The Single Plan for Student Achievement

School: Wodrow Wilson Elementary School

CDS Code: 01-61291-6002463

District: San Leandro Unified School District

Principal: Glendaly Gascot

Revision Date: 6-1-15

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

San Leandro Unified School District's Vision and Mission Statements
The mission of the San Leandro Unified School District is to educate students to achieve and demonstrate academic excellence and become confident, collaborative, and competitive in global society, by utilizing state-of-the-art technologies and innovative teaching strategies within a well-maintained, secure learning environment, in a region rich in heritage and diverse in culture, where we value our traditions while welcoming change.

Wodrow Wilson Elementary School's Vision and Mission Statements
The mission of Wilson elementary is to educate students to achieve and demonstrate academic excellence and become confident, collaborative, and competitive in global society, by utilizing state-of-the-art technologies and innovative teaching strategies within a well-maintained, secure learning environment, in a region rich in heritage and diverse in culture, where we value our traditions while welcoming change.

School Profile

Woodrow Wilson Elementary is one of the oldest elementary schools in San Leandro. It opened its doors in 1947 with an exciting small group of students and staff. Today, Wilson is the largest elementary school in San Leandro with about 750 students! We are fortunate to have a diverse population of students and families to be able to offer a Spanish bilingual program for students Kindergarten to 5th grade. We currently have a Transitional Kindergarten class that offers classes for students who just missed the deadline of September 1st to enter Kindergarten. Wilson also offers its students Music, Instrumental Music, Art, and two periods of P.E. a week.

Demographics:
Approx.740 (09-10) students
53% Latino
17% Asian
13% Filipino
7% African American
7% White
53% English Learners – 13 Languages
Other things about Wilson and SLUSD:

- The San Leandro Unified School district is committed to bringing a 1 to 1 ratio of devices to all students in San Leandro. Wilson has received most of our devices (chrome-books and ipads) which are being used in the classroom by our extraordinary teachers for assessments, research, lessons, and more! Wilson also bought a brand new Lab to add to our existing lab.
- Wilson has two after-school programs: Girls Inc. and Boys and Girls Club. Both programs run from the time school ends till 6:00pm. These programs provide students with opportunities for leadership and creativity as well as support with homework.
- Kindergarten and TK teachers meet with parents prior to the start of the school year to welcome new families to our school.
- Staff communicates regularly with families through newsletters, phone calls, emails, auto-text programs,in-person meetings, and some staff members use a teacher webpage.
- Parent volunteers are encouraged to work in classrooms around the school through our volunteer sign-up policies.
- PTA provides funding for field trips, Outdoor Education, evening events, and school projects.
- Weekly Coffee Chats with the Principal provides and open format to receive information and ask pertinent questions on an ongoing basis.
- Teachers, parents, and site administrator form the governing body of the School Site Council which meets monthly to make important school and budgetary decisions.
- Parent education classes are offered each year to provide parents with important information on becoming a partner in their child's education, supporting socio-emotional development, nutrition, and effective parent-child communication.
- Ongoing formal and informal assessments are used throughout the year to inform students and families of individual student progress.
- The COST (Coordination of Services Team) meets monthly to review counseling and academic referrals. This team acts as a first line of defense, ensuring that students get access to all of the services they need.
- Student Study Teams (SSTs) meet regularly to analyze student issues, needs, and concerns, both academic and emotional.
- English Language Learners are assessed using the CELDT and receive instruction daily at their language proficiency level.
- Teachers are practicing the use of the new Common Core State Standards and incorporating 21st Century Learning Skills into

their daily instruction.

- Partnerships with Safe Routes to Schools and CAP (Child Abuse Prevention Center) promote healthy practices and student safety
- Teachers meet weekly in their PLCs to analyze student data, student learning, and teacher practice to ensure year to year growth.
- Unique to Woodrow Wilson, home of the dolphins!

Conflict Managers:
Lead by teachers and our wonderful Campus Supervisor, approximately 90 3rd – 5th grade students are trained to intervene in playground disputes between students. Students work in teams to process the conflicts and come to agreed upon resolutions.
PERFECT ATTENDANCE:
When a whole class spells "perfect attendance" by being present on time everyday, they get a pop-corn party with special guests, Splish and Splash. Splish and Splash are our two mascots!
Yearly Pumpkin Patch:
PTA donates a pumpkin to every student on campus. During our pumpkin patch, students come to the transformed front of our school and pick their own pumpkin.
Halloween parade around Campus:
Staff dresses up in a theme and students are allowed to wear costumes to parade around campus.
Winter Sing-Along:
Every year all Wilson classes get together to perform multi-cultural songs in our multi purpose room to the community. This is a popular event in the Wilson community.
Yearly Talent Show:
Wilson has a yearly Talent Show were students at Wilson can show their very special talents in a night event to the whole community. This was a big hit this year!
Two Beautification Days:
Twice a year, community organizations, teachers, parents, and students get together on one Saturday to volunteer in our school for Beautification Day. This is the one time in the year that we can beautify our school to make it as inviting as it can be. During last year's beautification day, the Wilson community with parents completed a full garden with planter boxes. This year teachers will be using the garden to teach lessons on sustainability, science, and plants through Project Based Learning. The 2nd Beautification day is funded by Kaiser Permanente. They provided Wilson with a brand new front garden and remodeled our front office and staff lounge.
Facilities:
Wilson has a new field that was opened November 2014: it has a new baseball area and soccer area. Our parking lots and drop-off/pick-up zone were recently renovated Wilson will be getting new fencing this summer, paint, and central air conditioning the summer of 2016.
ESL classes for Adults:
Wilson partners with the adult school to offer ESL free classes for adults that sign up through the Adult School. Childcare is provided!

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Surveys to teachers, and parents were sent out to gather data on the needs of the school.

Main concerns in these surveys were: more support for technology, Common Core teacher materials and training, and parent English classes.

The following are major trends from the staff survey:
Student Achievement, Access, and Equity

- The staff values Grade Level Collaboration days (wants 3-4 days per year).
- Some teachers benefit from Para-educator elementary, while other prefer a Para-educator Computer.
- Many teachers want more grade-level planning time for PBL projects.
- Teachers want money to be spent on grade level materials to support Common Core.

- A major concern for 4th and 5th grade teachers was the need for intervention.
- A need expressed across grade levels, was a program and support for New-comers.

Technology
- The staff finds para-educator computer essential. A need for more support was expressed by most teachers.
- The staff is incorporating more technology into their classrooms. Most staff members wants another computer lab (already bought this this year's budget).
- Teachers in grades 3-4 report using devices more than 3 times a week with their students; grades 1-2 about twice a week and kindergarten, none.
- Teachers want more technology training and support

Community and Public Relations
- Parents find robo-calls highly effective
- Parent like the monthly newsletter
- Parents want more evening events
- Wilson's facebook page is were most parents go for information

School Safety
- Staff is familiar with COST and is content with services provided. Some think that the COST coordinator's should be a position, not a stipend.
- Overall, PBIS is to be well, yet there is still more clarification and training needed.
- Staff wants to continue Caught B-ing Good tickets and conflict managers.
- Continue with Harvest of the Month

Facilities
- Most parents want a closed campus.Several were concerned about the open campus, lack of gates, and traffic in the back (Wayne St.) during pick up/drop off time.
- Families felt that the facilities needed more cleaning, in specific the bathrooms and cafeteria.
- Teachers want classrooms to be cleaned everyday.
- Several parents and staff mentioned an area by the cafeteria were water puddles that needed fixing.
- Teaches want more bulletin boards.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Many classroom visits, walkthroughs and formal observations were conducted this year by the principal and vice-principal. Through these observations the following trends emerged:

- The need to support classes with technology: teachers in grades 3rd-5th were enthusiastically using the new chrome-books, yet issues with connectivity, or computers not working were visible. Also, support with classroom management during the time teacher is conducting small group intervention while rest of class is using a device was needed.
- Newcomer support: Newcomer's were supported through teacher in class interventions, yet more support for these students was prevalent.
- Through visits during grade level meetings, conversations were focused on finding or buying materials to help support Common Core, intervention (through a leveled library), and another computer para-educator to help support during computer lab.

Other observations:
- Many teachers have begun implementing common core standards and several are trying out the new curricula Engage New York. The implementation of Engage NY is more prevalent in 3rd grade.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Not Meeting Performance Goals:
According to STAR Renaissance test data, both ELA and Math scores increased from beginning of the school year to the end of year assessment. The number of students below grade level in LA decreased from 74% to 57% in 5th grade and from to 44% in 4th grade.
Although students there was an increase in scores, more than half of the students are still below grade level.
Another area of growth for our school is Writing. We have not had a strong writing curriculum or standard way to assess writing in many
years. SLUSD has purchased a new writing curriculum to help support this area.

Description of Barriers and Related School Goals

There are several barriers related to our school goals.

- Varying levels of teacher competency regarding blended learning.

Our teachers need additional professional development to increase their skill level and plan ways to integrate technology in effective ways. Currently, most teachers are beginning to use technology on a regular basis. Now we must look critically at our practices to ensure that we are using the most high leverage programs and measure results of that program

- Lack of Math and LA Intervention Program

Although we have a structured Reading Academy built into the regular school day, there is not a similar math academy designed to re-mediate skill gaps or any Academy for 4th-5th. We need a structured program that is funded
and monitored to capture students who are falling behind in math, especially given the new demands of Common Core Standards.

- Lack of Engage NY materials

Several grade levels have begun to implement the Engage NY curricula with great success. However, the amount of paper it requires to copy student and teacher materials is cost and time prohibitive. We need to find a way to mass produce the materials so this program becomes more user friendly and turn-key for teachers.

- Parent involvement

Although we have a very active PTA and ELAC, there is a need for more evening events that involve the community to increase parents involvement. Attendance at Coffee Chats is low considering the size of Wilson. Thus more engaging workshops, and other events that bring the community is essential to bring parents in.

- Persistent Racial Opportunity Gap

Our African American and Latino students continue to perform far below their Asian and White counterparts. We need to critically analyze deficit model thinking, engagement strategies and use of culturally responsive pedagogy and intervention to ensure that these historically underrepresented populations have equitable outcomes at our school.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	530	511		32	30		42	28		99	94	
Growth API	781	781		781	750		743	751		881	899	
Base API	772	782		799	781		744	742		857	882	
Target	5	5								A	A	
Growth	9	-1								24	17	
Met Target	Yes	No								Yes	Yes	

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	277	278		329	316		408	412		44	49	
Growth API	735	746		774	773		767	768		628	628	
Base API	735	736		760	774		756	768		671	629	
Target	5	5		5	5		5	5				
Growth	0	10		14	-1		11	0				
Met Target	No	Yes		Yes	No		Yes	No				

Conclusions based on this data:

1. In 2013, students school-wide, and in all numerically significant subgroups did not meet API Target Growth except for the Asian and Hispanic subgroups.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	255	235		15	12		19	14		70	68	
Percent At or Above Proficient	48.1	46.0		46.9	40.0		45.2	50.0		70.7	72.3	
AYP Target: ES/MS	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**
AYP Target: HS	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**
Met AYP Criteria	Yes	No		--	--		--	--		Yes	Yes	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	103	108		144	132		180	179		10	12	
Percent At or Above Proficient	37.2	38.8		43.8	41.8		44.1	43.4		22.7	24.5	
AYP Target: ES/MS	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**
AYP Target: HS	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**
Met AYP Criteria	No	No		Yes	No		Yes	No		--	--	

Conclusions based on this data:

1. In 2013, students school-wide and in all numerically significant subgroups did not meet AYP Criteria for English-Language Arts except for the Asian subgroup.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		98	100		100	100	
Number At or Above Proficient	314	303		17	18		18	12		86	81	
Percent At or Above Proficient	59.2	59.3		53.1	60.0		42.9	42.9		86.9	86.2	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No		--	--		--	--		Yes	No	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	138	137		195	179		232	235		18	17	
Percent At or Above Proficient	49.8	49.3		59.3	56.6		56.9	57.0		40.9	34.7	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No		No	No		No	No		--	--	

Conclusions based on this data:

1. In 2013, students school-wide and in all numerically significant subgroups did not meet AYP Criteria for Mathematics.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	2	2	11	11	23	24	16	17	44	46	96
1	3	4	21	31	25	37	11	16	8	12	68
2	9	12	22	28	30	38	10	13	7	9	78
3	2	4	12	24	24	47	7	14	6	12	51
4	3	7	16	36	12	27	7	16	7	16	45
5	1	3	12	32	15	41	3	8	6	16	37
Total	20	5	94	25	129	34	54	14	78	21	375

Conclusions based on this data:

1. 263 of our students qualified and took the 2013-2014 CELDT Annual Assessment. Out of the 263 students; 7% (19 students) tested at an Advanced level, 32% (84 students) tested at an Early Advanced level, 41% (107 students) tested at an Intermediate level, 13% (35 students) tested at an Early Intermediate level, and 7% (18 students) tested at a Beginning level.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	307	277	263
Percent with Prior Year Data	100%	100.0%	100.0%
Number in Cohort	307	277	263
Number Met	217	182	160
Percent Met	70.7%	65.7%	60.8%
NCLB Target	56.0	57.5	59.0
Met Target	**Yes**	**Yes**	**Yes**

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	364	42	328	38	321	29
Number Met	113	23	89	25	83	--
Percent Met	31.0%	54.8%	27.1%	65.8%	25.9%	--
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**	**--**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers		1,792	1,763
Percent with Prior Year Data		99.9	100.0
Number in Cohort		1,791	1,763
Number Met		1,013	957
Percent Met		56.6	54.3
NCLB Target	56.0	57.5	59.0
Met Target		**No**	**No**

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort			1,568	615	1,553	598
Number Met			399	246	369	210
Percent Met			25.4	40.0	23.8	35.1
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target			**Yes**	**No**	**Yes**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate		Yes	Yes
Met Percent Proficient or Above		No	No
Mathematics			
Met Participation Rate		Yes	Yes
Met Percent Proficient or Above		No	No
Met Target for AMAO 3		**No**	**No**

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Achievement, Access & Equity
LCAP GOAL:
SLUSD will ensure social justice through access to a high quality and comprehensive instructional program in which all students meet or exceed national standards and demonstrate career and college readiness in 21st century learning environments. Access to career and college readiness through consistent high quality will close the opportunity gap by creating equitable outcomes for students, particularly for those who have been historically underserved.
LEA GOAL:
Same as LCAP Goal
SCHOOL GOAL #1:
Increase Student Achievement, access and equity through full implementation of Common Core State Standards through 21st century skills across grade levels.
Data Used to Form this Goal:
Past CST, CELDT, STAR and DIBELS/IDEL data.
Findings from the Analysis of this Data:
Wilson students are not performing at grade level in ELA and Mathematics.
How the School will Evaluate the Progress of this Goal:
Wilson Elementary School will evaluate the progress of this goal using the following indicators: • SBAC ELA and Math assessment data • Renaissance STAR Reading & Math assessment data • Teacher reflections via Google Feedback Forms • Mid year & end of year staff survey • DIBELs/IDELv reading data • CELDT scores • Reading Academy exit rates • Tri 1 and Tri 2 interim assessments • Reclassification rates • Wilson Library circulation rates to collaboratively develop SMART grade level goals and identify formative assessments for progress monitoring.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Bring experts to give staff Professional Development and training or send teachers to outside PD and training	ongoing	Principal	Professional Developement	5000-5999: Services And Other Operating Expenditures	Title I	6,000
			Invite District Coaches to provide PD	1000-1999: Certificated Personnel Salaries	Title I	2,000
			Invite expert teachers to share outstanding lessons and PBL projects during staff meetings			0
Provide Common Core Materials to help supplement Project Base Learning as an instructional methodology and the current curriculum teachers are using to access CCSS and NGSS.	all year	Teachers, Principal	CCSS and NGSS to support supplemental Materials	4000-4999: Books And Supplies	Title I	4,500
Provide supplemental informational level libraries resources in order to implement reciprocal teaching, close reading and/or guided reading once a day every day with our most struggling students.	all year	Teachers, Principal	Leveled Library	4000-4999: Books And Supplies	Title I	9,187
Support Newcomers and English Learners with proficiency levels 1 and 2 with programs specifically designed to increase their English proficiency	all year	Teachers, Para-Educator Computer	Imagine Learning Licenses	4000-4999: Books And Supplies	Title I	5,000
Provide intervention support via small group to students who are below grade level.	Para-educator elementary yearly schedule	Para-educator Elementary, teachers	Hire a para-educator elementary	2000-2999: Classified Personnel Salaries	Title I	12,752
Provide teachers with opportunities to collaborate, plan, and analyse data around student learning CCSS and NGSS	3 times a year	Teachers	3 half days for teacher release days	1000-1999: Certificated Personnel Salaries	Title I	6375

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Invite staff to collaborate in after-school committees: Instructional Leadership Meetings, School Site Council meetings, PBIS/Safety Committee, etc.	once a month throughout year	staff, principal	Teacher hourly pay	1000-1999: Certificated Personnel Salaries	Title I	5,000
Provide students and teachers with materials to be able to conduct daily lessons and activities.	trimester	office staff/ TIC	Consumable materials for classes: copy paper, chart paper, crayons, notebooks, paint, butcher paper, construction paper, office supplies, etc.	4000-4999: Books And Supplies	Unrestricted	25,358
Wednesdays collaboration/ PLC	montly	Teachers	3-4 Wednesdays per month, teachers collaborate with their grade level teams to plan and support instruction.			0
Classroom Visits by Principal	daily	Principal/VP	Principal will conduct regular classroom walkthroughs to observe common core implementation, 21st century learning, participation protocols and strategies for engagement that are aligned with the district goal of closing the opportunity gap in our students who are historically underserved.			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schoolwide Data Analysis	All year	Principal, Leadership Team, & Teachers	SBAC and Renaissance STAR assessment data will be disaggregated and presented to staff for analysis and instructional planning			0
Posted Daily Agendas in classrooms	All year	Teachers	Teachers will ensure that their instructional plan for the day is posted in a visible place on their whiteboards. Students benefit from a visual reminder of the daily schedule.			0
District Instructional Coaches	all year	Educational Services Department	Coaches strategically support K-5 teachers in all curriculum areas, integration of technology,and behavioral management for staff. Instructional coaches are funded centrally by SLUS			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Project Based Learning	all year	Teachers	Trained teachers will implement student-driven, real-world projects to improve academic and 21st century skills, and help students practice presenting to a public audience. Teachers will collaborate with their grade level teams during Wednesday Grade Level Meetings and full collaboration days			0

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Technology
LCAP GOAL:
Every school in the District utilizes 21st century technology to support, improve and enhance student learning and to meet the Common Core State Standards (CCSS).
LEA GOAL:
Same as LCAP Goal
SCHOOL GOAL #2:
All students will increase comfort level in the usage of technology (computer/tablet and other devices). Grades 4th-5th will use and engage in a computerized device four times a week for 45 minutes. All students in grades 1st-3rd will use and engage in a computerized device 3 times a week for 45 minutes. All students Tk-K with use and engage in a computerized device twice a week for 30-45 minutes.
Data Used to Form this Goal:
Wilson Elementary School will evaluate the progress of this goal using the following indicators: • Google student account usage • Software usage rates (Newsela, Discovery Ed, Compass Learning, Khan Academy, Imagine Learning etc.) • Renaissance Assessment Participation Rates • Classroom observations by principal and teachers • Teacher use of online homework assignments • Staff Surveys • Parent Surveys & Feedback • Para-Educator Computer computer lab log.
Findings from the Analysis of this Data:
Students at Wilson elementary do not use or manipulate technology devices on a regular basis.
How the School will Evaluate the Progress of this Goal:
Computer Lab schedules, Compass Learning and Imagine Learning usage reports, observations.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide teachers with support with technology: assigning learning path ways, running reports, or during time when technology is being used or technology is not working in order to provide 21st century skills.	Classified personnel schedule	Principal	Hire two para-educator Computer Computer lab schedules	2000-2999: Classified Personnel Salaries	Title I	50,632 0
Provide teachers with supplemental accesories when it is necessary	all year	principal, para-educator computer	Leave funds for replacement of technology	4000-4999: Books And Supplies	Title I	1,000
Google Suite	all year	teachers/principal	Teachers will use student Google accounts to create, edit, and share written assignments. Teachers will utilize Google Docs, Mail, Sheets, Slides, etc to collaborate, plan and present learning to their colleagues			0
Educational Websites (District Funded)	all day	teacher	Teachers will utilize websites such as Discovery Education, Newsela, Spelling City, and Compass Learning, to provide differentiated instruction.			0
Illuminate Data Management System	all year	teachers/principal	Teachers and principal will use Illuminate to enter and analyze student test data (DIBELS and District Interim Assessments)			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Renaissance Place	all year	teachers/principal	Teachers will use Renaissance Place to administer Reading and Math benchmark tests and analyze student test results.			0
Use of Chromebook Carts	all year	teachers/principal	Teachers will utilize chrome books in the classroom to achieve blended learning model. The district will improve tech infrastructure and purchase additional devices to eventually achieve a 1:1 student to device ratio. We currently have 7 CB Carts and 1 iPad Cart. 1 Additional CB Cart will be purchased at the end of 2014-15, bringing to the total to 8 CB Carts + 1 iPad Cart. Principal will assign CB carts to specific classrooms and work with teachers to determine equitable access to tech resources.			

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Community & Public Relations
LCAP GOAL:
All students, staff members, parents and community members will be able to communicate with district schools and departments in a clear, accessible, and efficient manner.
LEA GOAL:
Same as LCAP Goal
SCHOOL GOAL #3:
Wilson School with provide clear and timely communication between the school, parents and community organizations to be able to form and foster effective relationships between the school and the community that will positively impact student achievement.
Data Used to Form this Goal:
Lack of full involvement at school events and meetings. Parent and community informal feedback and surveys.
Findings from the Analysis of this Data:
Communication systems have failed in effectively providing the community with timely, clear and engaging information.
How the School will Evaluate the Progress of this Goal:
Wilson Elementary School will evaluate the progress of this goal using the following indicators: • Blackboard Connect data • Website Visit data and Social Medial activity • Parent Group Meeting Attendance • Attendance at Community Building Events and Parent Education Workshops

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide an up-to-date website and social media accounts	on-going	Vice-principal, Office staff	Updates and uploads to school website and social media accounts			0
Provide parents with a routine calendar/updates of school events and important dates.	monthly	Principal	Provide monthly newsletter for community/parents and Blackboard phone reminders.			0
Community Building Events		Principal, Teachers & Office Staff	Students and their families attend community building events such as Build it Festival, Book and Blanket Night, Movie Night, Wilson's Winter Sing Along, Pumpkin Patch, Halloween Parade, Annual Talent Show, Movie Nights, Chinese Heritage Celebration, Latino Heritage Celebration, Black History Month Celebration, etc.			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide parents and community members with a forum to hear about school news, events, and be able to talk with the principal and other administrators about concerns and issues regarding the school through parent groups: • Coffee Chat • Parent Workshops • PTA • ELAC	weekly	principal/VP and Parent Facilitators	Facilitate and support parent group meetings including assisting in planning agendas and delivering content, Principal updates, etc. Provide childcare for parent meetings. Provide light refreshments for parent meetings as needed.	4000-4999: Books And Supplies	Title I	10,000 0
Postage	yearly	Principal & Office Mgr	School mailings including truancy notices are sent to families periodically.	5900: Communications		

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Safety, Health & Wellness
LCAP GOAL:
Every student in SLUSD will attend a safe, healthy and supportive school that collaborates with civic and community partners to ensure security, health and wellness, thereby creating campuses that have thriving positive school climates. These positive school climates will ensure inclusiveness, healthy living habits and relationships based upon mutual respect. Students will be provided access to resources and support to promote social and emotional well-being throughout their educational experience.
LEA GOAL:
Same as LCAP Goal
SCHOOL GOAL #4:
Wilson staff will promote a positive school climate and culture such that all students and community members can thrive within a safe and healthy environment. Students will be provided access to resources to promote social and emotional well-being throughout their educational experience.
Data Used to Form this Goal:
Office discipline referral data, COST referral data, number of bench tickets, truancy data.
Findings from the Analysis of this Data:
Although there has been a dramatic decrease in office referral data, the number of bench tickets, and truancy data is very high. The number of students referred to COST because of behavioral and emotional issues are very high.
How the School will Evaluate the Progress of this Goal:
Wilson Elementary School will evaluate the progress of this goal using the following indicators: PBIS - SET Data Parent Survey Staff Survey Girls' Inc Counseling Data Suspension/ Expulsion Data Caught B-Ing Good Incentive Ticket Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Wilson will decrease the number of truancies by providing incentives of perfect attendance and meeting with parents to support good attendance.	ongoing	Principal/VP	Conducting SART meetings by the 4th unexcused absence in a timely manner.			0
			Pop-corn for classes that spell Perfect attendance	None Specified	Parent-Teacher Association (PTA)	300
			Referring families SARB hearings in a timely manner			0
			Talk about the importance of attendance during Coffee Chats, on Newsletters, and Robo-Calls and Back-to-School Night			0
			Recognize individual students who had perfect attendance every trimester on weekly announcements			0
Wilson will provide students with consistent rules, incentives and consequences to be able to have and environment where they feel safe, secure and happy.	all year	Climate/ Safety committee	Fully implement PBIS with Climate committee: signs, incentives, assemblies, etc.	4000-4999: Books And Supplies	Donations	2,000
Social-Emotional Professional Development	all year	Principal/ CAP counselors	Continue to work with Child Assault Prevention Training Center to provide PD.			0
Free Breakfast	all year	Food Services department/ Principal	District provides free breakfast for all students. School will publicize this service to all families.			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Emergency Plan		Principal & Safety Committee Members	School Climate/Safety Committee and District Officers meet to coordinate site safety plan. Monthly emergency drills are conducted.			0
Girls' Inc. Mental Health Services		Principal, COST Coordinator & Girls Inc. Counseling Intern	Continue to provide counseling support for students and families			0
San Leandro Sports Foundation Track Meet	all year	PE Teacher & Principal	Recruit and train students to participate in the annual track and field event sponsored by SL Sports Foundation.			0
COST- Coordination of Services Team		Principal, COST Coordinator, RSP Teacher, Girls' Inc Counselor	COST Coordinator leads COST team to evaluate students' socioemotional, physical and mental health needs and assign appropriate services for them. COST Coordinator receives a stipend funded by district.			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conflict Managers		Campus Supervisor	Camus Supervisor trains intermediate students to resolve conflicts on the recess yard. T-shirts and occasional pizza is provided to Conflict Managers.			
Harvest of the Month		Selected Teacher	Selected teacher will receive, organize and prepare the Harvest of the Month fruit & vegetable delivery for distribution to classrooms. She will inform teachers of the delivery and track data on teacher usage of this program.			0
Safe Routes to Schools Program	all year	Principal, Safe Routes Parent CoChairs, Parent Facilitator	Host Monthly Walk & Roll to School Events, International Walk to School Day (October), Golden Sneaker Contest, and National Bike to School Day (May). These events encourage families to walk, share a rides, or roll to school to promote healthy lifestyles. Students will receive prizes for walking and rolling to school.			0

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Facilities
LCAP GOAL:
Continue to improve school facilities to ensure facilities are user-friendly, accessible and energy efficient.
LEA GOAL:
Sam as LCAP Goal
SCHOOL GOAL #5:
Wilson will maintain a clean and welcoming environment for all students and community while continuing to improve facilities.
Data Used to Form this Goal:
Parents, teachers and community's feedback through surveys.
Findings from the Analysis of this Data:
• Wilson needs more areas were student work can be presented/showed. • Wilson classrooms and bathrooms are not cleaned at times. • Parents were concerned about open campus and the potential dangers of intruders. • Parents are pleased with new front/back gardens, and benches in front. • Parents are also happy with the completion of the new drop-off zone.Staff is pleased with staff lounge remodel, and new water machine in lounge. • Staff requested air conditioning. • Office staff is pleased with new remodeling of front office.
How the School will Evaluate the Progress of this Goal:
Wilson Elementary School will evaluate the progress of this goal using the following indicators: Community, parents, and teacher's feedback/ surveys.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct Beautification day	by October 2015	Principal/VP/ Community organizations	Wilson Elementary School will host an annual Beautification Day to maintain school facilities including California Native Plants Habitat, community garden, etc.	4000-4999: Books And Supplies	Donations	3,000
Carpet Cleaning		Custodial Staff	Custodial Staff will shampoo carpets twice per year.			0
Weekend Patrol of Campus		SLPD	Enlist support of SLPD to increase safety of campus during nights and weekends to prevent vandalism.			0
Recess equipment		Principal and Campus Supervisor	Enlist PTA to support the replacement of recess equipment including: jump ropes, tether balls, hula hoops, balls, etc.	None Specified	Parent-Teacher Association (PTA)	1,000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Donations	5,000.00
Parent-Teacher Association (PTA)	1,300.00
Title I	112,446.00
Unrestricted	25,358.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	13,375.00
2000-2999: Classified Personnel Salaries	63,384.00
4000-4999: Books And Supplies	60,045.00
5000-5999: Services And Other Operating Expenditures	6,000.00
None Specified	1,300.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	Donations	5,000.00
None Specified	Parent-Teacher Association (PTA)	1,300.00
1000-1999: Certificated Personnel Salaries	Title I	13,375.00
2000-2999: Classified Personnel Salaries	Title I	63,384.00
4000-4999: Books And Supplies	Title I	29,687.00
5000-5999: Services And Other Operating	Title I	6,000.00
4000-4999: Books And Supplies	Unrestricted	25,358.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	76,172.00
Goal 2	51,632.00
Goal 3	10,000.00
Goal 4	2,300.00
Goal 5	4,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Glendaly Gascot	X				
Helene Linchey		X			
Laura Sans		X			
Sonja Ebel		X			
Peggy Herrera			X		
Rocio Rivera				X	
Abigail				X	
Maria Rodriguez				X	
Delia Placencia				X	
Jennifer Nay				X	
Shirley She				X	
Numbers of members of each category:	**1**	**3**	**1**	**5**	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	State Compensatory Education Advisory Committee	Signature
X	English Learner Advisory Committee	Signature
	Special Education Advisory Committee	Signature
	Gifted and Talented Education Program Advisory Committee	Signature
	District/School Liaison Team for schools in Program Improvement	Signature
	Compensatory Education Advisory Committee	Signature
	Departmental Advisory Committee (secondary)	Signature
	Other committees established by the school or district (list):	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Glendaly Gascot		
Typed Name of School Principal	Signature of School Principal	Date
Laura Sans		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date