

Wishon Elementary

10621666006589

Principal's Name: Noemi Parayno

Principal's Signature:



The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

Table of Contents	
Topic	Details
Cover Page	CDS Code with Signature
Table of Contents	Listing of SPSA Contents and District Goals
Centralized Services	N/A
School Site Council Assurances	Consolidated Program Assurances
School Site Council (SSC)	Members list
Required Signatures	Principal and SSC Chairperson
Budget	Site Allocations
School Quality Review Process	- Needs Assessment: Data Analysis and identification of needs and goals - Actions designed to meet needs and targeted goals - Budget allocations and planned expenditures
Additional Documents	SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum

District Goals		
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals and Guardrails 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.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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

Consolidated Program Assurances

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

School Site Council

School Site Council List

Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Noemi Parayno	X				
2. Chairperson - Noemi Quesada				X	
3. Diana Mora				X	
4. Andrea Lawrence Aguilar				X	
5. Zahri Ramirez				X	
6. Ashley Bracamonte				X	
7. Melinda Bohannon		X			
8. Stacey Frank		X			
9. Nancy West		X			
10. Yuri Flores			X		
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☐ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: Wishon Elementary School			
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 N. Parayno		3/17/26
SSC Chairperson	Noemi Quesada		3/17/26

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

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

FY 2026/27

Wishon - 0495

ON-SITE ALLOCATION

3010	Title I	\$58,788 *
7090	LCFF Supplemental & Concentration	\$167,040
7091	LCFF for English Learners	\$35,420

TOTAL 2026/27 ON-SITE ALLOCATION

\$261,248

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$1,704
Program Budget	\$57,084
Total Title I Allocation	\$58,788

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Wishon Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review						
School Level Dashboard						
Goal	Selected Metrics	Current Target	Actual	As Of	Target	
Goal 1	ELPAC - percentage of students who scored 4		18.8 %	2024-2025	19.9 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		47.1 %	2024-2025	48.2 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		58.1 %	2025-2026	59.2 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		49.2 %	2025-2026	50.3 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		50 %	2025-2026	51.1 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		61.4 %	2025-2026	62.5 %	↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		40.5 %	2025-2026	41.6 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		69.4 %	2025-2026	70.5 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		45.1 %	2025-2026	46.2 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		48.4 %	2025-2026	49.5 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		58.8 %	2025-2026	59.9 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		22.2 %	2025-2026	23.3 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-23.6 pts	-36.2 pts	2024-2025	-21.2 pts	↑
Goal 1	SBAC ELA - Average distance from standard (Students w/ Disabilities)	-63.9 pts	-117.3 pts	2024-2025	-102.3 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		36.5 %	2024-2025	41.5 %	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-37.8 pts	-64.6 pts	2024-2025	-49.6 pts	↑
Goal 1	SBAC Math - Average distance from standard (Students w/ Disabilities)		-137.9 pts	2024-2025	-122.9 pts	↑

Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		25.1 %	2024-2025	30.1 %	↑
Goal 2	Chronic Absenteeism - (Asian)	27.1 %	31.8 %	2024-2025	31.2 %	↓
Goal 2	Chronic Absenteeism - (English Learner)		25.7 %	2024-2025	25.1 %	↓
Goal 2	Chronic Absenteeism - (Hispanic)		34.5 %	2024-2025	33.9 %	↓
Goal 2	Chronic Absenteeism - (Socioeconomically Disadvantaged)		36 %	2024-2025	35.4 %	↓
Goal 2	Chronic Absenteeism - (Students w/ Disabilities)		49.5 %	2024-2025	48.9 %	↓
Goal 2	Chronic Absenteeism - (White)		56.7 %	2024-2025	56.1 %	↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	30.1 %	22.6 %	2025-2026	22 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	95 %	95 %	2025-2026	96.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	68.7 %	76 %	2025-2026	77.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		90 %	2025-2026	92 %	↑
Goal 2	Suspension Rate (ALL) Semester 1	0.87 %	0.4 %	2025-2026	0.07 %	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

ELA / Math -

- A significant number of students are not achieving at challenging levels in both SBAC English Language Arts (ELA) and SBAC Mathematics.
- The following major student groups are underperforming significantly below grade level based on 2024 - 2025 SBAC results in ELA and Math: SWD (5%), Asian (12.9%), African American (20%), Hispanic (26.4%), and Socioeconomically Disadvantage (23.5%)

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

Schoolwide SEL and Engagement -

Based on the results of the Fall Climate and Culture Student Survey (Grades 3–6), 90% of students responded favorably in the Health and Wellness Guardrail. Most survey items showed strong positive responses, with favorable ratings ranging from 88% to 98%. However, one item had a significantly lower favorable rating of 45%: “Within the past 30 days, I have repeatedly experienced bullying because of my appearance.”

In the Student-Centered/Real-World Experiences domain, the 2025 Fall Climate and Culture Student Survey results show a 5% increase compared to the 2024 results under the Health and Wellness Guardrail.

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

Chronic Absenteeism -

Chronic absenteeism remains a measurable concern, with an overall rate of 22.6%, reflecting an 8.1 percentage-point decrease from 30.7% in 2023–2024. Despite this improvement, absenteeism continues to affect student learning and engagement.

While overall rates declined, several student groups experienced increases. Chronic absenteeism among Asian students rose from 27.7% to 31.8%, an increase of 4.1 percentage points. Increases were also observed among English Learners (+3 percentage points), Hispanic students (+3.7 percentage points), socioeconomically disadvantaged students (+4.5 percentage points), students with disabilities (+13.2 percentage points), and White students (+33.3 percentage points). These subgroup trends indicate persistent and, in some cases, widening disparities.

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

Suspension -

The suspension rate increased from 1.2% in Semester 1 of 2024 to 1.5% in Semester 1 of 2025 compared to the previous school year.

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

ELA / MATH

- Limited academic interventions prevent students with disabilities, English Learners, and socioeconomically disadvantaged students from receiving targeted support to close learning gaps.
- Chronic absenteeism disrupts learning, specifically for English Learners and at-risk students, leading to inconsistent skill development in ELA and Math.
- Insufficient language support for English Learners limits their ability to engage with rigorous content, requiring stronger scaffolding and academic discourse strategies.

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

Schoolwide SEL and Engagement -

Wishon reported 90% favorable responses, which is slightly below the average of other FUSD elementary schools (94%) but above the district average (86%).

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

Chronic Absenteeism - (22.6%Overall, 31.8% Asian Students)

- **Family and Socioeconomic Barriers:** Transportation challenges, housing instability, and family work schedules continue to impact consistent attendance.
- **Student Engagement:** A lack of meaningful connections to school, limited extracurricular involvement, and low academic engagement reduce students' motivation to attend regularly.
- **Health Concerns:** Physical illness, mental health challenges, and limited access to healthcare services contribute to frequent absences.
- **Disparities Among Student Groups:** Higher absenteeism rates among certain student groups may reflect systemic barriers, inequitable access to resources, and engagement gaps that require targeted support.

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

Suspension Rate -

School Climate and Culture Factors

- Inconsistent behavior expectations across classrooms
- Low student engagement, leading to disruptive behavior
- Limited relationship-building between students and staff

Transitional Impacts

- Heightened emotional regulation challenges
- Reduced stamina for structured learning environments
- Gaps in social skills development

Student and Community Factors

- Mental health concerns (anxiety, trauma, depression)
- Family Stressors (financial hardship, abandonment, separation of parents)
- Chronic absenteeism, causing disengagement and behavioral challenges

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.

ELA/MATH -

- **Strengthen Targeted Interventions:**
Improve outcomes for high-need student groups by deepening PLC collaboration focused on data-driven instruction, intentional intervention planning, and consistent progress monitoring. Ensure instructional adjustments are responsive, timely, and aligned to student needs.
- **Reduce Chronic Absenteeism:**
Implement proactive attendance initiatives that include early identification of attendance concerns, family outreach, personalized goal-setting, and engagement strategies that reinforce the importance of daily learning.
- **Enhance Language Development for English Learners:**
Integrate English Language Development (ELD) strategies into PLC planning cycles, provide ongoing professional learning for staff, and promote structured academic discourse to accelerate language acquisition and content mastery.

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.

Schoolwide SEL and Student Engagement -

Wishon noted an increase of 86% favorable responses as compared to other FUSD Elementary Schools (89%) and above the District Average (83%). We plan to increase opportunities and student participation in extracurricular activities, assemblies, Career Day, and Guest Speakers,

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.

Decrease Chronic Absenteeism -

- **Implement Targeted Attendance Outreach and Goal Setting:**
Develop early identification systems for students with chronic absences and provide personalized outreach and goal-setting supports to re-engage students and monitor progress consistently.
- **Strengthen School Climate and Student Engagement:**
Foster a positive, inclusive school environment where students feel connected, valued, and motivated to attend through relationship-building initiatives and meaningful engagement opportunities.
- **Expand Social-Emotional Learning and Restorative Practices:**
Integrate SEL Lessons and restorative justice approaches to reduce suspensions, build conflict resolution skills, and create supportive responses to behavioral challenges.
- **Enhance Family Partnerships and Support Services:**
Strengthen communication with families and connect them to community resources to address barriers such as transportation, health, housing, or other challenges impacting consistent attendance.

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.

Decrease Suspension Rate -

Strengthen Tier 1 Prevention (Schoolwide)

- Establish Clear, Consistent Expectations
- Define 3-5 positively stated behavior expectations
- Ensure consistent enforcement across classrooms
- Teach, model and practice them regularly

Implement or Strengthen Positive Behavioral Interventions and Supports

- Use behavior data to identify patterns (location, time, subgroups)
- Recognize and reinforce positive behavior consistently
- Provide staff refresher trainings

Improve School Climate

- Increase student voice opportunities (leadership roles, student council)
- Structure restorative conversations and circles

- Provide staff training to ensure restorative practices are proactive and not reactive
- Structured relationship building routines (morning meetings)

Create Reflection or Reset Spaces

- Pair with goal setting and re-entry meetings
- Provide supervised in-school alternatives where students reflect and problem-solve

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

ELA Achievement at Challenging Levels

Partially Implemented

The 25–26 SPSA actions were partially implemented, resulting in a -6 point increase in the site’s Distance from Standard based on the 2025–2026 SBAC results. To further improve outcomes, instructional minutes must be more strategically refined to balance targeted intervention and grade-level instruction. PLCs will continue implementing a comprehensive reading program with a strong emphasis on early literacy and foundational skills in PK–2 to ensure all students are reading by First grade. PLC work will remain focused on effective reading strategies, reading comprehension and targeted interventions designed to accelerate literacy growth. In addition, site SEL supports will be strengthened to further enhance student well-being and engagement.

Math Achievement at Challenging Levels

Fully Implemented

The 25–26 SPSA actions were fully implemented, resulting in a one-point increase in the site’s Distance from Standard on the 2024 SBAC Math results. This limited growth indicates that targeted interventions, PLC work, and instructional coaching were not sufficiently effective. Refinements are needed in the use of instructional minutes to ensure a more balanced approach between intervention and grade-level instruction. Strengthening PLC collaboration, instructional coaching, and site SEL supports will further enhance student learning and overall academic achievement.

Engagement in student-centered and real-world learning

Fully Implemented

The 2025 Fall Climate & Culture Student Survey results show that 86% of students feel connected to Wishon Elementary. In the Student Engagement domain, there was a 1% increase compared to the Fall 2024 results.

Chronic Absenteeism - Semester 1

Partially Implemented

The HSL and District CWAIS were 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.

Suspension Rate - Semester 1

Fully Implemented

The suspension rate increased from 1.2% in Semester 1 of 2024 to 1.5% in Semester 1 of 2025 compared to the previous 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 CWA. These position are fully funded by the District Office.

Inclusive Opportunities for Families to Engage

Fully Implemented

Wishon Elementary School will continue its partnership with Parent University to provide monthly Family Leadership Academy modules. These modules will include, but are not limited to, Family Literacy Night, Advocating for Student Success, Using Data to Support Students, Family Math Night, Building Collaborative Partnerships, and Portrait of a Learner.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

ELA Achievement at Challenging Levels

Partially Effective

Students with Disabilities had a decrease on SBAC. While the metrics show a decline (117.3 points below standard), we only recently were able to begin implementing additional interventions. We anticipate seeing a 3% growth next school year. Hispanic, English Learners, and recently reclassified EL students showed growth on SBAC, supported by the focus on pull out intervention in 3rd-5th.

Math Achievement at Challenging Levels

Effective

The metrics on i-Ready show 79.6 %of 2nd Grade students met stretch growth, 74.2% of 1st Grade met stretch growth, 58.1%of 4th Grade students met stretch growth and in 67.7% of 6th Grade students met stretch growth in I-Ready Diagnostic 2. Tier 2 intervention has been consistent in Grades 1st - 5th. We anticipate seeing growth in Spring i-Ready D3 and Fall I-Ready D1.

Engagement in student-centered and real-world learning

Effective

The Fall Climate & Culture Student Survey data shows that 86% of students feel connected to Wishon Elementary. In the student engagement domain, results increased by 1% compared to Fall 2024.

Chronic Absenteeism - Semester 1

Partially Effective

Chronic absenteeism increased from 30.7% in 2024 to 35.5% in 2025. The student subgroups with the highest rates of chronic absenteeism are White students (57.7%), Students with Disabilities (49.5%), and Hispanic students (34.5%).

Suspension Rate - Semester 1

Effective

The suspension rate increased from 1.2% in Semester 1 of 2024 to 1.5% in Semester 1 of 2025 compared to the previous 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 CWA. These position are fully funded by the District Office.

Inclusive Opportunities for Families to Engage

Effective

Wishon Elementary School will continue its partnership with Parent University to provide monthly Family Leadership Academy modules. These modules will include, but are not limited to, Family Literacy Night, Advocating for Student Success, Using Data to Support Students, Family Math Night, Building Collaborative Partnerships, and Portrait of a Learner.

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.

Schoolwide SEL and Engagement

- We strive to provide more opportunities for real world experiences such as school activities 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 year.

Schoolwide Suspension:

- We will fully implement discipline guideline practices to continue the decrease of schoolwide suspensions. Part of each Targeted Support Team / Targeted Attendance Team meeting will focus on attendance and behavior. The HSL, School Office Assistant, and CWAIS will continue to monitor attendance and engage identified students with Attendance Goal Setting.

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:

Top Priorities

- **Certificated tutors** to support foundational skills and English Learners were consistently ranked the highest.
- **Technology, software, and supplemental instructional materials** were frequently prioritized.
- **Goal-setting incentives** and **California Teaching Fellows** received strong support

ELAC:

Top Priorities

- **Certificated tutors** and **California Teaching Fellows** to support foundational skills were consistently ranked the highest.
- **Materials and supplies** were frequently prioritized.
- **Social Emotion Support** for students

Staff:

Top Priorities

- **Certificated tutors** and **California Teaching Fellows** to support foundational skills were consistently ranked the highest.
- **Technology, materials and supplies** were frequently prioritized.
- **Office Equipment Lease (Ricoh)** received strong support.

Mid -Level Priorities

- **SEL support staff** (mentors, coaches, counselors) ranked in the middle range.
- **Substitutes to provide academic planning time** were viewed as moderately important.

Lower Priorities

- **Tutoring contracts** and **behavior incentives** received lower rankings.
- **Substitutes for teacher planning days and SST meetings** were consistently ranked as the lowest priority

Schoolwide Trend

Parents clearly prioritized academic support, technology, and instructional resources over behavioral or administrative-related investments.

Mid Level Priorities

- **Release days for SST** was ranked mid range.
- **Technology** was viewed as moderately important.
- **Parent Involvement** (Babysitting for FEH, SSC, ELAC)

Lower Priorities

- **Substitutes for teacher planning days** was consistently ranked as the lowest priority

Mid Level Priorities

- **Release days for SST and teacher planning days** were ranked mid range.
- **Direct Maintenance and repairs** were viewed as moderately important.
- **ELPAC Assessors** were ranked mid range.

Lower Priorities

- **Parent Involvement** (Babysitting for FEH, SSC, ELAC)
- **Direct Food Services** (FEH, Parent University Leadership Academy, ILT Meetings)



Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

English Language Arts Instructional Plan TK-6

Action Details

Early Literacy

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 2BChallengingContent: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 2CChallengingContent:During foundational skills lessons, does instruction develop skills in service of comprehension?
- Tenet 3Ownership: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.

Direct Instructional Services

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 Kindergarten through 2nd Grade 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, IABs, FIABs and ICAs.

- 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 Coach will support all staff with coordination of Literacy/ELD programs for effective implementation, including support with curriculum, resources, technology, and assessment.
- Academic Instructional Coach will work side by side with teachers, professional learning communities, and site leadership to improve instructional strategies within content areas.
- Academic Instructional Coach will work side by side with teachers to improve integrated and designated ELD instruction.
- Academic Instructional Coach will provide job-embedded strategies to ALL teachers in identifying interim targets and short/long term goals, delivering on-site professional learning sessions based on need, developing clear, data-based descriptions through observations and literal note. offering recommendations based on data collected and analysis of student work to support next steps for instruction.
- Academic Instructional Coach will provide Cognitive Coaching Cycles to ALL teachers: demonstrate, model, or co-teach lessons or instructional strategies , hold planning sessions, and lesson reflection.
- Academic Instructional Coach 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 Coach will assist teachers with providing designated ELD instruction to targeted groups of EL students in order to increase student progress towards English language proficiency.

Tier 3:

- Identified students who are non-responsive to tier 2 interventions, and meet criteria, after receiving at least 8 weeks of consistent small group targeted instruction towards their specific goals (with recorded progress monitoring) maybe referred to the Student Success Team (SST) in order to seek positive solutions for maximizing student potential (required teachers will participate through sub release).
- Through the SST process, an individualized action plan of tier 3 interventions will be developed and implemented by appropriate staff, families, and the student.
- 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:** 0 English Learners are identified as LTELs.
- English Learners:** ELPI Levels - 10 students identified at L1 (Emerging), 9 students identified at 2L (Expanding Low), 17 students identified at 2H (Expanding Mid), 13 students identified at 3L (Expanding Upper), 13 students identified at 3H Bridging Low); 18 students identified at L4 (Bridging Upper)
- Reclassified:** 16 students (35.6%) were reclassified in 2025-2026, 12 students (26.7%) were reclassified in 2024-2025, 11 students (24.4%) 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 6 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 6 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 Academic Coach, 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 CA ELD Standards in all core content areas and engage in professional learning that will provide them with the latest research on effective English Language Development.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Wishon Elementary School will continue its partnership with Parent University to provide monthly Family Leadership Academy modules. These modules will include, but are not limited to, Family Literacy Night, Advocating for Student Success, Using Data to Support Students, Family Math Night, Building Collaborative Partnerships, and Portrait of a Learner.

Professional Learning

Describe Professional Learning related to this action.

- 1) PL opportunities for Tier II and Tier III focused on teaching Reading Foundational Skills
- 2) PL opportunities around differentiated instruction and UDL Strategies
- 3) PL opportunities to strengthen schoolwide writing process (TK - 6th) utilizing Write Tools

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong 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, VP, and Teachers.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Math Instruction

Action Details

College & Career Readiness

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?

Direct Instructional Services

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, IABs, FIABs, and ICAs.
- 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, ICAs and analyze the data to adjust instruction, based on identified trends.
- All teachers of students in grades 3-6 will focus 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 K-6 will have access to i-Ready Pathway Lessons in Mathematics, 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) maybe referred to the Student Success Team (SST) in order to seek positive solutions for maximizing student potential (required teachers will participate through sub release).
- Through the SST process, an individualized action plan of tier 3 interventions will be developed and implemented by appropriate staff, families, and the student.
- RSP Teacher and SPED Paraprofessionals will assist teachers in providing targeted intensive tier 3 intervention to identified students.
- Academic Coach 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 will 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: 0 English Learners are identified as LTELs.

English Learners: ELPI Levels - 10 students identified at L1 (Emerging), 9 students identified at 2L (Expanding Low), 17 students identified at 2H (Expanding Mid), 13 students identified at 3L (Expanding Upper), 13 students identified at 3H Bridging Low); 18 students identified at L4 (Bridging Upper)

Reclassified: 16 students (35.6%) were reclassified in 2025-2026, 12 students (26.7%) were reclassified in 2024-2025, 11 students (24.4%) 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 6 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 6 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?

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Wishon Elementary School will continue its partnership with Parent University to provide monthly Family Leadership Academy modules. These modules will include, but are not limited to, Family Literacy Night, Advocating for Student Success, Using Data to Support Students, Family Math Night, Building Collaborative Partnerships, and Portrait of a Learner.

Professional Learning

Describe Professional Learning related to this action.

- 1) Continue PL opportunities to develop Math Fluency: Math Talks, Counting Collections, and Games (K-6th)
- 2) Schoolwide Book study on Building Thinking Classrooms in Mathematics (K-6th). Learn the 14 teaching practices that research show optimized conditions for students to think.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)
Expect to see

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

Long-Term (Change in Condition)
Hope to see

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 Coach, and Teachers.

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.

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 Coach, and Teachers.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0495 Wishon Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : M-T 6 TF 3.5 hours split fund with 6211 (\$18,000)	56,858.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3300	Triple funded : 0.168 FTE 7091, 0.33 FTE 7090, 0.377 FTE 6211 **Budget lines for personnel include salaries and related benefits	52,060.00
G1A1	Sup & Conc	Instruction	Teacher-Subs				14,921.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			ELPAC assessors **Budget lines for personnel include salaries and related benefits	674.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.7500	G1A1, G1A2 **Budget lines for personnel include salaries and related benefits	57,296.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: To purchase and replace tech Also fits G1A1&2	8,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh lease: Office, Rm 18, Rm 102, & Rm 30	22,000.00
G1A1	Sup & Conc	Instruction	Direct-Food			Food services for Parent events, conferences, PL supports G4 & G5	2,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Graphics Dept closing, moved from object 5725 to 5899.	600.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1680	Triple funded : 0.168 FTE 7091, 0.33 FTE 7090, 0.377 FTE 6211 **Budget lines for personnel include salaries and related benefits	26,505.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies. Supports G1, G3, G5	8,520.00
G1A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translating for conferences **Budget lines for personnel include salaries and related benefits	195.00

\$249,629.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Schoolwide Social Emotional Learning and Engagement

Action Details

Life Skills

Wishon will expose students to a variety of career opportunities through 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.

Direct Instructional Services

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 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.
- 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 and 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 2025 Climate/Culture Student Survey:

- *English Learners 85% of English Learners responded favorably - Health and Wellness Guardrails*
- *96% of RFEP responded favorably - Health and Wellness Guardrails*
- *90% English Only students responded favorably - Health and Wellness Guardrails*
- *90% Students with Disabilities responded favorably - Health and Wellness Guardrails*

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, Peach Blossom Club and Fall/Winter/Spring Sports.*
- *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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Wishon Elementary School will continue its partnership with Parent University to provide monthly Family Leadership Academy modules. These modules will include, but are not limited to, Family Literacy Night, Advocating for Student Success, Using Data to Support Students, Family Math Night, Building Collaborative Partnerships, and Portrait of a Learner.

Professional Learning

Describe Professional Learning related to this action.

Wishon will focus Professional Learning on the whole child on integrating social, emotional, and cognitive development with academic instruction to support the comprehensive needs of students. Key areas include building positive relationships, implementing restorative practices, and understanding the science of learning to improve school climate.

Components of this professional learning include:

- **Core Concepts:** Understanding that learning is both social and emotional, and that a child's environment directly impacts their cognitive capacity.
- **Skill Development:** Training on fostering student self-regulation, resilience, and executive function.
- **Instructional Strategies:** Integrating SEL (Social-Emotional Learning) with academic content and using data to track student development.
- **Restorative Approaches:** Shifting from punitive discipline to restorative, relationship-based practices.
- **Partnerships:** Building trust and collaboration between educators, families, and communities

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

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.

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, Climate & Culture Team, and Expanded Learning Coordinator.

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

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

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Chronic Absenteeism - Semester 1

Action Details

Health & Wellness

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.

Direct Instructional Services

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 (Be You Club!, 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 6 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Wishon Elementary School will continue its partnership with Parent University to provide monthly Family Leadership Academy modules. These modules will include, but are not limited to, Family Literacy Night, Advocating for Student Success, Using Data to Support Students, Family Math Night, Building Collaborative Partnerships, and Portrait of a Learner.

Professional Learning

Describe Professional Learning related to this action.

Wishon will focus Professional Learning on the whole child on integrating social, emotional, and cognitive development with academic instruction to support the comprehensive needs of students. Key areas include building positive relationships, implementing restorative practices, and understanding the science of learning to improve school climate.

Components of this professional learning include:

- **Core Concepts:** Understanding that learning is both social and emotional, and that a child's environment directly impacts their cognitive capacity.
- **Skill Development:** Training on fostering student self-regulation, resilience, and executive function.
- **Instructional Strategies:** Integrating SEL (Social-Emotional Learning) with academic content and using data to track student development.
- **Restorative Approaches:** Shifting from punitive discipline to restorative, relationship-based practices.
- **Partnerships:** Building trust and collaboration between educators, families, and communities

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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/TAT 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/TAT, 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 b school, grade level, teacher.

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

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Suspension Rate - Semester 1

Action Details

Health & Wellness

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.

Direct Instructional Services

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 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 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 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.

CWAIS will recruit EL students to participate in Mentoring Program which supports increasing student belonging and connectedness to Wishon Elementary. CWAIS will support struggling EL, LTEL, 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. Our full time CWAIS is 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): Administration 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Wishon Elementary School will continue its partnership with Parent University to provide monthly Family Leadership Academy modules. These modules will include, but are not limited to, Family Literacy Night, Advocating for Student Success, Using Data to Support Students, Family Math Night, Building Collaborative Partnerships, and Portrait of a Learner.

Professional Learning

Describe Professional Learning related to this action.

Wishon will focus Professional learning on the whole child on integrating social, emotional, and cognitive development with academic instruction to support the comprehensive needs of students. Key areas include building positive relationships, implementing restorative practices, and understanding the science of learning to improve school climate.

Components of this professional learning include:

- **Core Concepts:** Understanding that learning is both social and emotional, and that a child's environment directly impacts their cognitive capacity.
- **Skill Development:** Training on fostering student self-regulation, resilience, and executive function.
- **Instructional Strategies:** Integrating SEL (Social-Emotional Learning) with academic content and using data to track student development.
- **Restorative Approaches:** Shifting from punitive discipline to restorative, relationship-based practices.
- **Partnerships:** Building trust and collaboration between educators, families, and communities

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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,

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.

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/TAT, and Climate Culture Team.

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/TAT, and Climate Culture Team.

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/TAT, and Climate Culture Team.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28

Action Details

Health & Wellness

Wishon Elementary will continue to augment music and Arts Education with the Dance program we have stated during PE as a catalyst for whole-child development, reinforcing academics through creativity, movement, and critical thinking. Integrating dance helps students learn better, think deeper, and connect more meaningfully with what they study.

Direct Instructional Services

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

- Classroom materials and supplies will be purchased to support music and dance, like safe flooring and good sound system
- Materials and classroom supplies needed for production
- Curriculum materials that align with standards
- Basic costumes and shoes that can be used repeatedly
- Guest presenters and professional learning for teachers to improve instruction

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.

N/A

Student Groups

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

N/A

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

N/A

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

All student subgroups (ELL, Hispanic, Asian, African American, SWD, and Socioeconomic Disadvantage groups) have an opportunity to take part in Music, Arts Education and Dance programs throughout the school year.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Arts will be showcased at various family engagement events such as:

- Multicultural Community Faire
- Family Engagement Hour
- Fall Harvest Festival
- Musical Concerts
- Open House
- Talent Show

Professional Learning

Describe Professional Learning related to this action.

N/A

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

Increased Student Engagement:

- Students show enthusiasm, participation, and joy in movement-based learning.
- Measured by teacher observations, attendance and student surveys.
- Monitored by dance teacher and site administrator.

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.

Increased Student Focus and Self-Regulation:

- Students demonstrate greater ability to concentrate, follow multi-step directions and manage energy levels appropriately.
- Measured by teacher observations, reduction in redirections or behavior incidents.
- Monitored by dance teacher and classroom 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.

Enhanced School Culture and Climate:

- Wishon fosters a positive, inclusive environment where the arts are valued, and students feel a strong sense of belonging and pride.
- Measured by school climate and culture surveys, student attendance, and family engagement data.
- Monitored by site administrators.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0495 Wishon Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials & Supplies for parent involvement **NO FOOD OR INCENTIVES**	1,704.00
G2A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	8,762.00
G2A1	Sup & Conc	Security	Cls Sup-Ovr			Campus safety for family engagements **Budget lines for personnel include salaries and related benefits	727.00
G2A2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting **Budget lines for personnel include salaries and related benefits	226.00
G2A2	LCFF: EL	Attendance & Social Work Service	Local Mileag			HSL Milage	200.00

\$11,619.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0495 Wishon Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0495	1110	1000	5110	Subagreements					G1A1	California Teaching Fellows Foundation : M-T 6 TF 3.5 hours split fund with 6211 (\$18,000)	56,858.00
060	3010	0495	1110	2495	2260	Cls Sup-Sup					G2A2	Babysitting **Budget lines for personnel include salaries and related benefits	226.00
060	3010	0495	1110	2495	4300	Mat & Supp					G2A1	Materials & Supplies for parent involvement **NO FOOD OR INCENTIVES**	1,704.00
030	7090	0495	1110	1000	1110	Teacher-Regu	Tutor	T004	De Alba, Virginia	0.3300	G1A1	Triple funded : 0.168 FTE 7091, 0.33 FTE 7090, 0.377 FTE 6211 **Budget lines for personnel include salaries and related benefits	52,060.00
030	7090	0495	1110	1000	1120	Teacher-Subs					G1A1		14,921.00
030	7090	0495	1110	1000	1160	Teacher-Supp					G1A1	ELPAC assessors **Budget lines for personnel include salaries and related benefits	674.00
030	7090	0495	1110	1000	2110	Ins Aide-Reg	Paraprof, Instructional Asst	W037	Certick, Sheena	0.7500	G1A1	G1A1, G1A2 **Budget lines for personnel include salaries and related benefits	57,296.00
030	7090	0495	1110	1000	4300	Mat & Supp					G2A1	Materials & Supplies	8,762.00
030	7090	0495	1110	1000	4400	Nc-Equipment					G1A1	: To purchase and replace tech Also fits G1A1&2	8,000.00
030	7090	0495	1110	1000	5631	Off Eq Lease					G1A1	Ricoh lease: Office, Rm 18, Rm 102, & Rm 30	22,000.00
030	7090	0495	1110	1000	5767	Direct-Food					G1A1	Food services for Parent events, conferences, PL supports G4 & G5	2,000.00
030	7090	0495	1110	1000	5899	Cons Svc/Oth					G1A1	TBD : Graphics Dept closing, moved from object 5725 to 5899.	600.00
030	7090	0495	1110	8300	2240	Cls Sup-Ovr					G2A1	Campus safety for family engagements **Budget lines for personnel include salaries and related benefits	727.00
030	7091	0495	4760	1000	1110	Teacher-Regu	Tutor	T004	De Alba, Virginia	0.1680	G1A1	Triple funded : 0.168 FTE 7091, 0.33 FTE 7090, 0.377 FTE 6211 **Budget lines for personnel include salaries and related benefits	26,505.00
030	7091	0495	4760	1000	4300	Mat & Supp					G1A1	: Materials and Supplies. Supports G1, G3, G5	8,520.00
030	7091	0495	4760	2495	2960	Oth Cls-Supp					G1A1	Translating for conferences **Budget lines for personnel include salaries and related benefits	195.00
030	7091	0495	4760	3130	5211	Local Mileag					G2A2	HSL Milage	200.00
													\$261,248.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$58,788.00
Sup & Conc	7090	\$167,040.00
LCFF: EL	7091	\$35,420.00
Grand Total		\$261,248.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$249,629.00
G2 - The Whole Child (SEL and Engagement)	\$11,619.00
Grand Total	\$261,248.00