SPSA Year ☒ 2017–18

Single Plan for Student Achievement (SPSA) Template

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.

School Name	Woodrow Wilson Elementary School		
CDS Code	01-61291-6002463		
Revision Date	7-24-2017		
Contact Name and Title	Sally Frykman Principal	Email and Phone	slewis@slusd.us (510) 618-4370
The District Governing Board approved this revision of the SPSA on	September 12, 2017		

The School's Mission & Vision Statements

Principal's Message
Woodrow Wilson Elementary School is a community of learners who share a committed focus on ensuring that every child who comes to our school receives an equitable education within a nurturing and safe environment. The strength of our school lies with the staff who are knowledgable, thoughtful, conscientious, and who share the belief that all students can learn and embrace the skills that will make them life long learners. Our teaching faculty of highly qualified, fully credentialed teachers is dedicated to teaching rigorous core academic curriculum based on the Common Core State Standards and the Next Generation Science Standards that ensures access for all of our student subgroups. Educators at Woodrow Wilson Elementary School collaborate and analyze data regularly to produce deeper learning opportunities for our students that includes an analysis of academic performance and language development to determine EL student program needs as well as other student subgroups needs. We believe that focused practices lead to stronger results! Our goal is to make continuous year to year growth for each individual student, so that all are prepared for middle school, high school, and beyond for college and career. Education requires teamwork. The Wilson staff, teachers, families, community members, and students will continue to communicate clearly and work effectively to enable our students to meet the Common Core standards and to achieve our school-wide site plan goals and objectives.

Woodrow Wilson School is made up of a rich and diverse student body. The school serves students in grades TK-5. Additional resources are allocated to serve students in need of Math and Reading Intervention support services. Support services are also offered in English Language Development instruction, Speech and Language, Special Education Resource Program, Adaptive Physical Education, Occupational Therapy, and Counseling. Students also receive instruction in Music, Art, and Physical Education taught by Specialists.

The Woodrow Wilson staff is committed to providing an educational program in which the school's resources and services are effectively coordinated to to meet the needs of students. Our teachers strive to provide students with explicit direct instruction lessons and project based learning (PBL) opportunities that are combined with blended learning opportunities in our 1:1 (1st-5th Grade) and 2:1 (Kindergarten) digital learning environments. It is always our goal to provide academic programs that are culturally responsive, rigorous, personalized and appropriately challenging for all students.

Instruction is focused on English Language Arts and Mathematics Common Core State Standards and Next Generation Science Standards as all students make progress toward mastery. Teachers at Woodrow Wilson Elementary School differentiate their instruction by regularly assessing and grouping students within and/or outside of the classroom for instruction in a variety of core academic content areas. Through this process, teachers are able to work together to meet the needs of all students by sharing resources and best instructional practices. This has become a focus by aligning activities to achieve school goals through improving the academic performance of English Learner students and students who require additional intervention to support their learning needs. Recognizing the need to focus on the whole child, our teachers also provide learning experiences that foster social/emotional growth as well as develop students' communication and collaboration skills.

District Vision Statement
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 a 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 Mission Statement
High standards, equity, and accountability are central to the vision for our community of learners at Woodrow Wilson Elementary School. We are determined to provide our students with the life skills, tools, and knowledge to be successful life-long learners. We assure that our students can compete among the very brightest, best, and most creative individuals. In order for this to accomplish this, we are committed to building on our current successes, developing a collaborative pedagogy utilizing current, evidence based practices that improve student achievement, and recognizing the hard work and long road that is ahead of us with perseverance and motivation. We are optimistic in the simple truth that we know our students are capable, our teachers and staff are determined and our community is supportive.

Making our vision a reality means our continuing effort at creating a standards-based accountability system where every student is compared to a standard rather than each other, where every student is clear on what is expected of him or her, where every student is given multiple opportunities to learn and to show what they know in order to reach high, rigorous standards, and where there is no achievement gap.

District Profile
San Leandro Unified School District is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. San Leandro is a friendly and diverse city with a colorful heritage and numerous cultural amenities including a 450-berth Marina, two golf courses, and a large community library center. San Leandro is well-known for its quiet, well-defined neighborhoods full of charming and unique older houses on tree-lined streets. San Leandro residents are proud of both their neighborhoods and their city, which can be seen in their active involvement in the city's numerous neighborhood and homeowner's associations.

SCHOOL PROFILE

The Woodrow Wilson Elementary School Community is committed to meeting the academic, developmental, and social needs of its diverse student population. During the 2016-2017 school year, Woodrow Wilson demographics reflected the surrounding diversity of the San Leandro Community. Our student population includes 53.51% Latino, 17.61% Asian, 10.18% Filipino, 7.02% Two or More Races, 5.23% White, 5.09% Black or African American, 0.83% Native Hawaiian or Other Pacific Islander, and 0.55% Unknown. During the 2016-2017 school year, Woodrow Wilson had 334 students classified as English Learners. This represents 45.94% of our total population of 727 students. Our English Learners are diverse and represent a variety of languages that is consistent with our district's language demographics. The primary languages represented by our English Learners are Spanish, English, Cantonese, Filipino, Vietnamese, Arabic, Punjabi, Farsi, and Mandarin. Woodrow Wilson's population of students is 77% Socio-Economically Disadvantaged. We are recognized as a Title 1 school.

Woodrow Wilson teachers have many years of experience, and work collaboratively for continuous improvement with the goal of meeting the varied academic and social emotional needs of our students. For the past two years, Wilson teachers have focused professional development in the areas of the Common Core State standards, Next Generation Science Standards, Project Based Learning, Eureka Math, and Designated and Integrated ELD. This training has resulted in school-wide teaching and learning practices that have supported the transition to implementing the Common Core Standards that have allowed for deeper learning opportunities for student at each grade level. In addition to our core academic program of English Language Arts, Mathematics, Science, Social Studies, and English Development, students in K-5th grade have

instruction in Physical Education, Art, and Music. Wilson teachers monitor student progress and provide extra help in a variety of ways. Both classroom and support teachers, perform ongoing formal and informal assessments to guide instruction, build intervention groups, and differentiate their blended learning platforms. As we have a diverse population of students, we are fortunate to offer a fully articulated Kindergarten through 5th grade Spanish Biliteracy Pathway Program. We also currently have a Transitional Kindergarten class that offers classes for students who just missed the deadline of September 1st to enter Kindergarten. Our students have access to a school library and mobile Chromebook and iPad carts. Through Title 1 funding, we provide paraeducator support to students who are identified as needing intervention in both Language Arts and/or Math.

Wilson is dedicated to engaging parents in a variety of ways. The Wilson staff believes in building engaging, collaborative partnerships with our families and community members. Staff members encourage parents/guardians to participate in and out of the classroom on an ongoing basis throughout the year. 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 emails. Many staff utilize teacher webpages and online outreach programs to connect with families. Parents/guardians receive multilingual school and classroom newsletters on a regular basis in addition to messages sent through the the telephone system. Messages sent through the school's automated phone messaging system are multilingual. Parent volunteers are encouraged to work in classrooms around the school through our volunteer sign-up policies. Parent donations provide some funding for field trips, Outdoor Education, evening events, and school projects. Furthermore, Weekly Coffee Chats with the Principal provide open format to receive information and ask pertinent questions on an ongoing basis. Analysis of the 2017 Wilson English Learner Parent Survey results show that the majority of the 69 participating parents state that they are kept informed and updated about programs, meetings, groups, events, and activities at the school. According to the English Learner Parent survey, 84% of parents agree that Wilson provides information workshops/meetings trainings for parents to better understand how to help them succeed in school. 74% of parents state that they are informed about the language program that their child is enrolled in. 2017 English Learner Parent survey results indicate that 80% of parents feel that the school has informed them about the purpose of ELAC.

Teachers, parents, and site administrators form the governing body of the School Site Council (SSC) which meets monthly to make important school and budgetary decisions. The English Language Advisory Council (ELAC) provides opportunities for parents to plan and participate in creating and meeting school goals, as well as building parent leadership capacity for highly attended school-wide activities. Our ELAC meets regularly and provides a learning forum that educates parents of English Learners regarding the programs available to their students and outlines the monitoring systems in place to support their students. ELAC also serves as one of the leadership groups that informs the School Site Council of the EL program needs in order to develop the school-wide goals reflected in the Single Plan for Student Achievement. All parent groups participate in training, contribute to school planning, and extend their influence to district-wide groups including the Local Control and Accountability Plan (LCAP) and the District English Learner Advisory Committee (DELAC). 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 exercise, and effective parent-child communication. The California PTA School Smarts Academy is a seven week curriculum that includes information for parents to learn about how schools work in order to support/advocate for their children. This helps to build parents' leadership capacity that then lends itself to involving more partners in their children's education. Additionally, Wilson partners with the adult school to offer free ESL classes for adults that sign up through the Adult School. Childcare is provided!

With the support of families and parents, Wilson is able to conduct fundraisers and provides a variety of community building activities including the Yearly Pumpkin Patch, the Halloween parade around campus, the twice yearly Book Fair, and Book and Blanket Night. Wilson is proud to put on the yearly Winter Sing-Along, in which every year all Wilson classes get together to perform multi-cultural songs in our multi purpose room to the community. At the end of the year, staff and family partners come together to make possible the Yearly Talent Show, where students can show their special talents in a night event to the whole community. The Woodrow Wilson Elementary School community celebrates our diversity, cultures, and contributions through our Hispanic Heritage Celebration, Lunar New Year Celebration, and Black History Month Assembly, along with a myriad of yearlong celebrations of culture and experiences that reflect our students' rich backgrounds.

In addition, the Coordination of Services Team (COST) meets twice 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. The COST team may refer some students to the Student Study Team (SST) to further analyze student needs, both academic and emotional. Equally important, teachers meet in their grade level collaboration to analyze student data, student learning, and teacher practice to ensure year to year growth. Along with engaging our families and supporting student learning, Wilson teachers monitor student progress and provide extra help in a variety of ways. The teachers, both classroom and support, perform ongoing formal and informal assessments to guide instruction, build intervention groups, and differentiate their blended learning platforms.

To build school community and healthy habits, the school partners with Safe Routes to Schools, Kaiser Permanente and the Alliance for a Healthy Generation, and the Child Abuse Prevention Center to promote healthy practices and student safety. Students can participate in the weekly Running and Walking Club, which is an organized activity to promote an active lifestyle. Doing well also means coming to school everyday. Students earn a class prize when the entire class spells "perfect attendance" by being present and on time everyday. Being safe at our school also means knowing how to solve problems. To support this behavior, ninety 3rd-5th graders are trained to mediate conflicts between students on the playground. They work in teams to process the conflicts and come to agreed upon resolutions.

Since November 2014, Wilson has a new baseball and soccer field. Our parking lots and drop-off/pick-up zone were recently renovated. Furthermore, Wilson received fencing and new paint. Air conditioning is scheduled to be installed throughout the school during the 2017-2018 school year, along with a library renovation. Community organizations, teachers, parents, and students get together on one Saturday annually to volunteer in our school for Beautification Day.

We are committed to extend learning of students beyond the school day as Wilson students participate in two after school programs: Girls Inc. and Boys and Girls Club. Both programs run from the time school ends until 6:00 P.M. These programs provide students with opportunities for leadership and creativity as well as support with homework.

2017-2018 Plan Summary

REVIEW OF SCHOOL PERFORMANCE The following sections meet the intent of the Elementary and Secondary Education Act (ESEA) of 1965 and the Essential Program Components (EPCs). The CA School Dashboard, which provides information on the state and local indicators of student performance, will be used in the Plan Summary.

GREATEST PROGRESS

In this section, respond to each question based on a review of the performance data from the state indicators and local performance indicators included in the CA School Dashboard, progress toward district and school goals, local self-assessment tools, stakeholder input, and other information.

1. What progress is the school most proud of and how does the school plan to maintain or build upon that success?

2. How have the actions/services for pupils who are low income, English learners, foster youth, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) led to improved student performance?

3. Title I Schools: Specify which Title I funded actions and services have increased performance for students (e.g. Title I funds were used for Thinking Maps Training which contributed to a 5% increase in the percentage of students who scored a 4 on the district writing exam). When responding, think in general categories: instructional materials, additional staff, professional development, parent engagement, etc. Actions/Services that required a significant expenditure should be addressed separately. Stipulate the area of improvement the funds addressed that led to increased student success.

1. In analyzing our California Dashboard Equity Report, the Wilson community was most proud of the increases in the number of students who improved on English Language Arts summative assessments, as evidenced by graph below, with the exception of our African American students. In English Language Arts, our significant groups of English Learners, Socioeconomically Disadvantaged, and Hispanic scored within the yellow performance level. In English Language Arts, our Asian and Filipino students scored within the green performance level. All Students increased by 17.4 points, English Learners increased by 16.6 points, Socioeconomically Disadvantaged students increased by 11.2 points, Asian students increased by 11.2 points, Filipino students increased by 33 points, Hispanic increased by 17.9 points, and White students increased by 29 points. Reclassified English Learner students increased significantly with an increase of 22.1 points.

Furthermore, the Wilson community noted increases in Math summative assessments, as evidenced in the chart below. There was an overall All Student increase by a 5.8 point increase, with subgroups of English Learners by a 6.4 point increase, Hispanic students by a 5.2 point increase, and White students by a 13.6 point increase. Significant increases in Math summative assessments were shown by Filipino with a 31 point increase. Overall, All Students, English Learners, Socioeconomically Disadvantaged, and Hispanic sub groups scored within the yellow band, and Asian and Filipino scored within the green band on Math summative assessments in the CA Dashboard Equity Report.

As a site, we believe these increases in scores are a result of better teacher and student understanding of the Common Core, English Language Development standards, and analysis of online summative tests. Furthermore, we believe that increases in scores are a result of a more rigorous and Common Core aligned mathematics curriculum, online blended learning platforms that serve as individualized learning pathway for students, differentiated instruction as a means of immediate intervention, and the assistance of site funded classroom para educators. During the 2015-16 school year, all Wilson teachers completed a three day training in implementing the new English Language Development standards not just during Designated English Language Development but throughout the entire instructional day across all content areas as defined by integrated English Language Development. Wilson teachers have also implemented Imagine Learning, an online platform that supports English Learner students in acquiring English. During the 2016-2017 school year, all Wilson teachers participated in Project Based Learning training and have implemented projects that they developed during the training sessions. Furthermore, with the support of our Parent Facilitator, Wilson is finding ways to engage families and partner with community members and organizations. We are able to provide high quality translation services for our families, at events as well as in written communication and calls home to parents. We believe that this work supports parent leadership and engagement in our school, which in turn leads to improved student success.

Suspensions rates have decreased significantly for all students. Wilson Elementary shows that overall, All Students, are in the green performance level. This includes our subgroups of English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic students in the green performance level. Filipino students remained in the highest level band this year. Woodrow Wilson Elementary School attributes the decline of suspension rates to implementation of Positive Behavior Intervention System as well as Toolbox Social Emotional Curriculum.

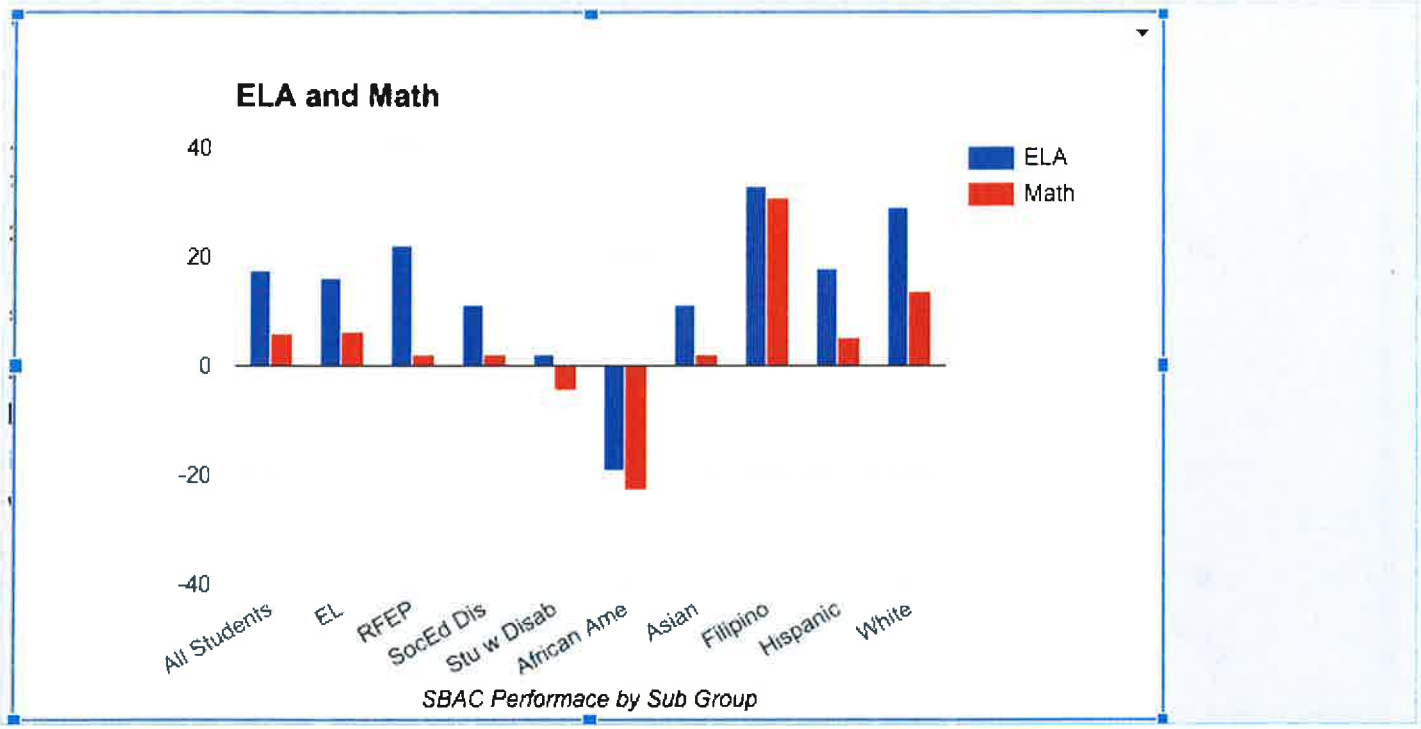
Moving forward to 2017-2018, we plan to continue to build on our successes and implement our new site goals over the next Single Plan for Student Achievement cycle. Each of our goals align with the goals of the San Leandro Unified School District's 2017-2020 Strategic Plan. The majority of our goals fall under the Strategic Plan and Site Goals #1 Teach, Learn, and Achieve, #2 Equity and Inclusion through College and Career Readiness, and #4 Family and Community Involvement. We are focusing on full implementation of English Language Arts and Math Common Core State Standards, Next Generation Science Standards, English Language Development instruction, Project Based Learning, use of the online blended learning suite, and utilizing a robust, balanced system of assessments. In addition, we plan to build more of a college and career-oriented culture, provide ongoing positive behavior intervention support and social emotional learning opportunities for students, continue to strengthen home to school connection and engagement, and continue to improve the appearance of our facilities.

2. In conducting our annual evaluation of program progress implemented in the previous Single Plan for Student Achievement cycle, we believe that providing a smaller teacher to student ratio with the addition of a para-educator helped staff to provide more in-class interventions for students in need. Teachers identified the students who scored in the "urgent need of intervention" in English Language Arts or Math through STAR Renaissance assessments. This assisted staff in making decisions about which students to serve in the Learning Academy and during the after school Fourth and Fifth Grade Intervention Program. Also, our online blended learning platforms, including Compass Learning, allowed our students to be on individualized differentiated learning pathways while teachers work with a small group of students who require extra help during class time. Staff also utilized the district blended learning suite more frequently since we moved to a 2:1 student to device ration in kindergarten and a 1:1 ratio in 1st- 5th grades. Wilson staff and administrators educated parents about the blended learning platforms, including Zearn, Compass Learning, and RAZ Kids. Students and families could access RAZ Kids from home and extend the learning opportunities for students beyond the school day. In addition, Wilson provided more science learning opportunities through use of Mystery Science and the Next Generation Science Standards, and we served all students in a STEAM-focused mobile lab. With the assistance of an additional online platform, ELLevation, the site administrators have utilized the features to support the teachers in monitoring the academic progress that English Learners are making in their current instructional program. It has supported intentional monitoring of progress being made and identifying which students who are currently identified as English Learners who may need intervention services.

3. As a Title 1 School, the majority of our funding supported the supplemental instructional support services provided by three paraeducators. These classified staff members pushed into classrooms and supported teachers in providing supplemental intervention services to students during the instructional day. As a result of paraeducators focused on technology and online learning platforms, our students have been well supported to be equipped with the skills to be competent digital citizens. Students are accessing the blended learning suite both at school and at home, and are able to navigate technologies with success. Paraeducators have supported with the rollout of technology at the school site, enabling student to have equitable access to online learning. Furthermore, paraeducators are able to assist students to access and navigate individualized online learning platforms, such as Compass Learning, while teachers pull small groups of students for targeted intervention based on data and assessments. Our staff feels strongly that the lowering of the class size ratio for a concentrated period of time each day with focused intervention aligned to the classroom instruction helped students better access the core curriculum and close gaps for certain skill areas. Furthermore, with paraeducator assistance, teachers are able to differentiate instruction to meet student needs, including utilizing variable groupings, incorporation of student voice and choice, aligning instruction to student ability and readiness level, and extending learning for students. With lowered class size ratio, teachers are able to work with students individually or in small groups to to assess skills and develop personalized learning pathways for students within their classrooms in order to effectively meet student need and increase achievement.

Woodrow Wilson also allotted Title 1 funds to be used to support professional development for teachers. Teachers were able to access a variety of off site professional development opportunities including attending California Mathematics Council Asilomar conference, Alameda Country Office of Education English Language Arts, Next Generation Science Standards, and English Language Development trainings. All teachers underwent Toolbox Socioemotional Learning training at the beginning of the 2016-2017 school year. Woodrow Wilson hosted curriculum-based professional development at the site level as well as technology training led by Technology Education Consultants. Furthermore, teachers were able to spend two half days released from their classroom in order to collaborate in grade level teams in order to align their instruction to Common Core State Standards and ensure rigorous, supportive educational environments for their students designed to advance student achievement.

Parent engagement funds were allotted to ensure high quality parent events and outreach, including literacy and technology education events, ongoing focus on health and wellness with community partners, and parent-led classes to foster advocacy and increased engagement. All communications at events were multilingual, offering in-person translation services.

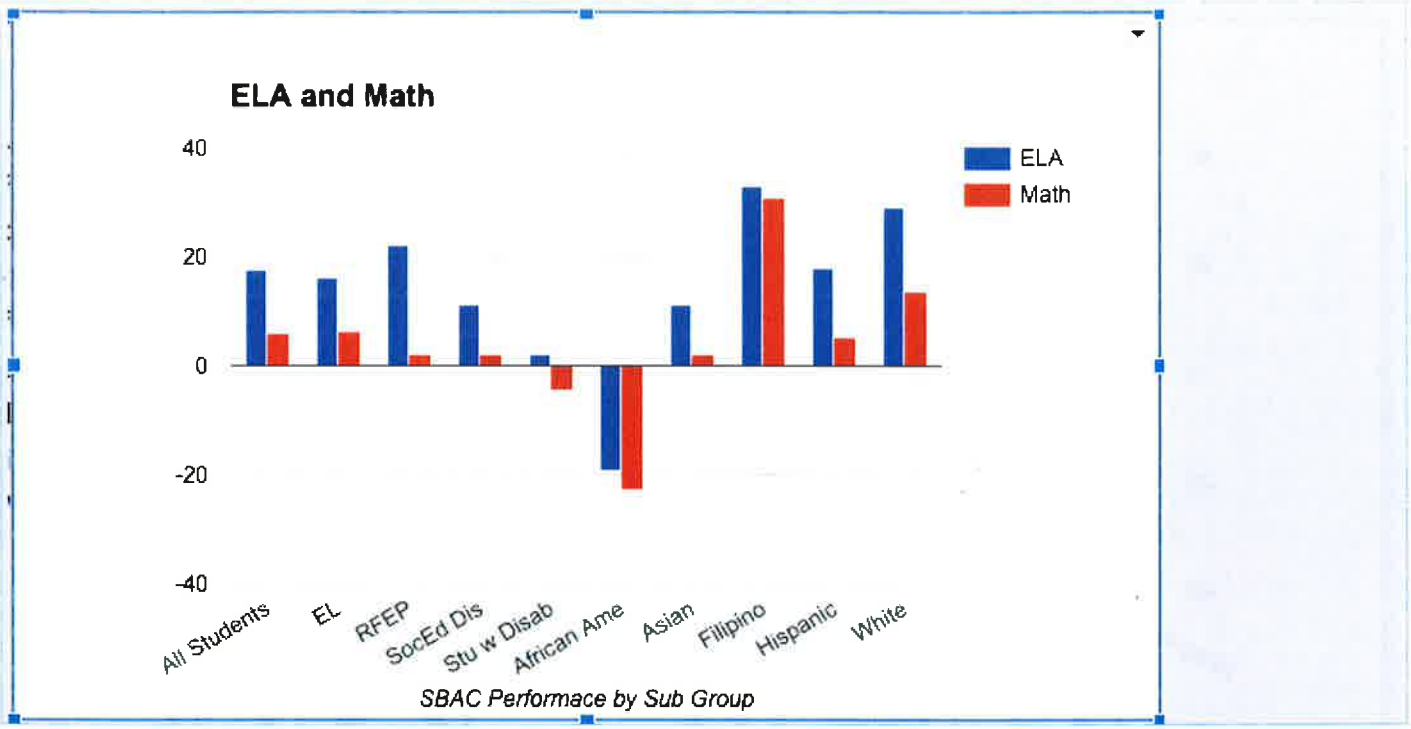


GREATEST NEEDS

In this section, respond to each question based on any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category (or) where the school received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that need significant improvement based on the school's review of local performance indicators or other local indicators.

1. What are the areas of greatest need in which the overall performance was in the "Red" or Orange" performance category or where the school received a "Not Met" or "Not Met for Two or More Years" rating?

In examination of California Department of Education data, Woodrow Wilson determines the greatest need to be English Learner Progress, which shows All Students Progress to be in the orange performance level. We will need to conduct a careful analysis of English Learner (EL) students scores on the state assessment and compare them to CELDT, and district assessment scores to ensure that our English Learner students are making progress towards proficiency on all of these mandated assessments. Furthermore, English Language Arts and Math scores for students with disabilities are in the red performance level. As evidenced by the chart, African American students declined significantly in English Language Arts by 22.8 points and in Math by 19.3 points.



2. What steps is the school planning to take to address these areas of greatest need for improvement?

In order to address the needs for For EL Students, Woodrow Wilson will:
Ensure access to systematic language development opportunities throughout the instructional day for our English Learners by identifying and implementing best practices in English Language Development (ELD) instruction school-wide through a focus on Designated and Integrated English Language Development to ensure that the instruction is connected to the common core English Language Arts standards. Wilson will provide names of English Learners and English Proficiency Levels to staff prior to the first day of the school year in order to begin English Language Development instruction at the start of the school year and provide accurate designated English Language Development leveled instruction.

Additional measures will be taken to assure student success:
Provide names of Reclassified Fluent English Proficient (RFEP) students to staff prior to the first day of the school year in order to begin the Reclassified Fluent English Proficient monitoring process at the start of the school year and provide any intervention services that may be needed.

Provide names to staff of students who are at risk for becoming Long Term English Learners (LTELs) to raise the awareness of this issue and implement appropriate academic interventions by staff for these students.

Provide supports for English Learner students across all content areas of the curriculum by providing Integrated English Language Development which identifies key concepts, grammar skills, and vocabulary that is integrated with core subjects and support the delivery of the required thirty minutes of daily Designated English Language Development instruction. This includes the use of blended learning platforms designed for English Language students such as Imagine Learning and/or primary language paraeducator support. Teachers will also monitor the progress of their English Language students and provide intervention to those students.

Ensure that English Learner students continue to make growth on state and district assessments in order to reclassify them as Reclassified Fluent English Proficient (RFEP) as soon as they meet district criteria for reclassification in 1st through 5th grades. Teachers will regularly monitor the progress of their Reclassified Fluent English Proficient (RFEP) students to ensure they continue to make progress and provide intervention when needed.

Conduct an annual evaluation to capture the progress of the English Language Development programs to see how they are accomplishing the goals, including determining whether the needs of the students have been met by the strategies used.

Provide ongoing Transitional Kindergarten through 5th grade parent education opportunities co constructed with site leadership, parent facilitators and teacher and parent leaders (i.e. Coffee Chats, Annual Title 1 Meeting, English Language Advisory Council, School Site Council, School Smarts Academy) for parents to deepen their knowledge about English Learner pathways and their intended educational outcomes.

In order to address the needs of Students with Disabilities, Wilson will:
Conduct quality, comprehensive Individualized Education Plan meetings, including pre-and post-meeting to ensure input of all stakeholders and ongoing monitoring of student progress.

Utilize data and assessment to monitor student progress, inform instruction, and provide goal-based individualized special education services to support growth.
Ensure access to mainstream curriculum and general education peers as appropriate.
Provide ongoing Transitional Kindergarten through 5th grade parent education opportunities co-constructed with site leadership, special educators, parent facilitators and teacher and parent leaders for parents to deepen their knowledge about Special Education services and their intended educational outcomes.
Utilize online learning platforms for individualized learning pathways as appropriate.
Conduct annual and triennial evaluations to capture the progress of students with Individualized Education Plans to see how they are accomplishing their goals, working collaboratively with the IEP team to provide accommodations, modifications, and services as needed to provide appropriate, individualized support for student achievement and growth.
Quality case management and teacher-special education staff collaboration and consultation.
Provide teachers with a copy of students' Individualized Education Plans at the beginning of the school year so that teachers can be aware of student services, needs, accommodations, and modifications to curriculum.
Utilize a multitiered intervention framework for academic and behavioral support to provide Tier 1 instructional and behavioral supports in all classrooms for all students; develop and implement Tier 2 instructional and academic interventions for students identified through formative and summative assessments (i.e. progress on state, district, classroom)

In order to address the needs of African American students, Wilson will:
Continue to provide a more rigorous and standards-aligned mathematics curriculum, online blended learning platforms that serve as individualized learning pathway for students, differentiated instruction as a means of immediate intervention and the assistance of site funded classroom para-educators.
Identify and monitor the students who scored in the "urgent need of intervention" in Language Arts or Math through STAR Renaissance assessments in order to make decisions about which students to serve in the Learning Academy and intervention spaces.
Utilize a multitiered intervention framework for academic support to provide Tier 1 instructional and behavioral supports in all classrooms for all students; develop and implement Tier 2 behavioral academic interventions for students identified through formative and summative assessments (i.e. progress on state, district, classroom).
Utilize assessment data to identify student growth and to inform instruction to meet student individualized needs, with the goal of increasing student achievement.
Engage parents, including provide ongoing K-5 parent education opportunities co-constructed with site leadership, special educators, parent facilitators and teacher and parent leaders for parents to deepen family knowledge about curriculum, online learning platforms, and intervention. Support families to have access to technology so that they could utilize RAZ Kids and other online learning platforms from home to extend the educational opportunities for their students beyond the school day.
Provide increased high quality science learning opportunities through Next Generation Science Standards and engaging, real world, relevant, hands-on educational opportunities through Project Based Learning.
Provide equity and tolerance-based professional development for staff to meet the needs of all students and community members.

PERFORMANCE GAPS

In this section, respond to each question based on any state indicator or local indicator for any LCFF designated student group, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) who were two or more performance levels below the "all student" performance.

1. What are the areas in which performance for any student group was two or more performance levels below the "all student" performance?

In English Language Arts and Math, Students with disabilities were two performance levels below the "All Student" performance, both at the red performance level.

Compared to all other overall performance, English Learner Progress falls in the lowest band of orange. This is two levels below that of Suspension Rate Data, which was in the green performance band overall.

2. What steps is the school planning to take to address these areas with the greatest need for improvement?

For our English Learner students, our actions steps to address the areas with greatest needs for improvement include the following:

Focus on ensuring access to systematic language development opportunities throughout the instructional day for our English Learners by identifying and implementing best practices in English Language Development instruction school-wide.

Provide names of English Learners (EL) and English Proficiency Levels (EPL) to staff prior to the first day of the school year in order to begin English Language Development (ELD) instruction at the start of the school year and provide accurate designated English Language Development leveled instruction.

Provide names of Reclassified Fluent English Proficient (RFEP) students to staff prior to the first day of the school year in order to begin the Reclassified Fluent English Proficient monitoring process at the start of the school year

Provide names to staff of students who are at risk for becoming Long Term English Language Learners (LTEL) to raise the awareness of this issue and so appropriate academic interventions can be implemented by staff for these students.

Provide supports for English Learner students across all content areas of the curriculum by providing Integrated English Language Development which identifies key concepts, grammar skills, and vocabulary that is integrated with core subjects and support the delivery of the required thirty minutes of daily Designated Reclassified Fluent English Proficient instruction. This includes the use of blended learning platforms designed for English Learner students such as Imagine Learning, and/or primary language paraeducator support, teachers will also monitor the progress of their English Learner students and provide intervention to those students.

Ensure that English Learner students continue to make growth on state and district assessments in order to reclassify them as Reclassified Fluent English Proficient as soon as they meet district criteria for reclassification in 1st through 5th grades. This will be monitored by an analysis of the assessments and use of Tier I, II, and III intervention supports in the Multi-tiered Integrated Intervention System of Support Maps.

Conduct an annual evaluation to capture the progress of the English Learner programs to see how they are accomplishing the goals, including determining whether the needs of the students have been met by the strategies used.

Provide ongoing Transitional Kindergarten through 5th grade parent education opportunities (i.e. Coffee Chats, Annual Title 1 Meeting, English Language Advisory Council, School Site Council, School Smarts Academy) for parents to deepen their knowledge about English Learner pathways and their intended educational outcomes.

For our students with disabilities, our action steps include the following:

Utilize a multitiered intervention framework for academic support to provide Tier 1 instructional and behavioral supports in all classrooms for all students; develop and implement Tier 2 academic interventions for students identified through formative and summative assessments (i.e. progress on state, district, classroom).
Strengthen the connection between general education and special education including co-teaching services to improve options for our students with special needs and provide ongoing professional development for staff on inclusion strategies for our diverse learners.
Conduct quality, comprehensive Individualized Education Plan meetings, including pre-and post-meeting to ensure input of all stakeholders and ongoing monitoring of student progress.
Utilize data and assessment to monitor student progress, inform instruction, and provide goal-based individualized special education services to support growth.
Ensure access to mainstream curriculum and general education peers as appropriate.
Provide ongoing K-5 parent education opportunities co-constructed with site leadership, special educators, parent facilitators and teacher and parent leaders for parents to deepen their knowledge about Special Education services and their intended educational outcomes.
Utilize online learning platforms for individualized learning pathways as appropriate.
Conduct annual and triennial evaluations to capture the progress of students with Individualized Educational Plans to see how they are accomplishing their goals, working collaboratively with the IEP team to provide accommodations, modifications, and services as needed to provide appropriate, individualized support for student achievement and growth.
Quality case management and teacher-special education staff collaboration and consultation.
Provide teachers with a copy of students Individualized Educational Plan at the beginning of the school year so that teachers can be aware of student services, needs, accommodations, and modifications to curriculum.
Utilize a multitiered intervention framework for academic and behavioral support to provide Tier 1 instructional and behavioral supports in all classrooms for all students; develop and implement Tier 2 instructional and academic interventions for students identified through formative and summative assessments (i.e. progress on state, district, classroom).

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth. If previously addressed, indicate section.

Title I Schools must specify Title I funded actions and services that were used to address these increased or improved services.

These increased or improved services are outlined in the Plan Summary Greatest Needs and Plan Summary Performance Gaps section of the Single Plan for Student Achievement.

OVERALL EFFECTIVENESS OF ACTIONS/SERVICES

In this section, respond to each question based on any state indicator or local indicator for which performance for students who are low income, English learners, or Foster youth was two or more performance levels below the "all student" performance.

1. What barriers or challenges minimized the effectiveness of actions and services intended to increase or improve student success?

2. What corrective measures will you take to address these challenges?

Title I Schools: Also answer both questions based specifically on any Title I funded actions and services.

1. At Woodrow Wilson Elementary School, as evidenced by our California Department of Education data, compared to all other overall performance, English Learner Progress falls in the lowest band of orange. This is two levels below that of Suspension Rate Data, which was in the green performance band overall. One of the challenges that we faced was our analysis of institutional barriers that may have prevented our parents at school wide events.

2. For our English Learner students, our actions steps to address the areas with greatest needs for improvement include the following:

Focus on ensuring access to systematic language development opportunities throughout the instructional day for our English Learners by identifying and implementing best practices in English Language Development instruction school-wide

Provide names of English Learners and English Proficiency Levels to staff prior to the first day of the school year in order to begin English Language Development instruction at the start of the school year and provide accurate designated English Language Development leveled instruction.

Provide names of Reclassified Fluent English Proficient students to staff prior to the first day of the school year in order to begin the Reclassified Fluent English Proficient monitoring process at the start of the school year.

Provide names to staff of students who are at risk for becoming Long Term English Language Learners to raise the awareness of this issue and so appropriate academic interventions can be implemented by staff for these students.

Provide supports for English Learner students across all content areas of the curriculum by providing Integrated English Language Development instruction which identifies key concepts, grammar skills, and vocabulary that is integrated with core subjects and support the delivery of the required thirty minutes of daily Designated English Language Development instruction. This includes the use of blended learning platforms designed for English Learner students such as Imagine Learning, and/or primary language paraeducator support, teachers will also monitor the progress of their English Learner students and provide intervention to those students.

Ensure that English Learner students continue to make growth on state and district assessments in order to reclassify them as Reclassified Fluent English Proficient as soon as they meet district criteria for reclassification in 1st through 5th grades

Conduct an annual evaluation to capture the progress of the English Learner programs to see how they are accomplishing the goals, including determining whether the needs of the students have been met by the strategies used.

Provide ongoing Transitional Kindergarten through 5th grade parent education opportunities (i.e. Coffee Chats, Annual Title 1 Meeting, English Language Advisory Council, School Site Council, School Smarts Academy) for parents to deepen their knowledge about English Learner pathways and their intended educational outcomes. Utilize a variety of methods to communicate with parents about school wide events, activities, and information, including online through the website, emails, calls home, letters home, and posted signs. Create increased opportunities for parents to have connection with the school, including offering Health and Wellness courses, encouraging and offering volunteer opportunities, and offering after school events for parents to attend with their children. Ensure inclusion of parents in all school-wide and classroom activities, including as a public audience and speakers for Project Based Learning and in assemblies. Ensuring access to student information through online learning platforms and Aeries Parent Portal account. Ensure teacher-parent communication through multiple methods, including digital platforms, emails, letters home, phone calls, and in-person meetings. Create opportunities to recognize and celebrate parent support and collaborative efforts. Create sustainable feedback loops for parent and school collaboration. Offer a variety of opportunities for feedback, including in person and via surveys, in order to improve communication and utilize the information to increase parent involvement. Ensure multilingual communication and translation is provided and available for all activities, events, and communications.

TITLE I SCHOOL SECTION ONLY

Place an "X" in the box next to each statement to signify completion.

X Parents have received and completed the School/Parent Compact.

X Parents have received a copy of the Parent Involvement Activities.

I. **INVOLVEMENT GOVERNANCE STAKEHOLDER GROUPS –** Briefly describe how School Site Council (SSC), English Language Advisory (ELAC), and school community were involved in developing the overall plan, specifically the goals and objectives, as well as those that relate to parent engagement.

The Single Plan for Student Achievement was developed with input from all stakeholders on the following timeline from March to June 2017:
March--Staff needs assessment completed and initial School Site Council and English Learner Advisory Council input given to begin development of Single Plan for Student Achievement.

April--Staff, Instructional Leadership Team, School Site Council, and English Learner Advisory Council analysis of school-wide data and feedback; Community Survey developed and distributed; District Strategic Plan approved by San Leandro Unified School District Board of Education.

May--Woodrow Wilson Elementary Single Plan for Student Achievement Goals created aligned to San Leandro Unified School District Strategic plan, based on site data and community and staff feedback and input. Goals reviewed and approved at SSC meeting.

June--Single Plan for Student Achievement draft was created, utilizing goals as approved at School Site Council meeting and the information compiled from community and staff meetings, surveys, and feedback loops. The Wilson Single Plan for Student Achievement was built to include and adhere to federal Title I guidelines. Wilson Title 1 funds are allotted to be used for the purpose of raising the student achievement of low income students to meet academic grade level goals and to enhance the educational efficacy of the entire school. Furthermore, Title 1 funds have been allotted for professional learning to enhance teacher effectiveness and parent engagement to build parent capacity, both critical aspects of the funds and their intent.

II. **INVOLVEMENT GOVERNANCE – MONITORING SPSA –** Briefly describe the process used to monitor the SPSA during the school year and specify stakeholder's involvement in this process.

The Wilson staff, School Site Council, and English Learner Advisory Council all reviewed the Single Plan for Student Achievement goals and budget at the start of the school year. All subsequent actions and/or purchases were aligned to the Single Plan for Student Achievement goals throughout the year.

III. **PARENT INVOLVEMENT –** Briefly describe your parent involvement activities.

Wilson school provided the following parent involvement throughout the year:
Ongoing volunteer opportunities within classrooms and support at the school site, including cafeteria assistance, supervision of students, gardening, and pick up/drop off help.
Volunteer for ongoing school-wide events including Hispanic Heritage Night, Book Fairs, Lunar New Year, Black History Month celebration assemblies, Winter Sing-A-Long, Talent Show, Field Trips, Outdoor Education, Book and Blanket Night, Walking and Running Club, and other activities.
School Smarts Academy
Weekly Coffee Chats with Principal and Vice Principal
Weekly Zumba Classes
Arts and Crafts class series
Family Technology Night
Annual Title 1 Meeting
Open House
Back to School Night
Parent Teacher Conferences
English Language Advisory Council
English Language Learner Parent Survey
School Site Council
Multicultural Celebrations (school-wide and/or on classrooms).

IV. ELEMENTARY SCHOOLS – Briefly describe strategies used to assist preschool children and parents in their transition to your elementary school program: State Preschool, Head Start, and Transitional Kindergarten programs, if applicable.

Woodrow Wilson Elementary School provides a Transitional Kindergarten class to help bridge the leap between preschool and Kindergarten. Our Transitional Kindergarten students are provided with a curriculum focused on Kindergarten academic readiness skills, fine and gross motor skills, and social emotional learning.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	130	115	128	112	128	112	98.5	97.4
Grade 4	122	138	121	136	121	136	99.2	98.6
Grade 5	128	123	125	119	125	119	97.7	96.7
All Grades	380	376	374	367	374	367	98.4	97.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard		% Standard Met		% Standard Nearly		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2370.9	2398.5	5	17	16	15	28	31	50	37
Grade 4	2418.4	2428.4	12	10	17	18	22	27	50	45
Grade 5	2469.1	2480.5	10	13	30	30	22	22	39	34
All Grades	N/A	N/A	9	13	21	21	24	27	46	39

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	4	13	45	47	51	40
Grade 4	12	7	39	45	50	48
Grade 5	16	19	44	42	40	39
All Grades	10	13	43	45	47	43

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	9	18	38	46	52	37
Grade 4	7	11	51	53	42	36
Grade 5	14	18	43	49	42	34
All Grades	10	15	44	49	46	35

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	5	14	61	58	34	28
Grade 4	9	10	58	73	33	17
Grade 5	11	12	58	64	31	24
All Grades	8	12	59	65	33	23

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	5	17	55	49	41	34
Grade 4	8	10	44	58	30	32
Grade 5	22	23	54	55	24	22
All Grades	11	16	51	54	32	29

Conclusions based on this data:

1. The percentage of students scoring "Below Standard" for all grades decreased from 2014-2015 to 2015-2016 in all areas of English Language Arts with the exception of 4th Grade in Research/Inquiry.
2. Grade 3 showed at least a 9% growth in all areas of English Language Arts from 2014-2015 to 2015-2016.
3. We will continue to identify students scoring in the below or standard nearly met area in order to increase student achievement overall. We will offer the necessary interventions as outlined in the MISS maps for Tier 1, Tier 2, and Tier 3, as well as monitor the usage data of online platforms that support intervention in English Language Arts.

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	130	115	130	114	129	114	100.0	99.1
Grade 4	122	138	122	138	122	138	100.0	100
Grade 5	128	123	127	123	127	122	99.2	100
All Grades	380	376	379	375	378	374	99.7	99.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard		% Standard Met		% Standard Nearly		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2395.1	2415.0	5	13	22	23	37	34	35	30
Grade 4	2438.5	2437.8	8	4	21	17	33	45	38	33
Grade 5	2471.0	2470.0	7	11	18	17	31	25	43	48
All Grades	N/A	N/A	7	9	21	19	34	35	39	37

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	12	24	43	39	45	37
Grade 4	18	12	27	30	55	57
Grade 5	10	15	31	26	58	59
All Grades	13	17	34	32	53	52

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	16	18	35	46	50	36
Grade 4	11	9	53	42	36	49
Grade 5	12	13	40	30	48	57
All Grades	13	13	43	39	45	48

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	9	20	60	54	31	25
Grade 4	16	11	44	43	39	46
Grade 5	6	11	50	43	45	45
All Grades	10	14	52	47	38	39

Conclusions based on this data:

1. The percentage of students in 3rd and 5th grade scoring "Above Standard" increased from 2014-2015 to 2015-2016 in all areas of Mathematics.
2. The percentage of students scoring "Below Standard" for 3rd grade decreased from 2014-2015 to 2015-2016 in all areas of Mathematics.
3. We will continue to identify students scoring in the below or standard nearly met area in order to increase student achievement overall. We will offer the necessary interventions as outlined in the MISS maps for Tier 1, Tier 2, and Tier 3, as well as monitor the usage data of online platforms that support intervention in Mathematics.

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K	17	8		33		14	50	50	68		25	9		17	9
1	5	6	11	31	16	28	38	26	45	15	30	13	11	23	4
2	12	12	10	29	30	31	40	42	35	13	12	16	5	4	7
3	4	10	15	26	35	25	51	33	33	13	12	25	6	10	3
4	8	7	14	41	33	23	28	44	46	18	9	9	5	7	7
5	3	17	14	39	45	48	45	24	27	6	10	7	6	5	5
Total	7	10	12	32	29	29	41	34	40	13	16	14	7	11	6

Conclusions based on this data:

1. In primary levels K-1, data shows decrease of percentage of students in beginning and intermediate levels, which indicates that students are growing in proficiency, which will be monitored and supported at Wilson through our ELLevation platform and integrated and designated ELD instruction.
2. The majority of third and fourth graders fall within the early advanced and intermediate levels, which indicates that Wilson staff should utilize ELLevation to monitor students growth as a way to work toward and support reclassification.
3. As 62% of 4th graders fall at intermediate or below, it is crucial that Wilson provides quality ELD instruction. Wilson will utilize the ELLevation platform to monitor student progress, inform next steps of intervention that might be needed, and move students to reclassification.

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K	2	1	1	11	6	6	24	29	42	17	31	22	46	33	28
1	4	6	10	31	15	27	37	27	44	16	30	12	12	23	8
2	12	11	10	28	30	30	38	41	35	13	11	17	9	7	7
3	4	10	14	24	33	23	47	32	31	14	11	23	12	15	8
4	7	7	14	36	31	22	27	44	44	16	9	8	16	9	12
5	3	16	13	32	42	45	41	27	26	8	9	11	16	7	6
Total	5	8	10	25	24	24	34	33	37	14	18	16	21	17	13

Conclusions based on this data:

1. The majority of students fell within the Intermediate level.

2. Students in kindergarten and first grade showed progress across most levels from the 2013-2014 school year to the 2015-2016 school year, indicating movement towards reclassification in this grade span.
3. Wilson needs to continue to move students from intermediate to early advanced or advanced. In the 3rd-5th grade levels, we did not see progress in this area from 2014-2015 to 2015-2016, as percentages stayed relatively the same. These students need to be identified for targeted intervention that addresses their language proficiency needs. The student data will support the annual evaluation of programs and services outlined for English Learners.

English Learners/Fluent-English-Proficient

Students Reclassified from English Learner (EL) to Fluent English Proficient (RFEP) within each reporting year		
Reporting Year	**Number Reclassified**	**Percent of previous year's ELs Reclassified**
2016-17	34	9.3%
2015-16	44	11.4%
2014-15	43	11.2%

Conclusions based on this data:

1. Student English Learner Reclassifications maintained from the 2014-2015 and 2015-2016 school years at a median 11.3%
2. Student English Learner Reclassifications declined from the 2015-2016 school year to the 2016-2017 school year by 2.1%
3. Woodrow Wilson Elementary School teachers and staff must utilize ELLevation to monitor and track student progress in order to best support students and deliver English Language Development instruction so that students can progress towards reclassification. We must also clearly define the process regarding classification for parents of current EL will also be improved. In anticipation of the new language proficiency test English Language Proficiency Assessment for California (ELPAC) that will replace the CELDT , it will be critical that staff are aware of the changes so that they can prepare students and families with any new expectations that come with the administration of a new standardized test.

Stakeholder Engagement

SPSA Year ☒ 2017–18

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Analysis?

March 2017- Staff needs assessment completed, Initial School Site Council and English Language Advisory Council input given to develop Woodrow Wilson Elementary School Single Plan for Student Achievement.

April 2017--Staff, Instructional Leadership Team, School Site Council, and English Learner Advisory Council analysis of school-wide data and feedback; Community Survey developed and distributed; District Strategic Plan approved by San Leandro Unified School District Board of Education.

May 2017- Wilson Single Plan for Student Achievement goals created aligned to San Leandro Unified School District Strategic plan, based on site data and community and staff feedback and input. Goals reviewed and approved at SSC meeting.

June 2017– Wilson Single Plan for Student Achievement draft created, utilizing goals as approved at School Site Council meeting and the information compiled from community and staff meetings, surveys, and feedback loops.

IMPACT ON SPSA AND ANNUAL UPDATE

How did these stakeholders impact the SPSA for the upcoming year?

The Wilson staff, School Site Council, and English Language Advisory Council all reviewed the Single Plan for Student Achievement goals and budget at the start of the school year. All subsequent actions and/or purchases were aligned to the Single Plan for Student Achievement goals throughout the year. Wilson staff and community members were given various opportunities to give input to the 2017-2018 Single Plan for Student Achievement goals. Professional Development was provided for all stakeholders as to how Single Plan for Student Achievement goals were aligned to the district's strategic goals. Input sessions and feedback are a result of careful academic and language analysis that guided the programmatic decisions made on the timeline and activities outlined above. Our English Language Advisory Council families provided input to English Learner goals, which are more robust than in previous years and based on student academic achievement data and language development data. We believe that the goals outlined in the Single Plan for Student Achievement will improve English Learner student achievement at our school and will reflect an analysis of how the goals were met as a result our annual evaluation.

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 1

DISTRICT GOAL: Goal #1: Teach, Learn, and Achieve
Expectation: Every classroom and program in the district will provide students with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity) and civic engagement.

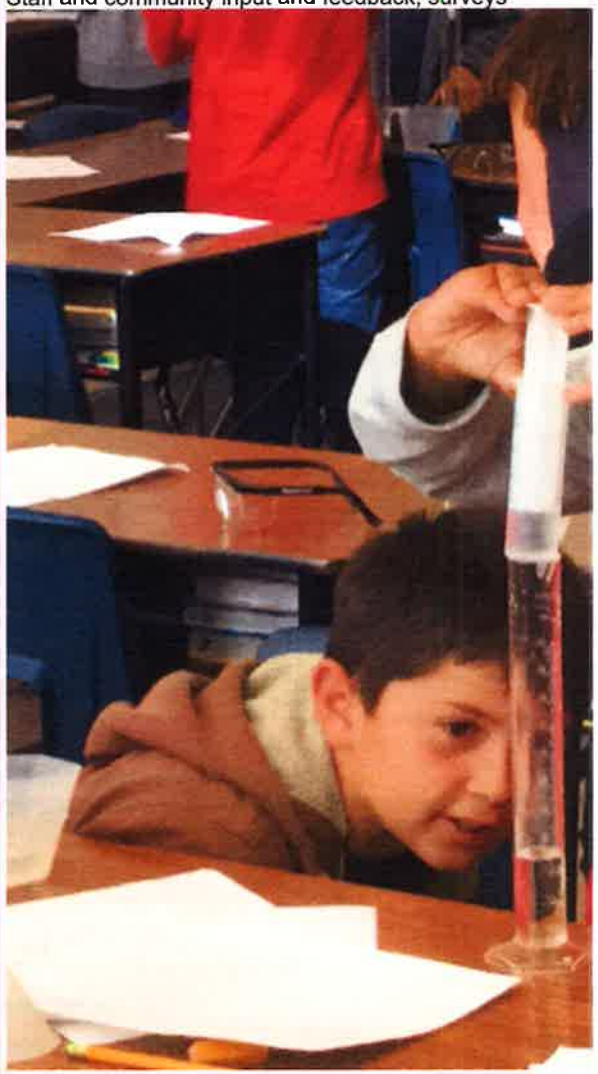
Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Wilson Elementary School will increase student access, achievement, and equity through authentic, hands-on, differentiated, standards-based instruction through Project Based Learning, development of global competencies, blended learning, and a balanced assessment system.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
1.1 We want to continue to develop an engaging and rigorous curriculum for students to gain mastery of the standards in all subject areas. Many of our students are still scoring at the nearly met standards and below standards range on state and summative assessments and we need to increase students to the proficient or advanced range.	CA Dashboard Student Achievement Data; CELDT results, District Assessment Data	CA Dashboard Student Achievement Data; CELDT results, District Assessment Data
1.2 We want to continue to identify students in need of urgent intervention so we can provide the needed services to those students. 1.2a Identify students who are English Learners and have not met minimum growth targets to prioritize intervention for academic and language proficiency advancement.	CA Dashboard Student Achievement Data; CELDT results, District Assessment Data	CA Dashboard Student Achievement Data; CELDT results, District Assessment Data
1.3 Same as 1.1	Same as 1.1	Same as 1.1
1.4 Wilson needs to provide opportunities for deeper learning through the use of Project Based Learning and provide professional development and planning time in order to accomplish this. 1.4a. We need to provide opportunities to support English Learners in the implementation of Project Based	N/A	District Strategic Plan Action Item

Learning by providing Professional Development with staff that includes and emphasis on English Language Development standards and language acquisition expectations.		
1.5 We need to utilize the blended learning suite and student devices to provide intervention and/or enrichment opportunities for students. This also helps staff to differentiate instruction to help meet the needs of our diverse learners.	CA Dashboard Student Achievement Data; CELDT results, District Assessment Data	CA Dashboard Student Achievement Data; CELDT results, District Assessment Data
1.6 Wilson staff has had training in the past on culturally relevant teaching and learning strategies. However, we have not had recent training that has reached the whole staff, and need to review Culturally Responsive Teaching strategies so that we can utilize them in day to day educational environments as well as apply them to Project Based Learning.	Staff Survey	Staff Survey
1.7 We have an ongoing to need to implement culturally relevant teaching practices within day to day educational environments as well as apply them to Project Based Learning.	CA Dashboard Student Achievement Data; CELDT results, District Assessment Data	CA Dashboard Student Achievement Data; CELDT results, District Assessment Data
1.8 We need to increase the overall achievement of our English Learner students and the rates of reclassification prior to our students entering middle school.	CA Dashboard Student Achievement Data; CELDT results, District Assessment Data	CA Dashboard Student Achievement Data; CELDT results, District Assessment Data
1.9 Same as 1.8	Same as 1.8	Same as 1.8
1.10 Same as 1.9	Same as 1.9	Same as 1.9
1.11 This is ongoing need in order for staff to implement the curriculum.	Budget Allocations	Budget Allocations
1.12 We need to continue to implement and expand our Social Emotional Learning and Positive Behavior Intervention of Support programs as well as academic interventions.	CA Dashboard Student Achievement Data; CELDT results, District Assessment Data	CA Dashboard Student Achievement Data; CELDT results, District Assessment Data, Staff Needs Assessment, MIISS Handbook Tiers 1,2, and 3 expectations for sites.
1.13 Staff wants to continue to have access to one elementary and one computer paraeducator, each of whom collaborates with classroom teachers so that teachers can provide interventions to identified students.	CA Dashboard Student Achievement Data; CELDT results, District Assessment Data	CA Dashboard Student Achievement Data; CELDT results, District Assessment Data
1.14 Provide support for families and students that communicate the various intervention needs that are available to them via school, district and community resources to address academic and social emotional needs, including translation.	Same as 1.2	Same as 1.2

1.15 We want to continue to look for high quality ways to serve more students in our after school enrichment programs, including Science, Technology, Engineering, Arts, and Math, after school intervention, and Outdoor Education	Staff and community input and feedback, surveys 	Staff and community input and feedback, surveys
1.15a. Many of our English Learner students are still scoring at the nearly met standard and below standard range on state summative assessments and we need to increase student to the proficient or advanced range.	CA Dashboard Student Achievement Data; CELDT results, District Assessment Data	CA Dashboard Student Achievement Data; CELDT results, District Assessment Data

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

1.1 Support the effective, consistent implementation of newly adopted standards in English Language Arts, Math, English Language Development, Science, and Social Studies and provide time for staff to collaborate on newly adopted programs during staff meeting and/or professional learning collaborative times and promote an instructional delivery model that develops the global competencies (i.e. critical thinking, problem solving, collaboration, and creativity).
1.1a Many of our English Learner students are still scoring at the nearly met and below standard range on state summative assessments and we need to increase students to the proficient or advanced range. This will include the support of having access to an instructional coach with expertise in language acquisition strategies and can offer professional development for staff, administrators, and parents to address the diverse needs of English Language Learners.

2017-18

Source	Title III
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries

Action 2

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

1.2 We want to continue to identify students in need of urgent intervention so we can provide the needed services to those students.
1.2a Identify students who are English Learners and have not met minimum growth targets to prioritize intervention for academic and language proficiency advancement.

Source	Title III
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures

Action **3**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

2017-18

☒ New ☐ Modified ☐ Unchanged

1.3 Improve performance outcomes for students in the area of mathematics through systematic implementation of the board adopted math curriculum by identifying key standards across the Eureka math curriculum in order to better understand the grade level expectation/common cores standards in the grade below and above each level. For example, a first grade teacher understands Kindergarten standards, the first grade standards, and lesson plans so he/she can expand on a student's prior knowledge and make connections to/plan for further learning.

Action **4**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

2017-18

☒ New ☐ Modified ☐ Unchanged

1.4 Implement Project Based learning so that every student experiences at least two project based learning units every academic year, provide time for staff to collaborate on Project Based learning projects during staff meeting and/or grade level collaboration times, and explore Project Based Learning projects that support the implementation of the Next Generation Science Standards across all grade levels. Provide ongoing instructional coaching and professional development to support implementation of Project Based Learning.
1.4 a. Provide opportunities to support English Learners in the implementation of Project Based Learning by providing professional development to staff that includes and emphasis on English Language Development standards and language acquisition expectations.

2017-18

Source	Supplemental and Concentration
Budget Reference Expenditure Description	5800: Professional/Consulting Services And Operating Expenditures

Action 5

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

1.5 Integrate technology consistently through the district adopted blended learning suite. Utilize connections between STAR Renaissance Assessments and Compass Learning and other blended learning platforms to provide individualized pathways to help narrow students' skill gaps in English Language Arts and Math.

BUDGETED EXPENDITURES

2017-18

Action 6

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

1.6 Review/Implement Culturally Responsive Teaching and Learning Strategies (CRT Strategies) and understand how they apply to both direct instruction as well as project based learning in order to help narrow the achievement gap between our highest and lowest achieving student groups as measured by state, district, and classroom assessments.

BUDGETED EXPENDITURES

2017-18

Action 7

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

1.7 Provide time for staff during staff meetings and/or grade level collaboration to engage in courageous conversations about race, equity, and social justice so that action can be taken to improve the achievement of our lowest performing students groups as measured by state, district, and classroom assessments.

BUDGETED EXPENDITURES

2017-18

Action 8

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

1.8 A focus will be placed on ensuring access to systematic language development instruction throughout the instructional day for our English Language Learners: identifying and implementing best practices to support the delivery of Designated and Integrated English Language Development instruction. Prioritize time during staff meetings and or collaborative grade level meetings for teachers to collaborate and have access to instructional coaches that have expertise with language acquisition strategies.

BUDGETED EXPENDITURES

2017-18

Source	Title III

Budget Reference Expenditure Description	Centralized services to support programs at the school site.

Action 9

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

1.9a. Provide student academic achievement data and roster of English Language Learners (EL) and English Proficiency Levels (EPL) to staff prior to the first day of the school year in order to begin designated English Language Development (ELD) instruction at the start of the school year.
1.9b. Provide names of students who are close to meeting the set criteria for becoming Reclassified Fluent English Proficient (RFEP) and also provide teachers with rosters of students to staff prior to the first day of school in order to begin the Reclassified Fluent English Proficient monitoring process at the start of the school year. this will be facilitated by utilizing the ELLevation platform by administrator.
1.9.c.Provide names to staff of students who are becoming Long Term English Language Learners (LTEL) to raise the awareness and address the issues so appropriate academic interventions can be implemented by staff for these students. Provide opportunities that analyze student achievement data as reported on CA Dashboard and locally developed dashboard in order to discuss implications for continuing English Learner status and determine appropriate interventions.

BUDGETED EXPENDITURES

2017-18

Amount	12,600.00
Source	Title III
Budget Reference Expenditure Description	Centralized services to support programs at the school site.

Action 10

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

1.10 Provide support for English Learner students across all content areas of the curriculum by providing Integrated English Language Development instruction which identifies key concepts, grammar, skills, and vocabulary that is integrated with core subjects and supports the delivery of the thirty minutes of daily Designated English Language Development instruction. This includes use of blended learning platforms designed for English Learner students such as Imagine Learning and/or primary language English Language Development support. Teachers will also monitor the progress of their English Learner students and provide intervention to those students.

BUDGETED EXPENDITURES

2017-18

Source	Title III
Budget Reference Expenditure Description	Centralized services to support programs at the school site.

Action **11**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

1.11 Utilize discretionary funds to purchase classroom and office materials that support the implementation of school-wide instructional program as well as funding for special projects for staff hourly pay.

BUDGETED EXPENDITURES

2017-18

Budget Reference Expenditure Description	0000: Unrestricted This funding will be used to purchase classroom and office materials that support the action items in this SPSA plan.

Action **12**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

1.12 Utilize a multitiered intervention framework for academic and behavioral support to provide Tier 1 instructional and behavioral supports in all classrooms for all students; develop and implement Tier 2 instructional and behavioral interventions for students identified through formative and summative assessments (i.e. progress on state, district, classroom) and tracked disciplinary actions (i.e. number of recess reflection room or buddy room referrals, behavior contracts, in-house or out of school suspensions).

BUDGETED EXPENDITURES

2017-18

Action **13**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☒ At Risk/Urgent Intervention

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

1.13 Provide site general education para educator and computer para educator to support teacher intervention of students in need of urgent intervention (based on district assessments) through small group guided reading and mathematics instruction as a part of Tier 1 intervention program.

BUDGETED EXPENDITURES

2017-18

Amount	18,839.50
Source	Title I
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries This funding will be used to hire a general education elementary para educator to support Tier 2 academic interventions to students identified by state, district, and/or classroom assessments.
Amount	18,839.50
Source	Title I

Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries This funding will be used to hire a general education elementary para educator to support Tier 2 academic interventions to students identified by state, district, and/or classroom assessments.

Action 14

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☒ At Risk/Urgent Intervention

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1.14 Utilize COST process to provide site, district, and community resources for students and their families in need of Tier 3 Interventions (i.e. Student Study Team meetings, on site counseling, and special education referrals).

BUDGETED EXPENDITURES

2017-18

Action 15

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

1.15 Provide high quality enrichment experiences, including Science Technology, Engineering, Art, and Mathematics, to enhance the learning outside of the classroom in conjunction with Wilson staff, independent vendors, and/or ASES and Girls Inc afterschool program staff.

BUDGETED EXPENDITURES

2017-18

Source	Supplemental and Concentration

Budget Reference Expenditure Description	0000: Unrestricted This funding will be used to extend learning opportunities outside of the regular school day with a Science, Technology, Engineering, Art, and Mathematics focus.
Source	Supplemental and Concentration
Budget Reference Expenditure Description	0001-0999: Unrestricted: Locally Defined This funding will be used to make a partial payment for the outdoor education program.

Action 16

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 17

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 18

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 19

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **20**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 2

DISTRICT GOAL: GOAL #2: Equity and Inclusion through College and Career Readiness
Expectation: All schools will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students' college and career readiness and positive personal development.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Wilson will create inclusive nurturing environments that inspire positive, healthy personal development. Along the way, students will acquire skills and be provided with educational services to be successful in their path towards college and career readiness.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
2.1 We want to continue to build a college going and career development culture at Wilson. We want to engage students and families in developing this culture, as we believe that students and families should be a part of starting to think about and planning for the future at the elementary school level. 2.1 a. We want to continue to develop a clear definition for parents around the English Learner pathways that students can experience as an English Learner learner in elementary and those available to them as secondary students.	School Site Council SPSA input, English Language Advisory Council input, Wilson Community survey	School Site Council and English Language Advisory Council SPSA input, Wilson Community survey, staff needs assessment, English Learner parent survey
2.2 Same as 2.1	2.2 Same as 2.1	2.2 Same as 2.1
2.3 We are committed to supporting our students to being positive, self-efficacious, eager to learn, and joyful within all aspects of the educational environment. We are seeing students at Wilson who are dealing with trauma, homelessness, and display Attention Deficit	Coordination Of Services Team and Student Study Team referral rates	Coordination Of Services Team and Student Study Team referral rates, Staff Needs Assessment, Wilson Community Survey, School Site Council input

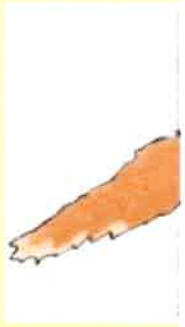
Disorder and/or Spectrum-like behaviors. The majority of these students are in general education without special education support. Staff needs more professional development and support to continue Toolbox Social Emotional curriculum, Positive Behavior Intervention System, and to improve instruction in this area. Furthermore, Wilson knows it is essential to engage and educate families in this work.		
2.4 We need to continue to increase our EL reclassification rates in order for students to be Redesignated Fluent English Proficient path prior to entering middle school. We want to identify students at risk for Long Term English Language students and provide interventions so that they can meet the reclassification criteria.	EL reclassification rates, CA Dashboard for EL students	EL reclassification rates, CA Dashboard for EL students
2.5 This is an ongoing need. Parents want to learn strategies about how to best support their students at home.	School Site Council SPSA input, English Language Advisory Council input, Wilson Community survey	School Site Council SPSA input, English Language Advisory Council input, Wilson Community survey
2.6 We want to continue to strengthen our Health and Wellness, Social Emotional Learning, and Positive Behavior learning and communication to students and families, and engage them in the work both at school and at home.	Health and Wellness Coordinator Logs, Physical Education test criteria	Staff survey, National Alliance for Healthy School's Bronze Award, School Site Council and English Language Advisory Council input

WILSON

RUN
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JOIN US

Have fun and be active.



PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

2.1 Inspire students to think about their future by providing experience for them to learn about and explore college and career options. Create a plan for community partners to talk with our students about their work and how to prepare for careers in those areas.
2.1a. Provide parents a clear definition of English Learner program pathways and college and career opportunities that may be available for their students at the elementary and secondary levels.

BUDGETED EXPENDITURES

2017-18

Action **2**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

2.2 Engage Transitional Kindergarten-5th grade parents in the exploration of college and career options, as well as in building a college going and career development culture by inviting parents into classrooms and to be a part of their students' learning about college and career. Provide parents with education opportunities (Coffee Chats, annual Title 1 meeting, English Learner Advisory Council, School Site Council meetings, School Smarts Academy, and providing ongoing resources with the support of parent facilitator) for parents to learn about college and career options and how SLUSD works to support them.

BUDGETED EXPENDITURES

2017-18

Action **3**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ English Learners ☒ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

2.3 Strengthen the connection between general education services in order to improve options for our students with special needs and provide ongoing professional development for staff on co-teaching, differentiation, and inclusion strategies for our diverse learners.

BUDGETED EXPENDITURES

2017-18

Action **4**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

2.4 Ensure that English Learner students continue to make growth on state and district assessments in order to reclassify them as Redesignated Fluent English Proficient as soon as they meet district criteria for reclassification in 1st-5th grades, Monitor and complete the reclassification process with the support of ELLevation online platform.

BUDGETED EXPENDITURES

2017-18

Amount	12.600
Source	Title III
Budget Reference Expenditure Description	Centralized services to support programs at the school site.

Action **5**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

2.5 Provide Transitional Kindergarten-5th grade parent education opportunities (Coffee Chats, annual Title 1 meeting, English Learner Advisory Council, School Site Council meetings, School Smarts Academy, and providing ongoing resources with the support of parent facilitator).

BUDGETED EXPENDITURES

2017-18

Action **6**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

2.6 Promote prevention and intervention programs that focus on health, wellness, and positive personal, emotional, and social development by implementing opportunities for and education about physical activity (I.e. Walking and Running Club), and nutrition (i.e. One Ingredient Snack). School wide utilization and increased parent education of Toolbox Social Emotional Curriculum, Positive Behavior Intervention Support, and Mindfulness practices.

2017-18

BUDGETED EXPENDITURES

Action **17**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **18**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **20**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 3

DISTRICT GOAL: GOAL #3: Collaborative and Engaged District Culture
Expectation: All staff and district partners effectively collaborate and remain fully engaged around our goals of student learning in order to provide outstanding educational experiences to all students.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Woodrow Wilson staff will effectively collaborate, communicate goals of student learning, continue ongoing professional development and mentorship, and promote health and wellness within the Woodrow Wilson school community with the focus of providing high quality and safe educational environments for students.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
3.1 We want to provide students with a social emotional learning curriculum, Positive Behavior Intervention Systems of Support, and health and wellness practices.	Health and Wellness Coordinator Logs, Discipline Logs, and Student Study Team notes.	Staff survey, National Alliance for Healthy School's Bronze Award, School Site Council and English Learner Advisory Council input, Wilson community feedback, staff needs assessment



3.2 We strive to improve communication between all stakeholder groups at Wilson. We need to continue to improve our website, phone and written communication, utilization of our school database, and offer high quality multilingual communication whenever possible in the languages represented in our school. 3.2a. Provide multilingual communication whenever possible in the represented languages at our school.	Wilson Community and Staff surveys	Wilson community survey, staff needs assessment, English Language parent survey data, English Language Advisory Council and School Site Council feedback.
3.3 Wilson is dedicated to high quality collaboration and mentorship amongst staff so that teachers continue to develop professionally in order to meet student need and improve student success, achievement, and educational outcomes.	Wilson staff needs assessment	Wilson staff survey and feedback, School Site Council input

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

3.1 Promote health and wellness efforts for students, families, and employees that support teaching and learning in the classroom and provide opportunities for all students to engage in activities in and out of the classroom that focus on movement, mindfulness, health, and nutrition (i.e. Toolbox, walking and running club, Positive Behavior Intervention Systems, nutrition education including promotion of the One Ingredient Snack, Kaiser's "The Best Me" assembly, etc.).

BUDGETED EXPENDITURES

2017-18

Action 2

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

3.2 Continue to develop/implement best practices in communicating information between all stakeholder groups in the Wilson community (i.e. site website, class websites, social media. Google Classroom, Class Dojo, etc.)
3.2a. Provide multilingual communication whenever possible in the represented languages at school.

BUDGETED EXPENDITURES

2017-18

Action 3

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

3.3 Wilson staff will continue to collaborate staff meeting and/or grade level collaboration times in order to advance teaching practice. Veteran teachers will mentor new teachers, including as clear credential mentors. Instructional coaches will provide ongoing instructional coaching and professional development to support high quality collaborative professional development.

BUDGETED EXPENDITURES

2017-18

Action **4**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **5**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **6**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **7**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **8**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **9**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **10**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **11**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **12**

ACTIONS/SERVICES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 4

DISTRICT GOAL: GOAL #4: Family and Community Involvement
Expectation: SLUSD will actively engage with families and the community at large to build reciprocal relationships that promote and support the positive social, emotional and academic development of our students.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
In promoting and supporting the positive social, emotional, and academic development of our students, Wilson will empower our parents to be involved in and lead school based activities through improved engagement, communication, and building effective partnerships with local businesses and organizations.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
4.1 We want to increase participation in parent education opportunities and work towards establishing parent focus groups and ensure that existing groups reflect the school's demographics.	Wilson Community Survey, Event Sign in Sheets, Parent Facilitator Logs	Wilson Community Survey, Event Sign in Sheets, Parent Facilitator Logs



4.2 We are a diverse school and need of translated primary language documents so parents have a better understanding of school events, expected behaviors, procedures, and educational outcomes for their students	Wilson Demographics	Wilson Demographics
4.3 Parents would like more information on English Learner programs and pathways in order to better support their students' learning.	Wilson Community Survey, parent and family feedback	Wilson Community Survey, English Language Advisory Council Input, English Language Parent Survey
4.4 Provide opportunities for parents to provide feedback on school-wide programs and procedures. 4.4a. Provide opportunities for English Learner parents	Wilson Community Survey, parent and family feedback	Wilson Community Survey, ELAC and SSC Input, and District Strategic Plan Expectation, EL parent Survey

to co-construct their vision for best practices in encouraging input and feedback on English Learner programming and services. Develop multiple ways to gather parent input such as but not limited to English Learner Parent Survey, English Learner Advisory Council input, and annual analysis of programs with the support and co-facilitation of the site administrator and parent apparent facilitator.

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

4.1 Utilize the services of our parent facilitator and staff to help systematize parent efforts at Wilson and provide targeted outreach, education, and support to families pf students in community gap, which includes parents of English Learners (i.e. African American and Latino Parents Support Groups)

BUDGETED EXPENDITURES

2017-18

Action **2**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

4.2 Utilize site and district resources to provide translation services to our parent community for Spanish and/or other identified languages (when possible).

BUDGETED EXPENDITURES

2017-18

Amount	500.00
Budget Reference Expenditure Description	0000: Unrestricted

Action **3**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

4.3 Provide K-5 parent education opportunities (Coffee Chats, annual Title 1 meeting, English Language Advisory Council, School Site Council meetings, School Smarts Academy, and providing ongoing resources with the support of parent facilitator).

BUDGETED EXPENDITURES

2017-18

Action **4**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

4.4 Provide opportunities for parents to provide feedback on school-wide programs and procedures.
4.4a. Provide opportunities for English Learner parents to co-construct their vision for best practices in encouraging input and feedback on English Learner programming and services. Develop multiple ways to gather parent input such as but not limited to English Learner Parent Survey, English Learner Advisory Council input, and annual analysis of programs with the support and co-facilitation of the site administrator and parent apparent facilitator.

BUDGETED EXPENDITURES

2017-18

Action 5

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Promote local civic engagement opportunities, community partnerships, and programs both inside and outside of the classroom for students developing a strong sense of partnership.

BUDGETED EXPENDITURES

2017-18

Action 6

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 7

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 8

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 9

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 10

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 11

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 12

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 5

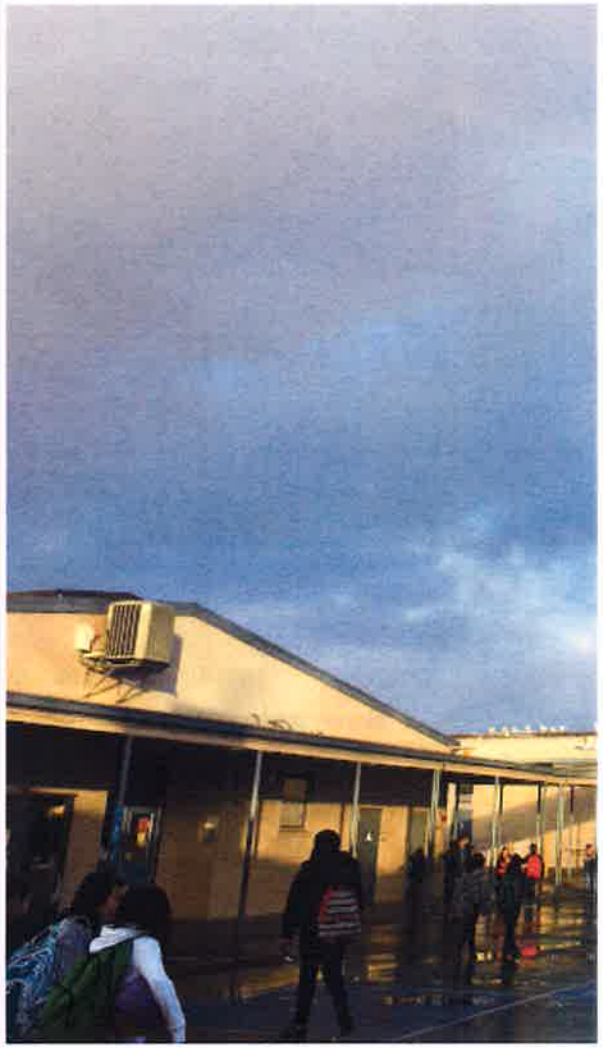
DISTRICT GOAL: Strategic Plan Goal #5- Facilities: Continue to improve school district facilities and infrastructures to ensure facilities are user friendly, accessible and energy efficient.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Wilson will maintain a clean and welcoming environment for all students and community while continuing to improve facilities.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
5.1 It is important to our staff and community that Wilson is a clean campus with maintained facilities. Furthermore, our school is in need pf upgrades, including paint, HVAC, etc.	Staff and community surveys and feedback.	Staff and community surveys and feedback. Measure J1 Needs Assessment.



It is important to Wilson that technology remains at its current student to device ratio, and that hardware and technology. Furthermore, families are in need of technology devices beyond a smart phone and access to low cost/no cost internet in their homes.

Wilson Community Survey and Free and/or Reduced Lunch Rates

Family Tech Night Attendance and feedback, community survey, School Site Council input

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

Continue to improve the appearance of the school with staff, district, and community support.

BUDGETED EXPENDITURES

2017-18

Action **2**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☐ Unchanged

Continue to maintain technology and hardware at the school site, and facilitate opportunities that create access to internet and devices at home for students and their families (i.e. Family Tech Night and parent facilitator connecting families with resources).

BUDGETED EXPENDITURES

2017-18

Action **3**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 4

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 5

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 6

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 7

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 8

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 6

DISTRICT GOAL: To achieve improvement in the overall educational program, district schools will include research-based, school-wide behavioral support systems and practices that will lead to decreased suspension and expulsion rates and an increased sense of safety and school connectedness by students, parents, and teachers

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17

PLANNED ACTIONS / SERVICES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 7

DISTRICT GOAL: To increase the percentage of students who meet the UC/CSU "a-g" requirements and graduate from high school college and career ready, the overall learning environment provides quality instruction and guidance in a broad course of study (e.g. English, math, social studies, science, visual and performing arts, health, physical education, world languages, etc.).

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17

PLANNED ACTIONS / SERVICES

Action 11

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 8

DISTRICT GOAL: To demonstrate student preparedness for college and career readiness, students will earn passing grades in a broad course of study, which include Career Technical Education (CTE) course pathway completion; access to Academic and CTE dual enrollment; and the opportunity to participate in programs related to magnet themes.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17

PLANNED ACTIONS / SERVICES

Eight State Priorities 2017-18

I. Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

II. **Implementation of State Standards**: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

III. **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

IV. **Pupil achievement**: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

V. **Pupil engagement**: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

VI. **School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

VII. **Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

VIII. **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

SPSA Expenditure Summary

Total Expenditures by Funding Source				
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2017-18 Total
All Funding Sources	135,398.00	0.00	88,320.60	88,320.60
	0.00	0.00	25,429.00	25,429.00
Donations	5,000.00	0.00	0.00	0.00
Other	2,000.00	0.00	0.00	0.00
Parent-Teacher Association (PTA)	1,300.00	0.00	0.00	0.00
Supplemental and Concentration	0.00	0.00	0.00	0.00
Title I	102,322.00	0.00	37,679.00	37,679.00
Title III	0.00	0.00	25,212.60	25,212.60
Unrestricted	24,776.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type				
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2017-18 Total
All Expenditure Types	135,398.00	0.00	88,320.60	88,320.60
	2,000.00	0.00	12,612.60	12,612.60
0000: Unrestricted	0.00	0.00	25,429.00	25,429.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	9,465.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	73,857.00	0.00	37,679.00	37,679.00
4000-4999: Books And Supplies	42,776.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	6,000.00	0.00	12,600.00	12,600.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	0.00	0.00
None Specified	1,300.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source					
Object Type	**Funding Source**	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2017-18 Total**
All Expenditure Types	All Funding Sources	135,398.00	0.00	88,320.60	88,320.60
		0.00	0.00	0.00	0.00
	Other	2,000.00	0.00	0.00	0.00
	Title III	0.00	0.00	12,612.60	12,612.60
0000: Unrestricted		0.00	0.00	25,429.00	25,429.00
0000: Unrestricted	Supplemental and Concentration	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Supplemental and Concentration	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title I	9,465.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Title I	73,857.00	0.00	37,679.00	37,679.00
4000-4999: Books And Supplies	Donations	5,000.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Title I	13,000.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Unrestricted	24,776.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title I	6,000.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title III	0.00	0.00	12,600.00	12,600.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	0.00	0.00	0.00
None Specified	Parent-Teacher Association (PTA)	1,300.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2017-18**	**2017-18 Total**
Goal 1	87,808.00	87,808.00
Goal 2	12.60	12.60
Goal 3	0.00	0.00
Goal 4	500.00	500.00
Goal 5	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

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
Sally Lewis	X				
Samantha Miller		X			
Nicole Sittre		X			
Helene Linchey		X			
Tania Cerna			X		
Wendy Hung				X	
Jodie Marquez				X	
Vanessa Chen				X	
Elizabeth Lopez				X	
Mae Gong				X	
Jodie Marquez					
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 8/21/17
	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 . 5/22

Attested:

Sally Lewis		8/21/17
Typed Name of School Principal	Signature of School Principal	Date
Sally Lewis		8/21/17
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Jodie Marquez - 8/21/17