

Wilson Elementary

10621666006563

Principal's Name: Meegan Grant

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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

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

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.

The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.

The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.

The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.

The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.

School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.

Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.

Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.

The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and rewritten during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Meegan Grant	X				
2. Chairperson - Noelle Anderson			X		
3. Mark Romero - Secretary		X			
4. Sara Hassan			X		
5. Andrew Colburn		X			
6. Chad Gammon			X		
7. PAC - Caleb Martin				X	
8. Alyssa Lack				X	
9. Julio Garibay				X	
10. Daisy Pineda Medina				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
☐ ELAC reviewed the SPSA as a school advisory committee.
X ELAC voted to consolidate with the SSC. Date <u>9/26/2024</u> .

Required Signatures**School Name: Wilson 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	Meegan Grant		2/27/25
SSC Chairperson	Noelle Anderson		2/27/25

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

Assurances for Comprehensive Support and Improvement Schools (CSI)

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

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

FY 2025/26

Wilson - 0485

ON-SITE ALLOCATION

3010	Title I	\$88,182 *
7090	LCFF Supplemental & Concentration	\$273,492
7091	LCFF for English Learners	\$49,896
3182	Comprehensive Support and Improvement	<u>\$741,240</u>

TOTAL 2025/26 ON-SITE ALLOCATION

\$1,152,810

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,556
Program Budget	\$85,626
Total Title I Allocation	<u>\$88,182</u>

ESSA Assistance Status: Comprehensive Support and Improvement (CSI)

Wilson Elementary 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		38.1 %	2023-2024	48 %
i-ReadyELAD2 proficiency - percentage of students on/above			30.9 %	2024-2025	40 %
i-ReadyMath D2 proficiency - percentage of students on/above			15.2 %	2024-2025	25 %
SBAC ELA - Average distance from standard	✓	-61.6 pts	-74.2 pts	2023-2024	-59.2 pts
SBAC ELA - Average distance from standard (African American)	✓	-92.5 pts	-117.5 pts	2023-2024	-102.5 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓		-123 pts	2023-2024	-108 pts
SBAC ELA - percentage of students met/exceeded standard	✓	21.4 %	18.6 %	2023-2024	23.6 %
SBAC Math - Average distance from standard	✓	-84.4 pts	-92 pts	2023-2024	-77 pts
SBAC Math - Average distance from standard (African American)	✓	-117.4 pts	-138.2 pts	2023-2024	-123.2 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✓		-145.2 pts	2023-2024	-130.2 pts
SBAC Math - percentage of students met/exceeded standard	✓	15.4 %	12.1 %	2023-2024	17.1 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Wilson's problem of practice based on the metrics in this current goal:

- Students are not on grade level for ELA and Math.
 - School wide iReady: ELA 31% proficient; 69% one or more grade levels below. Math 16% proficient; 84% one or more grade levels below.
 - 3rd-6th SBAC: ELA 19% proficient; 81% one or more grade levels below. Math 12% proficient; 88% one or more grade levels below.
- African American students and Students with Disabilities are scoring significantly lower than the overall student population in ELA and Math.
 - ELA - Average distance from standard (African American) -117.5 pts; Math - Average distance from standard (African American) -138.2 pts
 - ELA - Average distance from standard (Students w/ Disabilities) -123 pts. Math - Average distance from standard (Students w/ Disabilities) -145.2 pts

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

Below are the major causes on why students struggle to reach grade-level proficiency in ELA and Math.

- Lack of foundational skills and comprehension skills in ELA
- Lack of number sense, conceptual understanding and problem solving skills in Math.
- Lack of PL for reading foundational skills in ELA and mathematical practices in Math for staff.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

To improve student performance in ELA and math, including African American students and Students with Disabilities Wilson will;

- Strengthen Tier I instruction:
 - ELA: foundational skills, phonemic awareness, reading fluency, vocabulary & comprehension strategies
 - Math: number sense, conceptual understanding and problem solving
- Strengthen and expand Tier II and Tier III targeted interventions for students far below grade level.
- Provide professional development for teachers on effective instructional strategies in ELA and Math including Culturally Responsive Teaching.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Comprehensive Reading and Math Response to Intervention

Partially Implemented

Actions were partially implemented because teachers were unable to receive OG training prior to school starting. The final (4 out of 12) K-2nd teachers will be trained in February which will conclude training for all K-2 Wilson teachers. In addition, Interact Fellows to support all K-2nd grade classrooms were not all hired until January of 2nd semester. There was effective Tier 2 ELA and Math intervention within Wildcat Acceleration utilizing the academic coach and (4) teaching fellows.

Action 2: Math Instructional Plan TK-6

Partially Implemented

Actions were partially implemented due to lack of opportunities for math PL as the site and regional focus was Reading Foundational Skills. Teachers in 3rd-6th grade have begun to implement parts of SWUN Math however are not fully trained.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Comprehensive Reading and Math Response to Intervention

Partially Effective

The actions were partially effective as the teachers who completed OG training had the highest effectiveness in their small group instruction. Wilson will continue to utilize site funded TSA, teaching fellows, academic coach, interact fellows and site funded paraprofessional to support, strengthen and maintain high expectations for literacy rich Tier I and Tier II classroom instruction. Data shows proficiency growth in iReady D1 to D2 in Reading Foundational skills therefore every effort will be made to continue the progress towards positive student outcomes.

Action 2: Math Instructional Plan TK-6

Ineffective

The actions were ineffective as students did not meet target goals in math. There was not consistent Math PL for teachers to learn research based instructional strategies and small group Math intervention was not implemented to the fullest. Wilson will focus on a year around Math PL for staff and utilize the TSA, Academic Coach, and lead teachers to support, strengthen and maintain high expectations for Tier L, Tier I and Tier II classroom instruction.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

ELA:

- Calibrate K-2nd grade reading foundational skills progress monitoring and benchmark assessments which includes phonics, fluency and high frequency words.
- Calibrate 3rd-6th grade progress monitoring and benchmark assessments which include FIABs/IABs.
- Expand RTI (Wildcat Acceleration) to 5 Teaching Fellows.
- Expand quarterly planning days with substitutes to include TK-6th.
- Continue to build teacher efficacy through PLC+ cycles that result in research based instructional strategies to strengthen Tier I instruction.
- Continue to expand and strength after school tutoring for specific targeted students groups, African America students and Students with Disabilities.

Math:

- Implement effective research based Math PL around the mathematical practices for staff.
- Calibrate 3rd-6th grade progress monitoring and benchmark assessments which include FIABs/IABs and math fluency.
- Adopt & implement SWUN math.
- Expand RTI (Wildcat Acceleration) to 5 Teaching Fellows.

- Expand quarterly planning days with substitutes to include TK-6th.
- Continue to build teacher efficacy through PLC+ cycles that result in research based instructional strategies to strengthen Tier I instruction.
- Targeted small group instruction for specific student groups, African American students and Students with Disabilities.

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

SSC:	ELAC:	Staff:
The SSC requested more funding to be used toward classroom supports, such as a TSA, Campus Safety Assistant, paraprofessional and Teaching Fellows.	The ELAC requested more funding to be used towards classroom supports, after school tutoring, student incentives, campus safety, and community events.	The staff requested more funding for a TSA, Teaching Fellows, Campus Safety Assistant, sub days for planning, supplemental contracts for after school tutoring and materials and supplies.

Action 1 :

Response to Intervention in Reading Foundational Skills

Action Details:

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

School will further develop necessary interventions by creating a systematic response to intervention within our school, and continually improve ELA/Literacy/Math instruction at each level of intervention, in order to ensure that students make continuous progress and are able to demonstrate (at minimum) one year's worth of growth.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tiered Levels of Support through Response to Intervention (Wildcat Acceleration) for targeted groups (SPED African American)

Tier I - Ensure access to essential grade-level curriculum, Identify and teach essential academic and social behaviors, provide preventions to proactively support student success

Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports

Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable

Maintenance of school wide technology (i.e. laptops, copy machines, document cameras, Smartboards, etc.) will be funded.

Instruction utilizing district adopted GVC Wonders and GoMath

Supplemental contracts for HSL & paraprofessionals to translate for Spanish speaking parents and/or special projects.

TSA & Academic Coach to support literacy instruction and support intervention for students and train new teachers on foundational skills needed for quality reading instruction.

Teaching fellows & Interact Fellows to support reading foundational skills for identified students based on assessment data and progress monitoring

Street Saints Mentors/Campus Security Assistant

After school/during school tutoring

Instructional consumable supplies

Sub release provided for TST, SST, IEP, observations, PLC Planning and data chats

Sub admin to provide time to participate in PLC planning, data chats, SSTs, PL and conferences

Technology to access digital resources to increase literacy and math

Purchase subscriptions and site licenses to digital text sources to extend use of complex text.

Extra salaries for instructional aides/classified to support intervention and extra support for students.

Graphics to support instruction through anchor charts, reusable graphic organizers, and other related literacy charts.

Incentives for students for achievement in ELA & Math

Professional learning book studies for ILT and staff professional learning through regional work

FUSD food for student testing (SBAC, ELAP, iReady)

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

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

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

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

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

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

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

Para to support early learning English Learners in the classroom.

Technology to support English Learners

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

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

EL resources provided by Wonders used during designated ELD instruction.

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

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

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

Student Groups

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

Students with Disabilities (SWD) and African American (AA):

Teacher subs for planning ELA, Math & ELD Instruction.

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

Students with Disabilities (SWD) and African American (AA):

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

Para to support foundational skills in Kindergarten

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

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

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

Technology to support learning

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

Students with Disabilities (SWD) and African American (AA):

TST Team will meet every 2 weeks to review teacher referrals for Tier II-III students

Academic Coach/TSA/Teaching Fellows will run RTI 5 days a week for identified students in grades through students identified through TST

Academic Coach will support FH Regional Literacy Plan to implement small group instructional for targeted students

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

Common progress monitoring to identify specific areas of need.

VP to align with CSI indicators, focusing on suspension, EL support, and ELA achievement.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. - Teachers will effectively implement Tier 1 instruction with aligned assessments. - Strengthen the Tier system of response to intervention (RTI) with clear guidelines for Tier I, II, and III instruction. - Continue to train teachers on evidence-based practices. - Establish a school wide progress-monitoring system to track student growth and ensure timely interventions. - Deploy Teaching Fellows to support the reading intervention program under the guidance of the TSA & Academic Coach. - Continue to collect baseline student performance data to measure growth effectively.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. - Academic Coach will refine and strengthen the RTI system to ensure consistent implementation and alignment with student needs. - Academic Coach & TSA will provide ongoing professional development for teachers on best practices for literacy and math interventions. - Teachers will utilize data-driven decision-making after i-Ready assessments to adjust instructional strategies and interventions. - TST will expand intervention resources to support a greater number of students needing Tier III support as measured by the DESSA & IS data collection.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. - Ensure that at least 90% of students demonstrate a minimum of one year's growth annually in ELA and Math as measured on i-Ready. - Develop a sustainable, school-wide culture of data-informed instruction and intervention through quarterly data chats. - Evaluate and refine the RTI program based on longitudinal student performance data on SBAC and i-Ready. - Establish Wilson Elementary as a model school for effective RTI implementation and student achievement growth using the Ca School Dashboard.

Action 2 :

Math Instructional Plan TK-6

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

Tier I - Ensure access to essential grade-level curriculum, Identify and teach essential academic and social behaviors, provide preventions to proactively support student success

Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports

Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education support/service is needed and justifiable

- Math Guaranteed and Viable Curriculum resources and materials
- Tablets for use of online resources
- Academic Coach to support math instruction
- Paraprofessional to support with RTI in Kindergarten
- Mileage for HSL
- Supplemental contracts for Certificated and Classified Staff (i.e., Planning, Tutoring, Special Projects)
- Substitutes for monthly IEP, Coordination of Services and Support Team Meetings (TST), Student Success Team (SST) meetings and PL substitutes for data chats, peer observations
- Other materials and supplies that support instruction including, but not limited to, graphics and technology
- Parent participation including, but not limited to babysitting, translating, graphics, etc.
- Materials and supplies for parent participation Translators (i.e. Parent/Teacher Conferences)
- Direct maintenance and repairs of technology

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

- 1. Identify English learner students in Red and all the areas that they are identified in.**
- English Learner student population is performing at the lowest level in the area of ELA
- 2. Using Title I funds Only: What are the planned expenses to support English learner students?**

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

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

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

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

Technology to support English Learners

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

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

EL resources provided by Wonders used during designated ELD instruction.

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

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

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

Student Groups

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

Students with Disabilities (SWD) and African American (AA):

Teacher subs for planning ELA, Math & ELD Instruction.

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

Students with Disabilities (SWD) and African American (AA):

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

Para to support foundational skills in Kindergarten

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

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

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

Technology to support learning

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

Students with Disabilities (SWD) and African American (AA):

TST Team will meet every 2 weeks to review teacher referrals for Tier II-III students

Academic Coach/TSA/Teaching Fellows will run RTI 5 days a week for identified students in grades through students identified through TST

Academic Coach will support FH Regional Literacy Plan to implement small group instructional for targeted students

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

Common progress monitoring to identify specific areas of need.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. - Teachers will effectively implement Tier 1 instruction with aligned assessments using the GVC and CFA - PLC teams will meet consistently to analyze data and adjust instruction within the PLC+ process. - Tier 2 and 3 interventions will be structured and targeted based on assessment results measured by VP and TST team. - K-2 teachers will complete foundational literacy training, and 3-6 teachers will finalize a comprehensive assessment plan.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. - Increased student engagement and literacy proficiency in all grade levels. - Academic Coach will monitor growth in student performance on CFA, CSA, IAB, and FIAB assessments. - Effective collaboration within PLCs leading to refined instructional practices within the PLC+ framework as measured by walkthroughs and admin.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. - A significant increase in students reading at or above grade level, closing achievement gaps as measured by the Ca Dashboard. - A sustainable, data-driven instructional culture embedded in the PLC+ practices. - Reduced need for intensive Tier 3 interventions due to strong foundational literacy development in early grades. - High teacher efficacy in delivering rigorous, differentiated literacy instruction aligned with student needs as measured by the CA School Dashboard.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0485 Wilson Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	Open Position	15,141.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Material and supplies to support instruction **No food or incentives**	3,663.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology for instruction	10,607.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : CA teaching fellows (4) to be used in RTI	56,171.00
G1A1	ESSA-CSI	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	Lynda Vick if designated TSA not district funded. Funded for one year. TSA to support reading and writing instruction/RTI, MTSS.	170,451.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Teacher subs for planning ELA, Math, MTSS, peer observation **No IEPs**	40,551.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Subs for SST Days **No IEPs**	2,505.00
G1A1	ESSA-CSI	Instruction	Teacher-Supp			Teacher supplemental contracts; PLC planning ELA & Math, after school tutoring. **NO IEPs**	55,171.00
G1A1	ESSA-CSI	Instruction	Bks & Ref			: Books and Reference, subscriptions	29,145.00
G1A1	ESSA-CSI	Instruction	Travel			Travel and conferences	5,000.00
G1A1	ESSA-CSI	In-House Instructional Staff Deve	Crt Supr-Sub			Admin sub for data chats, conferences, planning with teachers, cover admin for SST days.	5,964.00
G1A1	ESSA-CSI	Other Instructional Resources	Crt Supr-Reg	Vice Principal I	0.3000	VP role will be aligned to CSI indicators, focusing on suspension, EL support, and ELA achievement. Funded 30% 3182 CSI and 70% 7090	60,312.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for SST/IEP days	8,517.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: Leases for copiers	20,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Repair of equipment, radios, keys, and technology	1,500.00
G1A1	Sup & Conc	Instruction	Direct-Food			Student snacks to support testing	1,500.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Reg	Vice Principal I	0.7000	VP role will be aligned to CSI indicators, focusing on suspension, EL support, and ELA achievement. Funded 30% 3182 CSI and 70% 7090	140,728.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Teacher supplemental ELPAC Assessors & tutoring	14,712.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	Para to support instruction	15,519.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support EL instruction, students incentives, for EL tutoring, and ELPAC testing.	19,665.00

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0485 Wilson Elementary (Locked)

\$676,822.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	95 %	84.9 %	2024-2025	95 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this current goal, the percent favorable in student-centered/real-world experiences domain on the Fall Climate & Culture student survey increased overall by 3% from Fall 2023 to 2024. For specific student groups, we decreased 4% in student-centered/real-world experiences domain for African American students and increased 3% for Students with Disabilities.

- 2023 Fall Survey: 82% of students reported favorably in the student centered/real-world experience domain
 - African American student group: 86%
 - Students with Disabilities: 83%
- 2024 Fall Survey: 85% of students reported favorably in the student centered/real-world experience domain
 - African American student group: 82%
 - Students with Disabilities: 86%

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

Below are the major causes on why students struggled to report more favorably in student-centered/real-world experiences domain on the Fall Climate & Culture student survey.

- We were unable to hire a Intervention Specialist until 2nd quarter, leaving Tier II students without continuous structured intervention in skill building.
- Lack of adults/mentors on campus to implement clubs and/or expand structured recess/meaningful jobs for students.
- Lack of students participating in after school A4 tutoring and/or After School Program due to open tutoring/staff positions.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Strengthen and expand case load for Intervention Specialist.
- Hire more mentors that focus on student-centered/real-world experiences.
- Offer supplemental contract/incentives to staff members to organize and manage student clubs 2x a year.
- Hire more tutors to support A4 after school tutoring and staff for After School Program to allow more students to attend.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Culture of Kindness & SEL Competencies

Partially Implemented

Actions were partially implemented to meet desired outcomes as data shows a overall increase of 3% in student-centered/real-world experiences domain. To meet our desired outcome, Wilson will fullyutilize the Intervention Specialist case load both individually and in small group settings as referred by the weekly TST process. As a site, we will continue to utilize the (4) mentors and additional Campus Safety Assistant to support students in a variety of ways. In addition, increase incentives for staff to participate in A4 after school tutoring and continue to hire ASP staff to increase opportunities for students.

Action 2: Wilson Clubs

Not Implemented

Actions were not implemented to meet desired outcome as the focus for staff continued to be on strengthening stability for Tier I-II students in a classroom setting and continuing strong Tier I instruction with Tier II-III interventions.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Culture of Kindness & SEL Competencies

Partially Effective

Staff continues to maintain a high level of expectations through the climate and culture of Wilson and the investment and development of students who have a strong sense of self, character and SEL competencies. We will continue to utilize staff as mentors who are ready to support, listen and foster students when in need or need additional guidance.

Action 2: Wilson Clubs

Ineffective

To meet this goal we will offer a supplemental contract for 2-3 staff members to organize school wide student clubs twice a year for 6 weeks to increase a more favorable response from students in the student centered/real-world experience domain.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- The Climate and Culture Team along with ILT will strengthen staff knowledge around the following school wide programs to increase more favorable responses in the student-centered/real-world experiences domain on the Fall Climate & Culture student survey.
- Meaningful Jobs, Student Clubs, Golden Tickets, Wildcat Attendance Program, PAWS Tickets and Wilson's Student Store.
 - Cultural Proficiency and Tier 1 engagement strategies ensuring students in subgroups receive grade level appropriate work and support in closing the learning gaps with a special lens on specific needs for subgroups.
 - Offer supplemental contracts to 2-3 staff members to organize and lead student clubs.

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

SSC:	ELAC:	Staff:
The SSC requested more funding to be used toward classroom supports, such as a TSA, Campus Safety Assistant, paraprofessional and Teaching Fellows.	The ELAC requested more funding to be used towards classroom supports, after school tutoring, student incentives, campus safety, and community events.	The staff requested more funding for a TSA, Teaching Fellows, Campus Safety Assistant, sub days for planning, supplemental contracts for after school tutoring and materials and supplies.

Action 1 :

Culture of Kindness & SEL Competencies

Action Details:

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

This will be supported through;

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

Character Counts Week

Student of the Month Character Counts Pillar Recognition

Kindness Week

Red Ribbon Week

Outstanding Behavior Quarterly Recognition

Kind Kids Club
Peace Makers
Meaningful Jobs
Random Acts of Kindness Bracelets
Wildcats with the Right Attitude Recognition
FUSD provided Career Ready Field Trips/Career Assemblies
Goal 2 Field Trips
Student Leadership
Peach Blossom
Peer Mediators
Saturday Academy
Sports

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\). When applicable, insert Multi-Tiered System of Supports \(MTSS\):](#)

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

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

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

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

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

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

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

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

Para to support early learning English Learners in the classroom.

Technology to support English Learners

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

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

EL resources provided by Wonders used during designated ELD instruction.

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

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

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

Student Groups

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

Students with Disabilities (SWD) and African American (AA):

Teacher subs for planning

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

Students with Disabilities (SWD) and African American (AA):

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

Para to support foundational skills

Teacher supplemental contracts for planning

Materials and supplies to support MTSS

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

Students with Disabilities (SWD) and African American (AA):

TST Team will meet every 2 weeks to review teacher referrals for Tier II-III students

Mentors/Campus Safety Assistant

Common progress monitoring to identify specific areas of need.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Increased Awareness of SEL & Character Development: Students and staff engage in discussions and activities centered around the 6 Pillars of Character and SEL competencies. • More Positive Interactions Among Students & Staff: A focus on kindness and responsible citizenship improves peer and teacher-student relationships. • Enhanced School Safety & Climate: A structured approach to promoting a growth mindset and positive behaviors creates a more welcoming and supportive school environment. • Greater Student Engagement in School Activities: School-wide activities centered on character-building foster enthusiasm and participation. • Initial Buy-In from Stakeholders: Parents, teachers, and students begin to embrace the importance of SEL and character development.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Consistent Demonstration of Character Traits: Students increasingly exhibit responsibility, respect, fairness, caring, citizenship, and trustworthiness in daily interactions. • Stronger Student Ownership of Behavior: Students take more responsibility for their actions and choices, leading to a decline in behavioral issues. • Improved Social-Emotional Well-Being: Students develop stronger coping skills, empathy, and resilience, reducing conflicts and emotional distress. • Growth Mindset Becomes School Culture: Students and staff approach challenges with perseverance and positivity, fostering academic and personal growth. • Increased Family & Community Involvement: Parents and community members actively participate in character-building initiatives.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • Sustained Positive School Culture: Wilson Elementary becomes known for its strong character education and commitment to SEL, benefiting future generations of students as based on the CA School Dashboard. • Improved Academic Success: Students who develop SEL competencies and strong character traits are more engaged in learning and demonstrate higher achievement as measured by the DESSA. • Long-Term Behavioral Improvements: A consistent culture of kindness and responsibility results in fewer disciplinary incidents and higher student morale as measured by DESSA. • Stronger Community & School Relationships: Wilson fosters a deep sense of trust and collaboration among students, staff, families, and the broader community as measured by the climate and culture survey data. • Preparation for Future Success: Students carry these SEL skills and character values into middle school, high school, and beyond, leading to long-term personal and academic success.

Action 2 :

Wilson Clubs

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Materials & Supplies will be purchased for all clubs as needed.
- Students will have access to CCT as needed to successfully participate in clubs.
- An extra pay contract will be funded to compensate teachers who put extra time into establishing class lists for all clubs.
- After school program at Wilson Elementary and provide staff additional club/extra-curricular activities after school on-site for all students enrolled in the ASP.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

- 1. Identify English learner students in Red and all the areas that they are identified in.
English Learner student population is performing at the lowest level in areas of ELA
- 2. Using Title I funds Only: What are the planned expenses to support English learner students?

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

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

ELPAC Assessors will be utilized to assist in assessing English Learners.
Para to support early learning English Learners in the classroom.
Technology to support English Learners
Materials and supplies to support EL Instruction & student incentives for EL tutoring an ELPAC

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

EL resources provided by Wonders used during designated ELD instruction.
Embedded ELD strategies used during Tier 1 and Tier 2 instruction.
Increase use of academic vocabulary and partner talk to practice language acquisition within the classroom setting.
Multiple opportunities to engage in speaking, reading, writing and listening in various academic areas.

Student Groups

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

Students with Disabilities (SWD) and African American (AA):
Teacher subs for planning

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

Students with Disabilities (SWD) and African American (AA):

- CA Teaching Fellows to support Tier II small group instruction/RTI
- Para to support foundational skills
- Teacher supplemental contracts for planning
- Materials and supplies to support MTSS

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

Students with Disabilities (SWD) and African American (AA):

- TST Team will meet every 2 weeks to review teacher referrals for Tier II-III students
- Mentors/Campus Safety Assistant
- Common progress monitoring to identify specific areas of need.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Increased student engagement as more clubs and enrichment opportunities become available. • Improved identification and support for Tier 3 students through the MTSS framework, with assigned case managers ensuring individualized assistance. • Staff will use data-driven decision-making to provide timely interventions, leading to immediate academic and behavioral improvements. • Stronger family-school connections through continued family events, reinforcing parent involvement and community engagement. • Greater access to diverse learning experiences through assemblies, guest speakers, and real-world field trips.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Noticeable improvements in student achievement and social-emotional well-being due to targeted Tier I, II, and III interventions. • Increased student participation in extracurricular activities, leading to a stronger sense of belonging. • Strengthened mentorship and club programs, fostering positive peer relationships and leadership skills. • Expanded career exploration opportunities through job fairs, career days, and networking with industry professionals. • Higher family participation in school events, with new activities tailored to community needs based on parent feedback.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • Sustained student growth in academics, social-emotional learning, and leadership due to a well-rounded support system. • A fully developed MTSS framework with consistent progress tracking, intervention adjustments, and wraparound services for students in need. • A diverse range of clubs and enrichment programs embedded into the school culture, ensuring long-term engagement and student success. • A highly engaged school community with regular, well-attended family events and active parental involvement in school planning. • A positive and inclusive school environment where students feel valued, motivated, and prepared for future success.

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		40.4 %	2023-2024	30 %
Chronic Absenteeism - (Asian)	✓		30.3 %	2023-2024	20 %
Chronic Absenteeism - (Students w/ Disabilities)	✓		46.3 %	2023-2024	36 %
Chronic Absenteeism - (White)	✓		52 %	2023-2024	42 %
Suspension Rate	✓	5.2 %	10.2 %	2023-2024	5 %
Suspension Rate - (African American)	✓	7.3 %	17 %	2023-2024	10 %
Suspension Rate - (Hispanic)	✓		8.6 %	2023-2024	4 %
Suspension Rate - (Socioeconomically Disadvantaged)	✓	3.5 %	10.3 %	2023-2024	5 %
Suspension Rate - (Students w/ Disabilities)	✓	10.6 %	22.9 %	2023-2024	10 %
Suspension Rate - (White)	✓	4.1 %	14.8 %	2023-2024	10 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

- Chronic absenteeism and high suspension rates are significant challenges affecting student success and school performance at Wilson.
- High absenteeism among White students (52%) and students with disabilities (46.3%).
 - Suspension rates are notably higher among African American students (17%), students with disabilities (22.9%), and socioeconomically disadvantaged students (10.3%).

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

Chronic absenteeism:

- School avoidance due to anxiety, depression, and trauma.
- Lack transportation/funds for gas and/or other necessary items to be prepared for school (i.e.: clean clothes)
- Lack of understanding of attendance policies.
- Responsible adult may suffer from physical or mental health issues inhibiting getting students to school.

Suspensions:

- High percentage of students exposed to trauma and/or behaviors that results in level III misbehaviors.
- High number of students identified for special education.
 - Wilson houses the only 1st-6th SDC Emotional Disturbed elementary program in FUSD.
- High number of early learning students entering school without self-regulation, social, communication and problem solving skills.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Chronic absenteeism:

- Strengthen school wide attendance intervention strategies and behavioral support programs for all student groups.
- Increase family and community engagement.
- Continue to target interventions for at-risk student populations.

Suspensions:

- Continue and strengthen Tier 1 classroom supports such as Morning meetings, Second Step & CHAMPS.
- Continue and strengthen targeted interventions for Tier II and Tier III students through TST.
 - Continue targeted intervention for African American, Students with Disabilities, and socioeconomically disadvantaged students groups.
- Insufficient support systems for students with disabilities specifically SDC classrooms.
- Insufficient support systems for early learning students who are just beginning their education and struggle with self-regulation and impulse control.
- Hire a restorative practice counselor

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: MTSS at Wilson

Partially Implemented

The intended goal was partially implemented to increase daily attendance and decreased suspensions. We will continue the following;

- Tier I Structures/Supports:
 - Morning Meeting, Second Step, CHAMPS, Small group intervention
 - Mentor support
 - PAWS tickets/Student Store/Golden Ticket/Structured recess/Check in-out

- Tier II/III Structures/Supports:
 - School wide referral process through TST
 - Bimonthly TST meetings
 - Bimonthly attendance meetings
 - Wildcat Acceleration RTI
 - Intervention Specialist
 - CSSW
 - AI4Youth
 - SST/IEPs/Parent meetings

Action 2: Responding to Misbehavior

Partially Implemented

The intended goal was partially implemented to increase daily attendance and decreased suspensions. We will continue the following:

- Tier I Structures/Supports:
 - Morning Meeting, Second Step, CHAMPS, Small group intervention
 - Mentor support
 - PAWS tickets/Student Store/Golden Ticket/Structured recess/Check in-out
- Tier II/III Structures/Supports:
 - School wide referral process through TST
 - Bimonthly TST meetings
 - Bimonthly attendance meetings
 - Wildcat Acceleration RTI
 - Intervention Specialist
 - CSSW
 - AI4Youth
 - SST/IEPs/Parent meetings
- Additional need for Wilson is a Restorative Practice Counselor to support students in all 3 Tiers of support.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: MTSS at Wilson

Partially Effective

The actions were Partially Effective-Staff will continue to appropriately monitor Wilson's tiered systems of support through the TST process to increase attendance rates and decrease suspensions.

Action 2: Responding to Misbehavior

Partially Effective

The actions were partially effective-Staff will continue to appropriately respond to misbehaviors by adhering to the tiered levels of support for behavior to increase daily attendance and decrease suspensions.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

The Climate and Culture Team along with TSA will strengthen overall staff knowledge around the tiered systems of support for all students to improve daily attendance and decrease suspensions. In addition, we use CSI funds to hire a Restorative Practice Counselor to support positive behavior.

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

SSC:

The SSC requested more funding to be used toward classroom supports, such as a TSA, Campus Safety Assistant, paraprofessional and Teaching Fellows.

ELAC:

The ELAC requested more funding to be used towards classroom supports, after school tutoring, student incentives, campus safety, and community events.

Staff:

The staff requested more funding for a TSA, Teaching Fellows, Campus Safety Assistant, sub days for planning, supplemental contracts for after school tutoring and materials and supplies.

Action 1 :

MTSS at Wilson

Action Details:

Wilson will continue to implement a tiered level of response to student misbehavior. Early-stage interventions aim to reduce suspensions, increase student attendance, reduce classroom disruptions, and increase campus safety. Wilson's guidelines for success and district programs (Class Meetings/Second Step/OLWEUS/CHAMPS) will continue to promote personal responsibility and social skills, aiming to reduce conflicts with staff and other students. The Climate and Culture Team will provide professional learning to staff in addressing student behaviors at levels 1-3 with on-going data walks. The SEL team will continue to educate staff regarding the TST purpose and referral process. Whereas, any struggling students can be referred to TST by the classroom teacher for potential interventions such as daily positive behavior plans, referral to Wildcat Acceleration, Student Student Team meeting, Tier 2 Specialist, CSSW and/or All 4 Youth referrals. Once all site-based interventions have been deemed not successful the TST team and admin will refer student to the ICET process.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Street Saints Mentors, Tier 2 Specialist, CSSW, NTA's, Campus Assistant, and Admin to support this goal.

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

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

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

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

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

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

Additional VP to support/monitor CSI status

Class Meetings

Morning Meetings

2nd Step

Climate and Culture Team

Positive Behavior Incentives

Campus Clubs

Student Leaders

Peer Mediation

Meaningful Jobs

Mileage for HSL home support

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

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

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

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

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

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

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

Para to support early learning English Learners in the classroom.

Technology to support English Learners

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

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

EL resources provided by Wonders used during designated ELD instruction.

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

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

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

Student Groups

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

African American (AA), Students with Disabilities (SWD) and Socio-economically Disadvantaged (SED): White (WH): Hispanic (HI):

Teacher subs for planning and tutoring

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

Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), and African American (AA): Hispanic (HI): White (WH):

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

Para to support foundational skills

Teacher supplemental contracts for planning and tutoring

Materials and supplies to support MTSS and special programs for specific groups based on data

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

Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), and African American (AA): Hispanic (HI):White (WH):

Site funded VP to support & monitor social emotional wellness of student groups

TST Team will meet every 2 weeks to review teacher referrals for Tier II-III students

Mentors/Campus Safety Assistant

Common progress monitoring to identify specific areas of need.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them.
• Improved Staff Response to Behavior: Staff consistently apply tiered interventions, leading to a more structured approach to addressing misbehavior. • Reduced Classroom Disruptions: Early interventions help manage minor misbehaviors before they escalate, creating a more focused learning environment. • Increased Student Attendance: Proactive engagement and support systems encourage better attendance. • Improved Campus Safety: Clear guidelines and interventions decrease conflicts, making students feel safer. • Increased Staff Awareness & Training: Staff receive ongoing professional development on behavior management strategies. • Better Understanding of TST Process: Teachers become more familiar with the referral system, leading to earlier identification of struggling students.	• Decrease in Suspensions: Consistent use of early interventions reduces severe behavioral incidents. • Enhanced Student Social-Emotional Skills: Programs like Second Step, CHAMPS, and Class Meetings lead to improved conflict resolution and personal responsibility. • Stronger Support for Struggling Students: More students receive targeted interventions through Wildcat Acceleration, Tier 2 Specialists, CSSW, and All 4 Youth. • Data-Driven Decision-Making: Climate and Culture Team data walks inform more effective intervention strategies. • Improved Teacher Confidence in Managing Behavior: Ongoing professional learning leads to more effective and consistent classroom management. • Stronger School-Home Connections: Increased communication and parent involvement improve student support at home.	• Sustained Reduction in Suspensions & Referrals: Effective early interventions result in fewer severe behavior incidents. • Higher Student Engagement & Academic Achievement: A positive school climate and fewer disruptions create a better learning environment. • Stronger, More Inclusive School Culture: Students, staff, and families feel more connected and invested in Wilson's success. • Long-Term Campus Safety & Positive Climate: Wilson fosters a safe, respectful, and engaging school environment for all students and staff.

Action 2 :

Responding to Misbehavior

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Street Saint Mentors
- Social-Emotional support book study
- TSA to support positive student behavior incentives and SEL skill-building for students who need support at Tiers II and III.
- SEL Team consisting of (admin, Tier 2 Specialist, Mentor, CSSW) to support teacher training with response to misbehavior and teach corrective alternatives.

- Wildcat Den Resources, Materials & Supplies
- Social Skills supports for students
- Positive behavior incentives
- Wilson Guidelines for Success Signage for campus culture and expectations of behavior
- Assemblies to promote positive behavior
- Student incentives to promote positive behavior

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.
- English Learner student population is performing at the lowest level in areas of ELA
2. Using Title I funds Only: What are the planned expenses to support English learner students?

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

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

- ELPAC Assessors will be utilized to assist in assessing English Learners.
- Para to support early learning English Learners in the classroom.
- Technology to support English Learners
- Materials and supplies to support EL Instruction & student incentives for EL tutoring an ELPAC

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

- EL resources provided by Wonders used during designated ELD instruction.
- Embedded ELD strategies used during Tier 1 and Tier 2 instruction.
- Increase use of academic vocabulary and partner talk to practice language acquisition within the classroom setting.
- Multiple opportunities to engage in speaking, reading, writing and listening in various academic areas.

Student Groups

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

- White (WH):
- African American (AA):
- Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

Teacher subs for planning

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

Hispanic (HI):

White (WH):

Socio-economically Disadvantaged (SED):

Students with Disabilities (SWD):

African American (AA):

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

Para to support foundational skills

Teacher supplemental contracts for planning

Materials and supplies to support MTSS

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

Hispanic (HI):

White (WH):

Socio-economically Disadvantaged (SED):

Students with Disabilities (SWD):

African American (AA):

TST Team will meet every 2 weeks to review teacher referrals for Tier II-III students

Mentors/Campus Safety Assistant

Common progress monitoring to identify specific areas of need.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Staff consistently enforce behavior expectations, leading to more immediate and appropriate responses to misbehavior. • Students receive timely social-emotional support, reducing immediate disruptive incidents. • Increased communication efforts lead to more parent awareness of school activities and expectations. • Initial improvements in attendance due to increased home-school communication.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Reduction in repeated misbehavior incidents as students develop better social-emotional skills. • Increased student engagement and participation in pro-social activities, leading to a more positive school climate. • Strengthened relationships between staff, students, and families, fostering a sense of belonging. • Improved attendance rates as families become more engaged and responsive to school communication. • More parents attending school events and extracurricular activities, strengthening school-community partnerships.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • Significant decline in suspension rates and serious behavioral incidents. • Sustainable school culture that prioritizes social-emotional learning and proactive discipline strategies. • Strong, ongoing partnerships between school and families, leading to long-term student success. • Higher overall student achievement as engagement, attendance, and behavior improve. • A well-established communication system that continuously supports family involvement and student growth.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0485 Wilson Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	ESSA-CSI	Instruction	Oth Cls-Supp			Classified Supplemental Contract for Playworks training and planning	5,000.00
G3A1	ESSA-CSI	Instruction	Subagreements			Education and Leadership Foundation : 5 ELF Fellows, 160 days, 3.5 hours. 21 Hours PD.	86,318.00
G3A1	ESSA-CSI	Instruction	Cons Svc/Oth			Americorp : Playworks program	13,500.00
G3A1	ESSA-CSI	Guidance & Counseling Services	Subagreements			Fresno Street Saints : Fresno Street Saints/Hands on California (5 mentors for 35 hrs. per week) to support Tier 1-2 students	204,954.00
G3A1	Sup & Conc	Instruction	Oth Cls-Supp			Classified supplemental; support MTSS, special projects, parent engagement	5,236.00
G3A1	Sup & Conc	Instruction	Mat & Supp			Material and Supplies to support instruction, MTSS, special projects, parent engagement, staff retention	95,586.00
G3A2	ESSA-CSI	Security	Cls Sup-Reg	Assistant,Campus Safety	0.7500	CSA 6 Hours	62,369.00

\$472,963.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	91.6 %	91.5 %	2024-2025	92.6 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this current goal, the percent favorable in organizational culture domain on the Fall Climate & Culture staff survey increased by 9% from Fall 2023 to 2024. There continues to be areas where improvements can be made per the survey, specifically in the following 2 questions.

- Q.2- I feel valued at this school received a 86% favorable response.
- Q.8- We have a culture that provides staff with the following: Recognition for the work we do received a 83% favorable response.

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

- Limited input or voice from classified staff when it comes to recognition that matters to all staff.
- Limited opportunities from CCT on way to uniquely celebrate all staff.
- High workloads, perceived unrealistic expectations, or lack of time to complete tasks can make staff feel undervalued, even if recognition efforts exist.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Increase the amount of classified staff on the Climate and Culture Team to allow for input/voice.
- Work with CCT to come up with unique ways to celebrate and recognize all staff members.
- Offer supplemental contracts for staff to manage the Sunshine Committee that oversees staff milestones and accomplishments.
- Provide sub release time for teacher planning.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Wilson Power of 3

Fully Implemented

The intended goal was fully implemented to increase a sense of belonging at Wilson by focusing on positive relationships with both students and adults. We will continue to utilize students & staff to promote positive relationships which will include;

- Daily announcements creating clarity among students & staff with expectations.
- Weekly admin team walks with feedback to staff.
- Maintaining student behavior expectations for classroom and common areas with consistent supervision.
- Tier I classroom supports provided directly to teachers and students by TSA and support staff throughout the year.
- Continue Tier II-III TST biweekly meetings with timely communication two-way communication of outcomes.
- Admin response to misbehavior in a timely manner both by email/atlas.
- All staff appreciation week May1, along with monthly treats to celebrate staff.
- Increase in celebrations of staff "just because"
- Provide food for PLs, Buyback days, etc.
- Increase opportunities where all staff can gather outside of work for fellowship and support.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Wilson Power of 3

Effective

Overall, actual implementation has been successful and staff is participating in community building activities where 91% of staff reported favorably in the organizational culture domain on the Fall Climate & Culture staff survey in 2024.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Supplemental Contracts for Sunshine Committee
- Add classified employees to CCT
- Reduce stress and fatigue by providing quarterly sub release time for teacher planning

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

SSC:	ELAC:	Staff:
The SSC requested more funding to be used toward classroom supports, such as a TSA, Campus Safety Assistant, paraprofessional and Teaching Fellows.	The ELAC requested more funding to be used towards classroom supports, after school tutoring, student incentives, campus safety, and community events.	The staff requested more funding for a TSA, Teaching Fellows, Campus Safety Assistant, sub days for planning, supplemental contracts for after school tutoring and materials and supplies.

Action 1 :

Wilson Power of 3

Action Details:

Wilson staff will increase student and staff belonging as measured by the Student and Staff Climate and Culture survey. Actionable steps include Power of 3, Student of the Month Recognition, 2 by 10 strategies, Wilson Friday Clubs, PAWs Student Store and student check-ins with caring adults on campus. Ongoing professional learning around the four domains of the DEI Framework such as; Cultural Proficiency, Culturally Proficient Practices, Multicultural Experiences, and Social Action for all staff.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Continue ILT/CCT collaboration of collective site goals for staff/students/community.
- Continue work with FUSD Climate and Culture Specialist.
- Wilson branding items for staff unity.
- Monthly staff fellowship.
- Staff incentives for Wilson Staff Member of the Month/New staff and highlighted staff
 - Teacher supplies/graphics
 - Wilson specific items (clothing, lanyards, notebooks, planners, stickers)
- Staff Appreciation Week:
 - Food/snacks
 - Team building and celebration

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Climate and Culture Team will provide site PL to teachers to implement best instructional strategies for all students.

Student Groups

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

Teacher subs for planning for all students.

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

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

Para to support foundational skills

Teacher supplemental contracts for planning

Materials and supplies to support MTSS

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

TST Team will meet every 2 weeks to review teacher referrals for Tier II-III students

Mentors/Campus Safety Assistant

Common progress monitoring to identify specific areas of need.

Progress Monitoring: Outcomes

Reasoning for using this action

☐

Strong Evidence

☐

Moderate Evidence

☒

Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Increased Student and Staff Engagement: Immediate participation in initiatives like Power of 3, Student of the Month, and Wilson Friday Clubs fosters enthusiasm and connection. • Improved Sense of Recognition & Value: Students feel seen and appreciated through PAWs Student Store rewards and personal check-ins with caring adults. • Stronger Staff Awareness of DEI Principles: Initial professional learning sessions introduce staff to Cultural Proficiency, Culturally Proficient Practices, Multicultural Experiences, and Social Action. • Higher Survey Participation & Initial Positive Feedback: The Climate and Culture survey begins to reflect early improvements in belonging and engagement.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Sustained Increase in Student & Staff Belonging: Continued implementation of initiatives results in measurable growth in Climate and Culture survey results. • Stronger Relationships Between Students & Staff: The 2 by 10 strategy and regular student check-ins create deeper, more meaningful connections. • More Inclusive & Culturally Responsive Practices in Classrooms: Staff integrate DEI strategies into daily instruction and interactions, fostering a more equitable learning environment. • Higher Student Participation & Motivation: Students feel a stronger sense of ownership and enthusiasm for school events and academic success.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • Culture of Belonging & Inclusion: Wilson Elementary becomes a model for fostering an inclusive, engaging, and supportive school environment. • Increased Academic & Social Success for Students: A stronger sense of belonging leads to improved attendance, behavior, and academic performance. • Ongoing Professional Growth in DEI Practices: Staff continuously refine and implement culturally proficient strategies, ensuring equitable education for all students. • Sustained High Satisfaction in Climate & Culture Survey: Long-term improvements in survey data reflect a deeply embedded culture of support, belonging, and inclusion at Wilson.

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	95.3 %	91.5 %	2024-2025	92.6 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this current goal, the percent favorable in the family engagement domain on the Fall Climate & Culture staff survey increased by 7% from Fall 2023 to 2024. There continues to be an area where improvements can be made per the survey, specifically in the following question.

- Q.3- I feel like I am a partner in making decisions at my child's school received a 85% favorable response.

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

- Current offerings of parent engagement opportunities are not relevant for all parents.
- Lack transportation and/or daycare for in-person meetings.
- Lack reliable technology to do virtual surveys.
- Scheduled meetings do not accommodate parent day to days schedules.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Survey parents on what type of parent engagement opportunities they need/want at Wilson.
- Increase the amount of parent engagement opportunities for families.
- Provide devices in library for parents to take surveys and offer incentives.
- Offer virtual opportunities for parent engagement

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Wilson Family Connections

Fully Implemented

The intended goal was fully implemented to increase opportunities for families to engage in their students education. We will continue to utilize the following;

- Increase the number of family engagements beyond Fall/Spring Success Together, Back to School night, Open house, Quarterly Award Assemblies, 6th Grade Promotion, Field trips, Spring TK/Kindergarten Winter performance, Pumpkin Patch, 100 day Parade, Sports events, and Winter/Spring music performances.
- Continue with on-going communication with families about school schedules, events, and updates through Parent Square, School Marquee, Class Dojo and Social Media.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Wilson Family Connections

Effective

Overall, actual implementation has been successful and parents are participating in their student's education where as 92% of parents reported favorably in the family engagement domain on the Fall Climate & Culture staff survey in 2024.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Offer meetings at varied times (morning, evening, virtual options) to accommodate parent's different schedules.
- Recognize and appreciate parent contributions in school meetings, newsletters, and events.
- Hold informal "Coffee with the Principal" or "Family Chat" sessions to build rapport.

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

SSC:

The SSC requested more funding to be used toward classroom supports, such as a TSA, Campus Safety Assistant,

ELAC:

The ELAC requested more funding to be used towards classroom supports, after school tutoring, student incentives, campus safety,

Staff:

The staff requested more funding for a TSA, Teaching Fellows, Campus Safety Assistant, sub days for planning, supplemental

paraprofessional and Teaching Fellows.

and community events.

contracts for after school tutoring and materials and supplies.

Action 1 :

Wilson Family Connections

Action Details:

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

This will be support though;

Monthly Coffee Hour w/Principal

Back to School Night

Student of the Month Awards

Academic/SEL Awards Assemblies

Parent Conferences in their Home Language

Success Together Family Book Club

Family Harvest Night

Open House

Multicultural Night

Literacy Night

Math Night

Author's Night

Jog-A-Thon

ELAC

SSC

Game Board Night

Wilson Talent Show

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Weekly/Monthly communication with Wilson Families via FUSD School Messenger, Parent Square, Peach Jar, Class Dojo, School Website, Wilson Instagram, and Wilson Facebook on Wilson School-Related Events.

Incentives such as food, clothing, school supplies and other

Extra pay contracts for HSL, babysitting, and translating

FUSD Graphics

Supplies for additional advertising and communication
FUSD food for parent meetings

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Use of HSL for parent communication with parents of English Language Learners
Additional outreach through HSL to increase parent participation
All parents will have the opportunity to participate in all school-related events
Quarterly ELAC and SSC meetings to include SEL focus and academic growth
Monthly parent meetings with admin to include HSL
School-Wide Communication
Parent University

Student Groups

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

Teacher subs for planning for parent engagement events for all students to benefit.

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

Materials and supplies to support incentives
Technology to support learning

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

TST Team will meet every 2 weeks to review teacher referrals
Mentors/Campus Safety Assistant
Common progress monitoring to identify specific areas of need

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Increased Parent & Family Engagement: Higher attendance at events like Coffee Hour with the Principal, Back to School Night, and Student of the Month Awards. • Improved Communication & Trust: Parent conferences in home languages foster stronger relationships between families and school staff. • Greater Student Excitement & Participation: Events like Family Harvest Night, Jog-A-Thon, and Game Board Night create positive school experiences. • Initial Increase in Surveyed Parent Satisfaction: Early feedback shows improved perceptions of school-family collaboration.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Stronger School-Family Partnerships: Consistent opportunities for engagement lead to deeper relationships between families and school staff. • Higher Attendance & Involvement in Decision-Making: Increased participation in ELAC and SSC ensures more diverse voices shape school initiatives. • Improved Student Academic & Social-Emotional Growth: Family involvement in Literacy Night, Math Night, and Author's Night supports academic success. • More Inclusive & Supportive School Culture: Multicultural Night and parent outreach efforts reinforce a sense of belonging for all families.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • Sustained & Embedded Family Engagement Culture: School-wide events become a tradition, fostering ongoing family participation and investment in student success. • Higher Academic Achievement & Attendance: Strong school-home connections lead to improved student performance and regular attendance. • Stronger Sense of Community & Inclusivity: Wilson Elementary is recognized as a model for fostering an inclusive, engaged school community. • Long-Term Student Success: Students benefit from a supportive environment that extends beyond the classroom, positively impacting their social-emotional and academic development.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0485 Wilson Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Material and supplies to support parent participation **No food or incentives**	2,600.00
G5A1	Sup & Conc	Instruction	Direct-Graph			Graphics to support parent and student engagement	225.00
G5A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage to support home visits HSL/CSSW	200.00

\$3,025.00

2025-2026 Budget for SPSA/School Site Council

State/Federal Dept 0485 Wilson Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	Open Position	15,141.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Material and supplies to support instruction **No food or incentives**	3,663.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology for instruction	10,607.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : CA teaching fellows (4) to be used in RTI	56,171.00
G1A1	ESSA-CSI	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	Lynda Vick if designated TSA not district funded. Funded for one year. TSA to support reading and writing instruction/RTI, MTSS.	170,451.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Teacher subs for planning ELA, Math, MTSS, peer observation **No IEPs**	40,551.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Subs for SST Days **No IEPs**	2,505.00
G1A1	ESSA-CSI	Instruction	Teacher-Supp			Teacher supplemental contracts; PLC planning ELA & Math, after school tutoring. **NO IEPs**	55,171.00
G1A1	ESSA-CSI	Instruction	Bks & Ref			: Books and Reference, subscriptions	29,145.00
G1A1	ESSA-CSI	Instruction	Travel			Travel and conferences	5,000.00
G1A1	ESSA-CSI	In-House Instructional Staff Deve	Crt Supr-Sub			Admin sub for data chats, conferences, planning with teachers, cover admin for SST days.	5,964.00
G1A1	ESSA-CSI	Other Instructional Resources	Crt Supr-Reg	Vice Principal I	0.3000	VP role will be aligned to CSI indicators, focusing on suspension, EL support, and ELA achievement. Funded 30% 3182 CSI and 70% 7090	60,312.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for SST/IEP days	8,517.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: Leases for copiers	20,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Repair of equipment, radios, keys, and technology	1,500.00
G1A1	Sup & Conc	Instruction	Direct-Food			Student snacks to support testing	1,500.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Reg	Vice Principal I	0.7000	VP role will be aligned to CSI indicators, focusing on suspension, EL support, and ELA achievement. Funded 30% 3182 CSI and 70% 7090	140,728.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Teacher supplemental ELPAC Assessors & tutoring	14,712.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	Para to support instruction	15,519.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support EL instruction, students incentives, for EL tutoring, and ELPAC testing.	19,665.00
G3A1	ESSA-CSI	Instruction	Oth Cls-Supp			Classified Supplemental Contract for Playworks training and planning	5,000.00
G3A1	ESSA-CSI	Instruction	Subagreements			Education and Leadership Foundation : 5 ELF Fellows, 160 days, 3.5 hours. 21 Hours PD.	86,318.00
G3A1	ESSA-CSI	Instruction	Cons Svc/Oth			Americorp : Playworks program	13,500.00
G3A1	ESSA-CSI	Guidance & Counseling Services	Subagreements			Fresno Street Saints : Fresno Street Saints/Hands on California (5 mentors for 35 hrs. per week) to support Tier 1-2 students	204,954.00

G3A1	Sup & Conc	Instruction	Oth Cls-Supp			Classified supplemental; support MTSS, special projects, parent engagement	5,236.00
G3A1	Sup & Conc	Instruction	Mat & Supp			Material and Supplies to support instruction, MTSS, special projects, parent engagement, staff retention	95,586.00
G3A2	ESSA-CSI	Security	Cls Sup-Reg	Assistant,Campus Safety	0.7500	CSA 6 Hours	62,369.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Material and supplies to support parent participation **No food or incentives**	2,600.00
G5A1	Sup & Conc	Instruction	Direct-Graph			Graphics to support parent and student engagement	225.00
G5A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage to support home visits HSL/CSSW	200.00
							\$1,152,810.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$88,182.00
ESSA-CSI	3182	\$741,240.00
Sup & Conc	7090	\$273,492.00
LCFF: EL	7091	\$49,896.00
Grand Total		\$1,152,810.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$676,822.00
G3 - Increase student engagement in their school and community	\$472,963.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$3,025.00
Grand Total	\$1,152,810.00