School Year: 2020-2021

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Woodrow Wilson Elementary School	01-61291-6002463	12/3/2020	12/15/2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Wilson is not CSI, ATSI or TSI school.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Woodrow Wilson Elementary School is a community of learners who share a committed focus on ensuring
that every child who comes to our school receives an equitable education within a nurturing and safe environment. The strength of our school lies with the staff who are knowledgable, thoughtful, conscientious,
and who share the belief that all students can learn and embrace the skills that will make them lifelong
learners. Our teaching faculty of highly qualified, fully credentialed teachers is dedicated to teaching rigorous
core academic curriculum based on the Common Core State Standards and the Next Generation Science
Standards that ensures access for all of our student subgroups. Educators at Woodrow Wilson Elementary
School collaborate and analyze data regularly to produce deeper learning opportunities for our students that
includes an analysis of academic performance and language development to determine EL student program
needs as well as other student subgroups needs. We believe that focused practices lead to stronger results!
Our goal is to make continuous year to year growth for each individual student, so that all are prepared for

middle school, high school, and beyond for college and career. Education requires teamwork. The Wilson staff,
teachers, families, community members, and students will continue to communicate clearly and work effectively to enable our students to meet the Common Core standards and to achieve our school-wide site
plan goals and objectives.
Woodrow Wilson School is made up of a rich and diverse student body. The school serves students in grades
TK-5. Additional resources are allocated to serve students in need of Math and Reading Intervention support
services. Support services are also offered in English Language Development instruction, Speech and
Language, Special Education Resource Program, Adaptive Physical Education, Occupational Therapy, and
Counseling. Students also receive instruction in Music, Art, and Physical Education taught by Specialists.
The Woodrow Wilson staff is committed to providing an educational program in which the school's resources
and services are effectively coordinated to meet the needs of students. Our teachers strive to provide
students with explicit direct instruction lessons and project-based learning (PBL) opportunities that are
combined with blended learning opportunities in our 1:1 (1st-5th Grade) and 2:1 (Kindergarten) digital
learning environments. It is always our goal to provide academic programs that are culturally responsive,
rigorous, personalized and appropriately challenging for all students.
Instruction is focused on English Language Arts and Mathematics Common Core State Standards and Next
Generation Science Standards as all students make progress toward mastery. Teachers at Woodrow Wilson
Elementary School differentiate their instruction by regularly assessing and grouping students within and/or
outside of the classroom for instruction in a variety of core academic content areas. Through this process,
teachers are able to work together to meet the needs of all students by sharing resources and best instructional practices. This has become a focus by aligning activities to achieve school goals through
improving the academic performance of English Learner students and students who require additional
intervention to support their learning needs. Recognizing the need to focus on the whole child, our teachers
also provide learning experiences that foster social/emotional growth as well as develop students' communication and collaboration skills.
This plan meets the requirements of ESSA.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Main concerns in these surveys were: intervention support for students in distance learning format via paraeducator support during the school day, intervention for students afterschool, and compensated professional development and collaboration time for school staff.

The following are major trends from the staff survey:

Student Achievement, Access, and Equity

- The staff values Grade Level Collaboration days (wants 2 days per year). Staff would like to use this time to meet beyond the school day instead of funding substitute teaches during the synchronous distance learning instructional time
- Paraeducators provide invaluable support during asynchronous and synchronous learning in the distance learning format
- Many teachers want more grade-level planning time for PBL projects.
- A major concern is the need for intervention in addition to the scheduled classroom day.
- Teachers cite the need for the use of discretionary funds to ensure that students have sufficient learning materials and supplies for distance learning.

Community and Public Relations

- Parents find Parent Square effective
- Parents are benefiting from the Coffee Chats, Parent Learning Series at the district and site level
- Paraeducator support is essential to student support

School Safety

- Staff is familiar with COST and is content with services provided. COST has supported the need for careful tracking of student engagement and academic and social emotional support during distance learning
- Careful planning for in-person assessment and after school enrichment is reviewed and approved by SLTA and the district Safety Team

Facilities

- New facilities are appreciated and staff and families cannot wait to use them when we are back in person

Classroom Observations

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

Many classroom visits on Zoom, office hours discussion, and formal observations were conducted this year by the principal and vice-principal. Through these observations the following trends emerged:

- Paraeducator support is essential
- Support for student engagement via enrichment and intervention is essential.
- Teachers need collaboration time and professional development specifically to support student engagement and social/emotional support during distance learning
- Project Based Learning combined with blended learning platforms which track student progress have been instrumental in designing instruction and increasing engagement

Other observations:

- Project Based Learning and Toolbox have provided purpose for staff and students

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

CAASP and ELPAC data from 2018-2019 school year was utilized since assessment data was unavailable due to school closure. Wilson staff have a number of opportunities to participate in professional development. Once a month, teachers participate in faculty meetings. Teachers are released early on Wednesdays for alternating collaboration or staff development sessions. All teachers participate in district wide professional development, this year held in the first week of teacher contracted release days. The focus of our professional development has been on authentic Project Based Learning, targeted English Language Development, the use of assessment data to guide instruction and analyze needs, and meeting the social and emotional needs of our students.

Data to inform our action steps for this SPSA were collected from STAR Renaissance in ELA and Math, the California Dashboard results from 2018-2019, and the district benchmark assessment twice during the school year. Analysis of the date reveal that these areas should be a priority:

- ELD instruction
- Support intervention and small group targeted, differentiated instruction
- Project based learning school wide and emergent classroom project
- Toolbox and PBIS social and emotional support school wide and in the classroom
- Provide teachers with adequate collaboration time
- Increase parent engagement by providing more parent support and education
- Continue to build on the communication between home and school
- Provide teachers and students with appropriate instructional materials

Usc of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data to inform our action steps for this SPSA were collected from STAR Renaissance in ELA and Math, the California Dashboard results from 2018-2019, and the district benchmark assessment twice during the school year.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Wilson teachers value collaboration. Collaboration consists of monthly Leadership Team meetings, Professional Learning Committees two to three times a month, grade level meetings and all staff meetings.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers are provided with ongoing professional development in the implementation of Distance Learning. Particular focus has been on blended learning programs which provide practice, timely immediate feedback, and data about progress. Professional development and conferences in all content area have been offered and attended by Wilson teachers.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Throughout the school year, Wilson has dedicated time during our staff meetings to analyze multiple forms of data to inform and improve instruction. Data that were analyzed include ELPAC and CAASP results, student and family surveys, and district assessment data. The analysis of data informed professional development and collaboration about Project Based Learning, ELD, and culturally responsive teaching and learning,.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Instructional coaches are available for support for teachers and administrators. Instructional coaches support the administration in framing the scope and sequence of professional development.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Our collaboration time consists of Leadership Team meetings, professional learning committees, vision team committees, grade level meetings and whole staff meetings.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Wilson staff utilize core adopted curriculum that is aligned to content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The Wilson bell schedule meets the recommended state requirements for ELA and Math. Distance Learning instructional time is divided into synchronous and asynchronous learning.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The distance learning schedule has ample asychronous time, time for small group synchronous instruction, enrichment and intervention.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to SBE adopted instructional materials in Science, History, ELA, and Math.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Project Based Learning SBE adopted materials, school wide assemblies and enrichment activities are used to prepare students fro college and career readiness.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Small group instruction, support in every classroom from Title 1 and ELD paraprofessionals, blended learning platforms, ASES in person program

Evidence-based educational practices to raise student achievement

Small group differentiated instruction, progress monitoring of reading and writing achievement, use of multiple sources of assessment data and observation to guide instruction

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

School Site Council, English Learner Advisory Committee, Parent Teacher Committee, Parent support group created by parents, Coffee Chat, District English Learner Advisory Committee, School Smarts, Family Learning Series

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council, English Learner Advisory Committee, Parent Teacher Committee

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Wilson uses Title 1 funds to support paraeducators in all elementary classrooms, SEL and PBIS initiatives, parent engagement, and teacher collaboration

Fiscal support (EPC)

Additional funding supports are provided through our site discretionary fund, district federal funding

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 2020 to December 2020:

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--Due to COVID 19 pandemic, distance learning model was implemented. Planning for Single Plan for Student Achievement was addressed with School Site Council.

April--Staff, Instructional Leadership Team, School Site Council, and English Learner Advisory Council analysis of school-wide data and feedback.

May--School Site Council and Instructional Leadership team met to discuss continuing the goals of the existing Single Plan for Student Achievement.

August--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.

September-Review of funding for paraeducators, PBIS, and staff collaboration with School Site Council

October- Review of funding for paraeducators, PBIS, and staff collaboration with staff.

December-Single Plan for Student Achievement written and submitted for approval to School Site Council.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.14%	0.13%	0.13%	1	1	1
African American	4.57%	5.35%	5.24%	33	40	40
Asian	19.94%	20.59%	19.79%	144	154	151
Filipino	11.08%	11.23%	9.17%	80	84	70
Hispanic/Latino	53.88%	51.2%	53.34%	389	383	407
Pacific Islander	1.25%	1.2%	1.05%	9	9	8
White	4.71%	4.95%	5.9%	34	37	45
Multiple/No Response	0.55%	0.94%	3.67%	4	7	13
			Total Enrollment	722	748	763

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	138	138	144
Grade 1	106	121	122
Grade 2	114	108	124
Grade3	118	121	121
Grade 4	123	131	123
Grade 5	123	129	129
Total Enrollment	722	748	763

Conclusions based on this data:

1. Enrollment at Wilson is on a slight upward trend, increasing by about 20 students per year.

2. Enrollment by grade level and race and ethnicity has remained fairly consistent with Hispanic/Latino students and families being our largest student group served.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	353	368	290	48.9%	49.2%	38.0%
Fluent English Proficient (FEP)	94	85	153	13.0%	11.4%	20.1%
Reclassified Fluent English Proficient (RFEP)	35	18	100	9.6%	5.1%	27.2%

Conclusions based on this data:

1. The 2019-2020 school year saw a significant increase in the number of students who reclassified.
2. Because of the increase in students who reclassified as fluent English proficient students, there are fewer students who are classified as English Learners, however, we are a school of multi-lingual families and learners.
3. Support in multiple languages for families is essential to effective communication and connection with families.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	124	119	118	121	118	116	121	118	116	97.6	99.2	98.3
Grade 4	115	123	124	113	122	123	113	122	123	98.3	99.2	99.2
Grade 5	138	123	123	136	122	120	136	122	120	98.6	99.2	97.6
All	377	365	365	370	362	359	370	362	359	98.1	99.2	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2399.	2424.	2409.	14.88	20.34	18.10	22.31	28.81	22.41	22.31	30.51	26.72	40.50	20.34	32.76
Grade 4	2437.	2432.	2468.	15.04	12.30	23.58	26.55	22.13	26.83	17.70	22.95	22.76	40.71	42.62	26.83
Grade 5	2466.	2485.	2491.	7.35	16.39	12.50	27.21	33.61	35.00	24.26	19.67	25.83	41.18	30.33	26.67
All Grades	N/A	N/A	N/A	12.16	16.30	18.11	25.41	28.18	28.13	21.62	24.31	25.07	40.81	31.22	28.69

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.18	18.64	20.69	33.88	54.24	47.41	47.93	27.12	31.90
Grade 4	19.47	10.66	21.14	44.25	57.38	51.22	36.28	31.97	27.64
Grade 5	11.03	17.21	19.17	49.26	48.36	49.17	39.71	34.43	31.67
All Grades	15.95	15.47	20.33	42.70	53.31	49.30	41.35	31.22	30.36

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.18	19.49	18.10	45.45	54.24	53.45	36.36	26.27	28.45
Grade 4	13.27	12.30	22.76	44.25	50.00	52.03	42.48	37.70	25.20
Grade 5	16.91	30.33	20.83	47.79	44.26	55.00	35.29	25.41	24.17
All Grades	16.22	20.72	20.61	45.95	49.45	53.48	37.84	29.83	25.91

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.57	15.25	14.66	60.33	68.64	65.52	28.10	16.10	19.83
Grade 4	12.39	8.20	19.51	53.98	69.67	63.41	33.63	22.13	17.07
Grade 5	12.50	12.30	10.00	63.24	59.02	69.17	24.26	28.69	20.83
All Grades	12.16	11.88	14.76	59.46	65.75	66.02	28.38	22.38	19.22

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.05	24.58	14.66	53.72	56.78	55.17	32.23	18.64	30.17
Grade 4	16.81	13.11	21.14	51.33	49.18	52.85	31.86	37.70	26.02
Grade 5	13.24	22.95	18.33	50.74	50.00	55.00	36.03	27.05	26.67
All Grades	14.59	20.17	18.11	51.89	51.93	54.32	33.51	27.90	27.58

Conclusions based on this data:

1. Students overall scored 12.1 points below grade level but made progress of 9.2 points between 2018 and 2019.
2. We will continue to identify students scoring in the below or standard nearly met area in order to increase student achievement overall. We will offer the necessary interventions as outlined in the MISS maps for Tier 1, Tier 2, and Tier 3, as well as monitor the usage data of online platforms that support intervention in English Language Arts.
3. Overall, 46% of Wilson students who were assessed nearly met, met or exceeded the standards assessed. Students at all grade levels were most successful in the areas of listening, writing and research, while reading achievement scores overall were lower.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	124	119	118	123	118	117	123	118	117	99.2	99.2	99.2
Grade 4	115	123	124	113	123	123	113	123	123	98.3	100	99.2
Grade 5	138	123	123	137	123	121	137	123	121	99.3	100	98.4
All	377	365	365	373	364	361	373	364	361	98.9	99.7	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2413.	2429.	2422.	7.32	15.25	15.38	30.08	33.90	27.35	31.71	27.12	25.64	30.89	23.73	31.62
Grade 4	2446.	2444.	2472.	15.04	5.69	17.89	21.24	16.26	22.76	25.66	49.59	38.21	38.05	28.46	21.14
Grade 5	2481.	2498.	2487.	13.14	25.20	11.57	13.14	13.01	18.18	35.77	29.27	37.19	37.96	32.52	33.06
All Grades	N/A	N/A	N/A	11.80	15.38	14.96	21.18	20.88	22.71	31.37	35.44	33.80	35.66	28.30	28.53

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.26	24.58	27.35	52.03	49.15	32.48	31.71	26.27	40.17
Grade 4	23.01	12.20	23.58	28.32	36.59	37.40	48.67	51.22	39.02
Grade 5	18.25	29.27	14.88	29.20	34.96	43.80	52.55	35.77	41.32
All Grades	19.03	21.98	21.88	36.46	40.11	37.95	44.50	37.91	40.17

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.26	19.49	23.93	43.09	48.31	45.30	40.65	32.20	30.77
Grade 4	16.81	6.50	18.70	38.05	51.22	47.97	45.13	42.28	33.33
Grade 5	10.22	24.39	10.74	41.61	33.33	52.07	48.18	42.28	37.19
All Grades	14.21	16.76	17.73	41.02	44.23	48.48	44.77	39.01	33.80

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.38	26.27	21.37	60.98	55.93	55.56	27.64	17.80	23.08
Grade 4	18.58	11.38	21.95	37.17	49.59	50.41	44.25	39.02	27.64
Grade 5	10.22	21.95	13.22	51.82	44.72	52.07	37.96	33.33	34.71
All Grades	13.14	19.78	18.84	50.40	50.00	52.63	36.46	30.22	28.53

Conclusions based on this data:

1. We will continue to identify students scoring in the below or standard nearly met area in order to increase student achievement overall. We will offer the necessary interventions as outlined in the MISS maps for Tier 1, Tier 2, and Tier 3, as well as monitor the usage data of online platforms that support intervention in Mathematics.
2. Overall, students who did not meet the standard achievement goal was 28.5%.
3. Concepts and procedures overall received the lowest percentage of students meeting or exceeding the standard assessed.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1447.1	1444.8	1446.5	1453.8	1448.1	1423.6	74	63
Grade 1	1469.9	1462.3	1478.3	1471.5	1460.9	1452.6	71	44
Grade 2	1497.1	1474.7	1491.8	1492.5	1501.9	1456.3	65	41
Grade 3	1507.7	1498.6	1503.7	1494.3	1511.2	1502.4	39	43
Grade 4	1507.5	1495.9	1497.6	1500.4	1516.9	1491.1	53	35
Grade 5	1523.2	1517.1	1512.9	1509.1	1533.0	1524.7	49	44
All Grades							351	270

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	44.59	26.98	31.08	38.10	24.32	30.16		4.76	74	63
1	52.11	15.91	21.13	29.55	*	47.73	15.49	6.82	71	44
2	56.92	9.76	24.62	43.90	*	34.15	*	12.20	65	41
3	*	9.30	53.85	58.14	28.21	25.58	*	6.98	39	43
4	*	22.86	60.38	60.00	*	5.71	*	11.43	53	35
5	40.82	20.45	30.61	65.91	*	2.27	*	11.36	49	44
All Grades	39.60	18.15	34.76	48.15	17.38	25.19	8.26	8.52	351	270

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	43.24	28.57	36.49	41.27	18.92	25.40	*	4.76	74	63
1	61.97	27.27	25.35	34.09		36.36	*	2.27	71	44
2	64.62	43.90	18.46	24.39	*	21.95	*	9.76	65	41
3	46.15	32.56	*	48.84	*	11.63	*	6.98	39	43
4	32.08	57.14	52.83	31.43	*	0.00	*	11.43	53	35
5	53.06	40.91	*	45.45	*	4.55	*	9.09	49	44
All Grades	51.00	37.04	29.91	38.15	10.54	17.78	8.55	7.04	351	270

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	50.00	22.22	50.00	71.43		6.35	74	63
1	70.42	45.45	22.54	50.00	*	4.55	71	44
2	76.92	29.27	18.46	56.10	*	14.63	65	41
3	33.33	9.30	56.41	72.09	*	18.60	39	43
4	24.53	28.57	67.92	60.00	*	11.43	53	35
5	40.82	4.55	51.02	84.09	*	11.36	49	44
All Grades	52.14	22.96	42.17	66.30	5.70	10.74	351	270

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	39.19	38.10	54.05	53.97	*	7.94	74	63
1	60.56	13.64	29.58	81.82	*	4.55	71	44
2	55.38	48.78	33.85	43.90	*	7.32	65	41
3	61.54	69.77	*	23.26	*	6.98	39	43
4	60.38	82.86	30.19	5.71	*	11.43	53	35
5	63.27	86.36	24.49	4.55	*	9.09	49	44
All Grades	55.56	54.44	34.19	37.78	10.26	7.78	351	270

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	41.89	7.94	55.41	87.30	*	4.76	74	63
1	43.66	18.18	35.21	54.55	21.13	27.27	71	44
2	55.38	2.44	30.77	60.98	*	36.59	65	41
3	*	0.00	61.54	79.07	33.33	20.93	39	43
4	*	2.86	79.25	65.71	*	31.43	53	35
5	*	11.36	65.31	77.27	*	11.36	49	44
All Grades	31.62	7.41	52.42	72.22	15.95	20.37	351	270

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	58.11	42.86	37.84	42.86	*	14.29	74	63
1	29.58	9.09	57.75	72.73	*	18.18	71	44
2	36.92	0.00	56.92	78.05	*	21.95	65	41
3	41.03	32.56	51.28	58.14	*	9.30	39	43
4	32.08	28.57	58.49	60.00	*	11.43	53	35
5	55.10	20.45	38.78	68.18	*	11.36	49	44
All Grades	42.17	23.70	50.14	61.85	7.69	14.44	351	270

Conclusions based on this data:

1. English learners made significant progress in reclassification or progressing one level. Particular attention and professional development was targeted towards English Language Development in the 2018-2019 school year.
2. The greatest growth was made in the reading domain, with a 20 point increase in the listening domain and a 10 point increase in the writing domain for all students.
3. There was similar growth in the speaking domain from the previous ELPAC administration.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
748	**72.3**	**49.2**	**0.1**
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.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	368	49.2
Foster Youth	1	0.1
Homeless	5	0.7
Socioeconomically Disadvantaged	541	72.3
Students with Disabilities	66	8.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	40	5.3
American Indian	1	0.1
Asian	154	20.6
Filipino	84	11.2
Hispanic	383	51.2
Two or More Races	33	4.4
Pacific Islander	9	1.2
White	37	4.9

Conclusions based on this data:

1. Almost half of Wilson's students are designated as English learners, indicating a need for continued focus on successful teaching and learning strategies for these students, as well as the need for classroom support of paraprofessionals.
2. Almost three quarters of Wilson students are socioeconimically disadvantaged which indicates the need for material support of our families, parent education, and strong social and emotional curriculum.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Chronic Absenteeism**  Orange	**Suspension Rate**  Blue
Mathematics  Green		

Conclusions based on this data:

1. We have made improvements in math performance overall and remained in yellow for English Language Arts. Targeted intervention for English learners, and in reading and writing during work with small groups and paraprofessionals is necessary.
2. Chronic absenteeism is an area of concern. Home visits, counseling for families, office hours with teachers, and Family Learning Series are targeted services to meet this challenge to student engagement.

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.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	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 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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
		
Yellow	Yellow	No Performance Color
12.1 points below standard	17.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++9.2 points	Increased Significantly ++16.5 points	1
354	207	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	17.7 points below standard	80.3 points below standard
2	Increased ++13.9 points	Increased Significantly ++26.2 points
	267	36

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	Green
72 points below standard	Less than 11 Students - Data Not Displayed for Privacy	18.9 points above standard	2.5 points below standard
Declined Significantly -22.1 points	1	Increased ++11.8 points	Increased ++11.2 points
20		72	43
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
20.3 points below standard	11.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy	25.6 points below standard
Increased Significantly ++15.6 points	Maintained -1 points	1	Declined Significantly -37.4 points
181	16		17

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
59.5 points below standard	33.9 points above standard	12.8 points below standard
Increased ++14.7 points	Maintained -0.5 points	Declined -6.2 points
113	94	129

Conclusions based on this data:

1. The decline in performance for African American and White students is notable, while other groups' performance increased.
2. Significant attention and resources need to be allocated for intervention for African American students.
3. Additional support is needed for students in small intervention groups.

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.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	3	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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Green	 Green	 No Performance Color
21.2 points below standard	24.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++4 points	Increased ++11.6 points	1
355	208	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Yellow	 Yellow
Less than 11 Students - Data Not Displayed for Privacy	26.5 points below standard	74.8 points below standard
2	Increased ++9.5 points	Increased Significantly ++40 points
	268	37

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	Green
79.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	20 points above standard	4 points above standard
Declined Significantly -26.7 points	1	Increased ++13.7 points	Maintained ++2.4 points
20		73	43
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
37.7 points below standard	11.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	29.2 points below standard
Increased ++4.7 points	Maintained -1.7 points	1	Declined Significantly -35.4 points
181	16		17

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
55.4 points below standard	12.2 points above standard	23.4 points below standard
Increased ++11.6 points	Maintained -2.5 points	Declined -10.2 points
114	94	129

Conclusions based on this data:

1. The decline in performance for African American and White students is notable, while other groups' performance increased.
2. Significant attention and resources need to be allocated for intervention for African American students.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
61.5 making progress towards English language proficiency
Number of EL Students: 192
Performance Level: High

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
12.5	26.0	3.6	57.8

Conclusions based on this data:

1. English learners made significant progress in reclassification or progressing one level. Particular attention and professional development was targeted towards English Language Development in the 2018-2019 school year.
2. English learners who reclassify are succeeding in the ELA and Math CAASP assessment.

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	7	0	1	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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Orange	 Orange	 No Performance Color
14	12.1	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.6	Increased +0.5	2
780	381	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 No Performance Color	 Orange	 Red
Less than 11 Students - Data Not Displayed for Privacy	16.2	28.9
6	Increased +2.6	Increased +14.2
	575	90

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			
Orange	No Performance Color	Orange	Green
20.9	Less than 11 Students - Data Not Displayed for Privacy	8.2	7.1
Declined -5.5	1	Increased +0.7	Declined -1.2
43		158	85
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Orange	Orange	No Performance Color	Orange
16.1	15	Less than 11 Students - Data Not Displayed for Privacy	20
Increased +2.9	Increased +5.9	10	Increased +11.9
403	40		40

Conclusions based on this data:

1. Chronic absenteeism is an area of concern. Home visits, counseling for families, office hours with teachers, and Family Learning Series are targeted services to meet this challenge to student engagement.
2. SART and SARB processes need to focus on supports that families need in improving attendance during distance learning. Many of our families who attend SART meetings cite the need for food and material support for their families, as well as social and emotional support.

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.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	2	7

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
		
Blue	Blue	No Performance Color
0.4	0.5	Less than 11 Students - Data Not 2
Declined Significantly -1.6	Declined Significantly -1	
789	385	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
No Performance Color	Blue	Green
Less than 11 Students - Data Not 6	0.3	1.1
	Declined Significantly -2.1	Declined -4.5
	582	92

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Blue	No Performance Color	Blue	Blue
0	Less than 11 Students - Data	0	0
Declined -8.3	2	Declined Significantly -1.3	Maintained 0
45		161	86
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Blue	No Performance Color	Blue
0.7	0	Less than 11 Students - Data	0
Declined -0.7	Declined -5.6	10	Declined -5
405	40		40

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2	0.4

Conclusions based on this data:

1. Wilson's careful use of MISS interventions and counseling support, as well as alternatives to suspension contributed to the decrease in suspensions.
2. Engagement in content and instruction as indicated by growth in assessment success, also accounts for the decrease in suspensions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Teach, Learn, and Achieve

LEA/LCAP Goal

Every classroom and program in the district will provide students with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity) and civic engagement.

Goal 1

Wilson Elementary School staff will provide every student with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity) and civic engagement.

Identified Need

Because English learners made significant progress in reclassification or progressing one level, particular attention and professional development will continue to be targeted towards English Language Development. We have made improvements in math performance overall and remained in yellow for English Language Arts. Targeted intervention for English learners, and in reading and writing during work with small groups and paraprofessionals is necessary.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	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 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	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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 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 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 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 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 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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

1.1 Provide time for staff to collaborate on District Adopted Programs, Project Based Learning, Designated and Integrated English Language Development, Culturally Responsive Teaching strategies, and Computer based Blended Learning platforms that support the effective, consistent implementation of standards in ELA, Math, ELD, Science and Social Studies school-wide.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2867	Title I 1000-1999: Certificated Personnel Salaries Allocate funding to pay for substitutes to support collaboration time for teachers
1133	Unrestricted 1000-1999: Certificated Personnel Salaries Allocate funding to pay for substitutes to support collaboration time for teachers

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

1.2 Identify those students who have not met minimum growth targets and prioritize intervention for academic and language proficiency achievement with a particular focus on our English Language Learners (ELLs). Ensure that English Language Development (ELD) instruction is occurring daily. English Language Paraprofessionals: These staff members continue to support EL students. Paras, alongside the teachers, support the delivery of and designated and integrated ELD in a virtual capacity.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 5000-5999: Services And Other Operating Expenditures Centralized services to support programs at the school site.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.3 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, social justice, and access for all students and take the actions needed to ensure implementation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.0	District Funded 1000-1999: Certificated Personnel Salaries Centralized services to support programs at the school site.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.4 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
17730	Unrestricted 4000-4999: Books And Supplies Centralized services to support programs at the school site.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.5 Utilize a multi-tiered intervention framework for academic and behavioral support. Provide Tier 1 instructional and behavioral supports in all classrooms for all students; continue to develop and implement Tier 2 instructional and behavioral interventions for students identified through formative

and summative assessments and tracked disciplinary actions. Utilize COST process to provide site, district, and community resources for students and their families in need of Tier 3 interventions.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.0	District Funded 4000-4999: Books And Supplies Centralized services to support programs at the school site.

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.6 Provide site general education paraeducator support to students identified in need of urgent intervention through small group instruction such as the Leveled Literacy Intervention (LLI) as part of a Tier 2 intervention program.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
47441	Title I 2000-2999: Classified Personnel Salaries 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 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.7 Provide enrichment and intervention experiences to enhance learning outside of the classroom in conjunction with staff, independent vendors and ASES after-school care program staff. Pending Release of Supplemental Concentration Grant of Funding in January

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 5000-5999: Services And Other Operating Expenditures Provide enrichment using allocated K-5 enrichment funds

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0	

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The Wilson Staff worked to implement all the goals and action steps outlined in the 2019-20 SPSA. Our on-site work was cut short due to the COVID 19 pandemic. We are currently working to adapt these actions steps to a distance learning environment.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the budgeted expenditures and implementation. Due to the COVID 19 pandemic, our afterschool enrichment program was shortened so not all funds were spent.

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.

The goal was was not changed. We need to continue the action steps to ensure all students have the opportunity to achieve grade level standards.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Equity and Inclusion through College and Career Readiness

LEA/LCAP Goal

All schools will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students' college and career readiness and positive personal development.

Goal 2

Wilson Elementary School staff will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students' college and career readiness and positive personal development.

Identified Need

Responding to the academic and social emotional needs of Wilson students by developing an academic program that accelerates students learning through Distance Learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	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	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.	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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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	• 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	• 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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.0	District Funded 4000-4999: Books And Supplies Centralized services to support programs at the school site.

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2.2 Provide K-5 parent education opportunities (i.e. Community Check ins, Annual Title 1 Meeting, ELAC, School Site Council, Parent Education Series) 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.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.0	District Funded 5000-5999: Services And Other Operating Expenditures Centralized services to support programs at the school site.

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2.3 Strengthen the connection between general education and special education services to improve options for our students with special needs and provide professional development for staff on inclusion strategies for our diverse learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.0	District Funded 5000-5999: Services And Other Operating Expenditures Centralized services to support programs at the school site.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English language learners

Strategy/Activity

2.4 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 and classroom criteria for reclassification in 1st through 5th grades. Monitor and complete the reclassification process with the support of ELLevation online platform.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.0	District Funded 5000-5999: Services And Other Operating Expenditures Centralized services to support programs at the school site.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2.5 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 trauma informed strategies, and Mindfulness practices schoolwide.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	Unrestricted 4000-4999: Books And Supplies materials for support of PBIS rewards and incentives

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The Wilson Staff worked to implement all the goals and action steps outlined in the 2019-20 SPSA. Our on-site work was cut short due to the COVID 19 pandemic. We are currently working to adapt these actions steps to a distance learning environment.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the budgeted expenditures and implementation.

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.

The goal was was not changed. We need to continue the action steps to ensure all students have the opportunity to achieve grade level standards.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Collaborative and Engaged District Culture

LEA/LCAP Goal

All staff and district partners effectively collaborate and remain fully engaged around our goals of student learning in order to provide outstanding educational experiences to all students.

Goal 3

Wilson Elementary School staff and district partners effectively collaborate and remain fully engaged around our goals of student learning in order to provide outstanding educational experiences to all students.

Identified Need

Responding to the academic and social emotional needs of Wilson students by developing an academic program that accelerates students learning through Distance Learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	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	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	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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• 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 • 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.	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 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	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 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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Student Survey.	Student Survey.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.1 Promote health and wellness efforts for students, families and staff that support improved teaching and learning and provide opportunities for all students to engage in activities that focus on movement, mindfulness, and peer to peer connectedness (i.e. daily Toolbox Class Meetings; Brain Breaks, mindfulness strategies, etc.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.0	District Funded 5000-5999: Services And Other Operating Expenditures Centralized services to support programs at the school site.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.2 Continue to develop/implement best practices in communicating information between all stakeholder groups in the Wilson community (i.e. site website, ParentSquare, staff newsletters, classroom newsletters, school-wide newsletter, etc.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6042	District Funded

	2000-2999: Classified Personnel Salaries Using allocated Translation budget for communication

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0.0	

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The Wilson Staff worked to implement all the goals and action steps outlined in the 2019-20 SPSA. Our on-site work was cut short due to the COVID 19 pandemic. We are currently working to adapt these actions steps to a distance learning environment.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the budgeted expenditures and implementation.

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.

The goal was was not changed. We need to continue the action steps to ensure all students have the opportunity to achieve grade level standards.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Family and Community Involvement

LEA/LCAP Goal

SLUSD will actively engage with families and the community at large to build reciprocal relationships that promote and support the positive social, emotional and academic development of our students

Goal 4

Wilson Elementary School staff will actively engage with families and the community at large to build reciprocal relationships that promote and support the positive social, emotional and academic development of our students.

Identified Need

Chronic absenteeism is an area of concern. Home visits, counseling for families, office hours with teachers, and Family Learning Series are targeted services to meet this challenge to student engagement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	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 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	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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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	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	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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

4.1 Utilize the services of our parent facilitator and staff to help systematize parent engagement efforts and provide targeted outreach/support to families of students in the opportunity gap

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.0	District Funded 2000-2999: Classified Personnel Salaries Use centralized services to support programs at the school site. Such as PBIS and Toolbox Social Emotional Learning
1000	Unrestricted 0000: Unrestricted Material incentives for improved and exemplary attendance

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 2000-2999: Classified Personnel Salaries Use centralized services to support programs at the school site.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

4.3 Provide opportunities for parents to provide feedback on school-wide programs and procedures such as the CA Healthy Kids Survey including opportunities for EL parents encouraging input and feedback on EL programming and services. Provide multiple ways to gather parent input such as but not limited to EL Parent Survey and annual analysis of programs with the support and co-facilitation of the site administrator and parent facilitator.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.0	District Funded 5000-5999: Services And Other Operating Expenditures Centralized services to support programs at the school site.

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The Wilson Staff worked to implement all the goals and action steps outlined in the 2019-20 SPSA. Our on-site work was cut short due to the COVID 19 pandemic. We are currently working to adapt these actions steps to a distance learning environment.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the budgeted expenditures and implementation.

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.

The goal was was not changed. We need to continue the action steps to ensure all students have the opportunity to achieve grade level standards.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Facilities and Technology

LEA/LCAP Goal

SLUSD will effectively maintain and improve its facilities and technology infrastructure in order to provide an optimal learning environment for all students.

Goal 5

Wilson Elementary School Staff will effectively maintain and improve its facilities and technology infrastructure in order to provide an optimal learning environment for all students.

Identified Need

Responding to the academic and social emotional needs of Wilson students by developing an academic program that accelerates students learning through Distance Learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	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.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

5.1 Facilitate opportunities that create access to internet and devices at home for students and their families

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 5000-5999: Services And Other Operating Expenditures Centralized services to support programs at the school site.
	None Specified None Specified Centralized services to support programs at the school site.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

5.2 Continue to improve the appearance of our school site with Staff, District, and community support including adherence to site and district COVID 19 cleaning and safety protocols.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.0	District Funded 5000-5999: Services And Other Operating Expenditures Centralized services to support programs at the school site.

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The Wilson Staff worked to implement all the goals and action steps outlined in the 2019-20 SPSA. Our on-site work was cut short due to the COVID 19 pandemic. We are currently working to adapt these actions steps to a distance learning environment..

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the budgeted expenditures and implementation

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.

The goal was was not changed. We need to continue the action steps to ensure all students have the opportunity to achieve grade level standards.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$50,308
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$77,213.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$50,308.00

Subtotal of additional federal funds included for this school: $50,308.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
District Funded	$6,042.00
Unrestricted	$20,863.00

Subtotal of state or local funds included for this school: $26,905.00

Total of federal, state, and/or local funds for this school: $77,213.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	50308	0.00
	0	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	6,042.00
Title I	50,308.00
Unrestricted	20,863.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	1,000.00
1000-1999: Certificated Personnel Salaries	4,000.00
2000-2999: Classified Personnel Salaries	53,483.00
4000-4999: Books And Supplies	18,730.00
5000-5999: Services And Other Operating Expenditures	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00

2000-2999: Classified Personnel Salaries	District Funded	6,042.00
4000-4999: Books And Supplies	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
1000-1999: Certificated Personnel Salaries	Title I	2,867.00
2000-2999: Classified Personnel Salaries	Title I	47,441.00
0000: Unrestricted	Unrestricted	1,000.00
1000-1999: Certificated Personnel Salaries	Unrestricted	1,133.00
4000-4999: Books And Supplies	Unrestricted	18,730.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	69,171.00
Goal 2	1,000.00
Goal 3	6,042.00
Goal 4	1,000.00
Goal 5	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
Virginia Quock	Principal
Deanna Pinomaki	Classroom Teacher
Carla Shao	Classroom Teacher
Nancy Pelayo	Parent or Community Member
Christine Tyler Pell	Parent or Community Member
Paola Rodriguez	Parent or Community Member
	Parent or Community Member
Gillian Bowley	Other School Staff

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
DocuSigned by: EE8285904A75494...	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 December 3, 2020.

Attested:

DocuSigned by: Virginia Quock 69847AC76D904EF...	Principal, Virginia Quock on December 3, 2020
DocuSigned by: Deanna Pinomaki 927184A71402418...	SSC Chairperson, Deanna Pinomaki on December 3, 2020