

Wishon Elementary

10621666006589

Principal's Name: Annarita Howell

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

Title I SWP

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District Goals	
<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



<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>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.</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 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 - Annarita Howell	X				
2. Chairperson - Christina Pasillas				X	
3. Co-Chair - Noel Gallardo				X	
4. Secretary - Kathryn Stockdale		X			
5. Mary Borders		X			
6. Sandra Espinosa		X			
7. Jacob Reyes			X		
8. Cassandra (Casey) Hickingbottom				X	
9. Jessica Garcia				X	
10. Esperanza Zuniga				X	
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Annarita Howell		5/28/2020
SSC Chairperson	Christina Pasillas		5/28/20

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 2020/21

Wishon - 0495

ON-SITE ALLOCATION

3010	Title I	\$55,544 *
7090	LCFF Supplemental & Concentration	\$196,260
7091	LCFF for English Learners	\$37,719
TOTAL 2020/21 ON-SITE ALLOCATION		\$289,523

* 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	\$1,572
Remaining Title I funds are at the discretion of the School Site Council	\$53,972
Total Title I Allocation	\$55,544

Wishon Elementary 2020-2021 - 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)	56.196 %	42.623 %	2018-2019	49.623 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	52.338 %	41.368 %	2018-2019	48.368 %

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)

Some key factors that contributed to the performance outcomes for ELA included:

- Aligned professional learning based on teachers' needs.
- Job embedded learning for all grade levels.
- Support for teachers by ELA coaches and Foundational Skills for grades K-2.
- Grade level PLC focused on ELA formative assessments aligned to SBAC claims and targets, explicit direct instruction in foundational skills and reading comprehension, Tier 1, 2 & 3 intervention and acceleration.
- Tier 1 & 2 instruction support with CA Teaching Fellows in grades TK-6.
- School climate and culture support with Safe & Civil TSA
- School wide expectations for teaching, learning and behaviors. SEL support with RP Counselor.
- Additional time for social emotional support provided by school psychologist.
- Bilingual Instructional Assistant targeting grades 2-6.
- Committed use of adopted ELA curriculum and online resources.
- After school library tutoring support for identified Long Term ELLs in grades 2-6.
- Increase use of technology in TK-6 classrooms.
- Tier 3 Instructional support with Certificated Tutor for identified students in grades 2-6.
- Consistent classroom walks and feedback to TK-6 Teachers.
- Progress monitoring through grade level data chats.

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)

Factors that may have contributed to the disproportionality for subgroups in ELA included:

- Inconsistent personnel staffing to support tiered intervention.
- Inconsistent instruction of Foundational Skills across grades K-2.
- Lack of consistent implementation of integrated and designated ELD instruction resulting in low reclassification rate of English Learners.

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

Factors that may have contributed to the disproportionality for subgroups in math included:

- Inconsistent with differentiated math instruction and the use of supplemental resources.
- Lack of consistent implementation of integrated and designated ELD instruction as it applies to math academic language.

- Emphasis of balanced literacy instruction taught through foundational skills, reading, writing, speaking, listening, and meaning making using authentic text.
- Strong PLC collaboration across grade levels.

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

Some key factors that contributed to the performance outcomes for math included:

- Aligned professional learning in mathematics based on teachers' needs.
- Support for teachers by Math coaches.
- Grade level PLC focused on math formative assessments aligned to SBAC claims and targets, explicit direct instruction, Tier 1, 2 & 3 intervention, and acceleration.
- Intervention push-in model with CA Teaching Fellows in grades K-4.
- School culture and climate support with Safe & Civil TSA
- School wide expectations for teaching, learning and behaviors.
- SEL support with RP Counselor.
- Additional support for social emotional provided by school psychologist.
- Bilingual Instructional Assistant
- Committed use of adopted Math curriculum including manipulatives, and online resources.
- Increase use of technology in the classrooms.
- Emphasis of balanced literacy instruction taught through foundational skills, reading, writing, speaking, listening, and meaning making using authentic text.
- Strong PLC collaboration across grade levels.

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

Title I & LCFF funds were utilized to provide Tier 1 & 2 Literacy and Math intervention and supports in the classrooms. The push-in intervention model using CTFFs has proven to be very effective showing consistent student growth in ELA and Mathematics. Wishon will continue to utilize CTFFs and one Certificated Tutor to provide intervention support for foundational skills in and out of the classrooms with Title I and LCFF funds.

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.

As a result of the analysis Tier 3 intervention with Certificated Tutor and CTFFs will commence the first week of September.

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:

See attachment

2 ELAC:

ELAC feedback not received due to school closure. We will review

3 Staff:

See attachment

and obtain feedback at the start of the 20/21 school year.

Action 1

Title: ELA Achievement

Action Details:

Wishon Elementary will implement a comprehensive tiered intervention system to provide Language Arts supports for students who are below grade level. To ensure that students will achieve grade level standards, teachers will provide Tier one and two instruction using core and supplemental Wonders curriculum with the support of CA Teaching Fellows. The intervention team and the certificated tutor will provide Tier 3 intervention to identified students.

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

- Indicators on the school dashboard will be monitored to ensure that the needs of the students and those who are reflected by an achievement gap are addressed.
- Classroom supervision of instruction utilizing the CSTPs and Instructional Practice Guide (IPG) with supporting documents to provide coaching feedback and reflective conversations between administrators and teachers.
- Teachers and administrators, through the use of professional learning communities and CCI, will analyze student work and common formative assessment data to inform instruction and design learning opportunities for students.
- Administrators will collect and review PLC agendas and notes to monitor student progress and insure instructional decisions are data driven.
- Teachers will continue to engage in grade level lesson design, where teacher observation and data collection is used to improve instruction in order to increase student learning.
- Teachers and administrators will closely monitor the effectiveness of the tiered intervention using quarterly assessment data (BAS, BPST, KAIG, IABs, FIABs & iReady).
- Teachers will continue to utilize IPG and Scope and Sequence for instructional planning, develop Common Formative Assessments and use evidence to design learning experiences for students when learning has and has not occurred to meet grade level standards.
- Staff will monitor progress of all students and instructional practices, including English Learners progress towards re-designation, through the use of ongoing data chats, goal setting with students, site, district and state assessments, the EL Redesignation Goal setting report and SEL Survey.
- Regional administration team will meet quarterly and engage in the CCI process to review site targets and regional goals.
- Administrators and teachers will analyze Site, District and SBAC results to improve instruction and increase academic achievement.

Owner(s):

Administrators, teachers, PLC Teams, ILT, Teaching Fellows, Climate Culture Team, bilingual paraprofessional and students

Timeline:

- Weekly
- Ongoing based on District Assessment Calendar and site assessments

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

- Teachers, paraprofessionals, 8 Teaching Fellows and 1 Bilingual Paraprofessional will work collaboratively to provide **Tier 1 and 2** intervention and differentiated instruction in the TK- 6 grade classrooms to support ELA/ ELD

standards, 60 minutes daily, to support literacy development in foundational skills, phonemic awareness, reading comprehension, writing and speaking and listening skills using Wonders curriculum, Wonders **Tier 2** Handbooks, UDL strategies, and online resources.

- The intervention team and a certificated tutor will provide **Tier 3** intervention for the identified students using Wonder Works supplemental materials.
- Classroom instruction will focus on the tenets of IPG which include, but not limited to high leverage instructional strategies in ELA/ELD including but not limited to Complex Text, Talk and Task, academic discourse, Increasing DOK levels during instruction, use of technology for whole class, small group and blended learning of technology standards, use of rubrics, building reading comprehension skills, conceptual understanding, use of graphic organizers/thinking maps, word work and writing.
- Staff will monitor progress of all students (including SPED, African American, foster youth) and instructional practices in all content areas, including English Learners progress towards re-designation, through the use of student work samples and assessment data with ongoing data chats and goal setting and self-reflection with students.
- Additional time for **Tier 3** social emotional support will be provided by school psychologist for identified students.
- Computer and resources to support whole class, small group and blended learning opportunities to promote best practices in ELA, technology and other content learning. This includes, but not limited to hardware, accessories, installation, repair, replacement of computers, tablets, and online technology programs, site licenses, carts, printers, ink cartridges, projectors/bulbs, document cameras, SMART classroom equipment, and other supplies.
- Classroom instructional materials, and supplies including, but not limited, to FUSD Graphics, Magazine subscriptions, supplemental books and reading materials, notebooks, paper, pencils, pens, markers, crayons, etc..., will be purchased to support instruction in all subject areas and interventions needs for all students and teachers.
- Incentives may be provided for academic improvement and achievement.

Specify enhanced services for EL students:

- Teachers, paraprofessionals, 8 Teaching Fellows and one Bilingual Paraprofessional will provide small group differentiated instruction in the TK- 6 grade classrooms to support ELA/ELD Framework, 60 minutes daily, to support literacy development in foundational reading skills, phonemic awareness, reading comprehension, writing and speaking and listening skills.
- Classroom instruction will focus on high leverage instructional strategies in ELA including but not limited to Complex Text, Talk and Task, Increasing DOK during instruction, use of technology for whole class, small group and blended learning of technology standards, use of rubrics, building reading comprehension skills, conceptual understanding, use of graphic organizers/thinking maps, word work and writing.
- Staff will monitor progress of all students and instructional practices, including English Learners progress towards redesignation, through the use of student work samples and assessment data with ongoing data chats and goal setting with students.
- Teachers provide UDL opportunities to students in order to access multiple modalities to demonstrate understanding of learning.
- Teachers will be providing Designated ELD instruction during Tier 2 intervention block daily.

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

- Monthly meetings, workshops and Parent University support will provide parent topics and content of "How to support students at home, Use of ATLAS, How to read District and State reports (iReady, ELPAC, SBAC)".
- Fall and ongoing Parent Conferences.
- Quarterly Progress Reports.
- Translators will be provided for parent conferences and meetings, as needed.
- Parents will be included in Student Success Team (SST) meetings to address student needs. Substitute Teachers will be provided to include teachers in meetings.
- Library, Fall and Spring Book Fairs will be available to parents and students to promote student literacy.
- Quarterly Award Assemblies.
- School related events, activities and study trips.
- Ongoing school communication through School Messenger, Edutext, Peach Jar and notices sent home.
- Provide child care for parent meetings if needed.

Specify enhanced services for low-performing student groups:

- Tier 3 instructional support for EL students.
- Afterschool Library tutoring for identified Long Term and At-Risk ELs.
- Teachers provide UDL opportunities to students in order to access multiple modalities to demonstrate understanding of learning.

Describe Professional Learning related to this action:

- Continue Professional Learning of Instructional Practice Guide-Literacy to develop expertise in Culture of Learning, Challenging Content, Ownership, Every Student, and Improving Every Day with supporting documents including but not limited to Learning Progressions, State Standards Documents, Grade Level Standards, and SBAC Claims and Targets.
- Continue development of Professional Learning Communities (Learning by Doing, DuFour) to support use of evidence to plan standards based instruction, checks for understanding and use of common formative assessments including IAB & FIABs to guide instruction.
- Provide professional learning to teachers to increase effective use of a multi-tiered system of support including small group support, guided and leveled reading, foundational reading skills, phonemic awareness, writing across the content, and developing language addressing ELs through integrated and designated ELD.
- Continue professional learning to support the tenets of IPG including high leverage instructional strategies in ELA/ELD including, but not limited to Complex Text, Talk and Task, academic discourse, Increasing DOK levels during instruction, use of technology for whole class, small group and blended learning of technology standards, use of rubrics, building reading comprehension skills, use of graphic organizers/thinking maps, word work and writing.

- Continue to provide substitutes for job embedded learning opportunities for all grade levels at PLCs and peer observations lesson studies as needed.
- Continue ELA/ELD coaching support for all grade levels through co-teaching, PLCs support and lesson studies.
- Continue professional learning to effectively increase the use of ELA/ELD supplemental materials and online resources to support standards based content instruction for all students.

Action 2

Title: Math Achievement

Action Details:

Wishon Elementary will implement a comprehensive tiered intervention system to provide Math supports for students who are below grade level with in the classroom setting. To ensure that students will achieve grade level standards, teachers will provide Tier one and two instruction using core and supplemental Go Math curriculum with the support of CA Teaching Fellows.

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

- Indicators on the school dashboard will be monitored to ensure that the needs of the students and those who are reflected by an achievement gap are addressed.
- Classroom supervision of instruction utilizing the CSTPs and Instructional Practice Guide (IPG) with supporting documents to provide coaching feedback and reflective conversations between administrators and teachers.
- Teachers and administrators, through the use of professional learning communities and CCI, will analyze student work and common formative assessment data to inform instruction and design learning opportunities for students.
- Administrators will collect and review weekly lesson plans, PLC agendas and notes to monitor student progress and insure instructional decisions are data driven.
- Teachers will continue to engage in grade level peer observations, where teacher collect data to inform and improve instruction in order to increase student learning.
- Teachers and administrators will closely monitor the effectiveness of the tiered intervention using quarterly assessment data (KAIG, CFAs, IABs , FIABs & iReady).
- Teachers will continue to utilize IPG and Scope and Sequence for instructional planning, develop Common Formative Assessments and use evidence to design learning experiences for students when learning has and has not occurred to meet grade level standards.
- Staff will monitor progress of all students and instructional practices, including English Learners progress towards re-designation, through the use of ongoing data chats, goal setting with students, site, district and state assessments, the EL Redesignation Goal setting report and SEL Survey.
- Regional administration team will meet quarterly and engage in the CCI process to review site targets and regional goals.
- Administrators and teachers will analyze Site, District and SBAC results to improve instruction and increase academic achievement.

Owner(s):

Administrators, teachers, PLC Teams, ILT, Teaching Fellows, Climate Culture Team, Bilingual Paraprofessional and students

Timeline:

- Weekly
- Ongoing based on District Assessment Calendar and site assessments

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

- Teachers, paraprofessionals, and 8 Teaching Fellows will work collaboratively to provide **Tier 1 and 2** intervention and differentiated instruction in the TK- 6 grade classrooms to support Math standards using GO Math curriculum, UDL strategies, and online resources.
- Teachers, paraprofessionals, and Teaching Fellows will provide **Tier 3** intervention for the identified students using GO Math curriculum materials and iReady personalized online lessons.
- Classroom instruction will focus on the tenets of IPG which include, but not limited to high leverage instructional strategies in Math including but not limited to rigorous problem solving tasks, academic discourse, Increasing DOK levels during instruction, use of technology for whole class, small group and blended learning of technology standards, and building conceptual understanding through the use of models and multiple representations.
- Staff will monitor progress of all students (including SPED, African American, foster youth) and instructional practices in all content areas, including English Learners progress towards re-designation, through the use of student work samples and assessment data with ongoing data chats and goal setting and self-reflection with students.
- Additional time for **tier 3** social emotional support will be provided by school psychologist for identified students.
- Computer and resources to support whole class, small group and blended learning opportunities to promote best practices in Math, technology and other content learning. This includes, but not limited to hardware, accessories, installation, repair, replacement of computers, tablets, and online technology programs, site licenses, carts, printers, ink cartridges, projectors/bulbs, document cameras, SMART classroom equipment, and other supplies.
- Classroom instructional materials, and supplies including, but not limited, to FUSD Graphics, supplemental materials, notebooks, paper, pencils, pens, markers, crayons, etc..., will be purchased to support instruction in all subject areas and interventions needs for all students and teachers.
- Incentives may be provided for academic improvement and achievement.

Specify enhanced services for EL students:

- Teachers, paraprofessionals, and 8 Teaching Fellows will provide small group differentiated instruction in the TK- 6 grade classrooms to support Math Framework and standards.
- Classroom instruction will focus on high leverage instructional strategies in Math including but not limited to rigorous problem solving tasks, Increasing DOK during instruction, use of technology for whole class, small group and blended learning of technology standards, building conceptual understanding through the use of models and multiple representations.
- Staff will monitor progress of all students and instructional practices, including English Learners progress towards redesignation, through the use of student work samples and assessment data with ongoing data chats and goal setting with students.
- Teachers provide UDL opportunities to students in order to access multiple modalities to demonstrate understanding of learning.

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

- Monthly meetings, workshops and Parent University support will provide parent topics and content of "How to support students at home, Use of ATLAS, How to read District and State reports (iReady, ELPAC, SBAC)".
- Fall and ongoing Parent Conferences.
- Quarterly Progress Reports.
- Translators will be provided for parent conferences and meetings, as needed.
- Parents will be included in Student Success Team (SST) meetings to address student needs. Substitute Teachers will be provided to include teachers in meetings.
- Library, Fall and Spring Book Fairs will be available to parents and students to promote student literacy.
- Quarterly Award Assemblies.
- School related events, activities and study trips.
- Ongoing school communication through School Messenger, Edutext, Peach Jar and notices sent home.
- Provide child care for parent meetings.

Specify enhanced services for low-performing student groups:

- Tier 3 instructional support for EL students.
- Afterschool Library tutoring for identified Long Term and At-Risk ELs.
- Teachers provide UDL opportunities to students in order to access multiple modalities to demonstrate understanding of learning.

Describe Professional Learning related to this action:

- Continue Professional Learning of Instructional Practice Guide-Mathematics to develop expertise in Culture of Learning, Challenging Content, Ownership, Every Student, and Improving Every Day with supporting documents including but not limited to rigorous problem solving tasks, Learning Progressions, Coherence Map, Common Core Companion Book, Grade Level focus, building conceptual understanding through the use of models and multiple representations, and SBAC Claims and Targets.
- Continue development of Professional Learning Communities (Learning by Doing, DuFour) to support use of evidence to plan standards based instruction, checks for understanding and use of common formative assessments including IAB & FIABs to guide instruction.
- Provide professional learning to teachers to increase effective use of a multi-tiered system of support including UDL strategies, small group, and differentiated instruction.
- Continue to provide substitutes for job embedded learning opportunities for all grade levels at PLCs and peer observations lesson studies as needed.
- Continue Math coaching support for all grade levels through co-teaching, PLCs support and lesson studies.
- Continue professional learning to effectively increase the use of Go Math materials, iReady personalized lessons and online resources to support standards based content instruction for all students.

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0495 Wishon 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	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.4375	CT to provide extra support in Tier 3	37,860.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies (no incentives/food)	1,839.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : CTFF 16% (8TF) subagreement	14,273.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent involvement, materials & supplies (no incentives/food)	1,572.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher sub days (4 Arts & 10 SST)	4,753.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher supp. contracts	610.00
G1A1	Sup & Conc	Instruction	Ins Aide-Ext			Extra time instructional aide/conference trans.	590.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & supplies, incentives (All goals)	42,025.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology NC-Equipment (G1A1&2,)	2,000.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : CTFF (63%) 8TF subagreement	56,198.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Office equipment lease (Ricoh) all goals	9,400.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance & Repairs (all goals)	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics (G1A1&2, G2,G3A1)	500.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Ext			extra time clerical	579.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Parent involvement materials & supplies (G1A1&2)	200.00
G1A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.4000	extra social emotional support G1A1,2 &G4	60,778.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	provide support, G1A1 & 2	13,342.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials & supplies (G1A1&2,& G4)	1,369.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : CTFF Sub-agreement (20%) 8 TF	18,733.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assesors (2for 8days)	3,000.00
G1A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translation for parent conference/mtgs (G1A1&2)	581.00
G1A1	LCFF: EL	Other Pupil Services	Oth Cls-Supp			NTA -translation parent conferences/mtgs	694.00

\$272,896.00

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	100 %	45.347 %	2018-2019	52.347 %

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

Key factors that contributed to the performance outcomes were:

- Library tutoring program After school clubs (Hmong, Art, Drama,
- Board-game, Coding & Book Club etc...)
- Field trips in all grade levels supporting the arts,
- athletics and activities- Friday Philharmonic & Team Sports in appropriate grade levels
- School related activities Music programs for grades 2-6
- Positive school climate and culture Peer Mediation program
- McLane partnership (ROP, Banking, PE)
- Materials and supplies
- Saturday sports
- Guest speakers
- After school program events

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

Goal 2 Participation Rate

Factors that contributed to the disproportionality for subgroups were:

- Attendance After school late transportation
- Participation and recruitment of students and staff for clubs and activities
- Students with special needs are unable to participate in certain events

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

As a Designated School with a longer work day, there is a struggle with finding coaches / teachers for athletics and clubs.

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.

We will continue to actively recruit staff members to provide multiple opportunities for our students to participate in Goal 2 activities. We will provide school-wide Mustang Mingle activities using Playworks Game Guide.

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:
See attachment	See attachment	See attachment

Action 1

Title: Student Engagement

[Action Details:](#)

Wishon Elementary will implement a wide range of opportunities to engage all students in activities, clubs, arts and athletic programs with an emphasis on increasing participation of unique students to build school connectedness.

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](#)

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

[Timeline:](#)

Administrators and teachers

- Teachers and administrators will track names and student population for each activity as presented through ATLAS and use of Goal 2 Activity photographs.
- Teachers will monitor student attendance for all Goal 2 Activities to promote student school attendance towards 95% success rate.
- Culture and climate survey will reflect a 7% increase of student connectedness in school.

- Ongoing weekly
- Quarterly

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

- Appropriate equipment and supplies for specific sports, enrichments, art and club activities not limited to balls, bats, gloves, arts and craft supplies, gardening supplies and equipment.
- Classroom instructional materials, supplies and incentives including, but not limited to FUSD Graphics, magazine subscriptions, supplemental books and reading materials, notebooks, paper, pencils, pens, markers, crayons, etc, will be purchased to support instruction in all subject areas including tiered interventions for all students and teachers to improve attendance.
- Staff will monitor progress to show an increase of attendance at school/activities.

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

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

- Use of site PL to promote Reading, Writing, Speaking, Listening and Social Emotional skill set.
- ELD intervention targeting social / academic language development for Newcomer students.
- Intentional use of technology to enhance social/academic language development.

- Use of classroom meetings and Second Step curriculum to promote speaking and listening skills, positive social interactions.
- Intentional use of technology to enhance social / academic language development.

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

- Monthly newsletter provided by activity leaders
- Updates provided at SSC, ELAC and Parent University meetings
- Teacher/Parent conferences
- Provide child care for parent meetings
- School notices
- Parent contact made by office staff, including extra hours for parents unavailable during regular school hours
- Site and district meetings and communication promoting the positive impact of regular school attendance and student engagement
- Site Marquis
- Lease continued for use of office machines to print communication with parents

Describe Professional Learning related to this action:

- District provided coaches meetings.
- Use of site PL to promote Reading, Writing, Speaking, Listening and Social Emotional skill set.
- Teacher expertise for clubs and interested areas.

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
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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.

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

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

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.

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:

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	15.477 %	18.223 %	2018-2019	16.223 %
Suspensions Per 100	0 %	0.151 %	2018-2019	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.

Chronic Absenteeism

Key factors that contributed to the performance outcomes were:

- Nurse, health aide, LVN
- Social emotional support from school psychologist, Restorative Practice counselor
- CWA support
- Attendance incentives / awards
- Student engagement in classrooms
- Classroom meetings
- Second Steps curriculum
- School wide MAC/CHAMPS expectations
- Character Club with RP Counselor
- SST Process
- CCI process with Climate Culture Team

Suspensions Per 100

Key factors that contributed to the performance outcomes were:

- Social emotional support from school psychologist, Restorative Practice counselor
- Classroom meetings
- Second Steps curriculum
- School wide MAC/CHAMPS expectations
- Use of restorative responses to student misbehaviors
- SST Process
- CCI process with Climate Culture Team

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

Chronic Absenteeism

Factors that contributed to the disproportionality of subgroups were:

- Attendance & Chronic illness
- Social emotional behavior
- Transiency Student motivation

Suspensions Per 100

None

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

Based on data analysis and teacher feedback site administration and support staff aligned ELA instructional schedule and multi-tiered system of support to minimize the amount of classroom disruption, eliminate student pull out at each grade level during tier 1 instruction and maximize use of instructional resources and minutes. Title I and LCFF funds were utilized to provide tier 1 & 2 literacy and math intervention and supports in the classrooms. The push-in intervention model using CTFFs has proven to be very effective showing consistent student growth in ELA and Mathematics. Current ELA data revealed that in second grade students showed an increase of 20%. There was an increase of 13% in third grade. Fourth grade showed a gain of 4%, fifth grade had an increase of 16% and sixth grade showed an increase of 11%. In Math, similar gains were observed in second, fourth and sixth grades. As a result, Wishon will continue to utilize CTFFs and one Certificated Tutor to provide direct support in and out of the classrooms with Title I and LCFF funds.

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.

2019-2020 goal is to collect data and teacher feedback, site administration and support staff to align Math instructional schedule and multi-tiered system of support to minimize the amount of classroom disruption, eliminate student pull out at each grade level during tier 1 instruction and maximize use of instructional resources and minutes. Every classroom will implement cool down area. Increase teacher to student positive interactions. Increase student connectiveness based on student survey results.

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:

See attachment

2 ELAC:

See attachment

3 Staff:

See attachment

Action 1

Title: Chronic Absenteeism & Suspension Rates

Action Details:

Wishon Elementary will use the MTSS Framework to implement a comprehensive plan utilizing the district's discipline matrix, along with the response strategies, support services, incentives and positive recognition to improve Chronic absenteeism to ensure that every student moves a minimum of a grade level each 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

- Culture and climate survey will reflect 7% student growth on self-management, self-efficacy, self-awareness, social awareness and growth mindset.
- Teachers and administrators will track names and student population for each activity as presented through ATLAS and use of Goal 2 Activity photographs.
- Teachers will monitor student attendance for all Goal 2 Activities to promote student school attendance towards 95% success rate.
- Culture and climate survey will reflect a 7% increase of student connectedness in school.
- Student attendance rate will reflect regional goal of 95%.
- Level 3 behaviors that lead to suspension will be monitored to provide strategic support for identified students.
- Culture and Climate Team will use the CCI process to ensure strong Tier 1 support in the classroom schoolwide.
- Atlas behavioral report and referral data will be monitored by administrators.
- Incentives for student who demonstrate positive character traits

Owner(s):

Administrators, Teachers, CWA, Office staff and support staff.

Timeline:

Monthly & quarterly

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

- Child Welfare Aide will continue to use incentives and positive recognition to encourage and improve attendance.
- Health Aide to work 3.5 hours to support all students in grades TK-6 and to make referrals for services to families of students with chronic absenteeism.
- Child Welfare Aide will spend 60% of work day to make home visits, provide resources and/or make referral for services to families of students with chronic absenteeism.
- Additional time for social emotional support provided by school psychologist.
- Students who demonstrate poor attendance or chronic absenteeism will be referred for on-site engagement services such as, small group mentoring, After School Program, arts, athletics and activities.
- Teachers will continue to hold weekly classroom meetings utilizing; Classroom Meetings that Matter, Emotional Intelligence 2.0, Olweus Bully Prevention, Second Step, and research based lessons to promote building a community.
- On-site Restorative Practices counselor will support teachers through professional learning to develop lessons to build community and engagement with students struggling to improve their attendance and SEL needs.
- Site and District meetings and all communication will promote the positive impact of regular school attendance.
- Classroom instructional materials, and supplies including, but not limited to FUSD Graphics, Magazine subscriptions, supplemental books and reading materials, notebooks, paper, pencils, pens, markers, crayons, etc, will be purchased to support instruction in all subject areas and interventions needs for all students and teachers to improve attendance to address the District goal of every student moves a minimum of a grade level each year and that we are a culture of learning with high expectations.
- Incentives may be provided to foster positive behavior, increase attendance, academic improvement and achievement.
- Lease continued for use of office machines to print communication with parents.

Specify enhanced services for EL students:

- Provide translator for parents needing primary language support for meetings and communications promoting the positive impact of regular school attendance.

Specify enhanced services for low-performing student groups:

- Provide translator for parents needing primary language support for meetings and communications promoting the positive impact of regular school attendance.
- Students with Disabilities that have a higher percentage of chronic absenteeism will be monitored on a weekly basis by CWA, Health Aide, and School Nurse. Actions include telephone calls to families, home visits, regular SST meetings and refer families to social services and outside resources to support each child's individual medical needs to improve attendance.

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

- Child Welfare Aide (CWA), teachers and administrators will monitor attendance of chronically absent students through use of ATLAS reports and SEL Survey.
- Teachers and administrators will monitor participation in Goal 2 activities.
- Telephone calls from office staff and Child Welfare Aide to verify absences and promote daily attendance.
- Quarterly SSC and ELAC meetings.

Describe Professional Learning related to this action:

- Professional learning for district personnel (CWA, Office Staff and teachers) regarding policies and procedures for absences, tardies and supports of services to improve attendance.
- Professional learning for teachers regarding implementation of the new discipline matrix, Atlas updates, and restorative responses for students misbehaviors.
- Professional learning for teachers in programs, lessons and instructional strategies for weekly classroom

- Ongoing communication to parents through Parent Messenger, Edutext, Peach Jar and Parent Portal.
- Attendance progress report.
- Teacher/Parent Conferences and communication.
- Quarterly Progress Report.
- Child Welfare Aide home visits and scheduled parent meeting.
- Health Aide will be provided 0.4375 daily to support chronically absent students.
- Site and District meetings and all communication promoting the positive impact of regular school attendance, up to and including A2A and SARB.

- meetings utilizing Olweus Bully Prevention, Class Meetings that Matter Second Step, Morning Meetings and research based lessons to promote a positive culture and climate to improve attendance and decreasing behaviors that lead to suspension.
- Ongoing PLs for Emotional Intelligence 2.0, Strength Finder, Growth Mindset, Classroom meetings, Second Step and Restorative Practices for all staff.

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0495 Wishon 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
G4A1	Sup & Conc	Health Services	Cls Sup-Reg	Assistant, Health	0.4375	extra support , Goal 1A1,2, G2A1	16,627.00

\$16,627.00

2020-2021 Budget for SPSA/School Site Council

State/Federal Dept 0495 Wishon Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.4375	CT to provide extra support in Tier 3	37,860.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies (no incentives/food)	1,839.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : CTFF 16% (8TF) subagreement	14,273.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent involvement, materials & supplies (no incentives/food)	1,572.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher sub days (4 Arts & 10 SST)	4,753.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher supp. contracts	610.00
G1A1	Sup & Conc	Instruction	Ins Aide-Ext			Extra time instructional aide/conference trans.	590.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & supplies, incentives (All goals)	42,025.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology NC-Equipment (G1A1&2,)	2,000.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : CTFF (63%) 8TF subagreement	56,198.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Office equipment lease (Ricoh) all goals	9,400.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance & Repairs (all goals)	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics (G1A1&2, G2,G3A1)	500.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Ext			extra time clerical	579.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Parent involvement materials & supplies (G1A1&2)	200.00
G1A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.4000	extra social emotional support G1A1,2 &G4	60,778.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	provide support, G1A1 & 2	13,342.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials & supplies (G1A1&2,& G4)	1,369.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : CTFF Sub-agreement (20%) 8 TF	18,733.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assesors (2for 8days)	3,000.00
G1A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translation for parent conference/mtgs (G1A1&2)	581.00
G1A1	LCFF: EL	Other Pupil Services	Oth Cls-Supp			NTA -translation parent conferences/mtgs	694.00
G4A1	Sup & Conc	Health Services	Cls Sup-Reg	Assistant, Health	0.4375	extra support , Goal 1A1,2, G2A1	16,627.00

\$289,523.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$55,544.00
Sup & Conc	7090	\$196,260.00
LCFF: EL	7091	\$37,719.00
Grand Total		\$289,523.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$272,896.00
G4 - All students will stay in school on target to graduate	\$16,627.00
Grand Total	\$289,523.00