting documents to provide coaching feedback and reflective conversations between administrators and teachers.
- Teachers and administrators, through the use of professional learning communities (PLC) and Cycle of Continuous Improvement (CCI), will analyze student work and common formative assessment data to inform instruction and design learning opportunities for students.
- Administrators will collect and review PLC agendas and notes to monitor student progress and insure instructional decisions are data driven.
- Teachers will continue to engage in grade level lesson design and alignment, where teacher observation and data collection is used to improve instruction in order to increase student learning.
- Teachers and administrators will closely monitor the effectiveness of the tiered intervention using quarterly assessment data (Early Learning's Foundational Skills Assessment (FSA), Interim Assessment Blocks (IABs), Focus Interim Assessment Blocks (FIABs), & iReady).
- Teachers will utilize specific curriculum common formative assessment data for Foundational Skills K-2 progress monitoring. For grades 3-6, teachers will progress monitor with Interim Assessment Blocks (IABs) and Focus Interim Assessment Blocks (FIABs) data focusing on Claims and Targets.
- Teachers will continue to utilize IPG and Scope and Sequence for instructional planning, develop Common Formative Assessments (CFAs) and use evidence to design learning experiences for students when learning has and has not occurred to meet grade level standards.
- Staff will monitor progress of all students and instructional practices, including English Learners progress towards re-designation, through the use of ongoing data chats, goal setting with students, site, district and state assessments, the EL Redesignation Goal setting report and SEL Survey.
- Regional administration team will meet quarterly and engage in the CCI process to review site targets and regional goals.
- Administrators and teachers will analyze Site, District and iReady results and SBAC results to improve instruction and increase academic achievement.
- PLI Feedback loop and survey results to improve instruction and increase academic achievement.
- Ellevation progress monitoring for English Learner students for Reclassification
- Teachers/PLCs/site leadership will analyze SBAC and ELPAC results as well as quarterly CFAs and Interim assessments, and disaggregate data to monitor and track EL student progress in order to assess and respond to instructional needs.
- EL student progress will be monitored after each assessment period (ELPAC, i-Ready) to ensure that students are making adequate progress towards one ELPI level growth each year and be reclassified on time.
- Project Access Counselor will meet weekly and progress monitor identified students who are at-risk Foster/Homeless Youth for academic and SEL support.
- District-funded Academic Coach will support teachers and grade level PLCs with; including, but not limited to grade level planning days, goal setting, demo lessons, progress monitoring, etc.
- The English Learning Review Team (ELRT), which will include the TSA, AC, Admin, 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).

Owner(s):

Administrators, teachers, TSA, PLC Teams, ILT, Teaching Fellows, Climate Culture Team, 1 full-time Certificated Tutor, district-funded academic coach, FUSD Departmental Coaches, and students

Timeline:

- Weekly
- Ongoing based on District Assessment Calendar and site assessments
- Quarterly

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

- Teachers, **paraprofessionals** (with an additional .75 Kinder Para), 9 **Teaching Fellows** and 1 full-time **Certificated Tutor** will work collaboratively to provide **Tier 1 and Tier 2** intervention and differentiated instruction in the TK- 6

grade classrooms to support ELA/ ELD standards, 60 minutes daily, to support literacy development in foundational skills, phonemic awareness, reading comprehension, writing and speaking and listening skills using Wonders curriculum, Wonders **Tier 2** Handbooks, UDL strategies, and online resources.

- Teachers will collaborate with their Professional Learning Communities (PLCs) and district-funded Academic Coach in reviewing and analyzing data from common formative assessments and progress monitoring to provide integrated ELD instruction, designated ELD Tier 1 Instruction and differentiation opportunities in the TK-6th Grade classrooms to support ELA and ELD Standards which will support foundational literacy skills.
- The intervention team and 1 **full-time certificated tutor** will provide **Tier 3** intervention for the SST/TST identified students using Wonder Works **supplemental materials**.
- Classroom instruction will focus on the tenets of IPG which include, but not limited to high leverage instructional strategies in ELA/ELD including but not limited to Complex Text, Talk and Task, academic discourse, Increasing DOK levels during instruction, use of technology for whole class, small group and blended learning of technology standards, use of rubrics, building reading comprehension skills, conceptual understanding, use of graphic organizers/thinking maps, word work and writing.
- Staff will plan and collaborate to continue lesson alignment with Reading Foundational Skills K-2 and Grades 3-6 Claims and Targets. **Supplemental contracts and extra time** for staff and teachers.
- Staff will engage in **trainings and professional development**; including, but not limited to Claims and Targets, PL Summit, Buy Back Institute Days, Math Lesson Design, English Language Development professional learning focused on utilizing Guaranteed Viable Curriculum (GVC), English Language Development (ELD) standards, Common Core State Standards (CCSS), iReady, SBAC, and ELPAC demands.
- Staff will monitor progress of all students (including students receiving special education services or **Students with Disabilities (SWD)**, **African American**, **Foster/Homeless Youth** and instructional practices in all content areas, including English Learners progress towards re-designation, through the use of student work samples and assessment data with ongoing data chats, quarterly grade level planning days, and goal setting and self-reflection with students.
- **Additional time for Tier 3** social emotional support will be provided by **school psychologist and Restorative Practice (RP) Counselor** for identified students.
- **Computer and resources** to support whole class, small group and blended learning opportunities to promote best practices in ELA, technology and other content learning. This includes, but not limited to **hardware, accessories, installation, repair, replacement of computers, tablets, and online technology programs, site licenses and subscriptions** (including, but not limited to, Mystery Science, Canva, SMORE, etc.), carts, printers, ink cartridges, projectors/bulbs, document cameras, Promethean Board classroom equipment, **copier**, and other supplies.
- Classroom **instructional materials, and supplies** including, but not limited, to **FUSD Graphics**, Magazine **subscriptions**, supplemental **books** and reading materials, notebooks, paper, pencils, pens, markers, crayons, etc., will be purchased to support instruction in all subject areas and interventions needs for all students and teachers.
- Incentives may be provided for academic improvement and achievement.
- RTI will provide targeted and specific academic support for grades 2-6.
- At-Risk students and students identified as needing special education 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.
- 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 while utilizing the Wonder Works curriculum to meet the learning needs of their students.
- The PLI pedagogical model will include, but is not limited to **student devices, apps**, headphones, Bluetooth technological items, teacher required devices for instruction, and **professional development** centered around student voice, choice, and collaboration as well as PLC training centered around the PLI pedagogy.
- District-Funded Academic Coach will work side by side with teachers, PLCs, and site leadership to improve instructional strategies within content areas.
- District-funded Academic Coach will provide job-embedded strategies to all teachers in identifying goals (K-2 Reading Foundational Skills and Gr. 3-6 Claims & Targets), delivering on-site professional learning sessions based on need, developing clear, data-based descriptions through observations and literal notes. Offering recommendations based on data collected and analysis of student work to support next steps for instruction.
- District-funded Academic Coach will provide Cognitive Coaching cycles to all teachers: demonstrate, model, co-teach lessons or instructional strategies, hold planning lessons, and lesson reflection.
- District-funded Academic Coach will provide support for literacy initiatives.
- The English Learning Review Team (ELRT), which will include the TSA, AC, Admin, 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 an EL specific data chat with the ELRT team.
- Instruction in reading, writing, speaking, listening, and language development will be provided to support all learning modalities (visual, auditory, and tactile learners) which includes, but is not limited to **materials and supplies** related to enhancing the varying learning modalities: student **technology equipment, hardware, site subscriptions and programs**, notebooks, paper, pencils, pens, markers, crayons, tactile materials, visual realia, etc.
- Wishon will set a goal for students to be able to read by the end of first grade. We will send our CT to additional training (including, but not limited to **Cullinan Orton-Gillingham Workshops**, etc.) to implement a targeted small group based on data, working on decoding and encoding using multi-sensory, kinesthetic tactile, explicit phonics approach).

#### Specify enhanced services for EL students:

- Teachers, paraprofessionals (with an additional .75 Kinder Para), 9 Teaching Fellows and 1 full-time Certificated Tutor will provide small group differentiated instruction in the TK- 6 grade classrooms to support ELA/ELD Framework, 60 minutes daily, to support literacy development in foundational reading skills, phonemic awareness, reading comprehension, writing and speaking and listening skills.
- 1 full-time Certificated tutor will provide Tier 3 intervention supports, support students who are identified as

#### Specify enhanced services for low-performing student groups:

- Tier 3 instructional support for students identified as English Learners.
- 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.
- At-Risk students (including, but not limited to **Foster/Homeless Youth**) and students identified as needing

English Learners, **Foster/Homeless Youth**, and students needing learning recovery.

- Classroom instruction will focus on high leverage instructional strategies in ELA including but not limited to Complex Text, Talk and Task, Increasing DOK during instruction, use of technology for whole class, small group and blended learning of technology standards, use of rubrics, building reading comprehension skills, conceptual understanding, use of graphic organizers/thinking maps, word work and writing.
- Staff will monitor progress of all students and instructional practices, including English Learners progress towards re-designation, 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 RFP students to ensure academic success and prevent potential academic regression.
- Teachers provide Universal Designed for Learning (UDL) opportunities to students (including **Students with Disabilities (SWD)**, **Foster Youth**, etc.) in order to access multiple modalities to demonstrate understanding of learning.
- Teachers will be providing integrated ELD instruction and designated ELD instruction during Tier 2 intervention block daily.
- Newcomer ELs (less than 2-3 years in U.S. schools) receive appropriate language support for initial language development.
- Awards and incentives to recognize EL student achievement along ELD Proficiency Level continuum and Re-designation.
- 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 Socially Economically Disadvantaged (SED) 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, **Students with Disabilities (SWD)**, and At-Risk Socially Economically Disadvantaged (SED), and Foster/Homeless students.
- 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, Admin, 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 SBAC and ELPAC results as well as quarterly CFAs and Interim assessments, and disaggregate data to monitor and track EL student progress in order to assess and respond to instructional needs.
- EL student progress will be monitored after each assessment period (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.
- EL students will receive targeted instruction aligned to the CAELD standards daily through integrated and designed ELD instruction.

special education or **Students with Disabilities (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 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.
- At-Risk Students (including, but not limited to Foster/Homeless Youth, students with disabilities (SWD), ELs, etc) will be supported by social-emotionally developed staff that will implement social-emotional learning lessons that will focus on Growth Mindset and Perseverance which will establish a positive and inclusive climate and culture.
- 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.
- Tutoring for identified Long Term and At-Risk English Learners (ELs).
- 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 Elementary will implement a comprehensive tiered intervention system to provide Math supports for students who are below grade level. To ensure that students will achieve grade level standards, teachers will provide challenging Tier one and Tier two instruction using core and supplemental Go Math curriculum with the support of CA Teaching Fellows and paraprofessionals (with an additional .75 Kinder Paraprofessional). In order to improve mathematics achievement, teachers will utilize common formative assessment including, but not limited to Interim Assessment Blocks (IABs) Focus Interim Assessment Blocks (FIABs) data focusing on Claims and Targets for progress monitoring. The intervention team and 1 full-time certificated tutor will also provide Tier 3 language and reading intervention to identified students (Students with Disabilities (SWD), African American, Foster/Homeless Youth) to assist in learning recovery and English Language Development in the area of mathematics. Educators and staff will attend professional development focusing on, but not limited to "Math Lesson Design" (MLD) to improve their instructional practice for student success. Wishon will continue to effectively utilize the district-funded academic coach for teacher support in Math professional development, lesson demonstrations, collaboration with Professional Learning Communities (PLCs), goal setting, data analysis, progress monitoring, and grade level planning days. Wishon Elementary will continue to implementing the PLI pedagogical model (Personalized Learning Initiative) for the upcoming school year (3 year plan: 2022-2025) to work in collaboration with the current instructional resources to increase student achievement in English Language Arts and Mathematics. This initiative will work towards leveraging meaningful technology as a tool with the PLI instructional model which encompasses utilizing whole group collaboration with impacts targeted small group instruction and independent practice to meet the specific learning needs of students while increasing student voice, choice, and collaboration towards student success in academics, career, and college readiness. Wishon will establish an English Learning Review Team (ELRT) led by our district-funded Teacher on Special Assignment (TSA) and district-funded Academic Coach (AC). The ELRT will also include an administrator and a classroom teacher. The team 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).

|                                  |                                                     |                                            |                                             |
|----------------------------------|-----------------------------------------------------|--------------------------------------------|---------------------------------------------|
| Reasoning for using this action: | <input checked="" type="checkbox"/> Strong Evidence | <input type="checkbox"/> Moderate Evidence | <input type="checkbox"/> 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

- Indicators on the school dashboard Power BI will be monitored to ensure that the needs of the students and those who are reflected by an achievement gap are addressed.
- Classroom supervision of instruction utilizing the CSTPs and Instructional Practice Guide (IPG) with supporting documents to provide coaching feedback and reflective conversations between administrators and teachers.
- Teachers and administrators, through the use of professional learning communities and CCI, will analyze student work and common formative assessment data to inform instruction and design learning opportunities for students.
- Administrators will collect and review weekly lesson plans, PLC agendas and notes to monitor student progress and insure instructional decisions are data driven.
- Teachers will continue to engage in grade level peer observations, where teacher collect data to inform and improve instruction in order to increase student learning.
- Teachers and administrators will closely monitor the effectiveness of the tiered intervention using quarterly assessment data (Foundational Skills Assessment (FSA), CFAs, IABs , FIABs & iReady).
- Teachers will continue to utilize IPG and Scope and Sequence for instructional planning, develop Common Formative Assessments and use evidence to design learning experiences for students when learning has and has not occurred to meet grade level standards.
- Staff will monitor progress of all students and instructional practices, including English Learners progress towards re-designation, through the use of ongoing data chats, goal setting with students, site, district and state assessments, the EL Re-designation Goal setting report and SEL Survey.
- Regional administration team will meet quarterly and engage in the CCI process to review site targets and regional goals.
- Administrators and teachers will analyze Site, District, iReady results, and SBAC results to improve instruction and increase academic achievement.
- PLI Feedback loop and survey results to improve instruction and increase academic achievement.
- Project Access Counselor will meet weekly and progress monitor identified students who are at-risk Foster/Homeless Youth for academic and SEL support.
- District-funded Academic Coach will support teachers and grade level PLCs with; including, but not limited to grade level planning days, goal setting, demo lessons, progress monitoring, etc.
- Teachers/PLCs/site leadership will analyze SBAC and ELPAC results as well as quarterly CFAs and Interim assessments, and disaggregate data to monitor and track EL student progress in order to assess and respond to instructional needs.
- EL student progress will be monitored after each assessment period (ELPAC, i-Ready) to ensure that students are making adequate progress towards one ELPI level growth each year and be reclassified on time.
- The English Learning Review Team (ELRT), which will include the TSA, AC, Admin, 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).

Owner(s):

Administrators, teachers, TSA, PLC Teams, ILT, Teaching Fellows, Climate Culture Team, 1 full-time Certificated Tutor, district-funded academic coach, FUSD Departmental Coaches, and students

Timeline:

- Weekly
- Ongoing based on District Assessment Calendar and site assessments
- Quarterly

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

- Teachers, paraprofessionals (with an additional .75 Kinder Para), and 9 Teaching Fellows and 1 full-time Certificated Tutor will work collaboratively to provide **Tier 1 and Tier 2** intervention and differentiated instruction in the TK- 6 grade classrooms to support Math standards using GO Math curriculum, UDL strategies, and online resources for the success of all students including **Students with Disabilities (SWD), African American Students, and Foster Youth.**
- Teachers, paraprofessionals, and Teaching Fellows will provide **Tier 3** intervention for the identified students using GO Math curriculum materials and iReady personalized online lessons.
- Classroom instruction will focus on the tenets of IPG which include, but not limited to high leverage instructional strategies in Math including but not limited to rigorous problem solving tasks, academic discourse, Increasing DOK levels during instruction, use of technology for whole class, small group and blended learning of technology standards, and building conceptual understanding through the use of models and multiple representations.

- Staff will plan and collaborate to continue math lesson alignment with Mathematics Claims and Targets for Gr. 3-6.
- Staff will engage in trainings and professional development; including, but not limited to Claims and Targets, PL Summit, BuyBack Institute Days, English Learner professional learning focused on utilizing Guaranteed Viable Curriculum (GVC), English Language Development (ELD) standards, Common Core State Standards (CCSS), iReady, SBAC, and ELPAC demands.
- Staff will monitor progress of all students (including **Students with Disabilities (SWD)**, **African American students**, and **foster/homeless youth**) and instructional practices in all content areas, including English Learners progress towards re-designation, through the use of student work samples and assessment data with ongoing data chats and goal setting and self-reflection with students.
- Additional time for **tier 3** social emotional support will be provided by school psychologist for identified students.
- Computer and resources to support whole class, small group and blended learning opportunities to promote best practices in Math, technology and other content learning. This includes, but not limited to hardware, accessories, installation, repair, replacement of computers, tablets, and online technology programs, site licenses, carts, printers, ink cartridges, projectors/bulbs, document cameras, Promethean Board classroom equipment, and other supplies.
- Classroom instructional materials, and supplies including, but not limited, to FUSD Graphics, supplemental materials, notebooks, paper, pencils, pens, markers, crayons, etc., will be purchased to support instruction in all subject areas and interventions needs for all students and teachers.
- Incentives may be provided for academic improvement and achievement.
- Educators and staff will attend professional development focusing on, but not limited to "Math Lesson Design" (MLD), etc. to improve their instructional practice for student success.
- At Risk students (**Foster/Homeless Youth**) and **students with disabilities (SWD)** will receive accommodations like preferential seating, work completion, and other varied assessment accommodations for academic support.
- At-Risk students (including, but not limited to **Foster/Homeless Youth**) and students identified as needing special education support (**Students with Disabilities - SWD**) 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.
- The Autism Preschool-Kindergarten teacher will plan with the appropriate grade level for an aligned co-teaching model to meet the needs 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 while implementing the Wonder Works curriculum.
- The PLI pedagogical model will include, but is not limited to student devices, apps, headphones, Bluetooth technological items, teacher required devices for instruction, and professional development centered around student voice, choice, and collaboration as well as PLC training centered around the PLI pedagogy.
- District-Funded Academic Coach will work side by side with teachers, PLCs, and site leadership to improve instructional strategies within content areas.
- District-funded Academic Coach will provide job-embedded strategies to all teachers in identifying math goals, delivering on-site professional learning sessions based on need, developing clear, data-based descriptions through observations and literal notes. Offering recommendations based on data collected and analysis of student work to support next steps for instruction.
- District-funded Academic Coach will provide Cognitive Coaching cycles to all teachers: demonstrate, model, co-teach lessons or instructional strategies, hold planning lessons, and lesson reflection.
- District-funded Academic Coach will provide support for MLD and Math initiatives.
- The English Learning Review Team (ELRT), which will include the TSA, AC, Admin, 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 30minute increments for a EL specific data chat with the ELRTeam.
- Instruction in reading, writing, speaking, listening, and language development will be provided to support all learning modalities (visual, auditory, and tactile learners) which includes, but is not limited to materials and supplies related to enhancing the varying learning modalities: student technology equipment, hardware, site subscriptions and programs, notebooks, paper, pencils, pens, markers, crayons, tactile materials, visual realia, manipulatives, etc.

#### Specify enhanced services for EL students:

---

- Teachers, paraprofessionals (with an additional .75 Kinder Para), and 9 Teaching Fellows will provide small group differentiated instruction in the TK- 6 grade classrooms to support Math Framework and standards.
- 1 full-time Certificated tutor will also provide Tier 3 language intervention supports in mathematics, support students who are identified as English Learners, **students with disabilities (SWD)** and learning recovery.
- Classroom instruction will focus on high leverage instructional strategies in Math including but not limited to rigorous problem solving tasks, Increasing DOK during instruction, use of technology for whole class, small group and blended learning of technology standards, building conceptual understanding through the use of models and multiple representations.
- Staff will monitor progress of all students and instructional practices, including English Learners progress towards re-designation, through the use of student work samples and assessment data with ongoing data chats and goal setting with students.
- Teachers provide UDL opportunities to students (including, but not limited to **students with disabilities**, **African American students**, **Foster/homeless Youth**) and in order to access multiple modalities to

#### Specify enhanced services for low-performing student groups:

---

- Tier 3 instructional support for students identified as English Learners.
- Tutoring for identified Long Term and At-Risk ELs.
- Teachers provide UDL opportunities to students (including, but not limited to **students with disabilities**, **African American students**, **Foster/homeless Youth**) in order to access multiple modalities to demonstrate understanding of learning.
- At Risk students and **students with disabilities** will receive accommodations like preferential seating, work completion, and other varied assessment accommodations for academic support.
- At-Risk students and students identified as needing special education support (**SWD**) 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 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

demonstrate understanding of learning.

- Educators and staff will attend professional development focusing on, but not limited to "Math Lesson Design" (MLD) to improve their instructional practice for ALL student success including students identified as English Learners, **students with disabilities (SWD)**, etc.
- The PLI pedagogy will meet the needs of English Learners, students with disabilities, at-risk Foster/homeless Youth giving them another avenue for student voice, choice, and collaboration
- Teachers/PLCs/site leadership will analyze SBAC and ELPAC results as well as quarterly CFAs and Interim assessments, and disaggregate data to monitor and track EL student progress in order to assess and respond to instructional needs.
- EL student progress will be monitored after each assessment period (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.
- EL students will receive targeted instruction aligned to the CAELD standards daily through integrated and designed ELD instruction.

related services as determined by the Individual Education Program (IEP) team.

- At-Risk Students (including, but not limited to Foster/Homeless Youth, students with disabilities (SWD), ELs, etc) will be supported by social-emotionally developed staff that will implement social-emotional learning lessons that will focus on Growth Mindset and Perseverance which will establish a positive and inclusive climate and culture.
- The Autism Preschool-Kindergarten teacher will plan with the appropriate grade level for an aligned co-teaching model to meet the needs 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 while implementing the Wonder Works curriculum.
- The PLI pedagogy will meet the needs of English Learners, students with disabilities, at-risk Foster/Homeless Youth giving them another avenue for student voice, choice, and collaboration

# 2023-2024 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: CTF 76% (6TF - M-TH) Sub Agreement | 59,571.00 |
| G1A1   | Sup & Conc      | Instruction                       | Teacher-Regu  | Tutor                        | 0.6957 | 1033529 - .875 FTE CT to provide Extra Support in Tier 3 Intervention (G1A1&2)                                      | 94,729.00 |
| G1A1   | Sup & Conc      | Instruction                       | Teacher-Subs  |                              |        | Teacher Subs Days (8 Data Chat Days - Grade Level Planning) (G1A1&2, G3A1, G4A1)                                    | 2,401.00  |
| G1A1   | Sup & Conc      | Instruction                       | Ins Aide-Reg  | Paraprof, Instructional Asst | 0.7500 | 1079837 - Instructional Assistant for Kindergarten Support (G1A1&2)                                                 | 49,666.00 |
| G1A1   | Sup & Conc      | Instruction                       | Ins Aide-Ext  |                              |        | Extra Time Instructional Aide/Conference Trans. (G1A1&2, G5A1)                                                      | 312.00    |
| G1A1   | Sup & Conc      | Instruction                       | Mat & Supp    |                              |        | Materials & Supplies, Incentives (All Goals)                                                                        | 29,626.00 |
| G1A1   | Sup & Conc      | Instruction                       | Off Eq Lease  |                              |        | Office Equipment Lease (RICOH) All Goals                                                                            | 19,000.00 |
| G1A1   | Sup & Conc      | Instruction                       | Direct-Maint  |                              |        | Maintenance & Repairs (All Goals)                                                                                   | 4,000.00  |
| G1A1   | Sup & Conc      | Instruction                       | Direct-Graph  |                              |        | Graphics (G1A1&2, G2A1, G3A1, G4A1, G5A1)                                                                           | 500.00    |
| G1A1   | Sup & Conc      | Instructional Supervision & Admin | Cl&Tech-Over  |                              |        | Overtime Clerical (G3A2)                                                                                            | 1,562.00  |
| G1A1   | LCFF: EL        | Instruction                       | Teacher-Regu  | Tutor                        | 0.1793 | 1033529 - .875 FTE CT to provide Extra Support in Tier 3 Intervention (G1A1&2)                                      | 24,413.00 |
| G1A1   | LCFF: EL        | Instruction                       | Teacher-Supp  |                              |        | ELPAC Assesspr (1 for 30 days - 2 hrs per day)                                                                      | 1,450.00  |
| G1A1   | LCFF: EL        | Instruction                       | Mat & Supp    |                              |        | Materials & Supplies (G1A1&2)                                                                                       | 637.00    |
| G1A1   | LCFF: EL        | Instruction                       | Subagreements |                              |        | California Teaching Fellows Foundation : California Teaching Fellows Foundation: CTF 24% (6TF - M-TH) Sub Agreement | 18,519.00 |
| G1A1   | One-time School | Instruction                       | Teacher-Subs  |                              |        | Teacher Sub Days (4 MLD, 8 TST/SST, 8 Data Chats)                                                                   | 8,404.00  |
| G1A1   | One-time School | Instruction                       | Teacher-Supp  |                              |        | Teacher Supplemental Contracts (G4A1)                                                                               | 1,848.00  |
| G1A1   | One-time School | Instruction                       | Mat & Supp    |                              |        | Materials & Supplies including, but not limited to learning recovery and COVID impact (no incentives or food)       | 3,625.00  |
| G1A1   | One-time School | Instruction                       | Nc-Equipment  |                              |        | Technology NC-Equipment (G1A1&2)                                                                                    | 4,000.00  |

**\$324,263.00**

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 | ✓        | 93.33 %        | 85.14 % | 2022-2023 | 92.14 % |

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.

Student-Centered Real World Learning Experience (Site Defined) Percent Favorable Rate

Key factors that contributed to the performance outcomes were:

- After school clubs (Hmong, Technology, Coding, Art, and Book Club etc...)
- Cyber Safety Week (annual)
- Hour of Code Week (annual)
- Field trips in all grade levels focused on student-centered real world learning experience including, but not limited to supporting the arts, athletics and career enrichment activities. (Fresno Art Museum, Discovery Center, Science Academy, Monterey Bay Aquarium, Ballet Field Trip, Sequoia National Park, Chaffee Zoo, Bricks 4 Kidz, 6th Grade Camp to Wonder Valley, Fresno City College field trip, Fresno State field trip, etc.)
- School related activities Music programs for grades 2-6 (Band, String, and Choir)
- Positive school climate and culture
- School Wide Incentive Program: Mustang Bucks
- Materials and supplies
- Guest (Miss Fresno Speaking Engagement) and Coach speaking in the classroom
- After school program events (Pixie Paint Night, Reptile Ron, etc)
- Cultural Dance Classes: Polynesian Dancing, Folkloric Dancing, and Hmong Dancing
- Sport Teams (including, but not limited to Cross Country, Soccer, Basketball, Softball, Cheer, etc.)
- Calendar of Events and Engagements (including, but not limited to Awards Assemblies, Krazy Karen BIG BASH Assembly, Family Dance Night, Back to School Night, Mobile Dairy, Holly Jolly Spirit Week, Read Across America Spirit Week, Open House, SBAC Kick-Off Rally, Talent Show, etc.)
- Family Engagement Hour with the Home School Liaison
- Red Ribbon Week
- Cookie Dough Fundraising
- Student of the Month Celebrations
- Library "Sweet Escape" Enrichment

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

Student-Centered Real World Learning Experience (Site Defined) Percent Favorable Rate

Factors that contributed to the disproportionality for student groups were:

- Staff Shortages (including, but not limited to inclusion co-teacher and SPED and GE paraprofessional vacancies)
- Bus Transportation Shortages
- Student and Staff Attendance
- After school program hold on accepting new applicants due to student absences and staff shortages.
- Inconsistent Participation and recruitment of students and staff for clubs and activities
- Students with special needs are unable to participate in certain events due to medical, sensory, social-emotional, or physical needs
- Lack of staffing for coaching caused a late start for Sports in the first Quarter

- Yearbook
- iReady Celebrations
- Project Access Counselor will meet weekly and progress monitor identified students who are at-risk Foster/Homeless Youth for academic and SEL support.

**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).

As a Designated School, the major difference between the intended and actual implementation of actions and budget expenditures to meet this goal was due to the shortage and inconsistent staffing for vacant positions for student-centered real world learning experiences. Due staffing, the opportunities for more after school clubs were minimal. For FUSD enrichment field trips, teachers had to reschedule with organizations to meet the transportation shortage needs.

**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 2023/24 SPSA.

We will continue to actively recruit staff members to provide multiple opportunities for our students to participate in Student-centered and real-world learning experiences and activities. We will continue with our Culture Climate Team's initiatives to promote more student centered and real world experiences including, but not limited to promoting more student engagement in real-world learning through school-wide Mustang Bucks activities using Playworks Game Guide and partnerships with community organizations. Wishon will increase events using; including, but limited to Fun Works (Krazy Karen) quarterly.

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

|                                              |                                                                   |                                                |
|----------------------------------------------|-------------------------------------------------------------------|------------------------------------------------|
| <div>1 SSC:</div> <div>See Attachment.</div> | <div>2 ELAC:</div> <div>ELAC feedback SurveyForms attached.</div> | <div>3 Staff:</div> <div>See Attachment.</div> |
|----------------------------------------------|-------------------------------------------------------------------|------------------------------------------------|

Action 1

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

Action Details:

Wishon Elementary will implement a wide range of opportunities to engage and expand all students in student centered and real-world learning experiences including, but not limited to activities, clubs, arts, cultural dances, and athletic programs with an emphasis on increasing participation of unique students to build school connectedness.

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

- Teachers and administrators will track names and student population for each activity as presented through ATLAS and use of Student-Centered and Real World Learning Experiences and Activity photographs.
- Teachers will monitor student attendance for all Student-centered and real-world learning Experiences and Activities to promote student school attendance towards 95% success rate.
- Culture and climate survey will reflect a 7% increase of student connectedness in school.
- Support staff (school psychologist, RP counselor, district-funded CWAS-Tier II, All4Youth counselors, etc) will provide social emotional learning support and progress monitor utilizing ATLAS and Care Solace referrals for recording keeping, case managing, and communication. The SEL support staff will meet with the Target Support Team (TST) to go over the data monthly and as needed.

Owner(s):

Administrators, teachers, RP counselor, School Psychologist, Counselors, and staff

Timeline:

- Ongoing weekly
- Quarterly

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

- Appropriate equipment and supplies for specific sports, enrichments, art and club activities not limited to balls, bats, gloves, arts and craft supplies, gardening supplies, cultural attire, and equipment.
- Classroom instructional materials, supplies and incentives including, but not limited to FUSD Graphics, magazine subscriptions, supplemental books and reading materials, notebooks, paper, pencils, pens, markers, crayons, etc, will be purchased to support instruction in all subject areas including tiered interventions for all students and teachers to improve attendance.
- Staff will monitor progress to show an increase of attendance at school/activities.
- At-Risk students (including, but not limited to **Foster/Homeless Youth and African American students**) and students identified as needing special education support (**Students with Disabilities - SWD**) 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), All4Youth 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**).

Specify enhanced services for EL students:

- Use of site PL to promote Reading, Writing, Speaking, Listening and Social Emotional skill set.
- ELD intervention targeting social / academic language development for Newcomer students.
- Intentional use of technology to enhance social/academic language development.
- Expose students 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.

Specify enhanced services for low-performing student groups:

- Use of classroom meetings and Second Step curriculum to promote speaking and listening skills, positive social interactions.
- Use of technology to enhance social / academic language development.
- 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), All4Youth 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**).

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 | ✓        | 42.92 %        | 40.68 % | 2022-2023 | 33.68 % |
| Suspension Rate - Semester 1     | ✓        | 0 %            | 0.37 %  | 2022-2023 | 0.04 %  |

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

Key factors that contributed to the performance outcomes were:

- Nurse, health aide, LVN
- Social emotional support from school psychologist and Restorative Practice (RP) counselor
- Attendance incentives / in-class awards
- Student engagement in classrooms
- School Wide Incentive Program: Mustang Bucks
- Olweus Bullying Prevention Program
- Classroom meetings
- Second Steps curriculum
- School wide MAC/CHAMPS expectations
- Character Club and Social Skill Group with RP Counselor
- Girl Power group with Dr. Williams and Mentor Sukey (Focused on Chronic Absent students)
- Boys of Character group with Mentor Henry (Focused on Chronic Absent students)
- Scandinavian Counselor weekly Meetings with 6th grade students to increase attendance and transition students for secondary school
- SST Process (not yet a Targeted Support Team - TST due to staff shortage)
- CCI process with Climate Culture Team
- Increase in communication for School Site Calendar of Events and Engagements (including, but not limited to Krazy Karen Assembly, Family Dance Night, Carnival, Back to School Night, etc.)
- Parent Engagement Hour with the Home School Liaison and Parent University
- Field trips in all grade levels focused on student-centered real world learning experience including, but not limited to supporting the arts, athletics and career enrichment activities. (Fresno Art Museum, Discovery Center, Science Academy, Monterey Bay Aquarium, Ballet Field Trip, Sequoia National Park, Chaffee Zoo, Bricks 4 Kidz, 6th Grade Camp to Wonder Valley, Fresno City College field trip,

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

Factors that contributed to the disproportionality of student groups were:

- Attendance & Chronic illness
- Social emotional behavior
- Transiency Student motivation
- Parent/guardian not involved with monitoring students progress.
- Lack of successful communication attempts with parents, caretakers, and guardians concerning absences.
- Inconsistent follow through with the SARB process
- Unfulfilled Child Welfare & Attendance Specialist Tier II (CWAS Tier II) position
- Targeted Support Team (TST) is not fully developed due to staff shortages

Suspensions students with 1 or more

Factors that contributed to the disproportionality of student groups were:

- Social Emotional Behavior(s)
- Lack of follow through with parent/guardian/caretaker concerning student's medical needs
- Lack of parent/guardian/caretaker communication to their child about the severity of their sexual and/or aggressive action(s).
- Unfulfilled Child Welfare & Attendance Specialist Tier II (CWAS Tier II) position to assist in behavioral supports for students with frequent misbehaviors.
- Targeted Support Team (TST) is not fully developed due to staff shortages

- Fresno State field trip, etc.)
- School related activities Music programs for grades 2-6 (Band, String, and Choir)
  - Positive school climate and culture
  - Materials and supplies
  - Guest (Miss Fresno Speaking Engagement) and Coach speaking in the classroom
  - After school program events (Pixie Paint Night, Reptile Ron, etc)
  - Cultural Dance Classes: Polynesian Dancing, Folkloric Dancing, and Hmong Dancing
  - Sport Teams (including, but not limited to Cross Country, Soccer, Basketball, Softball, Cheer, etc.)
  - Calendar of Events and Engagements (including, but not limited to Awards Assemblies, Krazy Karen BIG BASH Assembly, Family Dance Night, Back to School Night, Mobile Dairy, Holly Jolly Spirit Week, Read Across America Spirit Week, Open House, SBAC Kick-Off Rally, Talent Show, etc.)
  - Red Ribbon Week
  - Cookie Dough Fundraising
  - Student of the Month Celebrations
  - Library "Sweet Escape" Enrichment
  - Yearbook
  - iReady Celebrations and incentives
  - Project Access Counselor will meet weekly and progress monitor identified students who are at-risk Foster/Homeless Youth for academic and SEL support.

**Suspensions students with 1 or more Suspensions Per 100**

Key factors that contributed to the performance outcomes were:

- Social emotional support from school psychologist and Restorative Practice (RP) counselor
- Discipline Guidelines Practices in coordination with Department of Preventative Intervention (DPI)
- Support and Resources from African American Academic Acceleration (A4) TSA
- Olweus Bullying Prevention Program
- Classroom meetings
- Second Steps curriculum
- School wide MAC/CHAMPS expectations
- Use of restorative responses to student misbehaviors (including, but not limited to re-entry conference, repair circles, restorative chats, etc.)
- Character Club and Social Skill Group with RP Counselor
- Girl Power group with Dr. Williams and Mentor Sukey
- Young Men of Character group with Mentor Henry
- Student Study Team (SST) Process
- CCI process with Climate Culture Team
- Increase in communication for School Site Calendar of Events and Engagements
- Engagement Hour with the Home School Liaison and Parent University
- Project Access Counselor will meet weekly and progress monitor identified students who are at-risk Foster/Homeless Youth for academic and SEL support.

**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).

Based on data analysis and teacher feedback site administration and support staff aligned ELA instructional schedule and Multi-Tiered System of Support (MTSS) to minimize the amount of classroom disruption, meet the physical

and social-emotional needs of students. The schedule accommodated additional breaks, eliminate student pull out at each grade level during Tier 1 instruction and maximize use of instructional resources and minutes. Title I and LCFF funds were utilized to provide Tier 1 & 2 literacy and math intervention and supports in the classrooms. The push-in intervention model using CTFFs has proven to be very effective showing consistent student growth in ELA and Mathematics in student achievement on the iReady Diagnostic from test 1 (D1) to test 2 (D2).

Current iReady ELA data (D1 to D2) revealed that in Kindergarten, there was a 35% increase in students testing in the "On Grade Level" range. First grade students showed an increase of 20% and second grade students showed an increase of 32%. There was an increase of 13% in third grade. Fourth grade showed a gain of 15%, fifth grade had an increase of 14% and sixth grade showed an increase of 10%.

In the iReady Math, the D1 to D2 data showed that in Kindergarten, there was an increase of 15% of students testing in the "On Grade Level" range. In first grade there was a 19% increase, second grade a 21% increase, and third grade a 3% gain. Fourth grade saw a 4% increase, fifth grade saw a 8% increase in math and sixth grade showed a 15% increase. As a result, Wishon will continue to utilize CTFFs and increase the amount of CA Teaching Fellow tutors for additional mathematics and RTI support. We will resume the effective utilization of two Certificated Tutors to provide direct support including, but not limited to push in, pull out, and virtual support with Title I and LCFF funds.

For the 2022-2023 school year, due to the unfulfilled teaching and paraprofessional positions and staff being out for medical leave, it resulted in the incomplete development of the Targeted Support Team (TST), but we were able to continue the Student Study Team (SST) process which still met the prioritized academic, attendance, and social-emotional needs of our students. Any available staff went to support the vacancies in the Special Education and Inclusion classrooms. We were able to continue the school wide incentive: "Mustang Bucks" so that students are able to earn praise and recognition for their good behaviors.

For the chronic absenteeism data, a major difference between the intended and actual implementation of actions and budget expenditures was that the district-funded Child Welfare & Attendance Specialist (CWAS) position was unfulfilled. The CWAS that was eventually assigned to our site was shared between multiple sites and her attendance to follow through with home visits and her presence on our site to speak with staff and students were non-existent during the 2022-2023 school year.

The increase in suspensions of 0.37% for the 2022-2023 school year compared to previous years (0% in 2021-2022) was due to a misalignment and inconsistent utilization of the Restorative Practice Discipline Guideline procedures and protocols. Another difference between the intended and actual implementation of actions for the suspension rates is the inconsistent implementation of preventative Tier I teacher responses to students behaviors.

**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 2023/24 SPSA.

The goal for 2023-2024 school year is to collect data and teacher feedback, site administration and support staff to align Math instructional schedule and Multi-Tiered System of Supports (MTSS) to minimize the amount of classroom disruption, eliminate student pull out at each grade level during Tier 1 instruction and maximize use of instructional resources and minutes. Every classroom will implement a daily Social-Emotional Learning (SEL) time using lessons including, but not limited to Second Step, Class Meetings/Circles, Morning Meetings, and the Anti-Bullying rules where students are taught cooldown strategies and social-emotional knowledge. In order to support teachers in this, we will purchase materials and supplies for instruction (including, but not limited to fidgets, weighted items, timers, flexible seating, stress balls, etc) and other social-emotional learning lessons. Increase teacher to student positive interactions. Increase student connectiveness to the school and community based on student survey results which includes, but not limited to rewards and incentives to motivate and promote interest and engagement in school and community.

We will be continuing our efforts in establishing our Targeted Support Team and Culture Climate Team to implement interventions, initiatives and action plans to include, but not limited to student engagement activities, structures, procedures, events, etc.

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

|                                            |                                                                                                  |                                              |
|--------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------|
| <div>1 SSC:</div> <div>See attached.</div> | <div>2 ELAC:</div> <div>See Attachment for ELAC feedback &amp; EL Parent Survey Responses.</div> | <div>3 Staff:</div> <div>See attached.</div> |
|--------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------|

Action 1

Title: Student Engagement in school and community

Action Details:

Wishon Elementary will implement a wide range of opportunities to engage all students in activities, clubs, arts and athletic programs with an emphasis on increasing participation of unique students to build school and community connectedness. Students will be recognized and celebrated for their achievements in character, Social-Emotional, academic, athletics, and other areas to help students feel connected and engaged.

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

- Teachers and administrators will track names and student population for each activity as presented through ATLAS and use of Goal 3 Activity engagements.
- Teachers will monitor student attendance for all Goal 3 Activities to promote student school attendance towards 95% success rate.
- Culture and climate survey will reflect a 7% increase of student connectedness (Domain: Student Engagement) in school (Fall Student Survey: 80% to 87%).
- Support staff (school psychologist, RP counselor, district-funded CWAS-Tier II, All4Youth counselors, etc) will provide social emotional learning support and progress monitor utilizing ATLAS and Care Solace referrals for recording keeping, case managing, and communication. The SEL support staff will meet with the Target Support Team (TST) to go over the data monthly and as needed.

Owner(s):

Administrators, teachers, school staff, CWAS-Tier II, RP Counselor, School Psychologist, All4Youth Counselors, Climate & Culture Team

Timeline:

- Ongoing weekly
- Quarterly

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

- Appropriate equipment and supplies for specific sports, enrichments, art and club activities to include, but not limited to balls, bats, gloves, arts and craft supplies, gardening supplies and equipment.
- Classroom instructional materials, supplies and incentives including, but not limited to FUSD Graphics, site subscriptions (including, but not limited to: Canva, SMORE, etc) magazine subscriptions, supplemental books and reading materials, notebooks, paper, pencils, pens, markers, crayons, etc, will be purchased to support instruction in all subject areas including tiered interventions for all students and teachers to improve attendance.
- Staff will monitor progress to show an increase of attendance at school/activities with **supplemental contracts or extra time** as needed.
- Inform parents of current EL student engagement data and Goal 2 opportunities during Parent Conferences, ELAC, SSC, Family Engagement Meetings, etc.
- Active recruitment of EL students by classroom teacher, staff, etc.
- At-Risk students (including, but not limited to **Foster/Homeless Youth and African American students**) and students identified as needing **special education (SWD) support** (ALPs and Autism) will be receiving 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.
- 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, 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**).

Specify enhanced services for EL students:

- Use of site PL to promote Reading, Writing, Speaking, Listening and Social Emotional skill set.
- 1 full-time CT will utilize ELD intervention targeting social / academic language development for EL students.
- Intentional use of technology to enhance social/academic language development.
- Inform parents of current EL student engagement data and Goal 2 and Goal 3 opportunities during Parent Conferences, ELAC, SSC, Family Engagement Meetings, etc.
- Active recruitment of EL students by classroom teacher, staff, etc.

Specify enhanced services for low-performing student groups:

- Use of Olweus Anti-Bullying and Classroom Meetings and Second Step curriculum to promote, social-emotional learning, speaking and listening skills, growth mindset, and positive social interactions.
- Intentional use of technology to enhance social / academic language development.
- At-Risk students (including, but not limited to **Foster/Homeless Youth and African American students**) and students identified as needing special education support (**students with disabilities, SWD**). ALPs and Autism students will be receiving 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), All4Youth 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**).

Action 2

Title: Chronic Absenteeism & Suspension Rates

Action Details:

Wishon Elementary will use the Multi-Tiered System of Supports (MTSS) Framework which includes the Student Study Team(SST)/Targeted Support Team(TST) to implement a comprehensive plan utilizing the district's discipline guidelines matrix, along with the response strategies, support services, incentives and positive recognition to improve Chronic absenteeism to ensure that every student moves a minimum of a grade level each year.

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

- Culture and climate survey will reflect 7% student growth on self-management, self-efficacy, self-awareness, social awareness and growth mindset (Fall Student Survey: Domain - Academic & Social Emotional Learning: 90% to 97%).
- Teachers and administrators will track names and student population for each activity as presented through ATLAS Engagement Tool and use of Goal 3 Activity Engagements.
- Teachers will monitor student attendance for all Goal 3 Activities to promote student school attendance towards 95% success rate.
- Culture and climate survey will reflect a 7% increase of student connectedness in school (Fall Student Survey: Domain - Student Engagement: 80% to 87%.
- Student attendance rate will reflect regional goal of 95%.
- Level 3 behaviors that lead to suspension will be monitored to provide strategic support for identified students by the CWAS-Tier II, RP Counselor, Admin, and other stakeholders as part of the TST.
- Lead Teachers (ILT), Targeted Support Team (TST), Culture and Climate Team (CCT), and site administrators will use the CCI process to ensure strong Tier 1 support in the classroom schoolwide.
- ATLAS behavioral report and referral data will be monitored by Lead Teachers (ILT), Targeted Support Team (TST), Culture and Climate Team (CCT), and site administrators.
- Incentives for student who demonstrate positive character traits
- Support staff (school psychologist, RP counselor, district-funded CWAS-Tier II, All4Youth counselors, etc) will provide social emotional learning support and progress monitor utilizing ATLAS and Care Solace referrals for recording keeping, case managing, and communication. The SEL support staff will meet with the Target Support Team (TST) to go over the data monthly and as needed.

Owner(s):

Administrators, Teachers, Child Welfare & Attendance Specialist - Tier II (CWAS), Office staff and support staff (RP Counselor, School Psychologist, All4Youth Counselors, etc), Targeted Support Team.

Timeline:

Weekly, Monthly, and Quarterly

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

- District provided Child Welfare & Attendance Specialist - Tier II (CWAS) 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.
- Social emotional support provided by school psychologist and RP Counselor.
- Students who demonstrate poor attendance or chronic absenteeism will be referred to TST and CWAS-Tier II which includes, but is not limited to on-site engagement services such as, small group mentoring, social skills group, After School Program, arts, athletics and activities.
- Teachers will continue to hold weekly classroom meetings utilizing; Classroom Meetings that Matter, Emotional Intelligence 2.0, Olweus Bully Prevention, Second Step, and research based lessons to promote building a community.
- The Wishon CCT, administration team, and the assigned regional Climate and Culture Specialist (CCS) will support teachers through professional learning to develop lessons to build community and engagement with students struggling to improve their attendance and SEL needs.
- Site and District meetings and all communication will promote the positive impact of regular school attendance.
- Classroom instructional materials, and supplies including, but not limited to FUSD Graphics, online academic program subscriptions, site subscriptions (including, but not limited to: Canva, SMORE, etc.) supplemental books and reading materials, notebooks, paper, pencils, pens, markers, crayons, etc, will be purchased to support instruction in all subject areas and interventions needs for all students and teachers to improve attendance to address the District goal of every student moves a minimum of a grade level each year and that we are a culture of learning with high expectations.
- Incentives may be provided to foster positive behavior, increase attendance, academic improvement and achievement.
- Lease continued for use of office machines to print communication with parents.
- The Office Assistant (OA) with support from the Home School Liaison, the CWAS-Tier II, and site leadership to make daily parent contact with families of chronically absent students (Tier 3) to address continuing concerns about absences and discuss a plan for improvement. The Office Assistant, CWAS-Tier II, and Home School Liaison will conduct student conferences with chronically absent students to establish goals for improvement and incentive contracts.
- The CWAS-Tier II and Mentors for Girl Power and Young Men of Character will do weekly check-ins with students to implement attendance progress monitoring and incentives. Students/parents who do not respond positively to tier 1 and 2 interventions by improving their attendance will be referred to the SARB process.
- 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, 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**).
- **Local mileage as needed.**

#### Specify enhanced services for EL students:

- Provide translator 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 to build the connection and communication; therefore, increasing student engagement in their school and community.
- The utilization of **Live Video "Parroquial" Oral Interpretation** for meetings (IEPs, SSC, ELAC, Parent Conferences, 504, SSTs, etc)
- EL student progress will be monitored after each assessment period (ELPAC, i-Ready) to ensure that students are making adequate progress towards one ELPI level growth each year and be reclassified on time.

#### Specify enhanced services for low-performing student groups:

- 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, 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**).

## 2023-2024 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   | One-time School | Other Pupil Services             | Oth Cls-Supp |           |     | Classified Supplemental Contracts to support student/family/staff engagement, connections, and learning loss (G1A1&2, G4A1, G5A1) | 1,967.00 |
| G3A2   | LCFF: EL        | Attendance & Social Work Service | Local Mileag |           |     | Mileage reimbursement to increase student and family engagement, home visits for attendance (G1A1&2, G3A1, G5A1)                  | 500.00   |

**\$2,467.00**

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 | ✓        | 97.41 %        | 92.02 % | 2022-2023 | 99.02 % |

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.

Staff Goal - Site Defined

Some key factors that contributed to Goal 4:

Staff: Increase recruitment and retention of staff reflecting on the diversity of our community included:

• Intentional diversity of hiring panel

• Interview questions were updated to include more inclusive language

• Purposely seek out who we hire to represent the demographics of our students and the people of the community.

• Family Engagement Hour hosted by the Home School Liaison

• PD based on Teacher needs for retention

• PD to developing PLC process for alignment in mission, values, and goals.

• Use of departmental coaches (all subject areas), site specific Academic coach, Climate and Culture Team, and SEL to support staff.

Fall Climate & Culture Staff Survey – Overall Percent Favorable in Organizational Culture Domain:

• Panorama Staff Survey (2 Surveys to monitor status and progress)

• Culture Climate Team and ILT, and site administration worked together on criteria and rubrics to increase staff favorable ratings in connectedness, preparation, value, enjoyment, understanding of diversity (races, cultures, and ethnicities), mission and vision, and Social-Emotional Learning.

2

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

Staff Goal - Site Defined

Factors that contributed to the disproportionality of low staff recruitment and retention of staff reflecting on the diversity of our community were:

• Weighted consideration of the diversity of the candidate, but the hiring pool didn't represent the demographics of our student population.

• Current staffing does not fully represent student population.

• Staff background does not reflect Student representation - Cultural proficiency states that students learn and achieve more when there's more role models and representation that reflect the student demographics.

Fall Climate & Culture Staff Survey – Overall Percent Favorable in Organizational Culture Domain:

• More professional development needed in the area of tier I classroom responses for adults to model to students for Climate and Culture.

• Lack of all staff engagement

• Lack of all staff input.

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 major differences between the intended and actual implementation of actions and budget expenditures to meet this goal was the pool of candidates did not reflect our community and student demographics and/or

the qualifications of candidates did not meet the standards of the job requirement.

At the beginning of the 2022-2023 school year, the organization and implementation of the professional development (PD) prioritized individual staff needs (classroom prep, materials, and supplies), then the PD topics included areas which was most prioritized (procedures, scheduling, duties, responsibilities, etc) first then moved to building teamwork amongst the grade level teams and aligned the PLC process so that teachers were clear on the expectations. Due to the shift in focus for learning recovery, mathematics, and professional development topics, we were not able to implement the continued cultural proficiency PD as previously planned, but will work on continuing the Cultural Proficiency and Competency PD for the upcoming 2023-2024 school year.

Staff stated on the Fall Staff Survey in the area of the school's plan and implementation to prepare staff to meet students' needs, it was rated as 96% (-4%) favorable. Staff feeling valued was 89% (-4%) favorable. Enjoyment at school was 100% (+7%) favorable and the school valuing diversity (understanding different races, ethnicities, and cultures) was rated as 96% (-1%) favorable. Staff rated 95% (-2%) favorable in seeing their connection between their role and the district's mission and vision for students. Staff rated 93% (+3%) favorable that the adults model the social emotional skills we expect from students. Staff rated 93% (-4%) favorable in having opportunities to provide feedback to improve and grow. Staff rated 82% (-8%) favorable in being recognized for the work they do. Lastly, staff rated 84% (-10%) favorable for adults having opportunities to be involved in planning and decision making. Overall, for the domain of Organizational Environment, Wishon was rated as 92% (-3%) favorable.

**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 2023/24 SPSA.

We will be implementing more professional development on including, but not limited to cultural competencies, Cultural Proficiency, diversity, Culturally Responsive teaching, etc that will support staff in reflecting on the diversity of the community and how we approach students' success and the people we intentionally choose to hire. Our Target is 90% of our Classified staff to engage in the Cultural Proficiency Professional Development.

The upcoming open positions will reflect deliberate attempts to hire staffing that will better represent the student demographics by including, but not limited to implementing a diverse hiring panel while utilizing the updated interview questions that has more inclusive language, purposely seek out candidates that reflect the students demographics. The hiring panel attendance will convey the actions we are taking to achieve this goal as well as a staffing roster that will indicate a more diverse staff especially as we partner with organizations like CA Teaching Fellows (CTTF) as instructional aides.

Open positions will be filled within 4 weeks to ensure that students and staff have the support they need.

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

|                                            |                                                                   |                                              |
|--------------------------------------------|-------------------------------------------------------------------|----------------------------------------------|
| <div>1 SSC:</div> <div>See attached.</div> | <div>2 ELAC:</div> <div>ELAC Parent Input Surveys attached.</div> | <div>3 Staff:</div> <div>See attached.</div> |
|--------------------------------------------|-------------------------------------------------------------------|----------------------------------------------|

Action 1

Title: Recruitment and Retention of Staff Reflecting Diversity

Action Details:

Wishon Elementary will implement more professional development on topics including, but not limited to cultural proficiency, social-emotional learning, culturally responsive teaching, teaching with high expectations, CHAMPS, meaningful core and supplemental curriculum, etc with staff and purposefully choose a diverse hiring panel for future interviews. Open positions will be filled within 4 weeks to ensure that students and staff have the support they need.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

- Staff Management Portal on iAchieve
- FUSD Recruitment Interview Form
- FUSD Exit Interview Form
- Administrators will administer professional development, including, but not limited to Cultural Proficiency trainings to increase staff recruitment and retention that reflects on the diversity of our community.
- Administrators will collect attendance of staff members who attend professional development, including, but not limited to Cultural Proficiency.
- Administrators will intentionally bring on a diverse staff on the hiring panel for interviews.
- Culture and Climate Staff Survey will reflect a 7% increase of staff favorable rating in the organization domain (staff value, connectedness, enjoyment, diversity, SEL, mission, and vision - Fall Staff Survey. Domain - Organizational Environment: 92% to 99%)

**Owner(s):**

Administrators, Teachers, Site Staff, Site hiring panel, FUSD Human Resources Department, Residency and Credentialing Programs

**Timeline:**

- Ongoing weekly
- Quarterly
- Survey Once per Semester
- Timelines for lateral hires, overage hires, and new teacher hires

**Describe Direct Services to Staff in support of students, including materials and supplies required (curriculum and instruction):**

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- Continuous collaboration and communication with Teacher Development coordinators and partners in the Teacher Residency Program, CalState TEACH Credential Program, National Teacher Credential Program, Fresno Pacific Teacher Credential Program, and Fresno State Teacher Credentialing Programs to recruit potential teacher candidates.
- On-going collaboration with Human Resources and FUSD Administrators to proactively participate in job fairs to recruit teachers and classified staff that suits the demographics of our students and families.
- Appropriate equipment and supplies for specific services and/or professional development to staff including, but not limited to materials and supplies required to support cultural competency, cultural proficiency, diversity professional learning topics, etc.
- Instructional material, supplies, and incentives including, but not limited to FUSD Graphics, **food**, program subscriptions (including, but not limited to: Canva, SMORE, etc.), supplemental books and reading materials, notebooks, paper, pencils, pens, markers, crayons, etc. will be purchased to support professional development for all students and teachers to improve culture and climate of the school and the recruitment of staff that reflects student population.
- 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**).
- Progress monitoring implementation and providing feedback on instructional delivery to teachers on selected EL PL topics.
- Providing supplemental contracts for additional pay for Classified staff that will be required to finish Professional Development outside of contract hours.
- Staff will be held to high expectations where they'll be actively participating in professional development, coaching, co-teaching, family training, and additional training opportunities for students with various program needs.
- Open positions will be filled within 4 weeks to ensure that students and staff have the support they need.

**Specify enhanced services for Staff in support of EL students:**

- Use of PD to promote diversity, Cultural Proficiency, and culturally responsive practices, etc.
- Use of technology to enhance language development.
- 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.
- Progress monitoring implementation and providing feedback on instructional delivery to teachers on selected EL PL topics.

**Specify enhanced services for Staff to support low-performing student groups:**

- Use of PD with 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**.)
- Intentional use of technology to enhance social/academic language development.
- 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.

## 2023-2024 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 (G1A1&2) | 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 | ✓        | 95.7 %         | 89.2 % | 2022-2023 | 96.2 % |

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.

Family Goal - Site Defined

Some key factors that contributed to the increase inclusive opportunities for families to engage in their students’ education included:

- Monthly Family Engagement Hour hosted by the Home School Liaison and Administration staff
- Community Events (Back to School Night, Open house, Red Ribbon Week, Award Assemblies, Krazy Karen BIG BASH Assembly, Family Dance Night, Back to School Night, Mobile Dairy, Holly Jolly Spirit Week, Read Across America Spirit Week, Winter Program, Talent Show, etc.)
- Parent University (Trainings and parent support)
- Communicated via FUSD Messenger, Parent Connect, Peach Jar, Class Dojo, Remind App, School Website, ATLAS messenger, emails, and other social media outlets, etc.
- After School Program/Extended Learning Program held Pixie Paint Nights, Reptile Ron, Bricks4Kidz, and fun game nights for students.
- Parent-Teacher Conferences
- ELAC Meetings for Parents who have students who are identified as English Learners
- SSC Meetings
- Student Study Team (SST)/Targeted Support Team (TST) meetings
- Project Access (Homeless and Foster Youth Resource) connection and communication to maintain family and school engagement
- Babysitting for Parent/Family Meetings

Family/Parent Survey - Family Engagement Domain

Some key factors that contributed to the increase in family engagement included:

- Student Study Teams (SST)/Targeted Support Team (TST) to communicate with parents about student academic intervention and supports.
- IEP and 504 meetings to communicate with parents about student interventions and supports for student success

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

Family Goal - Site Defined

Factors that may have contributed to the disproportionality of low-performing student groups as it relates to this goal included:

- Lack of parent participation due to transportation and availability for our students with disabilities (SWD) and Foster/Homeless Youth families
- Access to technology
- Access to communication is inconsistent due to Homelessness

Family/Parent Survey - Family Engagement Domain

Factors that may have contributed to the disproportionality of low-performing student groups as it relates to this goal included:

- Low participation with students with disabilities (SWD) and Foster/Homeless Youth families due to health, work, or transportation arrangements and recruitment of parents, students, and staff for events and activities

- Panorama Parent Survey (2 times per year, 1 per semester)
- Parent Involvement Committees (ELAC and SSC)
- Project Access (Homeless and Foster Youth Resource) connection and communication to maintain family and school engagement
- Babysitting for Parent/Family Meetings

**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 major differences between the intended and actual implementation of actions and budget expenditures to meet this goal was the limitations to non-FUSD employed adults during instructional time. Family and parent participation and engagement are low due to contributing factors like a lack of availability (work conflict) and restrictions of not having parents on campus to keep all students safe. We saw a large increase in family engagement for events like Family Dance Night, but on average the same 10 parents attended the Family Engagement Hour where there was more discussion about their child's education. Although all of our meetings and events became in-person situations, we provided an a virtual option, but we noticed a trend where parents were using their child's devices in the past, which were not available at home for parents and families to engage virtually since students leave their devices in the classroom. Virtual options weren't consistent to maintain parent and family engagement to work with parents' work schedules and transportation issues.

**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 2023/24 SPSA.

The target goal is to increase inclusive event opportunities by 25%. We will continue to actively provide multiple opportunities for communicating including, but not limited to virtual access and in-person Family Engagement Hour, announcements, messengers, emails, school's website, Peach Jar for flyers, Class Dojo, Remind App, Parent Connect and other social media outlets, etc. We will continue to hold family events and committees to engage families in more opportunities to feel a part of their students' education including, but not limited to (virtual and in-person, providing both options) back to school night, open house, school site council, ELAC, After School Program/Extended Learning Program family events, Parent University classes and training, etc. Support staff will continue to assist in language translation when communicating with families about their students' education and inclusive opportunities for families to participate in. Support staff will continue to provide babysitting for parent meetings. We will continue to advertise the Panorama Family/Parent Survey opportunities which is available in multiple languages to gauge parent input on this goal. Supplemental contracts will be provided to promote opportunities for families to engage in their students' education and inclusive opportunities to participate. With the successful utilization and hiring of a 1.0 FTE Home School Liaison (HSL) for the 2022-2023 school year, we have seen a large increase in inclusive opportunities for families to engage in their students' education either through virtual or in-person means. With the upcoming 1.0 FTE of a Child Welfare & Attendance Specialist (CWAS) Tier II for the 2023-2024 school year, we expect to see a large increase in inclusive opportunities for families to engage in their students' education through the Targeted Support Team as a part of the Multi-Tiered Systems of Support.

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

|                                            |                                                                                                  |                                              |
|--------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------|
| <div>1 SSC:</div> <div>See Attached.</div> | <div>2 ELAC:</div> <div>See Attachment for ELAC feedback &amp; EL Parent Survey Responses.</div> | <div>3 Staff:</div> <div>See Attached.</div> |
|--------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------|

Action 1

Title: Inclusive Opportunities for Families to Engage

Action Details:

Wishon Elementary will continue to actively provide multiple opportunities for communicating to families including, but not limited to virtual access and in-person access to monthly Family Engagement Hour, virtual announcements, messengers, emails, school's website, Peach Jar for flyers, Class Dojo, Remind App, and other social media outlets, etc.

We will hold Title I meetings to provide opportunities for stakeholders to understand the goals, and allocation of funds, parent involvement, their parent rights under Title I and the site program improvement status.

We will continue to hold planned opportunities and family events and committees to engage families in more opportunities to feel a part of their students' education including, but not limited to (virtual or in-person) back to school night, open house, school site council, ELAC, ASP/ESL family events, Parent University classes and training, etc. with a target of a 50% increase in family events.

Support staff will assist in language translations when communicating with families about their students' education and inclusive opportunities for families to participate.

Asupplemental contract will be provided to a classified staff to provide babysitting services to families who attend meetings and need supervision for their children.

We will use all avenues, including but not limited to messengers, emails, Peach Jar, Website, Class Dojo, site premium subscriptions for engaging flyers (Canva, SMORE, etc.) and other social media outlets to advertise the Panorama Parent Survey opportunities which is available in multiple languages to gauge parents' continued input on this goal.

Wishon Elementary will incorporate response strategies, support services, incentives and positive recognition to increase opportunities for families to engage in their students' education; therefore, it will ensure that every student makes progress.

We will continue to utilize a district-paid Home School Liaison (HSL) for the upcoming school year, we will use this personnel to bridge the connection between family to their students' education as well as feeling engaged either through virtual or in-person means.

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

- Increase the utilization of communication methods by 50% in order to engage families in inclusive opportunities including, but not limited to virtual access and in-person townhalls, virtual announcements, messengers, emails, school's website, Peach Jar for flyers, Class Dojo, Remind App, and other social media outlets, etc.
- We will continue to hold family events and committees to engage families in more opportunities to feel a part of their students' education including, but not limited to (virtual or in-person) back to school night, open house, school site council, ELAC, ASP family events, Parent University classes and training, etc. with a target of a 50% increase in family events.
- We will utilize Bilingual support staff (including, but not limited to Home school Liaison - HSL) and Live Virtual Oral Interpretation to assist in language translations when communicating with families about their students' education and inclusive opportunities for families to participate.
- We will use all avenues, including but not limited to messengers, emails, Peach Jar, Website, Class Dojo, and other social media outlets to advertise the Panorama Parent Survey opportunities which is available in multiple languages to gauge parents' continued input on this goal.
- Wishon Elementary will incorporate response strategies, support services, incentives and positive recognition to increase opportunities for families to engage in their students' education; therefore, it'll ensure that every student makes progress.

Owner(s):

Administrators, Teachers, CWAS, Office staff, Home School Liaison (HSL) and support staff.

Timeline:

Monthly & quarterly

Describe Direct Services to Families in support of 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:

- CWAS-Tier II, HSL, and support staff will continue to use incentives and positive recognition to encourage and improve family engagement in inclusive opportunities for students' success.
- Teachers and staff will continue to hold weekly classroom meetings utilizing; Classroom Meetings that Matter, Emotional Intelligence 2.0, Olweus Bully Prevention, Second Step, and research based lessons to promote building a community.
- District paid Academic Coach, site Leadership, Climate and Culture Team, school psychologist, and other support staff will support teachers through professional learning to develop lessons to build community and engagement; as a result, family will be motivated and want to engage in family learning and other varying family oriented events.
- Site and District meetings and all communication previously noted communication avenues will promote events.
- Instructional materials, and supplies including, but not limited to FUSD Graphics, site subscriptions (including, but not limited to: Canva, SMORE, etc.), supplemental books and reading materials, notebooks, paper, pencils, pens, markers, crayons, etc, will be purchased to support family engagement and family learning needs for all students and teachers to increase their methods to clearly communicate with families of the varying events, meetings, and committees that focuses on student academics, engagement, and real-world learning. This will address the District goal of every student moves a minimum of a grade level each year and that we are a culture of learning with high expectations.
- Incentives may be provided to foster positive behavior, increase attendance, academic improvement and achievement.
- Lease continued for use of office machines to print communication with parents.
- Wishon will provide opportunities for families to be recognized as a valuable member of the school team and their child's education where they are a primary voice for students until students can self-advocate, with a circle of support identified by the student by increasing school communication via multiple avenues (including, but limited to FUSD Parent Connect, Class Dojo, SMORE, Teleparent Calls, flyers, Peach Jar flyers, website, etc.), implementing monthly Family Engagement Hour where parents and families will discuss education and collaborate with families on their students' success.

Specify enhanced services for Families of EL students:

- Provide **translator, babysitters through supplemental time** for parents needing primary language support for meetings and communications promoting the positive impact of regular family engagement and participation in inclusive opportunities to engage in their students' education.
- EL Parent training on ELD Proficiency Level continuum, ELPAC, Redesignation, RFEP monitoring, and Seal of Bilingualism
- EL Parent support in sustaining EL students' home language and developing multilingual proficiency.
- Process to ensure EL Parent participation in providing input into the SPSA and other EL matters.

Specify enhanced services for Families of low-performing student groups:

- Provide translator for parents needing primary language support for meetings and communications promoting the positive impact regular family engagement in their students' education.
- **Students with Disabilities (SWD) and Foster/Homeless Youth** that have a higher percentage and likelihood of no parent involvement in events where their student may not attend due to specific needs; therefore, **students with disabilities and Foster/Homeless Youth** population will be monitored on a weekly basis by CWAS-Tier II, HSL, and School Nurse. Actions include telephone calls to families, home visits, regular SST/TST meetings and refer families to social services and outside resources to support each

- Awards and incentives to recognize EL parent involvement in ELAC and other parent activities.

child's individual medical needs to improve students' attendance and family's engagement.

## 2023-2024 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 (G1A1&2, G3A1, G5A1)          | 1,082.00 |
| G5A1   | Title 1 Basic | Parent Participation | Mat & Supp   |           |     | Parent Involvement, Materials & Supplies (no incentives/food) G5A1 & G3A1 | 1,852.00 |
| G5A1   | LCFF: EL      | Parent Participation | Cls Sup-Ext  |           |     | Translation for Parent Conferences/Meetings (G1A1&2, G3A2)                | 312.00   |
| G5A1   | LCFF: EL      | Parent Participation | Oth Cls-Supp |           |     | Translation for Parent Conferences/Meetings (G1A1&2, G3A2)                | 393.00   |

**\$3,639.00**

# 2023-2024 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 | 1033529 - .875 FTE CT to provide Extra Support in Tier 3 Intervention (G1A1&2)                                                    | 94,729.00 |
| G1A1   | Sup & Conc      | Instruction                       | Teacher-Subs  |                              |        | Teacher Subs Days (8 Data Chat Days - Grade Level Planning) (G1A1&2, G3A1, G4A1)                                                  | 2,401.00  |
| G1A1   | Sup & Conc      | Instruction                       | Ins Aide-Reg  | Paraprof, Instructional Asst | 0.7500 | 1079837 - Instructional Assistant for Kindergarten Support (G1A1&2)                                                               | 49,666.00 |
| G1A1   | Sup & Conc      | Instruction                       | Ins Aide-Ext  |                              |        | Extra Time Instructional Aide/Conference Trans. (G1A1&2, G5A1)                                                                    | 312.00    |
| G1A1   | Sup & Conc      | Instruction                       | Mat & Supp    |                              |        | Materials & Supplies, Incentives (All Goals)                                                                                      | 29,626.00 |
| G1A1   | Sup & Conc      | Instruction                       | Off Eq Lease  |                              |        | Office Equipment Lease (RICOH) All Goals                                                                                          | 19,000.00 |
| G1A1   | Sup & Conc      | Instruction                       | Direct-Maint  |                              |        | Maintenance & Repairs (All Goals)                                                                                                 | 4,000.00  |
| G1A1   | Sup & Conc      | Instruction                       | Direct-Graph  |                              |        | Graphics (G1A1&2, G2A1, G3A1, G4A1, G5A1)                                                                                         | 500.00    |
| G1A1   | Sup & Conc      | Instructional Supervision & Admin | Cl&Tech-Over  |                              |        | Overtime Clerical (G3A2)                                                                                                          | 1,562.00  |
| G1A1   | LCFF: EL        | Instruction                       | Teacher-Regu  | Tutor                        | 0.1793 | 1033529 - .875 FTE CT to provide Extra Support in Tier 3 Intervention (G1A1&2)                                                    | 24,413.00 |
| G1A1   | LCFF: EL        | Instruction                       | Teacher-Supp  |                              |        | ELPAC Assesspr (1 for 30 days - 2 hrs per day)                                                                                    | 1,450.00  |
| G1A1   | LCFF: EL        | Instruction                       | Mat & Supp    |                              |        | Materials & Supplies (G1A1&2)                                                                                                     | 637.00    |
| G1A1   | LCFF: EL        | Instruction                       | Subagreements |                              |        | California Teaching Fellows Foundation : California Teaching Fellows Foundation: CTTF 24% (6TF - M-TH) Sub Agreement              | 18,519.00 |
| G1A1   | One-time School | Instruction                       | Teacher-Subs  |                              |        | Teacher Sub Days (4 MLD, 8 TST/SST, 8 Data Chats)                                                                                 | 8,404.00  |
| G1A1   | One-time School | Instruction                       | Teacher-Supp  |                              |        | Teacher Supplemental Contracts (G4A1)                                                                                             | 1,848.00  |
| G1A1   | One-time School | Instruction                       | Mat & Supp    |                              |        | Materials & Supplies including, but not limited to learning recovery and COVID impact (no incentives or food)                     | 3,625.00  |
| G1A1   | One-time School | Instruction                       | Nc-Equipment  |                              |        | Technology NC-Equipment (G1A1&2)                                                                                                  | 4,000.00  |
| G3A1   | One-time School | Other Pupil Services              | Oth Cls-Supp  |                              |        | Classified Supplemental Contracts to support student/family/staff engagement, connections, and learning loss (G1A1&2, G4A1, G5A1) | 1,967.00  |
| G3A2   | LCFF: EL        | Attendance & Social Work Services | Local Mileag  |                              |        | Mileage reimbursement to increase student and family engagement, home visits for attendance (G1A1&2, G3A1, G5A1)                  | 500.00    |
| G4A1   | Sup & Conc      | Instruction                       | Direct-Food   |                              |        | Food Services for Professional Development meetings/Conferences (G1A1&2)                                                          | 1,000.00  |
| G5A1   | Title 1 Basic   | Parent Participation              | Cls Sup-Sup   |                              |        | Babysitting for Parent Involvement Meetings (G1A1&2, G3A1, G5A1)                                                                  | 1,082.00  |
| G5A1   | Title 1 Basic   | Parent Participation              | Mat & Supp    |                              |        | Parent Involvement, Materials & Supplies (no incentives/food) G5A1 & G3A1                                                         | 1,852.00  |
| G5A1   | LCFF: EL        | Parent Participation              | Cls Sup-Ext   |                              |        | Translation for Parent Conferences/Meetings (G1A1&2, G3A2)                                                                        | 312.00    |

|      |          |                      |              |                                                               |              |
|------|----------|----------------------|--------------|---------------------------------------------------------------|--------------|
| G5A1 | LCFF: EL | Parent Participation | Oth Cls-Supp | Translation for Parent Conferences/Meetings<br>(G1A1&2, G3A2) | 393.00       |
|      |          |                      |              |                                                               | \$331,369.00 |

| Funding Source Totals | Unit # | Budget Totals       |
|-----------------------|--------|---------------------|
| Title 1 Basic         | 3010   | \$62,505.00         |
| Sup & Conc            | 7090   | \$202,796.00        |
| LCFF: EL              | 7091   | \$46,224.00         |
| One-time School       | 7099   | \$19,844.00         |
| <b>Grand Total</b>    |        | <b>\$331,369.00</b> |

| Goal Totals                                                                                | Budget Totals       |
|--------------------------------------------------------------------------------------------|---------------------|
| G1 - Improve academic performance at challenging levels                                    | \$324,263.00        |
| G3 - Increase student engagement in their school and community                             | \$2,467.00          |
| 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  | \$3,639.00          |
| <b>Grand Total</b>                                                                         | <b>\$331,369.00</b> |