

**Wilson Elementary**

10621666006563

Principal's Name: Meegan Grant

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Meegan Grant	X				
2. Chairperson - John Kimbley		X			
3. Secretary – Jessica Avila		X			
4. Annaliisa Garcia		X			
5. Robert Areyano		X			
6. Elva Garcia				X	
7. Jason Smith				X	
8. Regina Cox				X	
9. Christine Gutierrez				X	
10.					
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: Wilson Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Meegan Grant		5/20/21
SSC Chairperson	John Kimbley		5/20/21

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 2021/22

Wilson - 0485

**ON-SITE ALLOCATION**

3010	Title I	\$73,370 *
7090	LCFF Supplemental & Concentration	\$238,854
7091	LCFF for English Learners	\$38,070
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$26,978</u>
<b>TOTAL 2021/22 ON-SITE ALLOCATION</b>		<b>\$377,272</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	\$1,914
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$71,456</u>
	Total Title I Allocation	\$73,370

## Wilson Elementary 2021-2022 - SPSA

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

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELAD2 On Level		31.87 %	2020-2021	44.55 %
I-Ready Math D2 On Level		23.62 %	2020-2021	33.12 %
I-Ready ELAD2 On Level (Homeless)		0 %	2020-2021	10 %
I-Ready Math D2 On Level (Homeless)		0 %	2020-2021	10 %
I-Ready ELAD2 On Level (White)		38.1 %	2020-2021	55.71 %
I-Ready Math D2 On Level (White)		42.86 %	2020-2021	55.16 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

#### I-Ready ELA D2 On Level

- Daily Tier 1 ELA instruction on grade level (120 min includes whole and small group for differentiation)
- PLCs Create, administer, and monitor formative assessments between interims (teachers and leaders)
- Embedding SEL skills within academic content areas
- SPED teachers included in goal setting and data CCI with principal
- 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
- School-wide instructional schedule for ELA progress monitoring through CFAs, intervention and student goal setting.

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

#### I-Ready ELA D2 On Level

Daily Tier 1 instruction inconsistently addressed unfinished learning due to small group differentiation and shifts of distance learning and lack of all students attending.

Daily CFU not included in all lessons to determine next step to support mastery of academic standard due to shift of distance learning.

Wilson will continue work in Cultural Proficiency and Tier 1 engagement strategies ensuring students in subgroups receive grade level appropriate work and support in closing the learning gaps with a special lens on specific needs for subgroups.

#### I-Ready ELA D2 On Level (Homeless)

Daily Tier 1 instruction inconsistently addressed unfinished learning due to small group differentiation and shifts of distance learning and lack of all students attending.

- Focus on improving Tier 1 classroom and school-wide practices which support both academic and SEL for all students.

**I-Ready ELA D2 On Level (Homeless)**

- Daily Tier 1 ELA instruction on grade level (120 min includes whole and small group for differentiation)
- PLCs Create, administer, and monitor formative assessments between interims (teachers and leaders)
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- SPED teachers included in goal setting and data CCI with principal
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- School-wide instructional schedule for ELA progress monitoring through CFAs, intervention and student goal setting.
- Focus on improving Tier 1 classroom and school-wide practices which support both academic and SEL for all students.

**I-Ready ELA D2 On Level (White)**

- Daily Tier 1 ELA instruction on grade level (120 min includes whole and small group for differentiation)
- PLCs Create, administer, and monitor formative assessments between interims (teachers and leaders)
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- SPED teachers included in goal setting and data CCI with principal
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- School-wide instructional schedule for ELA progress monitoring through CFAs, intervention and student goal setting.
- Focus on improving Tier 1 classroom and school-wide practices which support both academic and SEL for all students.

**I-Ready Math D2 On Level**

- Daily Tier 1 Math instruction on grade level (90 min includes whole and small group for differentiation)
- PLCs Create, administer, and monitor formative assessments between interims (teachers and leaders)
- SPED teachers included in goal setting and data CCI with Admin
- RSP case load 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
- Implement FIAB assessments for progress monitoring
- Focus on improving tier 1 classroom and school wide practices which support both academic and social emotional learning for all students.

**I-Ready Math D2 On Level (Homeless)**

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

Daily CFU not included in all lessons to determine next step to support mastery of academic standard due to shift of distance learning.

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- RSP and Regular Education teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments
- Implement FIAB assessments for progress monitoring
- Focus on improving tier 1 classroom and school wide practices which support both academic and social emotional learning for all students.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We eliminated (1) Teaching Fellow contract due to distance learning restrictions.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

For 2021-2022 school year, site will fund (1) FTE TSA to oversee RTI, new teacher onboarding, teacher training of Tier 1 & 2 interventions and not fund (1) FTE CT.

For 2021-2022 school year, site will only fund (1) RCA to support SEL due to additional TSA support.

For 2021-2022 school year, site will fund (2) Spanish HSL.

**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:

**2** ELAC:

**3** Staff:

Consider having site funded TSA to directly support training of new teachers on Tier 1 interventions both academically and with SEL.

- RTI
- HSL (Spanish)
- Teaching Fellows
- Extra Pay Contracts for Tutoring
- Technology

Continue to offer SEL supports

- RTI
- Teaching Fellows
- Tutoring after school
- Technology

Continuing to build positive relationships with students and provide opportunities for all students.

- Site funded TSA
- HSL
- RCA
- Paraprofessional for K/1st to support with small group instruction and baseline testing
- Technology Up

**Action 1**

**Title:** Comprehensive Reading and Math Response to Intervention

Action Details:

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

School will further develop necessary interventions by creating a systematic response to intervention within our school, and continually improve ELA/Literacy/Math instruction at each level of intervention, in order to ensure that students make continuous progress and are able to demonstrate (at minimum) one year's worth of growth. Funds will be used to pay for a Resource Counseling Assistant to support targeted small group 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  
 Teacher progress monitoring data will be used to monitor student growth. Updated with CFA/CSA, and quarterly data such as math fact fluency, and iReady data.

Owner(s):  
 Classroom teacher  
 TSA

Timeline:  
 Post CFA/CSA and quarterly data

Details: Explain the data which will specifically monitor progress toward each indicator target  
 PLC agenda items with student performance data analysis for intervention groups

Owner(s):  
 Lead Teacher/classroom teacher  
 TSA

Timeline:  
 3/4 times per month during PLC meetings

Details: Explain the data which will specifically monitor progress toward each indicator target  
 District assessment data/KAIG

Owner(s):  
 Classroom teacher  
 Admin

Timeline:  
 Post interim data

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

Frequent classroom visits with specific feedback based on IPG and CSTP

**Owner(s):**

Admin

**Timeline:**

Weekly

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

Tiered Levels of Support through Response to Intervention for targeted groups (SPED, Foster youth, African American, White, EL, specific grade levels based on site data)

Tier 1 - Ensure access to essential grade-level curriculum, Identify and teach essential academic and social behaviors, provide preventions to proactively support student success

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

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

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

Professional Learning for staff and ILT to include book studies, professional speakers, travel for conferences, professional trainers such as TNTP

Instruction utilizing district adopted GVC Wonders and GoMath

Write Tools writing strategies resources

(2) HSL Spanish Speaking

TSAFTE 1.0 to support literacy instruction and support intervention for students and train new teachers on foundational skills needed for quality reading instruction.

3 Teaching fellows to support reading foundational skills for identified students based on assessment data

RCA

After school/during school tutoring

Instructional consumable supplies

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

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

Instructional aide to support RTI, Kindergarten and 1st grade

Technology to access digital resources to increase literacy and math

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

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

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

Incentives for students for achievement in literacy

Professional Learning book studies for ILT and staff Professional Learning through Regional work

**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 and Teaching fellows for RTI of identified Tier II/III students in grades 1-6.

Teachers will intentionally identify baseline levels of African American and EL students. Cognitive planning will be utilized for targeted instructions based on assessed need.

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

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

Guided reading will be utilized during RTI for those students in Tiers 2 and 3, students who are on grade level will have access to on level text from Wonders.

Small group instructional support for targeted students based on multiple data sources to identify 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

Common progress monitoring to identify specific areas of need.

## Action 2

**Title:** Math Instructional Plan TK-6

### Action Details:

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

**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

- SBAC
- District Math I-ready Assessments
- Grade Level Common Formative Assessments
- KAIG
- Data chats with Teachers
- Classroom goal-setting
- IAB Assessments Grades 3-6
- TK Benchmark Assessment
- SPED Assessment and monitoring of IEP goals

#### Owner(s):

- Teachers
- PLC
- ILT
- TSA
- Admin

#### Timeline:

- Daily checking for understanding
- Common Formative Assessments
- GoMath Weekly, Quarterly, End-of-Chapter Assessments
- District I-ready Assessments as administered during the school year
- KAIG Quarterly data
- Quarterly IAB's Grades 3-6
- TK Assessments/Baseline: Fall, Winter, Spring
- SPED Assessment: monthly progress monitoring

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

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

Tier 1 - Ensure access to essential grade-level curriculum, Identify and teach essential academic and social behaviors, provide preventions to proactively support student success

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

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

Math Guaranteed and Viable Curriculum resources and materials

Tablets for use of online resources

2 Home School Liaison Spanish Speaking

TSA to support math instruction

Paraprofessional to support with RTI in Kindergarten and 1st grade

Mileage for HSL

Supplemental contracts for Certificated and Classified Staff (i.e., Planning, Tutoring)

Substitutes for monthly IEP, Coordination of Services and Support Team Meetings, Student Success Team meetings and PL Substitutes for data chats, peer observations

Other materials and supplies that support instruction including, but not limited to, graphics and technology

Extra time for teachers to plan with their grade level

Parent participation including, but not limited to babysitting, translating, graphics, etc.

Materials and supplies for parent participation Translators (i.e. Parent/Teacher Conferences)

Direct maintenance and repairs

**Specify enhanced services for EL students:**

Academic Discourse in Math content

Visual supports

Math tools and resources

Small group instruction to include language focus

Saturday School with ELD focus

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

Small group instruction in class through targeted RTI

Deployed intervention based on assessed needs

After School Tutoring may be an option to families

CWAS/SSW to support Foster students

Digital resources provided to support instruction

**Action 3**

**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 iReady and ELPAC. TSA 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
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**Explain the Progress Monitoring and data used for this Action**

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

Wilson currently has 130 EL students. Their progress will be monitored through ELPAC, KAIG, iReady, SBAC, CFA's 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):

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 to support ELD instruction

Wonders EL support materials

Consumable instructional supplies

Technology to enhance instructional practices for EL students

(2) HSL (Spanish) to support school - home communication

Focus on academic vocabulary and academic discourse with EL students

Subs for ELPAC testing

Sub Admin to provide time to participate in EL Planning, PLC planning, data chats, SSTs, PL and conferences

Specify enhanced services for EL students:

Action specifically targeted to EL students.

Specify enhanced services for low-performing student groups:

Technology to support instruction for listening and reading comprehension

Small group instruction

ELPAC Goal setting

ELPAC tutoring

# 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0485 Wilson Elementary (Locked)

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	Isabel Mayoral	139,637.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs for (SST, ILT, Data Chats, Planning, Mini Pac)	11,710.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology	9,750.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows (3TFs)	29,863.00
G1A1	Sup & Conc	Instruction	Travel			Travel, Conferences, PL	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance (Radios, Buildings, Keys)	1,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Sub Admin to provide time to participate in PLC planning, data chats, SSTs, PL and conferences	4,099.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology	11,219.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for Teachers (Planning, Tutoring, Clubs )	6,584.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	Kinder aide *Supports all Goal 1 Actions*	12,070.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance (Technology)	1,000.00
G1A2	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	Paraprofessional *Supports all Goal 1 Actions*	12,019.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors for testing	4,000.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Technology	6,618.00

**\$250,569.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Student-centered real world learning experience - Site Defined**

The intended goal is to drastically improve the overall climate and culture of Wilson through the investment and development of students who have a strong sense of self, character and SEL competencies.

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

**Student-centered real world learning experience - Site Defined**

Lack of consistent resources, structures and focus may have contributed to the disproportionality of low-performing students in the past.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to school closures, Wilson has not been able to consistently provide opportunities to expose students to real-world opportunities or create new structures to promote real-world learning experiences on site. The addition of a site funded TSA (change from a CT), Spanish speaking 2nd HSL (change from a non-specified HSL), reduction of (1) RCA from (2) due an addition of a FUSD funded Tier II specialist for 2021-22 will aide in the implementation of new real-life learning experiences at Wilson.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

The changes for implementation for this goal is the addition of a site funded TSA (change from a CT), Spanish speaking 2nd HSL (change from a non-specified HSL), reduction of (1) RCA from (2) due an addition of a FUSD funded Tier II specialist for 2021-22.



**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:

Consider having site funded TSA to directly support training of new teachers on Tier 1 interventions both academically and with SEL.

RTI

HSL (Spanish)

Teaching Fellows

Extra Pay Contracts for Tutoring

Technology

RCA

**2** ELAC:

Continue to offer SEL supports

RTI

Teaching Fellows

Tutoring after school

Technology

**3** Staff:

Continuing to build positive relationships with students and provide opportunities for all students.

Site funded TSA

HSL

RCA

Paraprofessional for K/1st to support with small group instruction and baseline testing

Technology Upgrades

Student incentives

## Action 1

**Title:** Character Counts & SEL Competencies

### Action Details:

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

This will be supported through;

CCT launch of Character Counts and SEL Competencies

Power of 3

Character Counts Week

Student of the Month Character Counts Pillar Recognition

Kindness Week

Red Ribbon Week

Outstanding Behavior Quarterly Recognition

Kind Kids Club

Peace Makers

- Mndfulness Club
- School Wide Jobs
- Golden Links
- Wildcats with the Right Attitude Recognition
- Golden Tickets
- Pennies for Patients
- Redesignation Field Trip for EL Students
- FUSD provided Career Ready Field Trips/Career Assemblies
- Goal 2 Field Trips
- Student Council
- Peach Blossom
- Peer Mediators
- Virtual School Dances
- Saturday Academy
- Sports
- Field Trips

**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

- Monthly monitoring of behavior entries in ATLAS
- Office Referrals reviewed for trends of student behaviors
- Quarterly monitoring of engagement for positive social emotional development

Owner(s):

- TSA
- RCA
- Tier II Specialist
- SSW
- CCT
- PLC
- Admin Team

Timeline:

- Monthly (Admin)
- Quarterly (CCT/PLC)
- Weekly (TSA/RCA/Tier II Specialist)

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

- Calendar of Character Counts Pillar trait w/ SEL Competencies
- Second Step Weekly Lessons that follow Scope & Sequence
- Positive individual recognition & Incentives for Student of the Month; School Wide Assemblies, and School Wide Power of 3 Initiative

Incentives for Positive behavior, classroom incentives, engagement activities  
Wildcat with the Right Attitude incentives

**Specify enhanced services for EL students:**

Use of HSL for parent communication with parents of English Language Learners  
Additional outreach through HSL to increase parent participation and student attendance  
All students will engage in development Character Counts/SEL Competencies  
Quarterly ELAC and SSC meetings to include SEL focus and academic growth  
Monthly parent meetings with admin to include HSL

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

RCA/Tier II Specialist strategic and regular "check-in/check-out" with Tier 2 students  
SSW Parent intake questionnaire with parents of students w/ multiple suspensions  
Continue ongoing PL for all staff to increase SEL strategies to decrease Tier 1 misbehaviors in the classroom.  
Continue PL & Book Study for SEL awareness and strategies (Culturally Responsive Teaching & the Brain and Culturally Proficient Instruction)

**Action 2**

**Title:** Wilson Clubs

**Action Details:**

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

**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  
Student Attendance  
Student interest survey  
Atlas Engagement Reports

**Owner(s):**

Club committee  
CWAS  
Teachers

**Timeline:**

Student attendance monitored weekly, clubs rotate approximately every 5 weeks, students complete interest survey during each club rotation

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

Materials & 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 teachers who put 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 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.).

EL students have an opportunity to interact with unfamiliar classmates and adults, building their confidence in their use of language and new situations.

EL students will have exposure to a variety of content specific language depending on the assigned club.

EL students provided opportunities to showcase their artifact that they created in clubs.

Specify enhanced services for low-performing student groups:

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

Students have an increased opportunity to develop new relationships with various students and adults at school.

Students build connectedness to school by participating in preferred activities in a variety of settings.

Students provided opportunities to showcase their artifact that they created in clubs

# 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0485 Wilson Elementary (Locked)

## G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	17,904.00

**\$17,904.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		31.48 %	2020-2021	21.48 %
Suspensions students with 1 or more		0 %	2020-2021	0 %
Chronic Absenteeism (Homeless)		100 %	2020-2021	90 %
Suspensions students with 1 or more (Homeless)		0 %	2020-2021	0 %
Chronic Absenteeism (White)		23.53 %	2020-2021	13.53 %
Suspensions students with 1 or more (White)		0 %	2020-2021	0 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Chronic Absenteeism**  
 Available resources used: CWAS, SSW, All 4 Youth, HSL, Parent University Students participate in small group and periodic check ins with support staff.

**Chronic Absenteeism (Homeless)**  
 Available resources used: CWAS, SSW, All 4 Youth, HSL, Parent University

**Chronic Absenteeism (White)**  
 Available resources used: CWAS, SSW, All 4 Youth, HSL, Parent University

**Suspensions students with 1 or more**  
 Behavior assemblies to introduce and review school wide expectations and consequences  
 Weekly Virtual Announcements to reinforce Wilson's Guidelines for Success  
 Implementation of Second Step & Class Meetings  
 RCA/CCS  
 School wide implementation of MTSS

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

**Chronic Absenteeism**  
 High mobility of families  
 Limited transportation

**Chronic Absenteeism (Homeless)**  
 High mobility of families  
 Limited transportation

**Chronic Absenteeism (White)**  
 High mobility of families  
 Limited transportation

**Suspensions students with 1 or more**  
 Full implementation of STOIC and CHAMPS  
 Full implementation of school wide Levels of Msbehavior  
 Full implementation of 2nd Step across all grade levels with CCS support

School wide implementation of Levels of Msbehavior

**Suspensions students with 1 or more (Homeless)**

Behavior assemblies to introduce and review school wide expectations and consequences

Weekly Virtual Announcements to reinforce Wilson's Guidelines for Success

Implementation of Second Step & Class Meetings

RCA/CCS

School wide implementation of MTSS

School wide implementation of Levels of Msbehavior

**Suspensions students with 1 or more (White)**

Behavior assemblies to introduce and review school wide expectations and consequences

Weekly Virtual Announcements to reinforce Wilson's Guidelines for Success

Implementation of Second Step & Class Meetings

RCA/CCS

School wide implementation of MTSS

School wide implementation of Levels of Msbehavior

Opportunities for students to build school connectedness through meaningful work

Timely matching of student needs to available resources on site and in the community

**Suspensions students with 1 or more (Homeless)**

Full implementation of STOIC and CHAMPS

Full implementation of school wide Levels of Msbehavior

Full implementation of 2nd Step across all grade levels with CCS support

Opportunities for students to build school connectedness through meaningful work

Timely matching of student needs to available resources on site and in the community

**Suspensions students with 1 or more (White)**

Full implementation of STOIC and CHAMPS

Full implementation of school wide Levels of Msbehavior

Full implementation of 2nd Step across all grade levels with CCS support

Opportunities for students to build school connectedness through meaningful work

Timely matching of student needs to available resources on site and in the community

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The only change for implementation for this goal is the addition of a site funded TSA (change from a CT), Spanish speaking 2nd HSL (change from a non-specified HSL), reduction of (1) RCA from (2) due an addition of a FUSD funded Tier II specialist for 2021-22.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

The only change for implementation for this goal is the addition of a site funded TSA (change from a CT), Spanish speaking 2nd HSL (change from a non-specified HSL), reduction of (1) RCA from (2) due an addition of a FUSD funded Tier II specialist for 2021-22.

**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:

**2** ELAC:

**3** Staff:

Consider having site funded TSA to directly support training of new teachers on Tier 1 interventions both academically and with SEL.

RTI

HSL (Spanish)

Teaching Fellows

Extra Pay Contracts for Tutoring

Technology

Continue to offer SEL supports

RTI

Teaching Fellows

Tutoring after school

Technology

Continuing to build positive relationships with students and provide opportunities for all students.

Site funded TSA

HSL

RCA

Paraprofessional for K/1st to support with small group instruction and baseline testing

Technology Upgrades

## Action 1

**Title:** MTSS at Wilson

### Action Details:

Wilson will continue to implement a tiered level of response to student misbehavior. Climate and Culture Team will continue implementation of Foundations evidence-based practices. Early-stage interventions aim to reduce suspensions, increase student attendance, reduce classroom disruptions, and increase campus safety. Guidelines for success and district programs (Class Meetings/Second Step/OLWEUS) will continue to promote personal responsibility and social skills, aiming to reduce conflicts with staff and other students. Climate and Culture Team will provide professional learning to staff in addressing student behaviors at levels 1-3. Students with multiple suspensions will be elevated to COSST and Behavior Intervention Plans will be created and communicated to support students who struggle with behavior. The ICET process will be utilized when site-based interventions have not generated successful results. Staff and CCT will relaunch guidelines for Success to strengthen Tier I.

**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, ODR's and chronic absenteeism.

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

RCA, CWAS, SSW, NTA's, Campus Assistant, and Admin to support this goal.

RCA's will manage the Wildcat Den, provide a check-in, check out system for connecting with a caring adult, provide push-in support in the classroom as needed to ensure application of SEL strategies taught during intervention.

CWAS will monitor student attendance and provide ongoing communication with students and families. They will motivate students to increase attendance and reduce tardies. CWAS will also support efforts to have students return to class when they elope or do not want to enter the classroom.

SSW will take an active role on the COSST team to respond to Tier II and III needs that may impede the graduation course. SSW will see students individually as well as small groups.

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

Class Meetings



Morning Meetings

2nd Step

Climate and Culture Team

Positive Behavior Incentives

Campus Clubs

Student Leaders

Peer Mediation

Milage for HSL/CWAS/SSW home support

Specify enhanced services for EL students:

Modifications during class meetings to provide language support, SST referrals, office referral tracking to identify any students requiring behavior interventions

Teachers and classified staff will have an ongoing means of communication to discuss any language deficiencies in students who are receiving SEL instruction by RCAs.

Specify enhanced services for low-performing student groups:

Increase in direct/on-going contact with low-performing student 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 school events, ongoing communication with families.

## Action 2

**Title:** Responding to Misbehavior

Action Details:

Staff will respond appropriately to levels of misbehavior. They will provide social-emotional support inside and outside of the classroom to reduce incidents of misbehavior that result in suspension and strengthen campus safety. They will 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. If needed they will purchase equipment to improve communication efforts with parents and community.

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

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

Atlas Student Engagement Report

ODR and Suspension Data in Power BI

Attendance Reports for varying subgroups reported in CADashboard

Data sources will be cross-referenced to surface students who require additional supports needed to stay on track to graduate.

Owner(s):

Classified staff, Administration, Teachers, SSW

Timeline:

Quarterly monitoring of suspension and attendance data

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

Social-Emotional support book study

RCA and TSA to support positive student behavior incentives and SEL skill-building for students who need support at Tiers II and III.

RCA's to manage the Wildcat Den to intervene with student misbehavior and teach corrective alternatives.

Wildcat Den Resources, Materials & Supplies

Social Skills supports for students

Positive behavior incentives

Wilson Guidelines for Success Signage for campus culture and expectations of behavior

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.

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0485 Wilson Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA	47,535.00
G3A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Local Mileage HSL	100.00
G3A1	One-Time School	Instruction	Mat & Supp			: Materials & Supplies	26,978.00

**\$74,613.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Survey– Overall Positive in Belonging Domain		58.19 %	2019-2020	68.19 %
Staff Goal - Site Defined		0 %	2020-2021	10 %

**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.

<p><b>1</b> Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.</p>	<p><b>2</b> Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.</p>
<p><b>Staff Goal - Site Defined</b></p> <p>Current identified actions in SPSA were difficult to implement due to the pandemic and subsequent distance learning format.</p> <p><b>Staff Survey – Overall Positive in Belonging Domain</b></p> <p>Creating a sense of belonging will be an ongoing focus at Wilson. Our climate and culture team identified a SMART goal based on analysis of the Climate and Culture Implementation Rubric.</p>	<p><b>Staff Goal - Site Defined</b></p> <p>Wilson will increase the percentage of overall positive sense of belonging domain by 5%.</p> <p><b>Staff Survey – Overall Positive in Belonging Domain</b></p> <p>Wilson will increase recruitment and retention of staff based on the diversity of the population we serve. During Fresno Unified staff selection special consideration will be given to the population in which we serve (AA and Hispanic).</p>

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Changes for implementation for this goal is the addition of a site funded TSA (change from a CT), Spanish speaking 2nd HSL (change from a non-specified HSL), reduction of (1) RCA from (2) due an addition of a FUSD funded Tier II specialist for 2021-22.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Changes for implementation for this goal is the addition of a site funded TSA (change from a CT), Spanish speaking 2nd HSL (change from a non-specified HSL), reduction of (1) RCA from (2) due an addition of a FUSD funded Tier II specialist for 2021-22.

Additional changes will be: increase staff team building and activities, opportunities for staff voice in ILT, CCT and other leadership roles, and continued precipitation in Cultural Proficiency training for all staff.

**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:**

Consider having site funded TSA to directly support training of new teachers on Tier 1 interventions both academically and with SEL.

RTI

HSL (Spanish)

Teaching Fellows

Extra Pay Contracts for Tutoring

Technology

**2 ELAC:**

Continue to offer SEL supports

RTI

Teaching Fellows

Tutoring after school

Technology

**3 Staff:**

Continuing to build positive relationships with students and provide opportunities for all students.

Site funded TSA

HSL

RCA

Paraprofessional for K/1st to support with small group instruction and baseline testing

Technology Upgrades

Student Incentives

### Action 1

**Title:** Wilson Power of 3

[Action Details:](#)

Wilson staff will increase student and staff belonging as measured by the Student and Staff Climate and Culture survey. Actionable steps will be but not limited to Power of 3, Student of the Month Recognition, 2 by 10 strategies, Wilson Friday Clubs, Wildcat Den, student check-ins with caring adults on campus. Ongoing professional learning around the four domains of the DEI Framework such as; Cultural Proficiency, Culturally Proficient Practices, Multicultural Experiences, and Social Action for all staff.

**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

Staff Survey

Owner(s):

Teacher

CCT Team

TSA

Admin

Timeline:

2 times per year

Monthly

Daily

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

Continue ILT/CCT collaboration of collective site goals for staff/students/community

Continue work with FUSD Climate and Culture Specialist to onboard work from previous year

T-shirts for every staff member for school unity at the beginning of the year

Monthly staff fellowship which includes meals/potluck and staff member of the month

Staff incentives for Wilson Staff Member of the Month/New staff and highlighted staff

- Teacher supplies/graphics
- Wilson specific items (clothing, lanyards, notebooks, planners, stickers)

Staff Appreciation Week:

- Food/snacks possible catering from Hewitt's or various FUSD approved vendors for staff inclusive luncheon
- Krazy Karen for team building and celebration

Specify Professional Development or Staff Services to support EL students:

Specify Professional Development or Staff Services to support low-performing student groups:

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0485 Wilson Elementary (Locked)

### G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Direct-Graph			: School wide communication, Guidelines for success, SOM folders	500.00

**\$500.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		91.99 %	2019-2020	100 %
Parent Survey - Safe and secure		90.1 %	2019-2020	100 %
Family Goal - Site Defined		0 %	2020-2021	10 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Family Goal - Site Defined**

As we resume in person instruction, goals and actions from the 2020-21 SPSA will be fully implemented to support family collaboration and engagement.

Opportunities will include Family/Community connectedness opportunities through:

Back to School Night/Open House Fall/Spring Family Fun Nights

Parent/Teacher conferences

Parent input through SST/ IEP's

Monthly Events- Character Counts month, Multicultural Focus months

Open Communication through:

HSL availability

Admin accessibility

TSA/RCA/Tier II accessibility supports

Wilson Website, Peach Jar, Social Media, School Messenger and Parent Surveys

**Parent Survey - Safe and secure**

As we resume in person instruction, goals and actions from the 2020-21 SPSA will be fully implemented to support family collaboration and engagement.

Opportunities will include Family/Community connectedness opportunities through:

Back to School Night/Open House Fall/Spring Family Fun Nights

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

**Family Goal - Site Defined**

There is a lack of inclusive school-wide opportunities for Wilson Families to be active stakeholders in their child's education.

**Parent Survey - Safe and secure**

There was no disproportionality within subgroups as our 2019-20 parent survey showed 91.99%positivity

**Parent Survey - Respected and welcomed**

There was no disproportionality within subgroups as our 2019-20 parent survey showed 90.10%positivity



Parent/Teacher conferences

Parent input through SST/ IEP's

Monthly Events- Character Counts month, Multicultural Focus months

Open Communication through:

HSL availability

Admin accessibility

TSARCA/Tier II accessibility supports

Wilson Website, Peach Jar, Social Media, School Messenger and Parent Surveys

**Parent Survey - Respected and welcomed**

As we resume in person instruction, goals and actions from the 2020-21 SPSA will be fully implemented to support family collaboration and engagement.

Opportunities will include Family/Community connectedness opportunities through:

Back to School Night/Open House Fall/Spring Family Fun Nights

Parent/Teacher conferences

Parent input through SST/ IEP's

Monthly Events- Character Counts month, Multicultural Focus months

Open Communication through:

HSL availability

Admin accessibility

TSARCA/Tier II accessibility supports

Wilson Website, Peach Jar, Social Media, School Messenger and Parent Surveys

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**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Although this is a new goal for 2021-2022, numerous actions and opportunities have been previously implemented within the SPSA in other areas to engage and connect with families. The majority of actions were not able to be carried out due distance learning during the 2020-2021 school year.

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**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

As we resume in person instruction, goals and actions from the 2020-21 SPSA will be fully implemented to support family collaboration and engagement.

**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:**

Consider having site funded TSA to directly support training of new teachers on Tier 1 interventions both academically and with SEL.

RTI

HSL (Spanish)

Teaching Fellows

Extra Pay Contracts for Tutoring

Technology

**2 ELAC:**

Continue to offer SEL supports

RTI

Teaching Fellows

Tutoring after school

Technology

**3 Staff:**

Continuing to build positive relationships with students and provide opportunities for all students.

Site funded TSA

HSL

RCA

Paraprofessional for K/1st to support with small group instruction and baseline testing

Technology Upgrades

## Action 1

**Title:** Wilson Family Connections

### Action Details:

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

This will be support though;

Monthly Coffee Hour w/Principal

Back to School Night

Student of the Month Awards

Academic/SEL Awards Assemblies

Parent Conferences in their Home Language

Family Harvest Night

Open House

Multicultural Night

Literacy Night

Math Night

Author's Night

Jog-A-Thon

ELAC  
SSC  
Game Board Night  
Wilson Talent Show  
Donuts w/Dad  
Muffins w/Mom

**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

Climate and Culture Surveys  
Parent Sign-In Logs  
Parent Input on Needs Assessment  
Site Developed Forms  
Surveys as needed  
Parent Questionnaires  
Parent Volunteers  
Count of Attendees with Events  
Parent Portal

Owner(s):

Teacher  
TSA  
Admin  
CCT/ILT  
RCA  
CWAS  
HSL, OM, OA  
SSW

Timeline:

Fall, Spring  
On-going  
Event specific sign in  
Monthly monitoring  
Yearly monitoring

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

Weekly/Monthly communication with Wilson Families via FUSD School Messenger, Peach Jar, Class Dojo, School Website, Wilson Instagram, and Wilson Facebook on Wilson School-Related Events.  
Incentives such as food, clothing, school supplies and other  
Extra pay contracts for HSL, babysitting, and translating  
FUSD Graphics  
Supplies for additional advertising and communication

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

Use of HSL for parent communication with parents of English Language Learners

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

Additional outreach through HSL to increase parent participation

All parents will have the opportunity to participate in all school-related events

Quarterly ELAC and SSC meetings to include SEL focus and academic growth

Monthly parent meetings with admin to include HSL

School-Wide Communication

Parent University

Parent University

SSW Quarterly Parent Meetings

Tier II Specialist Parent Meetings

Monthly Admin Coffee Hours with parent education and SEL skills

Open House

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0485 Wilson Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	HSL Spanish Speaking. Title I funded HSL cannot translate mandatory items (i.e. ELAC, IEP, etc.)	14,616.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Materials & Supplies (Parent Participation)	2,000.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Translation-Parent Teacher Conferences	1,637.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	HSL Spanish Speaking *Supports all Goal 3 Actions*	15,433.00

**\$33,686.00**

## 2021-2022 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	Teacher-Regu	Teacher, Spec Assgn	1.0000	Isabel Mayoral	139,637.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs for (SST, ILT, Data Chats, Planning, Mini Pac)	11,710.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology	9,750.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows (3TFs)	29,863.00
G1A1	Sup & Conc	Instruction	Travel			Travel, Conferences, PL	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance (Radios, Buildings, Keys)	1,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Sub Admin to provide time to participate in PLC planning, data chats, SSTs, PL and conferences	4,099.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology	11,219.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for Teachers (Planning, Tutoring, Clubs )	6,584.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	Kinder aide *Supports all Goal 1 Actions*	12,070.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance (Technology)	1,000.00
G1A2	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	Paraprofessional *Supports all Goal 1 Actions*	12,019.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors for testing	4,000.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Technology	6,618.00
G2A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	17,904.00
G3A1	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA	47,535.00
G3A1	Sup & Conc	Attendance & Social Work Services	Local Mileag			Local Mileage HSL	100.00
G3A1	One-Time School	Instruction	Mat & Supp			: Materials & Supplies	26,978.00
G4A1	Sup & Conc	Instruction	Direct-Graph			: School wide communication, Guidelines for success, SOM folders	500.00
G5A1	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	HSL Spanish Speaking. Title I funded HSL cannot translate mandatory items (i.e. ELAC, IEP, etc.)	14,616.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Materials & Supplies (Parent Participation)	2,000.00
G5A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Ext			Translation-Parent Teacher Conferences	1,637.00
G5A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	HSL Spanish Speaking *Supports all Goal 3 Actions*	15,433.00

\$377,272.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$73,370.00
Sup & Conc	7090	\$238,854.00
LCFF: EL	7091	\$38,070.00
One-Time School	7099	\$26,978.00
<b>Grand Total</b>		<b>\$377,272.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$250,569.00
G2 - Expand student-centered and real-world learning experiences	\$17,904.00
G3 - Increase student engagement in their school and community	\$74,613.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$500.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$33,686.00
<b>Grand Total</b>	<b>\$377,272.00</b>