

Wishon Elementary

10621666006589

Principal's Name: Annarita Howell

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
<p>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.</p>	
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



<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Annarita Howell	X				
2. Chairperson – Sheena Certick				X	
3. Co-Chair – Rosa Orosco				X	
4. Secretary – Leslie Bakalian		X			
5. DAC Representative – Cassondra Hickingbottom			X		
6. Teri Harper		X			
7. Darlene Lee		X			
8. Marta Ramos De Cabrera			X		
9. Ivana Valdovinos			X		
10. Vice Principal - Gina Thao			X		
11. Stephanie Casares				X	
12. Karel Gonzalez				X	
13. Asusena Ruvacaba				X	
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: Wishon Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Annarita Howell		3/24/2022
SSC Chairperson	Sheena Certick		3-24-22

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 2022/23

Wishon - 0495

ON-SITE ALLOCATION

3010	Title I	\$55,224 *
7090	LCFF Supplemental & Concentration	\$185,280
7091	LCFF for English Learners	\$44,000
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$101,280</u>
TOTAL 2022/23 ON-SITE ALLOCATION		\$385,784

* 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	\$1,888
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$53,336</u>
	Total Title I Allocation	\$55,224

Wishon Elementary 2022-2023 - 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	✓		29.98 %	2021-2022	32.07 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		17.41 %	2021-2022	18.62 %

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.

I-Ready 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 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, 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.

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

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

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

- Inconsistent personnel staffing to support tiered intervention.
- 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.

iReady MATH D2, On Level (Grades K-6)

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

- Inconsistent and misalignment of differentiated math instruction and the use of supplemental resources.
- Lack of consistent implementation of integrated and designated ELD instruction as it applies to math academic language.

- 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)

I-Ready 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.
- 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

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).

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 showing consistent student growth in ELA. However, due to the shortage of staff and inconsistent attendance due to health guidelines constraints and the later implementation of the CT in October of 2021, there wasn't as much consistent presence of the CTFFs to provide Tier 1 and 2 ELA and Math intervention and supports. Wishon will continue to utilize additional CTFFs and Certificated Tutors to provide intervention support for foundational skills and Math intervention and supports with Title I and LCFF funds.

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 2022-23 SPSA.

As a result of the analysis, we will continue to implement Tier 3 intervention with two Certificated Tutors and additional CTFFs 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 2022-2023 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.

1 SSC:
See Attachment.

2 ELAC:
ELAC feedback Survey Forms attached.

3 Staff:
See Attachment.

Action 1

Title: ELA Achievement at Challenging Levels

[Action Details:](#)

Wishon Elementary will 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 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 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 certificated tutors will provide Tier 3 intervention to identified students (at-risk Foster 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 Elementary will also be implementing the PLI pedagogical model (Personalized Learning Initiative) for the upcoming school year 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.

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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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.
- Elevation progress monitoring for English Learner students for Reclassification

Owner(s):

Administrators, teachers, PLC Teams, ILT, Teaching Fellows, Climate Culture Team, Certificated Tutors, and students

Timeline:

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

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 2 Certificated Tutors 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) reviewing and analyzing data from common formative assessments and progress monitoring to provide 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 2 certificated tutors will provide **Tier 3** intervention for the 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.
- Staff will engage in trainings and professional development; including, but not limited to Claims and Targets, PL Summit, Buy Back Institute Days, Math Advance Trainings, English Learner professional learning focused on utilizing Guaranteed Viable Curriculum (GVC), English Language Development (ELD) standards, Common Core State Standards (CCSS), and ELPAC demands.
- Staff will monitor progress of all students (including students receiving special education services or **Students with Disabilities (SWD)**, **African American**, **Foster 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 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, carts, printers, ink cartridges, projectors/bulbs, document cameras, SMART classroom equipment, 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 1-6.
- 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.

Specify enhanced services for EL students:

- Teachers, paraprofessionals (with an additional .75 Kinder Para), 9 Teaching Fellows and 2 Certificated Tutors 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.
- 2 Certificated tutors will provide Tier 3 intervention supports, support students who are identified as English Learners, **Foster 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 redesignation, through the use of student work samples and assessment data with ongoing data chats and goal setting with students. Staff will provide site-based interventions that align to the needs of RFEP students to ensure academic success and prevent potential academic regression.
- Teachers provide Universal Designed for Learning (UDL) opportunities to students (including **Students with Disabilities (SWD)**, **Foster Youth**, etc) in order to access multiple modalities to demonstrate understanding of learning.
- Teachers will be providing 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 Redesignation.
- Targeted RTI with a focus on writing, vocabulary, speaking and listening skills will be implemented for At-Risk students (including, but not limited to **Foster 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 students.
- The PLI pedagogy will meet the needs of English Learners, students with disabilities, at-risk Foster Youth giving them another avenue for student voice, choice, and collaboration.

Specify enhanced services for low-performing student groups:

- Tier 3 instructional support for EL students.
- At Risk students (including, but not limited to **Foster 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 Youth**) and students identified as needing 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.
- 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 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, at-risk Foster 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 certificated tutors will also provide Tier 3 language and reading intervention to identified students (Students with Disabilities (SWD), African American, Foster 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), Standards Institute Math Advance Training (Unbound Ed), etc to improve their instructional practice for student success. Wishon Elementary will also be implementing the PLI pedagogical model (Personalized Learning Initiative) for the upcoming school year 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.

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

- Indicators on the school dashboard 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 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, 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.

Owner(s):

Administrators, teachers, PLC Teams, ILT, Teaching Fellows, Climate Culture Team, Certificated Tutors and students

Timeline:

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

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 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.
- Staff will engage in trainings and professional development; including, but not limited to Claims and Targets, PL Summit, BuyBack Institute Days, Math Advance Trainings, English Learner professional learning focused on utilizing Guaranteed Viable Curriculum (GVC), English Language Development (ELD) standards, Common Core State Standards (CCSS), and ELPAC demands.
- Staff will monitor progress of all students (including **Students with Disabilities (SWD), African American students, and foster 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, SMART 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), Standards Institute Math Advance Training, etc to improve their instructional practice for student success.
- At Risk students (**Foster 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 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.

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.
- 2 Certificated tutors 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 redesignation, 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 Youth**) and in order to access multiple modalities to demonstrate understanding of learning.
- Educators and staff will attend professional development focusing on, but not limited to "Math Lesson Design" (MLD) and Unbound Ed (Standards Institute) 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 Youth giving them another avenue for student voice, choice, and collaboration

Specify enhanced services for low-performing student groups:

- Tier 3 instructional support for EL students.
- 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 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.
- 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 Youth giving them another avenue for student voice, choice, and collaboration

2022-2023 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	Teacher-Regu	Tutor	0.4375	1033529 - CT to provide Extra Support in Tier 3 Intervention (G1A1&2)	37,508.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: CTF 15% (9TF) Sub Agreement	14,564.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.7500	Instructional Assistant for Kindergarten Support (G1A1&2)	47,954.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies, Incentives (All Goals)	97,796.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies including, but not limited to learning recovery and COVID impact	8,254.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Office Equipment Lease (RICOH). All Goals	13,705.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance & Repairs (All Goals)	4,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics (G1A1&2, G2A1, G3A2, G5A1)	500.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Personalized Learning Initiative : Material & Supplies including, but not limited to student devices and required materials, teacher required materials, PD for staff, etc. (G1A1&2, G2A1, G3A1&2, G4A1)	10,500.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Ext			Extra Time Clerical	1,571.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375	CT to provide Extra Support in Tier 3 Intervention, EL Support, Learning Recovery (G1A1&2, G3A1)	40,504.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors (1 for 10 days)	1,500.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies (no incentives/food)	817.00
G1A1	One-time School	Instruction	Teacher-Subs			Teacher Sub Days (2 MLD & 8 TST)	3,617.00
G1A1	One-time School	Instruction	Teacher-Supp			Teacher Supp. Contracts (G4A1)	1,857.00
G1A1	One-time School	Instruction	Nc-Equipment			Technology NC-Equipment (G1A1&2)	2,780.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: CTF 85% (9TF) Sub Agreement	82,526.00
G1A1	One-time School	Instruction	Cons Svc/Oth			Personalized Learning Initiative : Personalized Learning Initiative: Material & Supplies including, but not limited to student devices and required materials, teacher required materials, PD for staff, etc. (G1A1&2, G2A1, G3A1&2, G4A1)	10,500.00

\$380,453.00

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	✓		87.23 %	2021-2022	93.33 %

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
- 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, Virtual Music Field Trip with Imani Gonzalez, Zoo Mobile, Chaffee Zoo, Bricks 4 Kidz, etc.)
- School related activities Music programs for grades 2-6
- Positive school climate and culture Peer Mentor program
- School Wide Incentive Program: Mustang Bucks
- Materials and supplies
- Guest and Coach speaking in the classroom
- After school program events (Pixie Paint Night, Reptile Ron, etc)

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 subgroups were:

- Staff Shortages
- 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 or physical needs
- District placed a hold on Elementary Sports until further notice

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 with CDC & State Mandated Pandemic Guidelines enforced, it was challenging to implement student-centered real world learning experiences with finding adequate staffing to put the plan into action. Clubs were through virtual means to accommodate health concerns; therefore, attendance could have been better. When field trips were allowed, 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 2022-23 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.

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.

1 SSC:

See Attachment.

2 ELAC:

ELAC feedback Survey Forms attached.

3 Staff:

See Attachment.

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 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.

Owner(s):

Administrators and teachers

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 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 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.

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 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.

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	✓		46.14 %	2021-2022	42.92 %
Suspension Rate - Semester 1	✓		0 %	2021-2022	0 %

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

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

Chronic Absenteeism

Key factors that contributed to the performance outcomes were:

- Nurse, health aide, LVN
- Social emotional support from school psychologist and Restorative Practice counselor
- Attendance incentives / in-class awards
- Student engagement in classrooms
- School Wide Incentive Program: Mustang Bucks
- Classroom meetings
- Second Steps curriculum
- School wide MAC/CHAMPS expectations
- Character Club and Social Skill Group with RP Counselor
- Girl Power group with Child Welfare Aide (CWA)
- Boys of Character group with Child Welfare Aide (CWA)
- SST Process
- CCI process with Climate Culture Team

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 counselor
- Discipline Guidelines Practices in coordination with Department of Preventative Intervention (DPI)
- Support and Resources from African American Academic Acceleration (A4) TSA
- Classroom meetings
- Second Steps curriculum
- School wide MAC/CHAMPS expectations

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
- COMD and Illness Guidelines require quarantine and/or isolation for +10 days.

Suspensions students with 1 or more

Factors that contributed to the disproportionality of student groups were:

- Safety Transfer
- 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).

- Use of restorative responses to student misbehaviors
- Student Study Team (SST) Process
- CCI process with Climate Culture Team

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 27.27% increase in students testing in the "On Grade Level" range. First grade students showed an increase of 12.69% and second grade students showed an increase of 21.57%. There was an increase of 17.55% in third grade. Fourth grade showed a gain of 16.12%, fifth grade had an increase of 9.09% and sixth grade showed an increase of 1.15%.

In the iReady Math, the D1 to D2 data showed that in Kindergarten, there was an increase of 5.52% of students testing in the "On Grade Level" range. In first grade there was a 7.86% increase, second grade a 15.52% increase, and third grade a 6.28% gain. Fourth grade saw a 13.43% increase, fifth grade saw a 15.15% increase in math and sixth grade showed a 15.66% 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 2021-2022 school year, due to the health and safety guidelines the athletic opportunities for Elementary schools were placed on hold as well as many large campus engagement activities (rallies, assemblies, jog-a-thons, etc). The shortage of substitutes resulted in many staff members being prioritized to substitute or cover for classrooms for proper supervision and academics. We were able to implement a school wide incentive: "Mustang Bucks" so that students are able to earn praise and recognition for their good behaviors, but also minimized large gatherings so that students are safe.

For the chronic absenteeism data, a major difference between the intended and actual implementation of actions and budget expenditures was that our designated Child Welfare & Attendance Specialist (CWA) is shared between multiple sites and her attendance to follow through with home visits was inconsistent during the 2021-2022 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 2022-23 SPSA.

The goal for 2022-2023 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 cool down area. 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 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.

1 SSC:
See Attachment.

2 ELAC:
ELAC feedback SurveyForms attached.

3 Staff:
See Attachment.

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: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Owner(s):

Timeline:

- 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 in school (Fall Student Survey: 82% to 89%).

Administrators and teachers

- 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, 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.
- Inform parents of current EL student engagement data and Goal 2 opportunities during Parent Conferences, ELAC, SSC, Parent Coffee Meetings, etc.
- Active recruitment of EL students by classroom teacher, staff, etc.
- At-Risk students (including, but not limited to **Foster 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.

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

- Use of site PL to promote Reading, Writing, Speaking, Listening and Social Emotional skill set.
 - 2 CTs 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, Parent Townhall Coffee Meetings, etc.
 - Active recruitment of EL students by classroom teacher, staff, etc.
- Use of classroom meetings and Second Step curriculum to promote speaking and listening skills, positive social interactions.
 - Intentional use of technology to enhance social / academic language development.
 - At-Risk students (including, but not limited to **Foster 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.

Action 2

Title: Chronic Absenteeism & Suspension Rates

Action Details:

Wishon Elementary will use the Multi-Tiered System of Supports (MTSS) Framework which includes the Targeted Support Team 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:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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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.
- 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 in school.
- 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.
- 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

Owner(s):

Administrators, Teachers, Child Welfare & Attendance Specialist - Tier II (CWAS), Office staff and support staff (RP Counselor, School Psychologist).

Timeline:

Monthly & 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, Boys of Character Group).
- Child Welfare & Attendance Specialist - Tier II 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 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.
- District-funded Restorative Practices counselor 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, 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.

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.

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 that have a higher percentage of chronic absenteeism will be monitored on a weekly basis by CWAS 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.

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	✓		94.58 %	2021-2022	97.41 %

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.
- Office Hours
- PD based on Teacher needs for retention
- PD to developing PLC process for alignment in mission, values, and goals.
- Use of instructional coaches from all subject areas and SEL to support staff.

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

- Implemented site wide staff training and professional development on Cultural Proficiency.
- 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 we aren't focusing on the diversity of the student and what skill is needed for the hiring position.
- 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:

- Improvement needed in the area of social-emotional learning for adults to model to students.
- Lack of staff engagement
- Lack of 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 2021-2022 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 meaningful (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 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 2022-2023 school year.

Staff stated on the Fall Staff Survey in the area of school preparation to meet students' needs, it was rated as 100% favorable. Staff feeling valued was 93% favorable. Enjoyment at school was 93% favorable and the school valuing diversity (understanding different races, ethnicities, and cultures) was rated as 97% favorable. Staff rated 97% favorable in seeing their connection between their role and the district's mission and vision for students. Lastly, staff rated 90% favorable for adults at the school modeling the social emotional skills we expect from students. Overall, for the domain of Organizational Environment, Wishon was rated as 95% 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 2022-23 SPSA.

We will be implementing more professional development on including, but not limited to cultural competencies, Cultural Proficiency, diversity, 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 as instructional aides.

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.

1 SSC:

See Attachment.

2 ELAC:

ELAC feedback SurveyForms attached.

3 Staff:

See Attachment.

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.

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

- 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 1.10% increase of staff favorable rating in the organization domain (staff value, connectedness, enjoyment, diversity, SEL, mission, and vision)

Owner(s):

Administrators and Teachers

Timeline:

- Ongoing weekly
- Quarterly

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

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

- 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, program subscriptions, 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 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.

Specify Professional Development or Staff Services to support 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 Professional Development or Staff Services 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 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.

2022-2023 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	✓		92.92 %	2021-2022	95.7 %

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 Virtual Coffee Hour with Parents and Community Events (Back to school night, open house, Red Ribbon Week, Read Across America Week, etc.)
- Parent University (Trainings and parent support in the classroom)
- Success Together Organization (Book/Novel Studies for Spanish speaking parents)
- Communicated via FUSD Messenger, Peach Jar, Class Dojo, Remind App, School Website, ATLAS messenger, emails, and other social media outlets, etc.
- After School Program held Pixie Paint Nights and fun game nights for students.
- Office Hours for Parents and Student Support
- Parent-Teacher Conferences

Family/Parent Survey - Family Engagement Domain
Some key factors that contributed to the increase in family engagement included:

- Student Study Teams (SST) 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
- Panorama Parent Survey (2 times per year, 1 per semester)
- Parent Involvement Committees (ELAC and SSC)

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 events due to restrictions in health and safety guidelines especially for our most medically fragile students.
- Lack of parent participation due to transportation for our **students with disabilities (SWD) and Foster Youth** families
- Access to technology

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:

- Limitations of prohibiting non-FUSD employed adults on campus.
- Low participation with **students with disabilities (SWD) and Foster Youth** families due to health, work, or transportation arrangements and recruitment of parents, students, and staff for events and activities

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 of a closed campus to non-FUSD employed adults or authorized vendors. 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.

Since returning to on-campus learning, devices 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.

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 2022-23 SPSA.

The target goal is to increase inclusive event opportunities by 50%.
We will continue to actively provide multiple opportunities for communicating 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 and in-person, providing both options) back to school night, open house, school site council, ELAC, ASP family events, Parent University classes and training, etc.

Support staff will assist in language translation when communicating with families about their students' education and inclusive opportunities for families to participate in.
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 upcoming 1.0 FTE of a Home School Liaison (HSL) for the 2022-2023 school year, we expect to see a large increase in inclusive opportunities for families to engage in their students' education either through virtual or in-person means.

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.

1 SSC:
See Attachment.

2 ELAC:
ELAC feedback survey attached.

3 Staff:
See Attachment.

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 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.

Support staff will 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 will ensure that every student makes progress.

Utilizing a district-paid Home School Liaison (HSL) for the 2022-2023 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: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Owner(s):

Timeline:

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

Monthly & quarterly

- 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) 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.

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:

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:

- CWA, 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.

- On-site Restorative Practices counselor 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, 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.

Specify Direct Service and Opportunities for parents and families to support EL students:

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

Specify Direct Service and Opportunities for parents and families to support 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 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 Youth** population will be monitored on a weekly basis by CWA, HSL, and School Nurse. Actions include telephone calls to families, home visits, regular SST meetings and refer families to social services and outside resources to support each child's individual medical needs to improve students' attendance and family's engagement.

2022-2023 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	Mat & Supp			Parent Involvement, Materials & Supplies (no incentives/food)	3,152.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Ext			Translation for Parent Conference/Meetings (G1A1&2, G3A2)	524.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translation for Parent Conferences/Meetings (G1A1&2, G3A2)	655.00

\$4,331.00

2022-2023 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	Teacher-Regu	Tutor	0.4375	1033529 - CT to provide Extra Support in Tier 3 Intervention (G1A1&2)	37,508.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: CTF 15% (9TF) Sub Agreement	14,564.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.7500	Instructional Assistant for Kindergarten Support (G1A1&2)	47,954.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies, Incentives (All Goals)	97,796.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies including, but not limited to learning recovery and COVID impact	8,254.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Office Equipment Lease (RICOH). All Goals	13,705.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance & Repairs (All Goals)	4,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics (G1A1&2, G2A1, G3A2, G5A1)	500.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Personalized Learning Initiative : Material & Supplies including, but not limited to student devices and required materials, teacher required materials, PD for staff, etc. (G1A1&2, G2A1, G3A1&2, G4A1)	10,500.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Ext			Extra Time Clerical	1,571.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375	CT to provide Extra Support in Tier 3 Intervention, EL Support, Learning Recovery (G1A1&2, G3A1)	40,504.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors (1 for 10 days)	1,500.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies (no incentives/food)	817.00
G1A1	One-time School	Instruction	Teacher-Subs			Teacher Sub Days (2 MLD & 8 TST)	3,617.00
G1A1	One-time School	Instruction	Teacher-Supp			Teacher Supp. Contracts (G4A1)	1,857.00
G1A1	One-time School	Instruction	Nc-Equipment			Technology NC-Equipment (G1A1&2)	2,780.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: CTF 85% (9TF) Sub Agreement	82,526.00
G1A1	One-time School	Instruction	Cons Svc/Oth			Personalized Learning Initiative : Personalized Learning Initiative: Material & Supplies including, but not limited to student devices and required materials, teacher required materials, PD for staff, etc. (G1A1&2, G2A1, G3A1&2, G4A1)	10,500.00
G4A1	Sup & Conc	Instruction	Direct-Food			Food services for professional development meetings/conferences. G1A1&2	1,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement, Materials & Supplies (no incentives/food)	3,152.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Ext			Translation for Parent Conference/Meetings (G1A1&2, G3A2)	524.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translation for Parent Conferences/Meetings (G1A1&2, G3A2)	655.00

\$385,784.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$55,224.00
Sup & Conc	7090	\$185,280.00
LCFF: EL	7091	\$44,000.00
One-time School	7099	\$101,280.00
Grand Total		\$385,784.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$380,453.00
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	\$4,331.00
Grand Total	\$385,784.00