

**Wishon Elementary**

10621666006589

Principal's Name: Noemi Parayno

Principal's Signature:

A handwritten signature in blue ink that reads "Noemi Parayno". The signature is written in a cursive style with a long horizontal stroke extending to the right.

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

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

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

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

**Consolidated Program Assurances**



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

**School Site Council**

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Noemi Parayno	XX				
2. Chairperson – Leslie Luna				XX	
3. Co-Chairperson – Noemi Quesada				XX	
4. SSC Secretary – Tianna Gonzales			XX		
5. PAC Representative – Andrea Lawrence Aguilar				XX	
6. Certificated – Melinda Bohannon		XX			
7. Certificated – Sandra Espinosa		XX			
8. Certificated – Kelley McKitrick		XX			
9. Community Member – Nathaniel Torres				XX	
10. Community Member – Bopha Ka				XX	
11.					
12.					
13.					
14.					
15.					

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

**Required Signatures**

<b>School Name: Wishon Elementary</b>			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Noemi Parayno		3/12/25
SSC Chairperson	Leslie Luna		3/12/25

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

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

FY 2025/26

Wishon - 0495

**ON-SITE ALLOCATION**

3010	Title I	\$63,618 *
7090	LCFF Supplemental & Concentration	\$198,090
7091	LCFF for English Learners	\$48,972

<b>TOTAL 2025/26 ON-SITE ALLOCATION</b>	<b>\$310,680</b>
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* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$1,844
Program Budget	\$61,774
Total Title I Allocation	\$63,618

**ESSA Assistance Status: Not Identified for Assistance**

## Wishon 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)	✓		57.1 %	2023-2024	65 %
SBAC ELA - Average distance from standard	✓	-15.8 pts	-38.6 pts	2023-2024	-23.6 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓		-78.9 pts	2023-2024	-63.9 pts
SBAC ELA - percentage of students met/exceeded standard	✓	42.5 %	35.5 %	2023-2024	40.5 %
SBAC Math - Average distance from standard	✓	-36.7 pts	-52.8 pts	2023-2024	-37.8 pts
SBAC Math - percentage of students met/exceeded standard	✓	35.6 %	30 %	2023-2024	35 %

**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.

Action 1: Based on the metrics in this Current Goal, all students are not reading on grade level as identified by SBAC. 92/210 students in grades 3rd-6th are not meeting Grade Level Reading Standards. All student groups are performing below grade level in ELA: Asian (23.1%), Hispanic (32.7%), 2 or more ethnicity (30%), White (22.2%) EL (2.94%), SWD (6.7%)

Action 2: Based on the metrics in this Current Goal, all students are not performing on grade level in math as identified by SBAC. 99/210 students in grades 3rd-6th are not meeting Grade Level Math Standards. All student groups are performing below grade level in Math: Asian (23.1%), Hispanic (32.7%), 2 or more ethnicity (30%), White (22.2%) EL (2.94%), SWD (6.7%)

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

Action 1:

- Students are not mastering foundational skills in the primary grades.
- Students are not exposed to books before entering school or have not had school experience prior to Preschool.
- The need for developing foundational skill building for staff.

Action 2

- Students are not mastering conceptual math skills.
- PLCs have not used CFAs and data analysis to the fullest extent.
- The need for developing effective teaching strategies in Math and Math fluency.

**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.

Action 1

- Tutoring/Intervention for the identified students not on grade level.
- Parent engagement; opportunities to give access to resources (books) to families and literacy workshop sessions.
- Professional learning opportunities for staff, including conferences.

Action 2

- Consistent checking for understanding and student goal setting.
- Parent engagement; opportunities to give access to resources and Math Workshop Sessions
- Implementation of PLC+ Foundations and the use of formative assessments.
- Professional learning opportunities for staff, including conferences.

## 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: ELA Achievement at Challenging Levels

Partially Implemented

The actions were partially implemented. Not all grade levels have structures in place to support Tier 1 and Tier 2 learning. PLC+ work around CFA cycles were incomplete. Not all teachers administered the same CFAs which does not allow for analysis to then reteach to gain mastery of the standards. There was no funding for sub release time and extra pay contracts for instructional planning for the 24-25 school year.

Action 2: Math Achievement at Challenging Levels

Partially Implemented

The actions were partially implemented. Not all grade levels have structures in place to support Tier 1 and Tier 2 learning. Support is needed on how to teach to the grade level standards while providing foundational math

skills for students performing below grade level.

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: ELA Achievement at Challenging Levels

Partially Effective

The actions were partially effective- Students with Disabilities and Asian student groups had a decrease on SBAC. While the metrics show a decline, we only recently were able to begin implementing additional interventions. We anticipate seeing a 3% growth next school year. Hispanic, White, and EL students showed growth on SBAC, supported by the focus on pull out intervention in grades 4 and 5.

Action 2: Math Achievement at Challenging Levels

Partially Effective

The actions were partially effective. The metrics on i-Ready show 61.5 % of 2nd Grade students met stretch growth, 50% of 3rd met stretch growth, and 46% of 5th Grade students met stretch growth in I-Ready Diagnostic 2. Tier 2 intervention is not consistent in ALL classrooms. We anticipate seeing growth in Spring i-Ready D3 and Fall I-Ready D1.

**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.

**Action 1**

- We will continue to strengthen our current actions to support our Literacy program, including professional learning opportunities.
- We will continue a Schoolwide Professional Learning on Writing.

**Action 2**

- We will provide Teaching Fellow tutors to support with Tier II Math intervention.
- We will implement Math Fluency. Professional Learning will be delivered by Fresno County Office of Education.

**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:

- Ensure EL students receive push in and pull-out support
- Provide more after school tutorial and intervention

ELAC:

- Ensure EL students receive push in and pull-out support
- Provide opportunities for parents of EL students to get

Staff:

- Increase focus group support and opportunities for small group instruction embedded in daily lessons

- opportunities for struggling students
- Improve communication to families regarding academic performance and grades

- information about areas of improvement for their child
- Provide more after school tutorial and intervention opportunities for struggling students

- Contact parents earlier and more often when students are struggling.
- Provide opportunities for teachers to watch others teach and/or engage in lesson study

## Action 1 :

### ELA Achievement at Challenging Levels

#### Action Details:

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

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

- Tenet 2B Challenging Content: Does this lesson employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning?
- Tenet 2C Challenging Content: During foundational skills lessons, does instruction develop skills in service of comprehension?
- Tenet 3 Ownership: Are students responsible for doing the thinking in this classroom?
- Tenet 4 Every Student: When students are working to overcome reading gaps, does the lesson address what students need?

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

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

##### Tier 1:

- Professional Learning Communities (PLC+) will collaboratively develop daily instructional schedules to ensure maximized and equitable minutes spent on Literacy/ELD instruction.
- All students will receive high-quality effective Literacy instruction, as defined by the Fresno Unified Instructional Practice Guide (IPG), that is aligned to their grade level Common Core State Standards.
- All students will be provided weekly opportunities to engage in their i-Ready individualized learning pathway to support their literacy needs/deficiencies and growth, based on diagnostic results. Student usage, lesson completion, and progress towards stretch goals will be monitored.
- All students will have access to technology, internet, and digital resources that allow for engagement in differentiated learning, enrichment, and assessment.
- All (K-2) students will be screened for Dyslexia.
- All teachers will engage students in goal setting for growth in reading skills and monitor their progress using assessment data, including i-Ready, CFAs, and IABs/FIABs.
- All PLC+ will create/identify and administer a minimum of 2 Common Formative Assessments (CFAs) per unit in ELA that are standards/SBAC aligned.
- PLC+ will analyze grade level, whole class, and individual student data, diagnose learning needs, and provide targeted instruction, based on identified needs.
- All teachers in grades 3-6 will calendar and systematically administer Literacy IABs/FIABs and analyze the data to adjust instruction, based on identified trends.
- All students in grades K-3 will have access to Scholastic Foundations in Reading Sounds and Text (FIRST), an online adaptive platform that supports reading foundational skills and reading comprehension (recommended usage is 20 minutes per day, four times a week). Teachers will utilize student data (by student, class, and grade) to support differentiated small group literacy instruction.
- All teachers will provide good first instruction to all students using a variety of instructional delivery models, blended/personalized learning approaches, and timely intervention/enrichment with flexible groupings. Teachers will monitor student learning progress through assessment records and student work samples.
- All teachers will receive job-embedded coaching support by the site Academic Coach and receive opportunities to engage in coaching cycles, focusing on building capacity in providing effective instruction and creating and maintaining a positive classroom climate and culture
- Supplemental curriculum, instructional technology, materials and supplies will be utilized by staff to support instruction and interventions for differentiation, high levels of student engagement, and access to rigorous content.
- Academic Instructional Coaches will support all staff with coordination of Literacy/ELD programs for effective implementation, including support with curriculum, resources, technology, and assessment.

- Academic Instructional Coaches will work side by side with teachers, professional learning communities, and site leadership to improve instructional strategies within content areas.
- Academic Instructional Coaches will work side by side with teachers to improve integrated and designated ELD instruction.
- Academic Instructional Coaches will provide job-embedded strategies to ALL teachers in identifying interim targets and short/long term goals, delivering on-site professional learning sessions based on need, developing clear, data-based descriptions through observations and literal note. offering recommendations based on data collected and analysis of student work to support next steps for instruction.
- Academic Instructional Coaches will provide Cognitive Coaching Cycles to ALL teachers: demonstrate, model, or co-teach lessons or instructional strategies, hold planning sessions, and lesson reflection
- Academic Instructional Coaches and Certificated Tutor will provide support for the McLane Literacy Plan..
- ASP Coordinator will develop a weekly homework block schedule to support early literacy skills and reading comprehension.

Tier 2:

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

Tier 3:

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

Materials:

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

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.

**Long Term EL:** 14/88 English Learners are identified as LTELs.

**English Learners:** ELPI Levels - 14 students identified at L1 (Emerging), 15 students identified at 2L (Expanding Low), 20 students identified at 2H (Expanding Md), 17 students identified at 3L (Expanding Upper), 12 students identified at 3H Bridging Low); 18 students identified at L4 (Bridging Upper)

**Reclassified:** 18 students (41.9%) were reclassified in 2024-2025, 13 students (30.2%) were reclassified in 2023-2024,

**Students with Disabilities:** 16 students identified as English Learners have an Individualized Education Program (IEP)

## Student Groups

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

- **English Learners (EL):** Purchase sub agreements for 10 California Teaching Fellows supports with English Learners identified at EL Proficiency Levels 1, 2, 3, partly fund a Certificated Tutor in support of English Learners during Schoolwide intervention of Foundational Skills and substitutes for teacher academic planning time (2x per year), translator contracts and babysitters for parent meetings. Digital literacy and math programs, tutoring, and small group instruction.
- **Students with Disabilities (SWD):** Planned data chats and goals setting with student with an IEP, planned student conversations, planned parent meetings, teacher professional Learning, professional learning for paraprofessionals to support students in the classrooms. Digital literacy and math programs, tutoring, and small group instruction.

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

- **English Learners (EL):** Purchase sub agreements for 10 California Teaching Fellows supports with English Learners identified at EL Proficiency Levels 1, 2, 3, partly fund a Certificated Tutor in support of English Learners during Schoolwide intervention of Foundational Skills and substitutes for teacher academic planning time (2x per year), translator contracts and babysitters for parent meetings.
- **Students with Disabilities (SWD):** Planned Data Chats with GE and SPED students, planned student conversations, planned parent meetings, teacher professional Learning, professional learning for paraprofessionals to support students in the classrooms. Digital literacy and math programs, tutoring, and small group instruction.

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

### English Language Learners:

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

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

### Short-Term (Learning) Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

- Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback.
- Outcomes measured by walk through data focused on IPG and PL school focus areas. 75% of classroom observations will show implementation of foundational skills lessons.
- Outcomes monitored by Principal, VP, and Teachers.

### Medium-Term (Change in Behavior or Performance) Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

- District benchmark, i-Ready Diagnostic reading assessments, DIBELS, SBAC Interim assessments.
- Outcomes measured by growth from assessment to assessment and through i-Ready Personalized Learning Lessons. 53.3% of students meeting their stretch growth will increase by 10% comparing last year's data to this year's data.
- Outcomes monitored by Teachers, Grade Level PLCs, and Administration.

### Long-Term (Change in Condition) Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

- SBAC Results: decrease the distance from meeting standards in ELA from -38.6 to -23.6
- Outcomes measured by growth from distance from standard.
- Outcomes monitored by Principal and Teachers.

## Action 2 :

### Math Achievement at Challenging Levels

#### Action Details:

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

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

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

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

Tier 1:

- Professional Learning Communities (PLC+) will collaboratively develop daily instructional schedules to ensure maximized and equitable minutes spent on Mathematics instruction.
- All students will receive high-quality effective Mathematics instruction, as defined by the Fresno Unified Instructional Practice Guide (IPG), that is aligned to their grade level Common Core State Standards.
- All students will be provided weekly opportunities to engage in their i-Ready individualized learning pathway to support their mathematics needs/deficiencies and growth, based on diagnostic results. Student usage, lesson

completion, and progress towards stretch goals will be monitored.

- All teachers will engage in quarterly peer observations (teacher to teacher).
- All teachers will engage students in goal setting for growth in math skills and monitor their progress using assessment data, including i-Ready, CFAs, and IABs/FIABs.
- All PLCs+ will create/identify and administer a minimum of 1 Common Formative Assessment (CFA) per chapter in Math that is standards/SBAC aligned.
- PLC+ will analyze grade level, whole class, and individual student data, diagnose learning needs, and provide targeted instruction, based on identified needs.
- All teachers in grades 3-6 will calendar and systematically administer Mathematics IABs/FIABs and analyze the data to adjust instruction, based on identified trends.
- All teachers of students in grades 3-6 will implement Math Lesson Design (MLD) and Beyond Math Fluency, focusing on providing more effective math instruction through the use of interactive lesson design, instructional strategies, and intentional planning to increase students' understanding of math concepts and use of mathematical practices and tools.
- All students in grades 1-6 will have access to Reflex Math, an online platform that supports students in improving their basic facts fluency (recommended usage is 15 minutes per day, 3-4 times per week).
- All teachers will provide good first instruction to all students using a variety of instructional delivery models, blended/personalized learning approaches, and timely intervention/enrichment with flexible groupings. Teachers will monitor student learning progress through assessment records and student work samples.
- Supplemental curriculum, instructional technology, materials and supplies will be utilized by staff to support instruction and interventions for differentiation, high levels of student engagement, and access to rigorous content. All students will have access to technology, internet, and digital resources that allow for engagement in differentiated learning, enrichment, and assessment.
- All teachers will receive job-embedded coaching support by the site Academic Coach and receive opportunities to engage in coaching cycles, focusing on building capacity in providing effective instruction and creating and maintaining a positive classroom climate and culture.

Tier 2:

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

Tier 3:

- Identified students who are non-responsive to tier 2 interventions, and meet criteria, after receiving at least 6 weeks of consistent small group targeted instruction towards their specific goals (with recorded progress monitoring) may be referred to the Student Success Team (SST) in order to seek positive solutions for maximizing student potential (required teachers will participate through sub release).
- Through the SST process, an individualized action plan of tier 3 interventions will be developed and implemented by appropriate staff, families, and the student.
- RSP Teacher and SPED Paraprofessionals will assist teachers in providing targeted intensive tier 3 intervention to identified students.
- Academic Coaches will coordinate academic interventions and monitor student progress to ensure adequate growth is being made and that prescribed interventions are meeting student needs.
- School Psychologist will conduct psycho-educational evaluations for identified students with intensive academic needs.

Materials:

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

**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.

**Long Term EL:** 14/88 English Learners are identified as LTELs.

**English Learners:** ELPI Levels - 14 students identified at L1 (Emerging), 15 students identified at 2L (Expanding Low), 20 students identified at 2H (Expanding Mid), 17 students identified at 3L (Expanding Upper), 12 students identified at 3H Bridging Low); 18 students identified at L4 (Bridging Upper)

**Reclassified:** 18 students (41.9%) were reclassified in 2024-2025, 13 students (30.2%) were reclassified in 2023-2024,

**Students with Disabilities:** 16 students identified as English Learners have an Individualized Education Program (IEP)

## Student Groups

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

- **English Learners (EL):** Purchase sub agreements for 10 California Teaching Fellows supports with English Learners identified at EL Proficiency Levels 1, 2, 3, partly fund a Certificated Tutor in support of English Learners during Schoolwide intervention of Foundational Skills and substitutes for teacher academic planning time (2x per year), translator contracts and babysitters for parent meetings. Digital literacy and math programs, tutoring, and small group instruction.
- **Students with Disabilities:** Planned data chats and goals setting with student with an IEP, planned student conversations, planned parent meetings, teacher professional Learning, professional learning for paraprofessionals to support students in the classrooms. Digital literacy and math programs, tutoring, and small group instruction.

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

- **English Learners (EL):** Purchase sub agreements for 10 California Teaching Fellows supports with English Learners identified at EL Proficiency Levels 1, 2, 3, partly fund a Certificated Tutor in support of English Learners during Schoolwide intervention of Foundational Skills and substitutes for teacher academic planning time (2x per year), translator contracts and babysitters for parent meetings.
- **Students with Disabilities (SWD):** Planned Data Chats with GE and SPED students, planned student conversations, planned parent meetings, teacher professional Learning, professional learning for paraprofessionals to support students in the classrooms. Digital literacy and math programs, tutoring, and small group instruction.
- We will also utilize 7090 for Professional Learning in Math Fluency with Fresno County of Education in Grades K - 6th.

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

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

- Teachers will integrate the CAELD Standards in all core content areas and engage in professional learning that will provide them with the latest research on effective English Language.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

### Short-Term (Learning) Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

- Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback.
- Outcomes measured by walk through data focused on IPG and PL school focus areas. 75% of classroom observations will show implementation of Math Practices and Math Standards.
- Outcomes monitored by Administration, Academic Coaches, and Teachers.

### Medium-Term (Change in Behavior or Performance) Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

- District benchmark, i-Ready Diagnostic MATH assessments, SBAC Interim assessments.
- Outcomes measured by growth from assessment to assessment and through i-Ready Personalized Learning Lessons. 44.4% of students meeting their stretch growth will increase by 10% comparing last year's data to this year's data.
- Outcomes monitored by Teachers, Grade Level PLC+, Academic Coaches, and Administration.

### Long-Term (Change in Condition) Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

- SBAC Results: decrease the distance from meeting standards in MATH from -52.8 to -37.8
- Outcomes measured by growth from distance from standard.
- Outcomes monitored by Administration, Academic Coaches, and Teachers.

# 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0495 Wishon Elementary (Locked)

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to support G1A1. CTFF (M-F) split between 3010 and 7091.	60,695.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.6957	Also supports EL students	106,957.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST Roving Sub, also supports G1A2 and G3A1 & A2	2,386.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Planning days 2 day/ Tk-6 Teacher, also supports G1A2	12,523.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.7500	Also supports G1A2	53,168.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies to support all goals and actions.	11,478.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			To purchase additional student Tech	1,000.00
G1A1	Sup & Conc	Instruction	Travel			: California Library Conference Travel Expenses	570.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: Lease for Printers Supports all Goals	7,960.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Supports G1A2, G3A1	500.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1793	Also supports EL students	27,565.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies to support all goals and actions	6,042.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : CTFF (M-F) split between 3010 and 7091	14,969.00
G1A2	Title 1 Basic	Instruction	Cons Svc/Oth			Fresno County Office of Education : 2- 1/2 days PL split funded with 7090	852.00
G1A2	Sup & Conc	Instruction	Cons Svc/Oth			Fresno County Office of Education : 2- 1/2 day PL for math instruction	548.00

**\$307,213.00**

**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	✓	91.8 %	88.9 %	2024-2025	90 %

**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 of the Fall Climate and Culture Student Survey (Grades 3rd-6th), **218/269** students responded favorable (strongly agree and agree), 36 students responded unfavorable (disagreed or strongly disagreed) and 13 students responded neither agree or disagree. The student-centered/real-world experiences domain under the Fall Climate & Culture Student Survey indicate that there was an increase of 4% from Spring 2024 Results.

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

Wishon noted an **increase of 86% favorable responses** as compared to other FUSD Elementary Schools (84%) and above the District Average (84%).

**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.

Wishon noted an **increase of 86% favorable responses** as compared to other FUSD Elementary Schools (84%) and above the District Average (84%). We plan to increase opportunities and student participation in extracurricular activities.

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

Fully Implemented

The actions were fully implemented. There is a high participation rate in real-world learning experiences for students in Grades Preschool - 6th. Parents feel comfortable with their students leaving campus to attend fieldtrips and events. And there are multiple opportunities for parents to attend as classroom volunteers.

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: Engagement in student-centered and real-world learning

Effective

The actions were effective. The increase in the Fall Climate & Culture student survey data shows that 83% of students feel connected to Wishon Elementary. For the student engagement domain in the Fall Climate & Culture Student Survey, there was an increase of 3% from Spring 2024 Results.

**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.

We strive to provide more opportunities for real world experiences such as field trips and school events. We plan to increase the number of activities available for students and also provide opportunities for them to give input on the types of clubs or activities they show interest. Principal and VP will track participation rates throughout the school year.

**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:

- Have speakers talk with students about their careers.
- More field trip opportunities for Preschool - 6th

ELAC:

- More field trip opportunities for Preschool - 6th
- Educational & enrichment assemblies for Grades K - 6th

Staff:

- Bring more experiences and presentations to the school site
- Additional clubs and activities to support Real World Experiences

**Action 1 :**

## Engagement in student-centered and real-world learning

**Action Details:**

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

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

**Tier 1:**

- All teachers will implement relevant and culturally responsive teaching practices and instruction that increases student engagement, ownership, and connection to content, school, and their lives.
- All teachers will provide students with ongoing feedback and instruct them how to revise their work or make improvements based on feedback they are given.
- All students will be provided strategies and approaches to problem-solving with a growth mindset in order to know how to improve and overcome challenges in all aspects of their lives.
- All students will have opportunities to learn about a variety of career fields through relevant classroom activities, literature, and instruction.
- All students will be provided opportunities to participate in grade level enrichment trips, career technical education experiences, and/or arts education fieldtrips to explore their interests, gain insight on new experiences, and make meaningful real-life connections to content learning.
- All students will have opportunities to engage in arts, music, activities, and athletics through classroom instruction.
- All students in grades 5 and 6 will receive Science Technology Engineering Math instruction (STEM5 and Kids Invent) and have opportunities to participate in annual District competitions.
- All students in grades 1 and 2 will receive Bricks for Kidz instruction and have opportunities to work collaboratively with their peers to create a robotic design.

**Tier 2:**

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

**Tier 3:**

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

**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.**

**Data from Fall 2024 Climate/Culture Student Survey:**

- **93% of English Learners responded favorably - Wishon Elementary prepares students for real world life experiences.**
- **82% of RFEP responded favorably - Wishon Elementary prepares students for real world life experiences.**
- **84% of Students with Disabilities responded favorably - Wishon Elementary prepares students for real world life experiences.**

## Student Groups

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

- *We plan to support our English Learners and RFEP students by purchasing materials and supplies in support of Wishon's Folkloric Club, Hip Hop Dance Club, Modern Dance Club, Hmong Dance Club, Polynesian Dance Club, Choir Club, Art Club, and Peach Blossom Club.*
- *We will utilize our Home School Liaison (HSL) to improve service and communication with the parents of our English Learners.*

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

We will utilize some of the 7091 funds for a HSL to improve services and communication with the families of our student groups. Translation services to communicate with parents regarding these experiences.

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

**English Learners (EL):**

- Student groups will be monitored to ensure ELs are encouraged to attend and participate in the real-world learning experiences/career opportunities. All students will be encouraged to engage in real-world learning activities and experiences.

**Student with Disabilities (SWD):**

- Student groups will be monitored to ensure Students with Disabilities (SWD) are encouraged to attend and participate in the real-world learning experiences/career opportunities. All students will be encouraged to engage in real-world learning activities and experiences.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

**Short-Term (Learning)**  
Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

Engagement participation will be analyzed quarterly for increases compared to last year.

Outcomes measured through ATLAS reports.

Outcomes monitored by Principal, VP, Climate & Culture Team, and Expanded Learning Coordinator.

**Medium-Term (Change in Behavior or Performance)**  
Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

Engagement participation will be analyzed quarterly for increases compared to last year.

Outcomes measured through ATLAS reports.

Outcomes monitored by Principal, VP, Climate & Culture Team, and Expanded Learning Coordinator.

**Long-Term (Change in Condition)**  
Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

Responses on the Climate and Culture Student Survey will increase by 5% compared to last year.

Outcomes measured through ATLAS reports.

Outcomes monitored by Principal, VP, and Climate & Culture Team and Expanded Learning Coordinator.

**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	✓		30.7 %	2023-2024	30.1 %
Chronic Absenteeism - (Asian)	✓		27.7 %	2023-2024	27.1 %
Suspension Rate	✓	0 %	1.2 %	2023-2024	0.87 %

**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, Chronic Absenteeism has decreased over the last year from 27.7% to 24.5%. The information on the School level Dashboard Metric is incorrect. The student groups with a high percentage of Chronic Absenteeism are the following subgroups: African American (33.3%) and White (25.9%)

Suspension rate has decreased from a count of 2 suspensions in Semester 1 to 0 suspensions in Semester 1 as compared to last school year.

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

- High percentage of students exposed to trauma
- Lack of transportation to and from school
- Low participation at attendance meetings

**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.

- Monthly attendance incentives
- Attendance Goal setting

- More home visits

## 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: Chronic Absenteeism - Semester 1

Partially Implemented

The action was partially implemented-. The HSL was able to make home visits. Parent transportation issues and lack of resources for parent follow up to support family needs continues to be a contributing factor.

Action 2: Suspension Rate - Semester 1

Fully Implemented

The action was fully implemented. Suspension rate has decreased from a count of 2 suspensions in Semester 1 to 0 suspensions in Semester 1 as compared to last school year. There has been more Tier I and Tier II supports in place as compared to previous years. Wishon has a full time CWAIS and part-time Restorative Practice Counselors. (These positions are funded by the District Office).

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: Chronic Absenteeism - Semester 1

Partially Effective

The action was partially effective. Chronic Absenteeism has decreased overall from 27.7% to 24.5%. The student groups with a high percentage of Chronic Absenteeism are the following subgroups: African American (33.3%) and White (25.9%)

Action 2: Suspension Rate - Semester 1

Effective

The action was fully implemented. Suspension rate has decreased from a count of 2 suspensions in Semester 1 to 0 suspensions in Semester 1 as compared to last school year. There has been more Tier I and Tier II supports in place as compared to previous years. Wishon has a full time CWAIS and part-time Restorative Practice Counselors. (These positions are funded by the District Office),

## 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.

We will fully implement discipline guideline practices to continue the decrease of schoolwide suspensions. Part of each Targeted Support Team (TST) meeting will focus on attendance and the HSL and School Office Assistant

will be included in these biweekly meetings.

**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:**

- More student engagement opportunities
- More field trips, both educational and incentive
- Increase SEL Supports

**ELAC:**

- More student engagement opportunities
- More field trips, both educational and incentive
- Increase SEL Supports

**Staff:**

- More peer mentoring opportunities
- More field trips, both educational and incentive
- Increase SEL Supports

**Action 1 :**

## Chronic Absenteeism - Semester 1

**Action Details:**

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

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

**Tier 1:**

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

**Tier 2:**

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

**Tier 3:**

- The HSL will make daily/weekly contact with families of individual students exhibiting chronic absenteeism to address continuing concerns about absences and discuss a plan for improvement. Individual student conferences will be held by the HSL/IS with chronically absent students to establish goals for improvement and incentive contracts.

- Weekly check-ins with students will be conducted to monitor progress and implement rewards.
- Home visits will be made by CWAIS and/or HSL to families of students who are chronically absent and unable to be contacted or who are not attending school for long periods to explore possible interventions or supports needed.
- Students/Families who do not respond positively to Tier I and II interventions by improving attendance will be referred to the District to proceed with the School Attendance Review Board (SARB) process.

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 students, including English Learners are included and encouraged to participate in available field trips, athletics, assemblies, clubs, and other extracurricular activities. 86% of our EL students responded favorably to questions related to student-centered and real-world experiences offered at Wishon Elementary which matches our general population's score according to our Fall Climate and Culture Survey.

## Student Groups

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

**English Learner (EL): Hispanic (HI):** We will provide a Student Success Team Coordinator Contract, Teacher academic planning time, Translator contracts and babysitters for parent meetings, Substitutes for teacher academic planning time, sub-agreement for 10 California Teaching Fellows to support student learning and funds to support on-going technology software licensing.

**English Learner (EL) Hispanic (HI): Long Term English Learner (LTEL):**

*We will recognize good and/or improved attendance by purchasing schoolwide incentives for all students groups specifically our EL, Hispanic and Long Term EL subgroups.*

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

**English Learner (EL): Hispanic (HI): Long Term English Learner (LTEL):** We will provide funds for mileage for home visits, substitutes for SST meetings with families, incentives for students and families, professional development, parent involvement meetings/events, and All4Youth SEL support.

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

**English Learner (EL): Hispanic (HI): Long Term English Learners:** Support families through Tier II or Tier III Counseling and select particular students from these groups who have high suspensions, misbehaviors, and/or chronic absenteeism. We will include these students in regular discussions with our TST (assigning a case support person) and check in with their progress regularly. Support will be tailored to the students and families. Attendance Team (School Office Assistant, HSL, Tier II CWAS, VP, Principal) will have meetings and check-ins with students and families. We will utilize Atlas Reports and Goal Setting Sheets.

**Home School Liaison Connection:**

- The Home School Liaison will support families of EL students with access to district and school communications in a language that is accessible to them, whenever possible.
- The Home School Liaison will provide Spanish translation for parents needing primary language support for meetings and communications promoting the positive impact of regular school attendance.
- Family Engagement Hour hosted by the Home School Liaison and administration will build the connection with our community therefore, increasing student engagement and participation with our school, staff and community.

**Schoolwide Communication:**

- The utilization of Live Video "Parroquial" Oral Interpretation for meetings (IEPs, SSC, ELAC, Parent Conferences, 504, SSTs) to provide open communication between the school and community.
- During ELAC, SSC and Parent Engagement Meetings, parents will be informed of current student engagement data and Goal 2 opportunities for students.
- Monthly Parent Newsletters and Sunday messages will update parents on current engagement opportunities for students.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

### Short-Term (Learning) Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

Decrease in chronic absenteeism rate monthly compared to last year.

Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, teacher.

Outcomes monitored by Admin Team, Teachers, TST and SST Teams.

### Medium-Term (Change in Behavior or Performance) Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

Decrease in chronic absenteeism rate by semester compared to last year.

Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, teacher.

Outcomes monitored by Admin Team, Teachers, TST, and SST Teams.

### Long-Term (Change in Condition) Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

Decrease in chronic absenteeism rate from this year to last year.

Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, teacher.

Outcomes monitored by Admin Team, Teachers, TST and SST Teams.

## Action 2 :

### Suspension Rate - Semester 1

#### Action Details:

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

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

Tier 1:

- All teachers will utilize Second Step online curriculum lessons, activities from the books, "Morning Meetings" and "Classroom Meetings", and Olweus Bullying Prevention materials to support students with developing social emotional skills and responses, positive peer relationships, conflict resolution, bullying prevention, and a positive classroom and school climate.
- All teachers will receive professional development on suicide awareness and prevention in order to support students who are struggling with thoughts of self-harm.
- All teachers will implement culturally responsive instructional practices to increase student engagement and connection between staff and students, validating and bridging students' home culture with school culture.
- All teachers will receive support with SEL teaching/learning through professional learning and coaching by the site Academic Coaches and District Climate and Culture Specialist (Tier 1 & 2).
- All students will receive direct, explicit Social Emotional Learning (SEL) instruction daily, that will foster and develop social skills and strategies.
- All students will have opportunities to participate in schoolwide activities and incentives to promote SEL, character strengths, kindness, and positive school connections, such as Mustang Bucks Tickets.
- All students who demonstrate good citizenship (social skills and work habits) will be recognized with quarterly awards.
- Tiered responses for student misbehavior will be collaboratively developed, agreed-upon, and implemented consistently by all staff.

- The Culture and Climate Team will identify schoolwide areas for growth to support student behavioral needs and social-emotional needs and will develop action plans for improvement.
- Supplemental curriculum, materials, supplies, and technology will be provided to support social emotional teaching and learning.

Tier 2:

- The Intervention Specialist and Restorative Practice Counselor will support Tier II systems and students in the area of social-emotional well-being.
- Students who demonstrate increasing misbehaviors will be identified by teachers and an informal goal setting/behavior improvement plan for the classroom will be developed through CWAIS-teacher-parent-student collaboration.
- Strategies/interventions/incentives will be implemented by teachers/parents to support students in improving their behavior.
- The Intervention Specialist will coordinate the Targeted Support Team, who will meet to collaboratively to develop action plans for identified student groups, based on data, with goals for improvements, a menu of interventions, and progress monitoring.
- The Intervention Specialist and Restorative Practice Counselor will provide direct services to identified student groups, such as supports with social skills, peer conflict, alternatives to recess, structured play, or transitioning from one setting to the next.
- The Home School Liaison will assist with supporting students and families for school success.

Tier 3:

- Individual students who do not respond positively to tier 1 and tier 2 interventions, will receive more intensive support through a formal Behavior Support Plan.
- The TST, families and students will work collaboratively to determine intensive behavioral and/or social-emotional interventions that will likely be most effective in resulting in changed behavior for the identified student in order to experience success in the school setting.
- Weekly check-ins with identified students will be conducted by the CWAIS and RPC to monitor student progress and provide support.
- A menu of alternatives to suspension (Tiered Responses to Misbehavior) will be implemented, when deemed appropriate by administration, to support students while remaining in school.

[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.](#)

Our part-time Restorative Practice Counselor and CWAIS will recruit EL students to participate in Mentoring Program which supports increasing student belonging and connectedness to Wishon Elementary. The Restorative Practice Counselor and CWAIS will support struggling EL, LTRL, HI students through 4-6 week Social Emotional Learning intervention sessions.

## Student Groups

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

**Hispanic (HI):** We will use funds to support individual and group counseling focused on building social emotional competencies and coping strategies to be conducted by our CWAIS and part-time Restorative Practice Counselor. The CWAIS and part-time Restorative Practice Counselor are currently funded by the District.

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

**English Learners (EL): African American (AA): Students with Disabilities (SWD): Socioeconomically Disadvantaged (SD): Hispanic (HI):** We will recognize good and/or improved behavior by purchasing schoolwide incentives for positive behaviors for all students groups. HSL will support with improved services and communication with the families of our student groups. We also plan to use some 7090 funds for supplies to promote parent engagement, promote acknowledgement of student growth and progress through award recognition efforts.

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

**English Learners (EL): African American (AA): Students with Disabilities (SWD): Socioeconomically Disadvantaged (SD): Hispanic (HI):** Our Restorative Practice Counselor will conduct re-entry meetings and our CWAIS will provide 4-6 week Social Emotional Learning (SEL) on social skills, self regulation, making good choices, and development of self-esteem. We will provide opportunities for an environmental change as an alternative to suspension solutions. We will have Family Engagement Hours focused on improving student engagement.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

### Short-Term (Learning)

Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

Decrease in suspensions monthly compared to last year,

Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents.

Outcomes monitored by Admin Team, TST, and Climate Culture Team.

### Medium-Term (Change in Behavior or Performance)

Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

Decrease in suspensions monthly compared to last year,

Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents.

Outcomes monitored by Admin Team, TST, and Climate Culture Team.

### Long-Term (Change in Condition)

Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

Decrease in suspensions monthly compared to last year,

Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents.

Outcomes monitored by Admin Team, TST, and Climate Culture Team.

# 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0495 Wishon Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			HSL milage	200.00

**\$200.00**

**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	✓	88.1 %	67.6 %	2024-2025	68.7 %

**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.

N/A

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

N/A

**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.

N/A

**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: Recruitment and Retention of Staff Reflecting Diversity Not Implemented

N/A

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: Recruitment and Retention of Staff Reflecting Diversity

Ineffective

N/A

**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.

After conducting a needs assessment and receiving educational partner feedback, it was decided that professional learning will be integrated within Goals 1 & 3. As a result, there will be no action connected to Goal 4 for the 2025/26 SPSA

**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:

N/A

ELAC:

N/A

Staff:

N/A

**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	✓	91.3 %	89 %	2024-2025	95 %

**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.

Wishon is focused on building strong connections between parents and the school community. Current data indicates that 89% of parents gave a favorable response in the Fall Climate and Culture Family Engagement Domain.

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

Wishon provides opportunities for parents to engage in school events and activities, aiming to foster active participation in their child's education. However, several barriers may hinder family involvement:

- **Work and Time Constraints:** Many parents have demanding work schedules or other commitments making it difficult to attend school events.
- **Language Barriers:** Non-English-speaking families might feel hesitant to participate due to limited language support.
- **Lack of Awareness:** Some parents may not be aware of available opportunities or may miss communication about events.
- **Transportation or Childcare Challenges:** Families with limited transportation or childcare resources may struggle to attend school activities.

**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.

**Work and Time Constraints:** Offer flexible event scheduling and virtual participation opportunities to accommodate parents' varied schedules.

**Language Barriers:** Provide translation services for events and communications, ensuring materials are available in multiple languages for diverse family backgrounds.

**Lack of Awareness:** Increase outreach efforts through platforms like **ParentSquare**, social media, and through collaboration with Parent University to reach a wider audience.

**Transportation/Childcare Challenges:** Provide on-site childcare during events to ease participation for parents and explore options for transportation support, ensuring that all families have access to school activities.

**Section B: Investigation**

**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: Inclusive Opportunities for Families to Engage

Partially Implemented

Wishon continues to make progress on this goal. During the 25-26 school year we will resume and continue to expand a range of parent engagement opportunities to further engage parents in their child's education.

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: Inclusive Opportunities for Families to Engage

Partially Effective

The Climate Culture Team created Schoolwide Events calendar to increase parent participation in school activities. While this effort has structured engagement opportunities, participation levels vary due to external barriers such as work schedules, language, and transportation. Fall Climate and Culture Family Survey data showing 89% favorable responses indicates positive perceptions but does not fully reflect attendance rates or active involvement. To improve effectiveness, additional out reach strategies (multilingual communication, virtual engagement, childcare support) are needed to ensure equitable access and increased participation across all student groups.

**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.

These changes aim to enhance parent involvement and create a more inclusive school community:

1. Flexible Event Scheduling: Offer events at varied times and provide virtual options.
2. Improved Communication: Increase multilingual outreach through ParentSquare and social media.
3. Support Services: Provide childcare and explore transportation options.
4. Personalized Outreach: Engage families through Parent University and Home School Liaison.
5. Track Engagement: Monitor participation trends and adjust strategies based on data.

**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:

- Parent Meetings
- Positive Phone Calls home
- Train Office/ASP Leads on Customer Service
- Connect with students with excess absences

- Parent Meetings
- Positive Phone Calls home
- Train Office on Customer Service
- Connect with students with excess absences

- Increase communication with parents through contact and Parent Square
- Opportunities for Family Events

## Action 1 :

### Inclusive Opportunities for Families to Engage

#### Action Details:

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

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

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

##### Tier 1:

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

##### Tier 2:

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

##### Tier 3:

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

students' needs.

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.

**English Learner (EL):**

- *On-going Support of ELAC: We will maintain active support for the English Learner Advisory Committee (ELAC) to ensure families are engaged and informed about their students' academic progress and resources available for support.*
- *HSL will continue to provide Spanish-language support for meetings and communications, helping to ensure that Spanish-speaking families are fully involved in their children's education.*
- *Increase Parent Involvement: Efforts will be made to increase parent involvement in SSC, ELAC, and DELAC meetings by providing clear communication and accessible meeting times to encourage attendance.*
- *ELPAC Administration: Certificated Tutor will administer the ELPAC(English Language Proficiency Assessment for California), ensuring students' progress is accurately measured.*
- *After-School Tutoring: After-school tutoring will be provided based on data for students who demonstrate a need, supporting their academic growth and helping to address learning gaps.*
- *Materials and Supplies: Necessary materials and supplies will be provided to support family participation in events, ensuring a welcoming and accessible environment for all families.*
- *Babysitting Services: Babysitting services will be offered during parent meetings to ensure that families with young children can participate without barriers.*

*These efforts align with our commitment to providing comprehensive support to Newcomers, Long-Term English Learner (LTEL), and Reclassified students, ensuring all families have the tools and support they need to engage in their children's education and success.*

## Student Groups

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

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

*The purchase sub agreements for 10 California Teaching Fellows supports with English Learners identified at EL Proficiency Levels 1, 2, 3 and partly fund a Certificated Tutor in support of English Learners during Schoolwide intervention of Foundational Skills. Additionally the following resources are being funded with Title 1 funds: Teacher planning time (2x per year) , Translator contracts and babysitters for parent meetings, and Substitutes for teacher academic planning time.*

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

We plan to use some funds for supplies to promote parent engagement, promote acknowledgement of student growth and progress through award recognition effort

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

**English Learner (EL):**

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

**Socio-economically Disadvantaged(SED):**

- Ensure monthly SST and TST meetings to address the needs of our low performing groups.
- Ensuring all families receive district and school communications in a language that is accessible to them, when possible.
- Increasing opportunities for parent engagement during and after school hours.
- District funded, site based Tier II Specialist and RPC to support in identifying psychosocial factors impacting identified students' unmet needs.
- Additionally, the District funded, site based Tier II Specialist and RPC will recruit students to participate in the Peer-to-Peer Mentoring program which supports increasing student belonging and connectedness to school.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)  
Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

We will see an increase in attendance at the Title I Parent Meeting/Back to School Night and at Parent Conferences.

Outcomes measured by attendance rosters. There will be a 10% increase in attendance as compared to last year.

Outcomes monitored by Principal, VP, and teachers.

Medium-Term (Change in Behavior or Performance)  
Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

We will see an increase from the Fall Climate & Culture Survey to the Spring Climate and Culture Survey.

Outcomes measured by Family Engagement domain. There will be an increase of 2%favorable.

Outcomes monitored by Principal, VP, and teachers.

Long-Term (Change in Condition)  
Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

We will see an increase in the Fall Climate & Culture Family survey from last year to this year.

Outcomes measured by Family Engagement domain. There will be an increase of 2% favorable.

Outcomes monitored by Principal, VP, and teachers

## 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0495 Wishon Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting for parent involvement meetings.	227.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent involvement **No food or incentives**	1,844.00
G5A1	Sup & Conc	Instruction	Direct-Food			Food services for PL/conferences/ parent events. Supports G4	1,000.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translating for parent conferences	196.00

**\$3,267.00**

# 2025-2026 Budget for SPSA/School Site Council

## State/Federal Dept 0495 Wishon Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to support G1A1. CTFF (M-F) split between 3010 and 7091.	60,695.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.6957	Also supports EL students	106,957.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST Roving Sub, also supports G1A2 and G3A1 & A2	2,386.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Planning days 2 day/ Tk-6 Teacher, also supports G1A2	12,523.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.7500	Also supports G1A2	53,168.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies to support all goals and actions.	11,478.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			To purchase additional student Tech	1,000.00
G1A1	Sup & Conc	Instruction	Travel			: California Library Conference Travel Expenses	570.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: Lease for Printers Supports all Goals	7,960.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Supports G1A2, G3A1	500.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1793	Also supports EL students	27,565.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies to support all goals and actions	6,042.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : CTFF (M-F) split between 3010 and 7091	14,969.00
G1A2	Title 1 Basic	Instruction	Cons Svc/Oth			Fresno County Office of Education : 2- 1/2 days PL split funded with 7090	852.00
G1A2	Sup & Conc	Instruction	Cons Svc/Oth			Fresno County Office of Education : 2- 1/2 day PL for math instruction	548.00
G3A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			HSL milage	200.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting for parent involvement meetings.	227.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent involvement **No food or incentives**	1,844.00
G5A1	Sup & Conc	Instruction	Direct-Food			Food services for PL/conferences/ parent events. Supports G4	1,000.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translating for parent conferences	196.00

\$310,680.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$63,618.00
Sup & Conc	7090	\$198,090.00
LCFF: EL	7091	\$48,972.00
<b>Grand Total</b>		<b>\$310,680.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$307,213.00
G3 - Increase student engagement in their school and community	\$200.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$3,267.00
<b>Grand Total</b>	<b>\$310,680.00</b>