School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Woodrow Wilson Elementary School
Address	1300 Williams St. San Leandro, CA 94577
County-District-School (CDS) Code	01-61291-6002463
Principal	Virginia Quock
District Name	San Leandro Unified School District
SPSA Revision Date	05/09/18
Schoolsite Council (SSC) Approval Date	05/20/19
Local Board Approval Date	June 18, 2019

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Single Plan for Student Achievement was developed with input from all stakeholders on the following timeline from February to June 2019:

February- initial School Site Council and English Learner Advisory Council input given to begin development of Single Plan for Student Achievement and to begin the review of previous plan and addendum.

March--Staff needs assessment for professional development completed. Examination of California Dashboard results 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; ELAC Listen and Learn Survey conducted; Feedback on District Strategic Plan from LCAP meetings reviewed at School Site Council, Principal's Coffee Chat meetings, and English Learner Advisory Committee.

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.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	%	0.14%			1
African American	5.0%	4.5%	4.57%	36	32	33
Asian	19.1%	19.0%	19.94%	136	135	144
Filipino	10.6%	11.5%	11.08%	76	82	80
Hispanic/Latino	54.5%	54.6%	53.88%	389	388	389
Pacific Islander	1.1%	0.8%	1.25%	8	6	9
White	6.6%	5.2%	4.71%	47	37	34
Multiple/No Response	2.7%	0.4%	0.55%	19	3	4
			Total Enrollment	714	711	722

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	366	365	353	51.3%	51.3%	48.9%
Fluent English Proficient (FEP)	104	101	94	14.6%	14.2%	13.0%
Reclassified Fluent English Proficient (RFEP)	44	34	35	11.4%	9.3%	9.6%

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
722	**74.5%**	**48.9%**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	353	48.9%
Homeless	6	0.8%
Socioeconomically Disadvantaged	538	74.5%
Students with Disabilities	45	6.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	33	4.6%
American Indian	1	0.1%
Asian	144	19.9%
Filipino	80	11.1%
Hispanic	389	53.9%
Two or More Races	28	3.9%
Pacific Islander	9	1.2%
White	34	4.7%

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Chronic Absenteeism**  Orange	**Suspension Rate**  Orange
Mathematics  Yellow		
English Learner Progress  No Performance Color		

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	3	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Yellow	 No Performance Color
21.3 points below standard	33.6 points below standard	0 Students
Increased 10.9 points	Increased 10.1 points	
354 students	211 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Yellow	 Red
Less than 11 Students - Data Not Displayed for Privacy	31.6 points below standard	98.7 points below standard
3 students	Increased 9.6 points	Declined -3.2 points
	271 students	42 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			
No Performance Color	No Performance Color	Green	Orange
49.9 points below standard	0 Students	7.1 points above standard	13.7 points below standard
Increased 28.4 points		Increased 14.9 points	Declined -9.4 points
16 students		65 students	40 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Yellow	No Performance Color	No Performance Color	No Performance Color
35.9 points below standard	12.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy	11.8 points above standard
Increased 9.7 points	Increased 34.3 points	2 students	Increased 10.8 points
197 students	21 students		13 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
74.3 points below standard	34.3 points above standard	6.6 points below standard
Increased 11.6 points	Increased 10.2 points	Increased 13.6 points
132 students	79 students	127 students

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	3	2	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Yellow	 No Performance Color
25.2 points below standard	36.4 points below standard	0 Students
Increased 9.6 points	Increased 6.6 points	
354 students	211 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Yellow	 Red
Less than 11 Students - Data Not Displayed for Privacy	36 points below standard	108.1 points below standard
3 students	Increased 9.3 points	Declined -14.4 points
	271 students	42 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			
No Performance Color	No Performance Color	Green	Green
52.6 points below standard	0 Students	6.3 points above standard	1.7 points above standard
Increased		Maintained -1 points	Increased 3.2 points
24.3 points			
16 students		65 students	40 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Yellow	No Performance Color	No Performance Color	No Performance Color
42.4 points below standard	10.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	6.2 points above standard
Increased 7.6 points	Increased	2 students	Increased
	21.8 points		42.4 points
197 students	21 students		13 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
67 points below standard	14.7 points above standard	13.2 points below standard
Increased 6 points	Increased 9.5 points	Increased
		15.1 points
132 students	79 students	127 students

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
351	39.6%	34.8%	17.4%	8.3%

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
3	4	0	2	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Red	 No Performance Color
12.3% chronically absent	11.6% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 2.4%	Increased 4.9%	0 students
746 students	379 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Red	 Orange
Less than 11 Students - Data Not Displayed for Privacy	13.6% chronically absent	14.7% chronically absent
9 students	Increased 3.5%	Maintained 0.2%
	567 students	68 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
Red	No Performance Color	Orange	Green
26.5% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	7.5% chronically absent	8.2% chronically absent
Increased 11.5%	1 students	Increased 4.6%	Declined 3.4%
34 students		146 students	85 students

Hispanic	Two or More Races	Pacific Islander	White
			
Orange	Green	No Performance Color	Orange
13.2% chronically absent	9.1% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	8.1% chronically absent
Increased 2.3%	Declined 15.9%	9 students	Increased 2.8%
401 students	33 students		37 students

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	8	0	0	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Orange	 No Performance Color
2% suspended at least once	1.5% suspended at least once	0 Students
Increased 0.6%	Increased 1%	
767 students	388 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Orange
Less than 11 Students - Data Not	2.4% suspended at least once	5.6% suspended at least once
9 students	Increased 0.9%	Increased 3%
	581 students	72 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Orange	 No Performance Color	 Orange	 Blue
8.3% suspended at least once	Less than 11 Students - Data 1 students	1.3% suspended at least once	0% suspended at least once
Declined -3%		Increased 1.3%	Declined -1.1%
36 students		151 students	85 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange	 Orange	 No Performance Color	 Orange
1.5% suspended at least once	5.6% suspended at least once	Less than 11 Students - Data 10 students	5% suspended at least once
Increased 1%	Increased 2.4%		Increased 2.4%
408 students	36 students		40 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
1.5% suspended at least once	1.3% suspended at least once	2% suspended at least once

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Goal #1 Teach Learn and Achieve

Goal Statement

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.

Goal was informed by

Goal I strategies and activities were informed by District LCAP actions and services, CA Dashboard academic data and results of District assessments.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 1 - Basic Conditions • Compliance with Williams textbook and materials audit • Appropriately Assigned Teachers as indicated on the CA State Dashboard LCFF Priority 2 - Implementation of State Standards • Implementation of core academic standards reported to the local governing board and indicated on CA State Dashboard LCFF Priority 4 - Pupil Achievement • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is	LCFF Priority 1 - Basic Conditions • Maintain 100% Williams Audit • Maintain 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintain a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year.	LCFF Priority 1 - Basic Conditions • Maintain 100% Williams Audit • Maintain 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintain a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year.

Metric/Indicator	Baseline	Expected Outcome
factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	• Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate by 0.5% to 2% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	• Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate by 0.5% to 2% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year

Planned Strategies/Activities

Strategy/Activity 1

1.1 Support the effective, consistent implementation of standards in ELA, Math, ELD, Science and Social Studies and provide time for staff to collaborate on all adopted programs during staff meetings and/or collaboration times and promote an instructional delivery model that develops the global competencies (i.e. critical thinking, problem-solving, communication, collaboration, and creativity) to improve performance outcomes for all students in all curricular areas.

Students to be Served by this Strategy/Activity

All students.

Timeline

2019-2020 school year

Person(s) Responsible

Administration, intervention specialists, district coaches

Proposed Expenditures for this Strategy/Activity

Amount	4000.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Allocate funding to pay for substitutes to support collaboration time for teachers

Strategy/Activity 2

1.2 Many of our EL students are still scoring at the nearly met standard and below standard range on state summative assessments and we need to increase the number of EL students in the proficient and advanced ranges on state summative assessments and identify students who are ELs and have not met minimum growth targets to prioritize intervention for academic and language proficiency achievement. Prioritize time during staff meetings and collaboration time for teachers to share best practices to support the delivery of Designated and Integrated ELD Instruction throughout the school day.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

2019-2020 school year

Person(s) Responsible

Administration, district coaches

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title III
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Centralized services to support programs at the school site.

Strategy/Activity 3

1.3 Improve academic achievement outcomes for students in ELA and Math through the systematic implementation of blended learning platforms in order to differentiate and facilitate personalized and real-world learning through the use of programs such as Raz Kids, Compass Learning, NewsELA, Words Their Way, and Being a Writer.

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-2020 school year

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Amount	0.0
Description	Centralized services to support programs at the school site.

Strategy/Activity 4

1.4 Continue to implement Project Based Learning so that every student experiences at least two project based units every academic year. Provide time for staff to collaborate on grade level and school-wide Project Based Learning projects during staff meetings and other job-embedded collaboration times. PBL Projects will include ELD standards and language acquisition strategies for our multi language learners at grade levels.

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020 school year

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Amount	0.0
Source	Supplemental and Concentration
Description	Centralized services to support programs at the school site.

Strategy/Activity 5

1.5 Implement Culturally Responsive Teaching and Learning strategies as in the First 15 Days Structured Language Protocols and understand how they apply to both direct instruction as well as project-based learning in order to increase engagement of all students especially those students in the opportunity gap.

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020 school year

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Amount	0.0
Description	Centralized services to support programs at the school site.

Strategy/Activity 6

1.6 In order to help narrow the opportunity gap between our highest and lowest achieving student groups as measured by state, district, and classroom assessments, we will engage in courageous conversations on race, equity, and social justice.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Amount	0.0
Description	Centralized services to support programs at the school site.

Strategy/Activity 7

1.7 Utilize site discretionary funds to purchase classroom and office materials that support the implementation of the school-wide instructional program including possible funding for special projects for staff hourly pay.

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020 school year

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	To purchase classroom and office supplies to support instructional programs

Strategy/Activity 8

1.8 Utilize a multitiered intervention framework for academic and behavioral support; 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 reflection forms, office referrals, behavior contracts, in-house suspension or out of school suspensions). Utilize COST process to provide the site, district, and community resources for students and their families in need of Tier 3 interventions (i.e. Student Success Team meetings, on-site counseling, special education referrals).

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020 school year

Person(s) Responsible

Administration, intervention specialists, district coaches, COST Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title III
Description	Centralized services to support programs at the school site.

Strategy/Activity 9

1.9 Provide site general education para-educator support to students identified in need of urgent intervention either with academics and/or behavior challenges through small group instruction, social skills groups, and/or check in/check out as part of a Tier 2 intervention program.

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020 school year

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Amount	47,741.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	This funding will be used to hire two general education elementary para educators to support Tier 2 academic interventions to students identified by state, district, and/or classroom assessments.

Strategy/Activity 10

1.10 Provide diverse enrichment and intervention experiences to enhance learning outside of the classroom in conjunction with staff, independent vendors and ASES after-school care program staff.
dents such as Imagine Learning and/or primary language English Language Development support. Support possibilities of hosting ELPAC bootcamp prep course Teachers will also monitor the progress of their English Learner students and provide intervention to those students.

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020 school year

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Amount	24,440
Source	Supplemental and Concentration"
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Provide enrichment using allocated K-5 enrichment funds
Amount	5,500
Source	Supplemental and Concentration"
Budget Reference	4000-4999: Books And Supplies
Description	Library Books and Supplies to support actions in Goal 1

Amount	27,630
Source	Base
Budget Reference	0000: Unrestricted
Description	Using Unrestricted allocation to implement strategies outlined in the SPSA plan

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Goal #2 Equity and Inclusion Through College and Career Readiness

Goal Statement

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.

Goal was informed by

Goal 2 strategies and activities were informed by District LCAP, CA Dashboard Academic Data, District Assessments, CA Healthy Kids Survey

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts, for pupils in grades 3-8, as reported on the CA State Dashboard • Academic Indicator for Mathematics, for pupils in grades 3-8, as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement

Metric/Indicator	Baseline	Expected Outcome
factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	• Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	• Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year

Planned Strategies/Activities

Strategy/Activity 1

2.1 Inspire students to think about their futures by providing experiences for them to learn about 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.

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020 school year

Person(s) Responsible

Parent Facilitator, administration

Proposed Expenditures for this Strategy/Activity

Amount	0.0
Description	Centralized services to support programs at the school site.

Strategy/Activity 2

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.

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020 school year

Person(s) Responsible

Parent Facilitator, administration

Proposed Expenditures for this Strategy/Activity

Amount	0.0
Description	Centralized services to support programs at the school site.

Strategy/Activity 3

2.3 Provide K-5 parent education opportunities (i.e. Coffee Chats, Annual Title 1 Meeting, ELAC, School Site Council, School Smarts Academy) for parents to learn about college and career options and how SLUSD pathways work to support them and provide parents with a clear definition of EL program pathways and college and career options opportunities that may be available for their students at the elementary and secondary levels.

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020 school year

Person(s) Responsible

Parent Facilitator, administration

Proposed Expenditures for this Strategy/Activity

Amount	0.0
Description	Centralized services to support programs at the school site.

Strategy/Activity 4

2.5 Ensure that EL students continue to make growth on state and district assessments in order to reclassify them as RFEP as soon as they meet district criteria for reclassification in 1st through 5th grades. Monitor and complete the reclassification process with the support of ELLevation online platform.

Students to be Served by this Strategy/Activity

English language learners

Timeline

2019-2020 school year

Person(s) Responsible

Administration, teachers

Proposed Expenditures for this Strategy/Activity

Amount	0.0
Description	Centralized services to support programs at the school site.

Strategy/Activity 5

2.6 Promote prevention and intervention programs that focus on health, wellness, and positive personal social development by implementing opportunities for movement throughout the day; Toolbox Social Emotional Learning (SEL) curriculum, Positive Behavior Intervention Support (PBIS), and Mindfulness practices school-wide.

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020 school year

Person(s) Responsible

Administration, Intervention Specialists, teachers

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Hourly pay for teachers to promote and support parent education
Amount	7,368
Source	Supplemental and Concentration"
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Using After school library hours to support intervention for identified students

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Goal #3 Collaborative and Engaged District Culture

Goal Statement

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.

Goal was informed by

Goal 3 strategies and activities were informed by District LCAP, CA Healthy Kids Survey, CA Dashboard, District Assessments

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement

Metric/Indicator	Baseline	Expected Outcome
factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates LCFF Priority 6 - School Climate • SLUSD reports annually on the Suspension Rate Indicator as indicated on the CA Dashboard. • Expulsion Rates for the district • SLUSD administers the students survey, every other year and reports findings to the local school board and the CA State Dashboard.	• Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 6 - School Climate • Decrease the Suspension rate status by 0.3% to 2% from the previous year. • Maintain the district expulsion rate at or below the state average for all students and student groups. • Maintain a high rating for Student Engagement and Supports and report findings from Student Survey.	• Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 6 - School Climate • Decrease the Suspension rate status by 0.3% to 2% from the previous year. • Maintain the district expulsion rate at or below the state average for all students and student groups. • Maintain a high rating for Student Engagement and Supports and report findings from Student Survey.

Planned Strategies/Activities

Strategy/Activity 1

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.).

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020 school year

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Amount	0.0

Description	Centralized services to support programs at the school site.

Strategy/Activity 2

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.

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020 school year

Person(s) Responsible

All staff; district translators

Proposed Expenditures for this Strategy/Activity

Amount	4,862
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Using allocated Translation budget for communication

Strategy/Activity 3

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.

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020 school year

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Amount	0.0
Description	Centralized services to support programs at the school site.

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal #4 Family and Community Engagement

Goal Statement

Wilson staff will promote a positive school climate and culture such that all students and community members can pursue steady academic progress and foster career and college readiness within a safe and healthy environment. Students will be provided access to resources to promote social and emotional well-being throughout their educational experience. The growth of our students' academic progress and social and emotional well-being will be further supported through family and community engagement events and workshops.

Goal was informed by

Goal 4 was informed by office discipline referral data, COST referral data, number of bench tickets, truancy data, attendance data, family and community event attendance data and sign-in sheets.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by

Metric/Indicator	Baseline	Expected Outcome
• English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates	0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year

Planned Strategies/Activities

Strategy/Activity 1

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)

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020 school year

Person(s) Responsible

Parent Facilitator, administration

Proposed Expenditures for this Strategy/Activity

Amount	0.0
Description	Centralized services to support programs at the school site.
Amount	300
Source	Base
Budget Reference	0000: Unrestricted
Description	Material incentives for improved and exemplary attendance

Strategy/Activity 2

Wilson will provide students with consistent rules, incentives and consequences to be able to have an environment where they feel safe, secure and happy.

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020 school year

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Use centralized services to support programs at the school site. Such as PBIS and Toolbox Social Emotional Learning

Strategy/Activity 3

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).

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020 school year

Person(s) Responsible

Administration, Parent Facilitator

Proposed Expenditures for this Strategy/Activity

Amount	0.0
Description	Centralized services to support programs at the school site.

Strategy/Activity 4

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.

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020 school year

Person(s) Responsible

Parent Facilitator, Administration

Proposed Expenditures for this Strategy/Activity

Amount	0.0
Description	Centralized services to support programs at the school site.

Strategy/Activity 5

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

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020 school year

Person(s) Responsible

Parent Facilitator, Administration

Proposed Expenditures for this Strategy/Activity

Amount	0.0
Description	Centralized services to support programs at the school site.

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal #5 Facilities

Goal Statement

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

Goal was informed by

Goal 5 strategies and activities were informed by CA Healthy Kids Survey, Parent and Community Member feedback, Measure J1 Planned Improvements, District LCAP

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 1 - Basic Conditions • Compliance with Williams facilities audits • Monitor maintenance requests and the average time to complete requests by categories.	LCFF Priority 1 - Basic Conditions • Maintain 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decrease the average completion rate times by 1% to 5% over the previous year.	LCFF Priority 1 - Basic Conditions • Maintain 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decrease the average completion rate times by 1% to 5% over the previous year.

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020 school year

Person(s) Responsible

Administration and Custodial staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site.
Amount	4,488
Source	Base
Budget Reference	0000: Unrestricted
Description	Using Classroom furniture budget to support any needed new furniture

Strategy/Activity 2

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).

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020 school year

Person(s) Responsible

Administration, Parent Facilitator

Proposed Expenditures for this Strategy/Activity

Amount	0.0
Description	Centralized services to support programs at the school site.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 1 - Basic Conditions • Compliance with Williams textbook and materials audit • Appropriately Assigned Teachers as indicated on the CA State Dashboard LCFF Priority 2 - Implementation of State Standards • Implementation of core academic standards reported to the local governing board and indicated on CA State Dashboard LCFF Priority 4 - Pupil Achievement • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	LCFF Priority 1 - Basic Conditions • Maintain 100% Williams Audit • Maintain 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintain a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Achievement • Increase the Academic ELA status for all students and student groups by 7-20 points from 18- 19. • Increase the Academic ELA status for SPED students by 20 or more points from 18-19. • Increase the Academic Math status for all students and student groups by 7-20 points from 18- 19. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement	LCFF Priority 1 - Basic Conditions • Maintained 100% Williams Audit • Maintained 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintained a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Achievement • Academic ELA status for all students and student groups increased by 10.9 • Academic ELA status for SPED students declined by 3.2 • Academic Math status for all students and student groups increased by 9.6 • English Learner Progress status by Level 4 = 39.6%, Level 3 = 34.8%, Level 2 = 17.4, Level 1 = 8.3% • Increased the reclassification rate LCFF Priority 5 - Pupil Engagement • Increased the Chronic Absentee rate by 2.4%

Metric/Indicator	Expected Outcomes	Actual Outcomes
	• Decrease the Chronic Absentee rate by 0.5% to 2% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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	A review of the 2018-2019 SPSA by staff, School Site Council and ELAC, determined that more focus on English Language Learners is needed in professional development.	Centralized services to support programs at the school site. Title III 0	Centralized services to support programs at the school site. Title III 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
parents to address the diverse needs of English Language Learners.			
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.	A review of the 2018-2019 SPSA by staff, School Site Council and ELAC, determined that more focus on English Language Learners is needed in professional development.	Centralized services to support programs at the school site. Title III 0	Centralized services to support programs at the school site. 0
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.	A review of the 2018-2019 SPSA by staff, School Site Council and ELAC, determined that the adopted curriculum is being implemented and that staff are understanding and utilizing the Eureka curriculum with fidelity.	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site. 0
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	A review of the 2018-2019 SPSA by staff, School Site Council and ELAC, determined that more focus on English Language Learners is needed in professional development around Project Based Learning.	Centralized services to support programs at the school site. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0.0	Centralized services to support programs at the school site. Supplemental and Concentration"

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	Time to collaborate for Project Based Learning planning, reflection, and implementation is needed.		
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.	A review of the 2018-2019 SPSA by staff, School Site Council and ELAC, determined that teachers are integrating technology with the assistance of Title One paraprofessional support and support for technology use in intervention by Intervention Specialist.	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site.
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	A review of the 2018-2019 SPSA by staff, School Site Council and ELAC, determined that more focus on CRT is needed in professional development.	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site. 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
our highest and lowest achieving student groups as measured by state, district, and classroom assessments.			
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.	A review of the 2018-2019 SPSA by staff, School Site Council and ELAC, determined that staff desires an intentional focus on courageous conversation about race and equity as an integral part of the discourse at Wilson.	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site.
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.	A review of the 2018-2019 SPSA by staff, School Site Council and ELAC, determined that more focus on English Language Learners is needed in professional development.	Centralized services to support programs at the school site. Title III 0	Centralized services to support programs at the school site. Title III 0
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	A review of the 2018-2019 SPSA by staff, School Site Council and ELAC, determined that more focus on English Language Learners is needed in professional development.	Centralized services to support programs at the school site. Title III 0	Centralized services to support programs at the school site. Title III 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
(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.			
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	A review of the 2018-2019 SPSA by staff, School Site Council and ELAC, determined that more focus on English Language Learners is needed in professional development.	Centralized services to support programs at the school site. Title III 0.0	Centralized services to support programs at the school site. Title III 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.			
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.	Materials were purchased to support students.	This funding will be used to purchase classroom and office materials that support the action items in this SPSA plan. 0000: Unrestricted 24929	This funding will be used to purchase classroom and office materials that support the action items in this SPSA plan. 4000-4999: Books And Supplies 24,929
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).		Purchased Spanish leveled guided reading materials for the bilingual classrooms 0001-0999: Unrestricted: Locally Defined Title I 3443.75	Purchased Spanish leveled guided reading materials for the bilingual classrooms 4000-4999: Books And Supplies Title I 3443.75

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	Paraprofessionals consistently supported students.	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. 2000-2999: Classified Personnel Salaries Title I 18,839.50	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. 2000-2999: Classified Personnel Salaries Title I 18,839
		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. 2000-2999: Classified Personnel Salaries Title I 18,839.50	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. 2000-2999: Classified Personnel Salaries Title I 18,839
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).	COST team served students .	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site. 0
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.	Girls Inc. program discontinued in 2018-2019 school year. All other interventions and enrichment experiences were available to students.	This funding will be used to extend learning opportunities outside of the regular school day with a Science, Technology, Engineering, Art, and Mathematics focus. 0000: Unrestricted Supplemental and Concentration 0.0	
		This funding will be used to make a partial payment for the outdoor education program. 0001-0999: Unrestricted:	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		Locally Defined Supplemental and Concentration 0.0	
		Purchased Spanish leveled guided reading materials for the bilingual classrooms 0001-0999: Unrestricted: Locally Defined Title I 3443.75	Purchased Spanish leveled guided reading materials for the bilingual classrooms 0001-0999: Unrestricted: Locally Defined Title I 3443.75

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Implementation was consistent and followed the goals of the 2018-2019 articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

A review of the 2018-2019 SPSA by staff, School Site Council and ELAC, determined that more focus on English Language Learners is needed in professional development.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There are no material difference between the proposed expenditures and the estimated actual expenditures. The funding was utilized as it was outlined in the plan.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

More emphasis will be placed on Project Based Learning and its service to English Language Learners. Professional Development and collaboration for English Language Development instructional delivery is needed.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts, for pupils in grades 3-8, as reported on the CA State Dashboard • Academic Indicator for Mathematics, for pupils in grades 3-8, as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	LCFF Priority 3 - Parent Engagement • Maintained a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Achievement • Academic ELA status for all students and student groups increased by 10.9 • Academic ELA status for SPED students declined by 3.2 • Academic Math status for all students and student groups increased by 9.6 • English Learner Progress status by Level 4 = 39.6%, Level 3 = 34.8%, Level 2 = 17.4, Level 1 = 8.3% • Increased the reclassification rate LCFF Priority 5 - Pupil Engagement • Increased the Chronic Absentee rate by 2.4%

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	Wilson implemented College and Career Mondays and a Role Model day.	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site.
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	Wilson implemented College and Career Mondays and a Role Model day.	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site. 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
SLUSD works to support them.			
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.	Wilson conducted professional development on inclusion. General education teachers focused on inclusion of students with special needs in general education classrooms.	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site. 0
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.	Monitored and completed the reclassification process with the support of ELLevation online platform.	Centralized services to support programs at the school site. Title III	Centralized services to support programs at the school site. Title III
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).	Bi-monthly Coffee Chats, monthly ELAC and School Site Council meetings. School Smarts Academy provided for parents. Consistent support from Parent Facilitator.	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site. 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	Volunteer for Walking and Running Club was not successful in recruiting other volunteers. Will revisit with assistance of Parent Teacher Committee in 2019-2020 school year.	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site.

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Wilson implemented College and Career Mondays and a Role Model day. Bi-monthly Coffee Chats, monthly ELAC and School Site Council meetings. School Smarts Academy was provided for parents and they successfully held a graduation celebrating their accomplishments. There was consistent support from Parent Facilitator which built strong relationships with school administration and staff. There was successful monitoring completed to support the reclassification process with the support of ELLevation online platform. Wilson conducted professional development on inclusion. General education teachers focused on inclusion of students with special needs in general education classrooms.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Parent outreach at Coffee Chats, ELAC, and community events was well received. Surveys indicate that parents want to see more involvement and leadership from parents and families. Teachers indicated in review of SPSA that more support is needed for ELD instruction and in planning for inclusion in the general education program.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There are no material difference between the proposed expenditures and the estimated actual expenditures. The funding was utilized as it was outlined in the plan.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No proposed changes are planned in this goal and we will continue to increase and chronicle our outcomes for each of our actions and services.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates LCFF Priority 6 - School Climate	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over	LCFF Priority 3 - Parent Engagement • Maintained a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Achievement • Academic ELA status for all students and student groups increased by 10.9 • Academic ELA status for SPED students declined by 3.2 • Academic Math status for all students and student groups increased by 9.6 • English Learner Progress status by Level 4 = 39.6%, Level 3 = 34.8%, Level 2 = 17.4, Level 1 = 8.3% • Increased the reclassification rate LCFF Priority 5 - Pupil Engagement • Increased the Chronic Absentee rate by 2.4% LCFF Priority 6 - School Climate • increased the Suspension rate status by 0.6% • Maintained the district expulsion rate at or below the state average for all students and student groups. • Maintained a high rating for Student Engagement and

Metric/Indicator	Expected Outcomes	Actual Outcomes
• SLUSD reports annually on the Suspension Rate Indicator as indicated on the CA Dashboard. • Expulsion Rates for the district • SLUSD administers the students survey, every other year and reports findings to the local school board and the CA State Dashboard.	the previous year LCFF Priority 6 - School Climate • Decrease the Suspension rate status by 0.3% to 2% from the previous year. • Maintain the district expulsion rate at or below the state average for all students and student groups. • Maintain a high rating for Student Engagement and Supports and report findings from Student Survey.	Supports and report findings from Student Survey.

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.).	Consistent use of Toolbox and PBIS schoolwide and in professional development. Teachers provided with initial lessons with expectation that all students receive instruction in Toolbox and PBIS. Schoolwide assembly and all school support through workshops in classrooms conducted by Campus Supervisor, Principal, and Vice Principal.	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site. 0
3.2 Continue to develop/implement best practices in communicating information between all stakeholder groups in the Wilson community (i.e.	All Teleparents, website, and paper communication provided in Spanish and Chinese. Translation provided at all parent meetings as needed.	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site. 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
site website, class websites, social media. Google Classroom, Class Dojo, etc.) 3.2a. Provide multilingual communication whenever possible in the represented languages at school.			
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.	More support is needed for new teachers.	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site. 0

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Consistent support for use of PBIS and Toolbox, revisiting the content by the classroom teacher and administration quarterly. Translation was provided at all events and for all communication. Support for new teaches needs to be implemented onsite regularly and formally.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Consistent support for use of PBIS and Toolbox, revisiting the content by the classroom teacher and administration quarterly supported the effectiveness of implementation. Translation was provided at all events and for all communication. Support for new teaches needs to be implemented onsite regularly and formally.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There are no material difference between the proposed expenditures and the estimated actual expenditures. The funding was utilized as it was outlined in the plan.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No proposed changes are planned in this goal and we will continue to improve outcomes for students by prioritizing support for new students.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over	LCFF Priority 3 - Parent Engagement • Maintained a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Achievement • Academic ELA status for all students and student groups increased by 10.9 • Academic ELA status for SPED students declined by 3.2 • Academic Math status for all students and student groups increased by 9.6 • English Learner Progress status by Level 4 = 39.6%, Level 3 = 34.8%, Level 2 = 17.4, Level 1 = 8.3% • Increased the reclassification rate LCFF Priority 5 - Pupil Engagement • Increased the Chronic Absentee rate by 2.4%

Metric/Indicator	Expected Outcomes	Actual Outcomes
	the previous year	

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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)	Bi-monthly Coffee Chats, monthly ELAC and School Site Council meetings. School Smarts Academy provided for parents. Consistent support from Parent Facilitator.	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site. 0
4.2 Utilize site and district resources to provide translation services to our parent community for Spanish and/or other identified languages (when possible).	All Teleparents, website, and paper communication provided in Spanish and Chinese. Translation provided at all parent meetings as needed.	Translation 0000: Unrestricted 500	Translation 0000: Unrestricted 500
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).	Bi-monthly Coffee Chats, monthly ELAC and School Site Council meetings. School Smarts Academy provided for parents. Consistent support from Parent Facilitator.	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site. 0
4.4 Provide opportunities for parents to provide feedback on school-wide programs and procedures.	Feedback for SPSA and programs collected from Staff, ELAC, Coffee Chat.	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site. 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.			
Promote local civic engagement opportunities, community partnerships, and programs both inside and outside of the classroom for students developing a strong sense of partnership.	Field trips, Role Model day, Read Across America involved community partners, including the Mayor, Vice Mayor and business leaders from San Leandro.	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site. 0
	Identified the need to support Campus Supervisor with training intermediate students to resolve conflicts on the recess yard. Provided identifying T-shirts and occasional incentives for participation i.e pizza.	Conflict Manager Program 150	Conflict Manager Program 150

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The Climate Committee convened before the close of the 2018-2019 school year to evaluate progress with regard to incentives and PBIS/social emotional support and practices school wide and plan for the 2019-2020 school year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We saw evidence of effectiveness with the implementation of our plan activities. Students and parents benefited from the input and feedback sessions held in order to make recommendations to continue the activities into the next year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There are no material difference between the proposed expenditures and the estimated actual expenditures. The funding was utilized as it was outlined in the plan.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No proposed changes are planned in this goal and we will continue to increase our outcomes for each of our actions and services by providing multiple opportunities throughout the year for families and staff to provide feedback.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 1 - Basic Conditions • Compliance with Williams facilities audits • Monitor maintenance requests and the average time to complete requests by categories.	LCFF Priority 1 - Basic Conditions • Maintain 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decrease the average completion rate times by 1% to 5% over the previous year.	LCFF Priority 1 - Basic Conditions • Maintained 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decreased the average completion rate times by 1% to 5% over the previous year.

Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Continue to improve the appearance of the school with staff, district, and community support.	J-1 Bond construction will begin in June 2019. HVAC construction completed in November 2018.		Wilson Elementary School will host an annual Beautification Day to maintain school facilities including California Native Plants Habitat, community garden, etc. 200
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).	Bi-monthly support for use of technology for homework, internet safety at Coffee Chat. Principal conducted sessions on internet safety with all 5th grade classrooms. Parent education and communication in Teleparents and Dolphin News.	Maintenance of technology and hardware 0	Maintenance of technology and hardware 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	Partner with SLPD to increase safety of campus during nights and weekends as prevention to vandalism.	0	Support of SLPD to increase safety of campus during nights and weekends to prevent vandalism. 0
	Support the replacement of playground equipment to provide recess equipment such as jump ropes tether balls hula hoops etc.		Enlist PTA to support the replacement of recess equipment including: jump ropes, tether balls, hula hoops, balls, etc 0000: Unrestricted Donations 300

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The overall implementation of the strategies/activities have helped to improve the appearance of the school with the support of the staff and the community. It has helped us to create a welcoming environment as changes to facilities are underway.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The communication that we have with families around technology with homework and internet safety have been well attended and well received.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There are no material difference between the proposed expenditures and the estimated actual expenditures. The funding that was provided to support this work came from donations so in order to assure continued progress in this area we are allocating some funding for the coming year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There are no proposed changes that are planned in this goal.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	53,741
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	128,329.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	53,741	0.00
Supplemental and Concentration"	37,308	0.00
Base	37,280	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Base	37,280.00
Supplemental and Concentration	0.00
Supplemental and Concentration"	37,308.00
Title I	53,741.00
Title III	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	32,418.00
1000-1999: Certificated Personnel Salaries	12,368.00
2000-2999: Classified Personnel Salaries	52,603.00
4000-4999: Books And Supplies	6,500.00
5000-5999: Services And Other Operating Expenditures	24,440.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
0000: Unrestricted	Base	32,418.00
2000-2999: Classified Personnel Salaries	Base	4,862.00
	Supplemental and Concentration	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration"	7,368.00
4000-4999: Books And Supplies	Supplemental and Concentration"	5,500.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration"	24,440.00
1000-1999: Certificated Personnel Salaries	Title I	5,000.00
2000-2999: Classified Personnel Salaries	Title I	47,741.00
4000-4999: Books And Supplies	Title I	1,000.00
	Title III	0.00
5000-5999: Services And Other Operating Expenditures	Title III	0.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Lang Luong	Principal Other School Staff
Deanna Pinomaki	Classroom Teacher
Laura Sans	Classroom Teacher
Carla Shao	Classroom Teacher
Wenchui Chen	Other School Staff Parent or Community Member
Maelin Gong	Parent or Community Member
Jodie Marquez	Parent or Community Member
Virginia Quock	Principal Parent or Community Member

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 expenditures to the district governing board for approval and assures the board of the following:

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on May 20 , 2019.

Attested:

	Principal, Virginia Quock on May 20,2019
	SSC Chairperson, Virginia Quock on May 20 2019

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Goal was informed by

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program