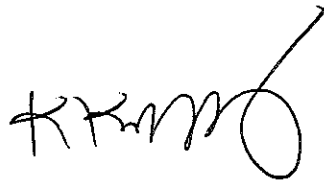


**Wilson Elementary**

10621666006563

Principal's Name: Kelley Klassen

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Kelley Klassen', written over the printed text 'Principal's Signature:'. The signature is stylized with a large, sweeping loop at the end.

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

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

<b>District Goals</b>	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing 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 Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

**Consolidated Program Assurances**

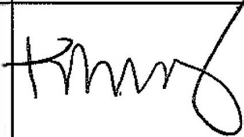
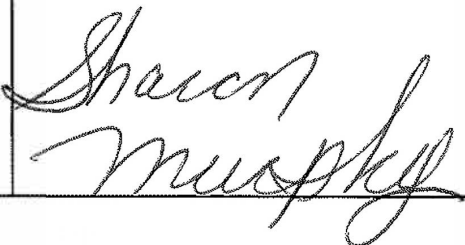
The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement 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 Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Kelley Klassen</b>	X				
2. <b>Chairperson - Sharon Murphy</b>				X	
3. <b>Deanna Soto</b>				X	
4. <b>Ericka Burciaga</b>				X	
5. <b>Robin Nickel</b>		X			
6. <b>Paul Navarro</b>		X			
7. <b>Ashley Garcia</b>		X			
8. <b>Kim Cooper</b>			X		
9. <b>Rosario Garcia</b>				X	
10.					
11.					
12.					
13.					
14.					
15.					

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

**Required Signatures**

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Kelley Klassen		3/27/19
SSC Chairperson		Sharon Murphy	3/27/19

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2019/20

Wilson - 0485

**ON-SITE ALLOCATION**

3010	Title I	\$68,244 *
7090	LCFF Supplemental & Concentration	\$261,731
7091	LCFF for English Learners	\$47,244
		\$377,219
<b>TOTAL 2019/20 ON-SITE ALLOCATION</b>		<b>\$377,219</b>

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,178
Remaining Title I funds are at the discretion of the School Site Council	\$66,066
Total Title I Allocation	\$68,244

## Assurances for Targeted Support Improvement (TSI)

- ❖ Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).
  - School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
  - School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.
  
- ❖ Additional resources (human capital) available in a “menu of options” for the site team to access to support areas of focus.
  
- ❖ Professional learning for site leaders and teachers focused on TSI identified student group.
  
- ❖ Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

## Wilson Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

### Goal 1 - All Students will excel in reading, writing and math

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	26.807 %	24.762 %	2017-2018	31.762 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	21.32 %	18.72 %	2017-2018	25.72 %
SBAC ELA Distance from Level 3 (Students w/Disabilities)		-125.9 pts	2017-2018	-110.9 pts
SBAC Math Distance from Level 3 (Students w/Disabilities)		-153.6 pts	2017-2018	-138.6 pts

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

#### **SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)**

Key factors contributing to the performance outcomes in ELA:

Limited Tier 2 intervention within the classroom with the classroom teacher.

Limited progress monitoring of student data.

Based on data from IPG, a need for increase in student ownership, showing and modeling their understanding of the content, on track to meet target.

Increase in SEL based on frequent office referrals for classroom misbehavior, indicating students are not emotionally ready for academic instruction. Direct student support showing growth for students to meet target goals.

Daily Tier 1 ELA instruction on grade level (120 min includes whole and small group for differentiation). On track to meet target.

Create, administer, and monitor formative assessments between interims (teachers and leaders)

SPED teachers included in goal setting and data CCI with principal for interim/SBAC

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

#### **SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)**

English learner subgroup declined due to limited focus on ELD standards and limited engagement strategies.

Daily Tier 1 instruction inconsistently included both direct, whole group instruction and small group differentiation.

#### **SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)**

English learner subgroup declined due to limited exposure with think smarter go deeper math problems with requirement of explaining their understanding.

Daily Tier 1 instruction inconsistently included both direct, whole group instruction and small group differentiation.

#### **SBAC ELA Distance from Level 3 (Students w/Disabilities)**

Students receiving academic, DIS speech/counseling services are scheduled during core academic instruction in ELA.



RSP caseload students identified on unit based CFA results to include in analysis and next steps

RSP and Regular Education teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments

Focus on Year 1 goals for implementation of MTSS. Staff has a common understanding of MTSS framework with a focus on improving Tier 1 classroom and school wide practices which support both academic and social emotional learning for all students.

Consistently meet with ILT and CCT with crosswalk between the teams and data chats.

Schoolwide instructional schedule for ELA/Math with progress monitoring through CFAs, re-teaching, and goal setting which is on track to meet target goals.

### **SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)**

Key factors contributing to the performance outcomes in Math:

Daily Tier 1 Math instruction on grade level (90 min includes whole and small group for differentiation)

Limited Tier 2 intervention within the classroom with the classroom teacher.

Create, administer, and monitor formative assessments between interims (teachers and leaders)

Limited progress monitoring of student data.

Instruction focused heavily on computation.

Based on data from IPG, a need for increase in student ownership, showing and modeling their understanding of the content as well as an increased understanding in appropriate rigor as determined by the standard.

Increase in SEL based on frequent office referrals for classroom misbehavior, indicating students are not emotionally ready for academic instruction.

### **SBAC ELA Distance from Level 3 (Students w/Disabilities)**

Limited Tier 2 intervention within the classroom with the classroom teacher.

Limited progress monitoring of student data.

### **SBAC Math Distance from Level 3 (Students w/Disabilities)**

Limited Tier 2 intervention within the classroom with the classroom teacher.

Limited progress monitoring of student data.

SPED teachers to be included in goal setting and data tracking for CFA and interim assessments.

RSP and regular education teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments.

### **SBAC Math Distance from Level 3 (Students w/Disabilities)**

Students receiving academic, DIS speech/counseling services are scheduled during core academic instruction in Math.

SPED teachers to be included in goal setting and data tracking for CFA and interim assessments.

RSP and regular education teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments.

## **Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.**

Increase in EL redesignation (25%) and reading scores in first grade supports the continued funding of a reading intervention teacher. First grade interim 1 37% met/exceeded standard and Interim 2 74% met or exceeded standard. Continue funding 1st grade reading intervention teacher to ensure 1st grade students meet and exceed standards.

Focus on school wide intervention system, with a specific focus on reading by 3rd grade.

Increase in literacy clubs with funds being used to purchase complex text. 3rd grade students identified to participate in book clubs to increase exposure to complex text. Time is spent reading, writing and talking about the text.

Implementation of year 1 agreements for MTSS. Creation of a common understanding of MTSS framework and focus on improving Tier 1 classroom and school wide practices focusing on both academics and social emotional learning.

Lead teachers synthesizing CFA data and determining next steps as a grade level to increase student understanding of focus standards. Need to develop and sustain with fidelity an RTI system to support learners.

Funding HSL has improved connection with school and home. HSL provides support for families who speak Spanish.

Technology for online text (Wonders) supported 5% growth on interim assessments. Purchased technology to be 1:1 for all 3rd-6th grade students. Students are able to complete assignments, assessments and intervention on the technology.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

An RCA will be assigned to support small group instruction, intervention, behavioral and social-emotional redirections to increase the amount of time on-task in the GE settings. A new position will be created to support RTI, instruction by a paraprofessional to help with the delivery of differentiated core academic content. Creation of a school wide schedule to ensure 120 minutes of ELA instruction and 90 minutes of math instruction will take place daily. Monitor consistent implementation of common assurances for Tier 1 (curriculum, instruction, and assessment.) Identify how to reteach and differentiate to meet the learning needs during grade level instruction. Grade levels will have a committed RTI time with support from the intervention teacher, TSA, para and teaching fellows pulling small groups of students with a focus of reading by 3rd grade. Monitoring student progress and offer intervention strategies for students not meeting grade level academic/social emotional expectations. Professional learning for staff on supporting all learners with a focus on students with disabilities. Providing learning on how to support students with disabilities in improving core academic areas. Site leaders to monitor data collection and data tracking of student progress. Site leaders to actively participate in grade level ACs. Leverage ILT and CCT to lead staff in system improvement. Identify teacher leaders to lead PL.

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

**1** SSC:

SSC requested continuing Reading Intervention support and increase additional intervention supports for students not reading on grade level.

Focus on reteaching and intervention for students who do not master standards during whole class instruction.

Paras for extra support and small group instruction.

Tutoring and reading club opportunities for students

Continue school events to promote literacy and math.

Provide opportunities for parents to support student academics.

**2** ELAC:

Explain scores and tests for parents to understand what is asked of students.

Assist parents in accessing parent portal for updated grades and testing information.

Provide grade level standard expectations and opportunities for additional positive interactions at school and ways to support at home.

Continue family events that promote literacy and math.

Increase communication in home language.

**3** Staff:

Continue with reading intervention teacher, requested engagement strategies PD, continue with PL schedule allowing 3 ACs and 1 PD per month. Teachers requested extra support for large class sizes to pull small groups. Staff requested additional teaching resources and supplies for instruction.

## Action 1

**Title:** Three-tier response

### Action Details:

To ensure that students will move a minimum of one year, a three-tier response to intervention system will be implemented. Tier one and two levels of instruction will be provided by the classroom teacher utilizing the Wonders curriculum and engagement strategies. Tier three intervention will be provided by an intervention teacher to assist identified students.

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

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

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

Teacher progress monitoring spreadsheets will be used to monitor student growth. Updated with CFA/CSA data, and quarterly data such as math fact fluency, reading level.

#### Owner(s):

Classroom teacher

#### Timeline:

Post CFA/CSA and quarterly data

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

AC agenda items with student performance data analysis for intervention groups

#### Owner(s):

Lead Teacher/classroom teacher

#### Timeline:

3/4 times per month during AC meetings

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

District Interim data/KAIG

#### Owner(s):

Classroom teacher

#### Timeline:

Post interim data

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

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

Tier one instruction utilizing Wonders and GoMath.

Write Tools writing strategies resources.

Data Chat/Teacher release time for observations

All teachers utilizing GVC

### Specify enhanced services for EL students:

EL resources provided by Wonders used during designated ELD instruction. Embedded ELD strategies used during tier one and tier two instruction.

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

TSA intervention support for identified Tier II/III students in grades 1-5.

Small group instructional support for identified Tier II/III students in grades TK-6th

Student assessment data collection and planning time for instruction for ALL students.

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

RCA push in support for ALL students in the classroom

Explain the actions for Parent Involvement (required by Title I):

Increase awareness of Parent Portal

Parents to attend school events promoting reading, writing and math such as:

- Author's Night
- Math Night
- Awards assembly
- Open House
- Back to School Night

Supplemental Contracts provided for Childcare/Translation

Describe Professional Learning related to this action:

Engagement strategies professional learning

Progress monitoring including:

- Exit tickets
- CFA
- CSA

Creating learning targets and lesson outcomes

Staff opportunities for Professional Learning Conferences/Seminars which may or may not include travel costs.

**Action 2**

**Title:** Increase Literacy

Action Details:

Funds will be utilized for purchasing books to give to students to promote literacy at home as well as books in a variety of genres to expose students to rich text and books for book clubs. Funds will also be used to pay for the salary of a paraprofessional to support the delivery of differentiated core academic content.

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

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

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

BAS/DRP scores

Owner(s):

Teachers

Timeline:

DRP Given twice a year

BAS given a minimum of 3 times a year

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

Funds will be utilized to purchase books for students to promote literacy at home.

Books from a variety of genres

Books for book clubs

Staff members to oversee book clubs

Specify enhanced services for EL students:

Books will be purchased in Spanish.

Books will be purchased about various cultures to promote understanding of people of various nationalities.

Specify enhanced services for low-performing student groups:

A variety of leveled books will be purchased to support ALL learners, and differentiated stories will be provided to Tier II/III students as evident by data results.

[Explain the actions for Parent Involvement \(required by Title I\):](#)

Communication about books at home will be given in English and Spanish.

A variety of genres and high interest books will be available to support literacy for ALL students.

Instructional support for small group intervention for 1st graders identified through data to support Tier II/III students.

[Describe Professional Learning related to this action:](#)

Staff will be provided information about books for home and ways students can trade for different books.  
PL on effective read aloud and book clubs

### Action 3

Title: RTI

[Action Details:](#)

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

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

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

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

AC to monitor CFA data to determine intervention steps.

Interim Data

Progress monitoring/goal setting with students

Planning time to review student and plan instruction

[Owner\(s\):](#)

Teachers

Teachers/students

Teachers/Admin

[Timeline:](#)

On-going, reviewed monthly during AC

As tested

As CFA/CSA data is collected

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

Intervention teacher

After school/during school tutoring

Instructional consumable supplies

Technology maintenance/repairs for student devices

Sub release provided for SST, observations and data chats

Small group instructors, teaching fellows, instructional aide and RCA

Supplementary curriculum to support instruction

[Specify enhanced services for EL students:](#)

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

[Specify enhanced services for low-performing student groups:](#)

Intervention/small group support for targeted 1st grade students based off data to identify Tier II/III students.

Explain the actions for Parent Involvement (required by Title I):

Training on how to access parent portal to monitor grades and assessments.  
Parent conferences to discuss strengths and areas of need with suggestions on how to support at home.  
Open library time

Progress monitoring to identify specific areas of need.

Describe Professional Learning related to this action:

RTI/Progress monitoring PL  
Data collection and goal setting  
Creating CFA and planning reteach based on student data  
Strategies for intervention  
Conferences to increase understanding and awareness of intervention

**Action 4**

**Title:** EL Re-Classification

Action Details:

Wilson will implement interventions that will support re-classification of English Learners. This will include 30 minute daily designated EL instruction based on ELPAC level and English Language proficiency. Student goal setting will take place prior to DRP and ELPAC. TSA and reading intervention will support ELs in meeting re-classification rates through specific intervention and progress monitoring.

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

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

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

Wilson currently has 130 EL students. Their progress will be monitored through ELPAC, KAIG, Interim, SBAC, CFAs and grades

Owner(s):

Teachers

Timeline:

As given

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

Designated EL instruction

Owner(s):

Intervention Teacher/TSA/Classroom teachers

Timeline:

Daily instruction focusing on ELD Standards.

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

30 minutes daily designated EL instruction  
TSA/Reading Intervention teacher  
Wonders EL support materials  
Consumable instructional supplies  
Technology to enhance instructional practices for EL students  
HSL

Specify enhanced services for EL students:

Action specifically targeted to EL students.

Explain the actions for Parent Involvement (required by Title I):

ELAC meetings to discuss re-classification criteria, ELD standards and ELPAC.

Materials and Supplies to provide relevant and important informational binders with outside agencies/support options.

Parent participation in school-wide events with fliers/reminders from HSL to attend functions.

Celebrations of redesignated students with incentives and certificates to highlight growth of student(s).

Specify enhanced services for low-performing student groups:

Technology to support instruction for listening and reading comprehension

Small group instruction

Goal setting

Describe Professional Learning related to this action:

PD to develop better understanding of re-classification criteria, ELD standards and ELPAC.

Professional learning for engagement strategies, productive talk and incorporating speaking and listening standards into everyday lessons.

PD on integrating and teaching ELD standards.

# 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0485 Wilson Elementary (Locked)

## G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies, Equipment licenses, and PBIS school-wide incentives.	61,425.00
G1A1	Sup & Conc	Instruction	Travel			: Conference/Travel for professional learning opportunities.	2,500.00
G1A1	Sup & Conc	Instruction	Oth Equ Mnt			Other Equipment Maintenance/Repair of instructional materials/technology	1,500.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct - Maintenance & Repair of equipment - radio/walkie-talkies & Plant Coordinator equipment	2,181.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching Fellows	26,075.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			extra time and language translation services	1,563.00
G1A2	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375		11,522.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Site license software/subscriptions.	6,597.00
G1A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		47,881.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Tutor	1.0000		105,767.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			SST/ILT planning/observations/teacher data charts/Formative assessment planning.	10,589.00
G1A4	Title 1 Basic	Parent Participation	Mat & Supp			: Parent participation/materials/supplies for all students - No Food/Incentives	2,244.00
G1A4	LCFF: EL	Instruction	Nc-Equipment			EL technology supplies/materials	21,442.00

**\$301,286.00**



**Goal 2 - All Students will engage in arts, activities, and athletic**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	49.371 %	13.075 %	2017-2018	20.075 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Goal 2 Participation Rate**

There are many opportunities for engagement. (band, choir, sports, ASP, etc.)

There is a need for one specific person to be assigned the job of entering student engagements. The number listed is actually lower than who has participated. Not all activities are listed.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Goal 2 Participation Rate**

30% of African American students, 20% of Hispanic and 26% of white students are chronically absent. This would affect grades and make them ineligible to participate.

According to the student survey, the Hispanic subgroup has a 55% safety ranking. This could prevent them from participating.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Students are participating in clubs, arts, activities, athletics, field trips, and special projects on campus. Staff is not correctly inputting student engagement onto Atlas mainframe, so the documented percentages of engagement do not reflect the actual percentages of engagement.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

On-site training for staff to correctly input into atlas student engagements of Goal 2 activities.

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

**1** SSC:

SSC supports RCA positions to support student engagement and inclusion of students on field trips to support behavior.

Continue school wide club activities as 100% of students are enrolled in a school club. Continue funding for club supplies.

**2** ELAC:

ELAC supports additional RCA to support student engagement and inclusion of students on field trips to support behavior.

Continue school wide club activities as 100% of students are enrolled in a school club. Continue funding for club supplies.

**3** Staff:

Staff supports additional RCA to support student engagement and inclusion of students on field trips to support behavior.

Continue school wide club activities as 100% of students are enrolled in a school club. Continue funding for club supplies.

### Action 1

**Title:** School-wide Clubs

[Action Details:](#)

Wilson will provide weekly clubs centered around student interest/need. These can include, but are not limited to, painting, sculpture, dance, computers, etc. These clubs will occur on Friday afternoons, and will be selected by student surveys. Once clubs have been selected, students will select their top three choices and will be placed in one of those clubs.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

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

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Club lists

**Owner(s):**

Teacher assigned to create clubs

**Timeline:**

Every 5 weeks

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

Supplies will be purchased for all clubs as needed.

Students will have access to RCAs as needed to successfully participate in clubs.

An extra pay contract will be funded to compensate a teacher who puts extra time into establishing class lists for all clubs.

Fresno County Superintendent of Schools will FUND an after school program at Wilson Elementary and provide staff to give additional club/extra-curricular activities after school on-site for all students enrolled in the ASP.

[Specify enhanced services for EL students:](#)

EL students will have access to clubs that support the building of academic language (i.e. science, computers, etc.)

[Specify enhanced services for low-performing student groups:](#)

Low-performing student groups will participate in GE club/extra-curricular settings with GE teachers/students.

[Explain the actions for Parent Involvement \(required by Title I\):](#)

A parent showcase will occur at the 5th week of each rotation of clubs.

Parents will be encouraged to volunteer to support the teachers during club time.

[Describe Professional Learning related to this action:](#)

Professional development will be provided to further understand the correlation between student engagement and academic achievement.

## Action 2

**Title:** Sports supports

### Action Details:

Coaches will be funded and provided to support all sporting activities.

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

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

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

Sports team lists

#### Owner(s):

ASP site lead/Administration

#### Timeline:

At the beginning of each sports season

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

Goal 2 funding will be utilized to provide coaches as needed for school sports teams.

Goal 2 funding will be utilized to purchase equipment and uniforms as needed.

Wilson will work with the after school program to ensure sports teams are established and upper grade students have an opportunity to participate.

An RCA will be out at all recesses to teach the rules for games and to run intramural sports.

Fresno County Superintendent of Schools will FUND an after school program at Wilson Elementary and provide staff to support/coach (asst) all sports teams on-site.

#### Specify enhanced services for EL students:

All communications regarding sports will be provided in English and Spanish.

#### Explain the actions for Parent Involvement (required by Title I):

All communications regarding sports will be provided in English and Spanish.

A monthly calendar will be provided to parents communicating the times and locations of sporting events.

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

Low-performing students will have opportunities to join student athletic opportunities with GE peers/staff.

#### Describe Professional Learning related to this action:

Professional development will be provided to staff about the correlation of student engagement and academic success.

**Goal 3 - All Students will demonstrate the character and competencies for workplace success**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	99.857 %	97.436 %	2017-2018	100 %
Exposure to Careers - 4th Grade	100 %	94.595 %	2017-2018	100 %
Exposure to Careers - 6th Grade	100 %	100 %	2017-2018	100 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Exposure to Careers - 3rd Grade**

Wilson's attendance rate of 93.3% has prevented students from attending field trips and other activities. As only 54% of Wilson students feel safe, they may miss this off campus experiences out of fear.

**Exposure to Careers - 4th Grade**

Wilson's attendance rate of 93.3% has prevented students from attending field trips and other activities. As only 54% of Wilson students feel safe, they may miss this off campus experiences out of fear.

**Exposure to Careers - 6th Grade**

Wilson's attendance rate of 93.3% has prevented students from attending field trips and other activities. As only 54% of Wilson students feel safe, they may miss this off campus experiences out of fear.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Exposure to Careers - 3rd Grade**

30% of African American students, 20% of Hispanic and 26% of white students are chronically absent.

**Exposure to Careers - 4th Grade**

30% of African American students, 20% of Hispanic and 26% of white students are chronically absent.

4th grade had a safety rating of 44.9% and African American 4th graders had a safety rating of 27.5%.

**Exposure to Careers - 6th Grade**

30% of African American students, 20% of Hispanic and 26% of white students are chronically absent.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The RCA has spent a majority of their duty day redirecting at-risk behaviors and not getting consistent opportunities to work with individual/small groups of students promoting and teaching pro-social skills. At-risk behaviors school-wide have continued without reinforced alternative behaviors resulting in out-of-school suspensions which negatively impact the attendance rates.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Attendance rates will be supported with additional home visits/parent contact for students with chronic/concerning attendance rates.

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

**1** SSC:

SSC supports involvement in career opportunities with the support of an RCA to support student attendance and safety.

**2** ELAC:

ELAC supports involvement in career opportunities with the support of an RCA to support student attendance and safety.

**3** Staff:

Staff supports involvement in career opportunities with the support of an RCA to support student attendance and safety.

**Action 1**

**Title:** Engagement support RCA

**Action Details:**

Wilson will fund an 8 hour RCA to provide supports on field trips for students who are at risk and/or have challenging behaviors. This person will focus only on student engagement (Goal 2) and will call families of those students with chronic attendance to remind them of the upcoming event/activity. They will establish afternoon clubs (i.e. gardening, science, art, etc.) to promote student engagement. They will also be the sole person responsible for entering all Goal 2 activities.

The 6 hour RCA position will also be maintained as well as the 8 hour district funded RCA position to support African American students, to provide social emotional support to prevent students from leaving the classroom thereby missing instruction.

**Reasoning for using this action:**  Strong Evidence  Moderate Evidence  Promising Evidence

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

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

Suspension data

**Owner(s):**

Administration

**Timeline:**

monthly

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

Percentage of students in engagement activities

**Owner(s):**

Engagement RCA

**Timeline:**

monthly

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

Supplies will be purchased to provide for activities and celebrations for emotionally at-risk students.

2nd step lessons and class meetings will be done at a minimum of once a week to provide students with tools to meet their social emotional needs.

Literature will be purchased and read to students around problem behaviors (i.e. sharing, tattling, etc.)

The 6 hour RCA provided for AA support will establish boys/girls clubs to provide lessons around social skills, problem solving, strategies for dealing with stress/frustrations, etc. for at-risk African American students.

A 6 hour RCA will establish boys/girls clubs to provide lessons around social skills, problem solving, strategies for dealing with stress/frustrations, etc. for at-risk students.

The 6 hour RCA focused on student engagement will attend field trips to provide support for students with at-risk behaviors.

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

#### Specify enhanced services for EL students:

One of the 6 hour RCAs will focus on EL students who are at risk due to behaviors. They will meet monthly with the administration to report on progress of these students.

The 6 hour RCA focused on EL support will establish boys/girls clubs to provide lessons around social skills, problem solving, strategies for dealing with stress/frustrations, etc. for at-risk EL students.

#### Explain the actions for Parent Involvement (required by Title I):

Parents will receive data about student behaviors. This will include, but is not limited to, suspension data, positive behavior entries, office referrals, and school hot-spots.

Parents will be trained on the roles of the RCAs during a parent meeting.

Supplies will be purchased for parent meetings.

Babysitting will be provided for parent meetings.

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

Low-performing at-risk behavioral students will work directly with an RCA for successful behavioral intervention plan support, pro-social skill acquisition, and behavioral redirection in times of heightened social-emotional distress for the purpose of redirecting behavior and transitioning into the classroom setting.

#### Describe Professional Learning related to this action:

Teachers and classified staff will receive monthly data about student behaviors. This will include, but is not limited to, suspension data, positive behavior entries, office referrals, and school hot-spots.

Professional readings will be purchased for book studies.

Professional development will continue around relationship building, CHAMPS, 3-1 positive to negative interactions, classroom structures, etc.

## 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0485 Wilson Elementary (Locked)

### G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		47,881.00

**\$47,881.00**

**Goal 4 - All Students will stay in school on target to graduate****Needs Assessment****School Quality Review**

## School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	21.302 %	22.018 %	2017-2018	20.018 %
Suspensions Per 100	29.808 %	27.642 %	2017-2018	26.642 %
Chronic Absenteeism (Students with Disabilities)		32.2 %	2017-2018	30.2 %
Suspension Rate (Students w/Disabilities)		21.8 %	2017-2018	18.8 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Chronic Absenteeism**

For the 18/19 school year, Wilson's attendance rate of 93.5% and percentage of students chronically absent is 18.5%. While the attendance rate is virtually the same as last year (93.3%), the number of students chronically absent with 10+ absences has reduced 35% (28.4%). This implies more students have been absent with less than 10 absences than last year, but the number of students who had more than 10 absences has decreased by more than a third. With more students having at least one absence students have been unable to have access to perfect attendance rewards/incentives and further disconnect students from feeling safe at school. Only % of students for the 18/19 school year feel safe compared to 54% from the 17/18 school year.

For the 17/18 school year, student subgroups that are considered chronically absent are: 24.9% of African American students, 22.5% of Hispanic, 13.3% of white students, 32.2% Student's with disabilities, 45.5% Homeless, 22.3% socioeconomically disadvantaged, and 15.4% Foter youth.

**Suspensions Per 100**

As of 3/15/19, Wilson had 130 suspensions which is a decline of 23% from this time last year.

99 were from an injury to others, which is also a decrease of 18.9% when compared to this time last year. Of the suspension's by location, 6 suspensions were located on the playground/field for the 18/19 school year, which is a 91.7% decrease..

**Chronic Absenteeism (Students with Disabilities)**

As of 3/15/19, Wilson had 31 students out of 113 who are chronically absent with 10+ absences this school year (27.4%)

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Chronic Absenteeism**

Wilson has only had the services of a CWAS position since January 2019, which has limited the school sites ability to work directly with families of student who are considered Chronically absent. This increases the job responsibilities of the office staff which is unable to make contact with all families to clear absences, and support students with their attendance rate.

**Suspensions Per 100**

The subgroup breakdown of students with suspensions for the 18/19 as of 3/15/2019 were: 25.4% White, 27.7% African American, 42.3% Hispanic, and 70.7% Male. 67% of all suspensions have occurred in the classroom setting.

**Chronic Absenteeism (Students with Disabilities)**

13 of the students with disabilities who are considered chronically absent receive emotional disability services on-site, and/or in the SDC settings. Wilson has had open/unfilled/modified duties of support staff in those settings which limits the school sites ability to connect and make students feel connected at school, or redirect behaviors to avoid at-risk suspendable behaviors.

**Suspension Rate (Students w/Disabilities)**

13 of the students with disabilities who are considered chronically absent receive emotional disability services on-site, and/or in the SDC settings. Wilson has had open/unfilled/modified duties of support staff in those settings which limits the school sites ability to connect and make students feel connected at school, or redirect behaviors to avoid at-risk suspendable behaviors.



**Suspension Rate (Students w/Disabilities)**

As of 3/15/2019, Wilson had 40 suspensions for the 18/19 school year. The rate per 100 is 35.4, which is a decrease from the 17/18 school year of 71.3. 17/18 Student's with disability subgroup had a decline of 8% with only 21.8% of students suspended 1+ times.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Despite professional learning opportunities from the Dept. of Prevention/Intervention (DPI) and school site on tiered level of responses to behavioral incidents, atlas entries of misbehavior are continuing to be entered with missing misbehavior codes, and teacher response/actions indicating a lack of familiarity/understanding of structured Tier I responses to behaviors school-wide. RCAs are used to support the safety of students and provide breaks for students demonstrating Tier I/II behaviors which limits their impact/ability to teach pro-social skills to individual/small group settings. Teachers begun using class meetings in January 2019 school-wide, and DPI began tracking and collecting data on its usage in March 2019. Few teachers utilize Second Step in their daily/weekly routines. Once a month SST meetings are held for the school site, and have a full-day agenda which limits the school-site's ability to target at-risk students, implemented/create behavior intervention plans, make referrals to ICET/intervention.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

School site will fund an additional HSL/office position to support the attendance rate/chronic absenteeism on site to directly support families clear absences, improve attendance rate, make direct home visits for students/families that are nearing 10+ absences, increasing time students spend on campus to create connections with teachers/staff. Continued support from DPI/PL's to build the capacity of teachers/staff using Tier I strategies for behaviors and implement Planned Discussions, self-reflection, reconnect, and restorative justice procedures.

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

**1** SSC:

SSC expressed concerned about high suspension rate, as 50% of the suspensions were injury to others. SSC supported efforts of RCA to support our African American students and support the addition of another RCA for student engagement.

**2** ELAC:

ELAC expressed concerned about high suspension rate, as 50% of the suspensions were injury to others. Requested incentives to students to improve attendance.

**3** Staff:

Staff expressed concerned about high suspension rate, as 50% of the suspensions were injury to others. Staff supported efforts of RCA to support our African American students and support the addition of another RCA for student engagement. Staff requested PD on Culturally Responsive Teaching.

## Action 1

**Title:** Response to Misbehavior

### Action Details:

Wilson will continue to implement a tiered level of response to behavior incidents and continue effective implementation of Safe and Civil components, which directly relate to suspension rates, attendance rates, lessens distractions for all learners, and enhances campus safety for all students. Guidelines for success and district programs (Class Meetings/Second Step/OLWEUS) will continue to promote personal responsibility and social skills, resulting in fewer conflicts with staff and other students. Culture Climate Team will provide professional learning to staff in addressing student behaviors at levels 1-3. Students with multiple suspensions will be seen by SST, Behavior Intervention Plans will be implemented to support student behavior, and the ICET process will be utilized, as needed, for intervention.

**Reasoning for using this action:**



Strong Evidence



Moderate Evidence



Promising Evidence

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

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

Reduction in chronic absenteeism/suspension rates, and increase in pro-social skills demonstrated on campus.

#### Owner(s):

Admin/Teachers/Support staff/SSW/School Psychologist.

#### Timeline:

Monthly check-in of suspension rates/chronic absenteeism.

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

RCA/CWA/SSW to support student positive behavior by running the Wildcat den, providing a check in check out system of support for students and providing push in support in the classroom as needed to support appropriate behavior.

Class Meetings/2nd Step

Culture/Climate Team

Positive Behavior Incentives

Student Leaders

Peer Counseling

#### Specify enhanced services for EL students:

Role Playing during class meeting, SST referrals, office referral tracking to identify any students requiring behavior interventions

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

Increase in direct/on-going contact with low-performing groups to decrease rates of chronic absenteeism/suspensions, as identified by attendance rates, chronic absenteeism, and our HSL/CWAS staff members. Identified check in/ check out system with an adult on campus. Increase parent connectedness with school through positive events, ongoing communication and contact with families.

#### Explain the actions for Parent Involvement (required by Title I):

ELAC meetings/SST/Behavior intervention meetings

HSL will conduct parent outreach to notify parents about upcoming school events (Back to school night, harvest festival, etc.). HSL will also go on home visits to connect directly with families of student(s) to increase the attendance rates of students.

#### Describe Professional Learning related to this action:

Levels of misbehavior, class meetings, alternatives to suspension and positive interactions PL

## Action 2

**Title:** Social-Emotional Support

### Action Details:

School will implement agreed upon levels of misbehaviors and response strategies, a character building program, and provide social-emotional support inside and outside of the classroom to reduce incidents of misbehavior that result in suspension and enhance campus safety for all stakeholders. Hire personnel to support/increase communication between home and school by connecting with key stakeholders to increase attendance rates, pro-social skill acquisition, parent participation in extra curricular opportunities throughout the school year.

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

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

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

Reduction in chronic absenteeism, on-campus/off-campus suspension rates, and increase in parent participation rates/volunteerism requests.

**Owner(s):**

Classified staff, Administration, Teachers, SSW.

**Timeline:**

Monthly monitoring of suspension/attendance rates.

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

Social-Emotional support book study

RCA to support positive student behavior, social-emotional groups, and check in check out system with our tier 3 students

Classified staff to support homework center and reengagement center to redirect student misbehavior.

Midcat Den Resources

Social Skills supports for students

Positive behavior incentive programs

Utilize funding for materials for parent meetings.

**Specify enhanced services for EL students:**

RCA/HSL for ongoing check ins with EL students and families.

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

Increase in direct/on-going contact with low-performing groups to decrease rates of chronic absenteeism/suspensions.

**Explain the actions for Parent Involvement (required by Title I):**

Increase activities for parents to be on campus to support a positive campus culture.

HSL will directly contact and go on home visits to support two-way communication between school/home for students with 1+ suspensions, chronic absenteeism, and/or low participation rates for extracurricular activities.

**Describe Professional Learning related to this action:**

Response to misbehavior, character building and social-skills PL.

## 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0485 Wilson Elementary (Locked)

### G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A2	Sup & Conc	Parent Participation	Mat & Supp			: Key-stakeholder/parent involvement	2,000.00
G4A2	Sup & Conc	Attendance & Social Work Service	Local Mileag			Local Mileage for at-home support, attendance, social work services.	250.00
G4A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		13,234.00
G4A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	0.4375		12,568.00

**\$28,052.00**

## 2019-2020 Budget for SPSA/School Site Council

### State/Federal Dept 0485 Wilson Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies, Equipment licenses, and PBIS school-wide incentives.	61,425.00
G1A1	Sup & Conc	Instruction	Travel			: Conference/Travel for professional learning opportunities.	2,500.00
G1A1	Sup & Conc	Instruction	Oth Equ Mnt			Other Equipment Maintenance/Repair of instructional materials/technology	1,500.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct - Maintenance & Repair of equipment - radio/walkie-talkies & Plant Coordinator equipment	2,181.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching Fellows	26,075.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			extra time and language translation services	1,563.00
G1A2	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375		11,522.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Site license software/subscriptions.	6,597.00
G1A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		47,881.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Tutor	1.0000		105,767.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			SST/ILT planning/observations/teacher data charts/Formative assessment planning.	10,589.00
G1A4	Title 1 Basic	Parent Participation	Mat & Supp			: Parent participation/materials/supplies for all students - No Food/Incentives	2,244.00
G1A4	LCFF: EL	Instruction	Nc-Equipment			EL technology supplies/materials	21,442.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		47,881.00
G4A2	Sup & Conc	Parent Participation	Mat & Supp			: Key-stakeholder/parent involvement	2,000.00
G4A2	Sup & Conc	Attendance & Social Work Service	Local Mileag			Local Mileage for at-home support, attendance, social work services.	250.00
G4A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		13,234.00
G4A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	0.4375		12,568.00
<b>Total</b>							<b>\$377,219.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$68,244.00
Sup & Conc	7090	\$261,731.00
LCFF: EL	7091	\$47,244.00
<b>Grand Total</b>		<b>\$377,219.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$301,286.00
G3 - All students will demonstrate the character and competencies for workplace success	\$47,881.00
G4 - All students will stay in school on target to graduate	\$28,052.00
<b>Grand Total</b>	<b>\$377,219.00</b>