School Year: **2021-2022**



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	6/1/2021	

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)

X 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 culturally rich and linguistically diverse 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 knowledgeable, 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 ensure 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 include an analysis of academic performance and language development to determine EL student program needs as well as other student subgroups' needs.

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. Our Special Day program serves students and families in preschool to 5th grade. 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 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, students and families were sent out to gather data on the needs of the school. These surveys included an English Learner Advisory Committee Needs Assessment and schoolwide Healthy Kids survey to all staff, families and 5th grade students.

Staff, School Site Council, and the English Language Advisory Committee examined performance and attendance data and continuous observations of patterns of engagement and shared these needs in the surveys and in feedback in the review of the 2020-2021 SPSA.

Main concerns in these surveys were: intervention support for students following a year of distance learning format and hybrid attendance by 48% of the enrolled students during the school day, intervention for students after school, support for social and emotional needs, a focus on anti-racist teaching and an equity lens in our response to trauma, and compensated professional development and collaboration time for school staff.

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

- The staff values Grade Level Collaboration days (wants 2 days per year). Funding substitute teachers to release teachers during the school day is necessary.
- Paraeducators provide invaluable support during the school day in the classroom with small groups.
- Training for paraeducators is essential for seamless support of students
- 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.
- Professional development focusing on anti-racist pedagogy, biliteracy, social justice standards for all staff, and partnerships in this work across school sites

Community and Public Relations

- Parents find Parent Square effective and appreciate the messaging in multiple languages
- Parents are benefiting from the Coffee Chats, Parent Learning Series at the district and site level
- Paraeducator support is essential to effective delivery of intervention and English Language Development

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 in the 2020-2021 school year and will continue to be invaluable in supporting students as we return to in person 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 who were able to use them during hybrid learning in person were pleased with the quality of the equipment and furniture.

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
- Teachers made an effective shift from in-person teaching to virtual teaching.

In April 2021, students attended school in small cohorts. Observations during this time indicated teachers teaching concurrently with students in the room as well as students at home on their devices. Although the number of minutes varied depending on the age of the students, concurrent teaching occurred at all grade levels TK-5.

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 was on authentic Project Based Learning, anti-racist pedagogy and self-reflection, 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
- Provide Parent Learning Series in the first few months of the year that focuses on communicating with the school and teacher, understanding curriculum and assessment, getting involved in the school, family wellness and emotional health
- Continue to build on the communication between home and school
- Provide teachers and students with appropriate instructional materials

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

Due to the suspension of State testing during the 2019-2020 school year, Wilson Elementary will use STAR Rennaissance Diagnostic data, attendance, and school grades to monitor student progress.

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 were 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. Wilson teachers used data and observation to determine that professional development focused on utilizing a project based learning approach and stance towards learning, engaging in culturally responsive teaching and learning and research on the brain, and best practices in english language development and biliteracy.

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. Administrators, office support staff, and parent facilitator received comprehensive professional development about family engagement and support with anti-racist and equity lens.

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, paid collaboration time for grade level teams, 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 with SBE adopted instructional materials.

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 was 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. The return to the regular school schedule will allow for in person intervention during the school day, in small groups in an extended day program for students grades 1-3, and with after school intervention support.

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 after school program, enrichment programs, Reading Academy

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

Writing the SPSA and the Anual Review and Update has been an ongoing process of collaboration including our entire school community, primarily our parent leadership groups and our staff. The Single Plan for Student Achievement was developed with input from all stakeholders on the following timeline from December 2020 to June 2021:

December- 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.

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

April--Staff, Instructional Leadership Team, School Site Council, and English Learner Advisory Council analysis of school-wide data and feedback. Review of funding for paraeducators, PBIS, and staff collaboration with School Site Council

May--School Site Council and Instructional Leadership team met to discuss continuing the goals of the existing Single Plan for Student Achievement. Review of funding for paraeducators, PBIS, and staff collaboration with staff.

June-School Site Council approved the 2021-2022 budget and plan for school improvement. The English Language Advisory Committee provided input and ELAC representative attended the final SSC meeting where they budget was approved. 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.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

n/a

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.13%	0.13%	0.3%	1	1	2
African American	5.35%	5.24%	5.5%	40	40	41
Asian	20.59%	19.79%	20.5%	154	151	154
Filipino	11.23%	9.17%	8.5%	84	70	64
Hispanic/Latino	51.2%	53.34%	52.3%	383	407	392
Pacific Islander	1.2%	1.05%	1.3%	9	8	10
White	4.95%	5.9%	5.5%	37	45	41
Multiple/No Response	0.94%	3.67%	2.5%	7	13	19
			Total Enrollment	722	748	750

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	138	144	135
Grade 1	121	122	122
Grade 2	108	124	126
Grade3	121	121	126
Grade 4	131	123	118
Grade 5	129	129	123
Total Enrollment	748	763	750

Conclusions based on this data:

1. Enrollment at Wilson has been 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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	368	290	254	49.2%	38.0%	33.9%
Fluent English Proficient (FEP)	85	153	136	11.4%	20.1%	18.1%
Reclassified Fluent English Proficient (RFEP)	18	100	30	5.1%	27.2%	10.3%

Conclusions based on this data:

1. The 2019-2020 school year saw a significant increase in the number of students who reclassified. There is a decrease in 2020-2021, however the spring ELPAC assessment was not given in the 2019-2020 school year due to the pandemic which may play a part in the decrease in students reclassifying.
2. The percentage of fully English proficient, multi-lingual students increased in the 2019-2020 school year and decreased only slightly in the 2020-2021 school year.
3. Support in multiple languages for families is essential to effective communication and connection with families.

School and Student Performance Data

SBAC Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 3	118	121	125	116	105	121	118	105	121	98.3	87	97
Grade 4	124	123	116	123	108	101	122	108	101	99.2	88	87
Grade 5	123	129	123	120	89	114	122	89	114	97.6	69	93
All	365	373	364	359	302	336	362	302	336	98.4	81.3	92.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 3	2409.	202	315	18.10	13	12	22.41	16	12	26.72	31	26	32.76	40	50
Grade 4	2468.	312	387	23.58	12	6	26.83	25	20	22.76	24	23	26.83	40	51
Grade 5	2491.	427	506	12.50	11	9	35.00	38	27	25.83	26	24	26.67	25	40
All Grades	N/A	N/A	N/A	18.11	12	9	28.13	26.3	19.7	25.07	27	24.3	28.69	35	47

**STAR Reading

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. There was an increase in students not meeting standard in all grade levels in 2020-2021 on the standardized STAR Rennassaince assessment when compared to the previous year's scores on STAR assessments.
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.

School and Student Performance Data

SBAC Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 3	118	121	125	117	106	116	117	106	116	99.2	88	93
Grade 4	124	123	116	123	109	102	123	109	102	99.2	89	88
Grade 5	123	129	123	121	110	115	121	110	115	98.4	85	94
All	365	373	364	361	325	333	361	325	333	98.9	87.3	91.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 3	2422.	445	546	15.38	17	2	27.35	25	18	25.64	28	35	31.62	30	45
Grade 4	2472.	533	589	17.89	15	2	22.76	27	16	38.21	37	36	21.14	20	46
Grade 5	2487.	614	654	11.57	16	5	18.18	10	10	37.19	44	26	33.06	29	58
All Grades	N/A	N/A	N/A	14.96	16	3	22.71	20.7	14.7	33.80	36.3	32.3	28.53	26.3	49.7

**STAR Math

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 about 15 percentage points higher in 2020-2021 during distance learning. 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.
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	
	18-19	*19-20	18-19	*19-20	18-19	*19-20	18-19	*19-20
Grade K	1444.8		1453.8		1423.6		63	
Grade 1	1462.3		1471.5		1452.6		44	
Grade 2	1474.7		1492.5		1456.3		41	
Grade 3	1498.6		1494.3		1502.4		43	
Grade 4	1495.9		1500.4		1491.1		35	
Grade 5	1517.1		1509.1		1524.7		44	
All Grades							270	

*OPTIONAL Summative ELPAC

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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	26.98		38.10		30.16		4.76		63	
1	15.91		29.55		47.73		6.82		44	
2	9.76		43.90		34.15		12.20		41	
3	9.30		58.14		25.58		6.98		43	
4	22.86		60.00		5.71		11.43		35	
5	20.45		65.91		2.27		11.36		44	
All Grades	18.15		48.15		25.19		8.52		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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	28.57		41.27	41.27	25.40		4.76		63	
1	27.27		34.09	34.09	36.36		2.27		44	
2	43.90		24.39	24.39	21.95		9.76		41	
3	32.56		48.84	48.84	11.63		6.98		43	
4	57.14		31.43	31.43	0.00		11.43		35	
5	40.91		45.45	45.45	4.55		9.09		44	
All Grades	37.04		38.15	38.15	17.78		7.04		270	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	22.22		71.43		6.35		63	
1	45.45		50.00		4.55		44	
2	29.27		56.10		14.63		41	
3	9.30		72.09		18.60		43	
4	28.57		60.00		11.43		35	
5	4.55		84.09		11.36		44	
All Grades	22.96		66.30		10.74		270	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	38.10		53.97		7.94		63	
1	13.64		81.82		4.55		44	
2	48.78		43.90		7.32		41	
3	69.77		23.26		6.98		43	
4	82.86		5.71		11.43		35	
5	86.36		4.55		9.09		44	
All Grades	54.44		37.78		7.78		270	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	7.94		87.30		4.76		63	
1	18.18		54.55		27.27		44	
2	2.44		60.98		36.59		41	
3	0.00		79.07		20.93		43	
4	2.86		65.71		31.43		35	
5	11.36		77.27		11.36		44	
All Grades	7.41		72.22		20.37		270	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	42.86		42.86		14.29		63	
1	9.09		72.73		18.18		44	
2	0.00		78.05		21.95		41	
3	32.56		58.14		9.30		43	
4	28.57		60.00		11.43		35	
5	20.45		68.18		11.36		44	
All Grades	23.70		61.85		14.44		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.

2019-20 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.

2019-20 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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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. IN the coming year, based on assessment results and decline in math and english language arts overall performance, support for English Language Learners in this area and in moving towards reclassification is essential.
2. English learners who reclassify are succeeding in the ELA and Math CAASP assessment.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 as students return to in person 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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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
Declined Significantly -1.6	Declined Significantly -1	2
789	385	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Green
Less than 11 Students - Data Not	0.3	1.1
6	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 2	0	0
Declined -8.3		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 10	0
Declined -0.7	Declined -5.6		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

Engage, Educate, Empower

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

All students including those who are performing below grade level and English Learners continue to need support in reading and math as they grow to become critical thinkers; communicators and collaborators; healthy in mind and body; and, ethical and cultural leaders. 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
Academic Indicator for English Language Arts - Student Performance based on Distance from Standard (CA School Dashboard) Connected to LCFF Priority: 4, 7, and 8	Academic Indicator for English Language Arts Student Performance based on Distance from Standard (from 2019 Dashboard) a. Overall = 12 pts below standard b. English Learners = 25 pts below standard c. Socioeconomically Disadvantaged = 27 pts below standard d. Students with Disabilities = 75 pts below standard e. African American = 79 pts below standard f. Hispanic/Latino = 38 pts below standard	Will improve Distance from Standard by: Overall + 8 pts English Learners + 15 pts Socioeconomically Disadvantaged + 10 Students with Disabilities + 15pts African American + 8 Hispanic/Latinx + 10

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Indicator for Mathematics - Student Performance based on Distance from Standard (CA School Dashboard) Connected to LCFF Priority: 4, 7, and 8	Academic Indicator for Mathematics Student Performance based on Distance from Standard (from 2019 Dashboard) a. Overall = 21 pts below standard b. English Learners = 17 pts below standard c. Socioeconomically Disadvantaged = 18 pts below standard d. Students with Disabilities = 80 pts below standard e. African American = 72 pts below standard f. Hispanic/Latino = 20 pts below standard	Will improve Distance from Standard by: Overall + 10 pts English Learners + 10 pts Socioeconomically Disadvantaged + 12 Students with Disabilities + 15pts African American + 22 Hispanic/Latinx + 12
CAST Scores Connected to LCFF Priority: 4, 7, and 8	CAST Scores = Percent of students who met or exceeded standards a. Overall = 19% b. English Learners = 0% c. Socioeconomically Disadvantaged = 14% d. Students with Disabilities = 8.3% e. Hispanic/Latino = 16.4%	Will increase percent of students who met or exceed standards by: Overall 4% English Learners 4% Socioeconomically Disadvantaged 4% Students with Disabilities 4% Hispanic/Latinx 4%
STAR Math Proficiency Rate (1-12): Percent of students who met or exceeded standard based on State Benchmark Connected to LCFF Priority: 4, 7, and 8	2020-2021 Percent of Students who met or exceeded standards based on state benchmark: 1st Grade: 43% 2nd Grade: 29% 3rd Grade: 20% 4th Grade: 18% 5th Grade: 15%	Increase the percentage of students who met or exceeded the standards based on state benchmark by 10%
STAR Reading Proficiency Rate (2-12): Percent of students who met or exceeded standard based on State Benchmark	2020-2021 Percent of Students who met or exceeded standards based on state benchmark: 2nd Grade: 35% 3rd Grade: 24% 4th Grade: 26%	Increase the percentage of students who met or exceeded standards based on state benchmark by 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Connected to LCFF Priority: 4, 7, and 8	5th Grade: 36%	
STAR Early Literacy (K-1): Percent of students at or above district benchmark Connected to LCFF Priority: 4, 7, and 8	2020-2021 Percent of students at or above district benchmark At/Above Kinder Benchmark = 78% At/Above 1st Grade Benchmark = 69%	Increase the percentage of students who met or exceeded standards based on state benchmark by 10%
Attendance Rate Connected to LCFF Priority: 5	SLUSD 2019-2020 Attendance Rate a. All Students = 94.6% b. English Learners = 94.7% c. Student with Disabilities = 93.5% d. Homeless = 90.2% (Local Data)	Increase attendance rate by 2% to: a. All students = 96.6% b. English Learners = 96.7% c. Student with Disabilities = 95.5% d. Homeless = 92.2%
[MIISS] Percent of students being referred to Tier 2 Intervention, as logged in AERIES Connected to LCFF Priority: 4, 6, and 8	Percent of students referred to intervention 2020 - 2021 Total Number of Referrals = 268	Decrease by half
Appropriately Assigned Teachers Connected to LCFF Priority: 1	For SY 2020-2021 100% of SLUSD teachers are appropriately assigned	100% of SLUSD teachers are appropriately assigned
Access to Standards-aligned instructional materials Connected to LCFF Priority: 1	All SLUSD students have access to standards-aligned instructional materials. 100% William Compliant	All SLUSD students have access to standards-aligned instructional materials. 100% William Compliant

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. Effective & Meaningful Teaching and Learning
a. Deliver comprehensive, standards-based TK-12 science and history-social science education through newly adopted board curriculum and the development of corresponding assessments and projects. All students will receive a comprehensive, standards-based science and history-social science education in grades TK-12 through the use of the newly adopted board curriculum and the development of corresponding assessments and projects.
b. Engage students in daily cross-curricular instruction using Project-Based Learning methods, arts integration, and social justice standards to address real-world, relevant issues and themes.
c. Improve performance outcomes for students in mathematics to ensure that every student, including multilingual students, students with disabilities, and other historically marginalized student groups, have powerful, joyful learning experiences that foster positive mathematical identities.
d. Foster critical literacy in English Language Arts and across the content areas for all students by centering complex texts and systematic language development opportunities throughout the instructional day that intentionally develops our English Language Learners' multilingual success.

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)
4000	Title I 1000-1999: Certificated Personnel Salaries Allocate funding to pay for substitutes to support collaboration time for teachers
	None Specified None Specified 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

1.1. Effective & Meaningful Teaching and Learning

b. Engage students in daily cross-curricular instruction using Project-Based Learning methods, arts integration, and social justice standards to address real-world, relevant issues and themes.

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

1.1. Effective & Meaningful Teaching and Learning
c. Improve performance outcomes for students in mathematics to ensure that every student, including multilingual students, students with disabilities, and other historically marginalized student groups, have powerful, joyful learning experiences that foster positive mathematical identities.

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

1.1. Effective & Meaningful Teaching and Learning
d. Foster critical literacy in English Language Arts and across the content areas for all students by centering complex texts and systematic language development opportunities throughout the instructional day that intentionally develops our English Language Learners' multilingual success.

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)
24753	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

1.2. Responsive Support Structures for Student Success
a. Strengthen comprehensive and inclusive assessment systems that provide students multiple and varied a. opportunities to make learning visible and support equitable grading practices.

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

1.2. Responsive Support Structures for Student Success
b. Explore and expand alternative education and expanded learning opportunities for students TK-12 to support both intervention, enrichment, and multimodal ways of teaching and learning.

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)
34442	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.
10000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Enrichment afterschool opportunities, including Science, STEM, personal fitness and wellness, and language instruction
15000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Intervention afterschool and extended day opportunities including homework support, afterschool library program and targeted intervention based on student data

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

1.2. Responsive Support Structures for Student Success
c. Enhance implementation of our Multi-tiered Integrated Intervention Support System to comprehensively address academic and behavioral goals of TK-12 students.

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)

All students

Strategy/Activity

1.2. Responsive Support Structures for Student Success
d. Systematize supportive, collaborative transitions from elementary to middle to high school through inter-school programs.

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 None Specified Summer School program

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.2. Responsive Support Structures for Student Success
e. Build educators' capacity to support students by using anti-racist and culturally linguistically responsive practices, arts-integrated methodology, and Universal Design for Learning.

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)
10000	Title I 5000-5999: Services And Other Operating Expenditures Racial equity work across several elementary schools with an educational and trauma informed lens

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)

Strategy/Activity 11
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: 2020-21

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 2020-2021 SPSA. Our on-site work was limited due to the COVID 19 pandemic. We are worked to adapt these actions steps to a distance learning environment and through virtual collaboration and professional development .

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 updated to reflect the new adopted district strategic plan. We will employ these 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

Comprehensive, adaptive, and productive TK-12 career and college programming, with work-based learning and post-secondary opportunities, robust mentoring, aligned with the SLUSD Graduate Profile.

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 increasing outcomes for all students through actions and services that promote the development of our students' college and career readiness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Broad Course of Study	Wilson Elementary school offers courses described in Education Code 51210 and 51220 to all	Wilson Elementary school offers courses described in Education Code 51210 and 51220 to all
English Learner Reclassification Connected to LCFF Priority: 2, 4, and 7	Reclassification Rate for SY 2020-21 is 10.3%.	Increase the reclassification rate for SY 2021-22 to 14%
English Learning Progress Indicator as reported on the CA School Dashboard Connected to LCFF Priority: 2, 4, and 7	Percentage of current English Learners making progress towards English language proficiency or maintaining the highest level for SY 2018-2019: 62% of (Most Recent Data from 2020 California Dashboard)	Increase the percentage of current English Learners making progress towards English language proficiency or maintaining the highest level for SY 2021-2022 to 70%

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. Centering Ethical and Cultural Leadership
a. Foster civic engagement and leadership through community partnerships, work-based learning, and implementation of State Seal of Civic Engagement program and Ethnic Studies Model Curriculum.

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

2.1. Centering Ethical and Cultural Leadership
b. Develop and apply critical media and information literacies at school and in the community.

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

2.1. Centering Ethical and Cultural Leadership
c. Cultivate career, college, and lifelong goal achievement by strengthening mentoring, academic counseling, career & college counseling, community partnerships, and local and national programming access.

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)

All students

Strategy/Activity

2.2. Fostering Multilingualism
a. Expand initiatives and efforts that prioritize multilingualism and raise multilingual student achievement across all content areas, including expansion and maintenance of Dual Language Immersion programs, world language programs, and access to the state Seal of Biliteracy.

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 Professional development for all teachers focusing on culturally competent instruction and engagement with students and families and biliteracy.

5000	LCFF - Supplemental 4000-4999: Books And Supplies expand multiligual and multicultural literature in library collection
0	District Funded 2000-2999: Classified Personnel Salaries English Language Development paraprofessional to work with multilingual english learners

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English language learners

Strategy/Activity

2.2. Fostering Multilingualism
b. Systematize structured supports that address the needs of long-term English learners and newcomer students.

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 that 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..

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

2.3. Healthy Minds & Bodies
a. Develop self and social awareness for collaborative solutions to community issues that impact students' day-to-day lives.

b. Implement an integrated teaching model that embeds social-emotional learning competencies across the content areas.
c. Utilize an assets-based multi-tiered intervention and post-intervention framework for ongoing student mental health and wellness, emphasizing anti-racist, trauma-informed care, healing-centered engagement, and restorative practices to reduce disparities in discipline and better respond to students' needs.

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)
2000.00	Title I 4000-4999: Books And Supplies materials for support of PBIS rewards and incentives
0	District Funded 5000-5999: Services And Other Operating Expenditures EBAC and counseling support
0	District Funded 2000-2999: Classified Personnel Salaries Intervention: Tier 2 and 3 Home Visits by administrators and Student Services staff

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
2.3. Healthy Minds & Bodies
b. Implement an integrated teaching model that embeds social-emotional learning competencies across the content 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	District Funded 5800: Professional/Consulting Services And Operating Expenditures

	Social Emotional support through playground coaches

Strategy/Activity 8

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. Healthy Minds & Bodies
c. Utilize an assets-based multi-tiered intervention and post-intervention framework for ongoing student mental health and wellness, emphasizing anti-racist, trauma-informed care, healing-centered engagement, and restorative practices to reduce disparities in discipline and better respond to students' needs.

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)
6860	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Assemblies that provide representation and cultural connections for our students

Annual Review

SPSA Year Reviewed: 2020-21

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 2020-2021 SPSA. Our on-site work was limited due to the COVID 19 pandemic. We worked to adapt the actions steps to a distance learning environment, then adapted to the hybrid delivery of instruction.

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 changed slightly to reflect the new SLUSD strategic plan. 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-Centered Effective Employee Engagement

LEA/LCAP Goal

All staff and district partners meaningfully collaborate and remain fully engaged around our student learning goals 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

Increase outcomes for all students through actions and services that enhance community and public relations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Completion of SLUSD modules on safety and safe, inclusive school environments Connected to LCFF State Priority: 1 and 6	Inventory current modules and align to strategic plan goals	100% completion of all existing modules and new required training
Log attendance rate to employee onboarding events, career lattice, and additional professional development opportunities Connected to LCFF State Priority: 1 and 6	Inventory current participation rates	95% attendance
Log attendance at cultural competency training Connected to LCFF State Priority: 1 and 6	Use implementation rate for year 1 to establish baseline	95% attendance

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Assess and increase staff diversity by disaggregating current staff diversity in line with current student demographics Connected to LCFF State Priority: 1 and 6	School Staff Demographics African American/Black = 9% Asian = 14% Filipino = 5% Hispanic = 18%	Increase district proportionality of staff to student population of the four underrepresented groups African American/Black = 129% Asian = 17% Filipino = 7% Hispanic = 38%

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. Employee Relations
a. Cultivate support for employees with the goal of delivering gold standard customer service
b. Improve fiscal processes and planning to maximize funds, staff and other resources for equity and excellence
c. Celebrate staff contributions to the District
d. Attend to employee safety and wellness in the workplace and awareness about resources in the district and community

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. Talented and Diverse Workforce
a. Attract, hire and retain the best employees in the District to meet district-wide goals for cultural competency
b. Develop the skills for all employees through professional development and create pathways for professional advancement within the organization
c. Recruit teachers and administrators that reflect the diversity of our students
d. Engage staff with ongoing training to create school environments that support all students, staff, & families to thrive regardless of race, ethnicity, religion, gender, LGBTQ+ identities, or abilities.

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 Recruitment and job fairs

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: 2020-21

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 2020-2021 SPSA. Our on-site work was limited due to the COVID 19 pandemic. We worked to adapt the actions to the distance and hybrid 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 changed slight to reflect the SLUSD Strategic Plan. 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

Valuing Diversity, Equity, and Inclusion with Families and Communities

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. Increase outcomes for all students through actions and services that pertain to school safety, health, and wellness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rubric for standardized expectations for parent engagement Connected to LCFF State Priority: 3	Establish district audit to inform rubric design	Improve parent engagement with specific student and family groups (low income students, foster youth, African American families)
District Events and Translation Log Zoom interpretation channel log Employee Bilingual Stipend Application Acceptance Rate Connected to LCFF State Priority: 3	Inventory translation services at district events	100% translation at all district events
Parent participation evaluations for District Event Attendance at Town Halls Provide and participate in	Provide multilingual forums regarding key district initiatives to promote ongoing cycles of feedback. Participate in site-	100% participation

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
various engagement forums that provide feedback Connected to LCFF State Priority: 3	based community engagement events to increase accessibility and collaboration	
SLUSD annually conduct the California Healthy Kids Parent Survey Completion Connected to LCFF State Priority: 3	CHKS 2021 Number of Completed California Healthy Kids Parent Survey 2020-2021 = 253 Completed Parent Survey	Number of completed California Healthy Kids Surveys will increase by 15%
SLUSD uses the CHKS to gather parents/guardians input Connected to LCFF State Priority: 3, 4, and 6	CHKS 2021 Percent of parents/guardians who strongly agree and agree that in SLUSD: • Parents feel welcome to participate at this school. = 87% • Promotes academic success for all students = 91% • A safe place for their children = 94%	• Parents feel welcome to participate at this school. = 91% • Promotes academic success for all students = 93% • A safe place for their children = 96%

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. Analyze, Audit, and Respond to Parent Needs
a. Systematize parent engagement analysis at the district and site level to respond to student needs at home and prepare for post-secondary college and career choices.
b. Deliver outstanding, consistent translation services to our multilingual community.
c. Provide and participate in various engagement forums that provide feedback.

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
6247	Base 0000: Unrestricted Translation provided by contracted services and classified employees
	None Specified None Specified

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. Connecting Schools and Community Engagement
a. Foster partnerships with families, local industries, public agencies, public foundations, and our city to maximize resources to support all students.
b. Build family leadership capacity and ensure a high standard of family engagement.
c. Provide informative, responsive school websites and communication.
d. Evaluate, analyze best practices for gender-neutral and inclusiveness in language, policies.

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.
5000	Unrestricted 5000-5999: Services And Other Operating Expenditures

	provide material support for community events and celebrations
3765	Title I 2000-2999: Classified Personnel Salaries childcare for parent meetings

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: 2020-21

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 2020-2021 SPSA. Our on-site work was limited due to the COVID 19 pandemic. We are adapted these actions steps to a distance learning environment and found that through virtual meeting formats we had great parent and family participation. We will continue to provide concurrent virtual and in person meeting experiences for families as needed.

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 changed to reflect the newly adopted SLUSD strategic plan.. 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

Environmental and Technological Equity

LEA/LCAP Goal

SLUSD will improve and maintain facilities and technology infrastructure to provide optimal learning environments 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

Updated facilities and technology provide a backdrop in which to increase outcomes for our students academically, socially, and emotionally.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1:1 Device per student Connected to LCFF State Priority: 1	100% 1:1 Device per student	100% 1:1 Device per student
On-campus bandwidth per student Connected to LCFF State Priority 1	100% on-campus bandwidth minimum 1 megabits per student	100% on-campus bandwidth minimum 2 megabits per student
Technology support Connected to LCFF State Priority 1	Average ticket response within 60 hours and average resolution within 15 days.	Average ticket response within 24 hours and average resolution within 2 days.
Maintenance work order system	Maintenance staff will conduct review of outstanding work order status	98% of work orders will be less than one month old in the district maintenance work order system

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Connected to LCFF State Priority: 1		
Inventory of current district vehicle fleet Connected to LCFF State Priority: 1	District vehicle fleet will be working properly, pass all required smog tests, and will conduct vehicle fleet inventory to assess the current fleet.	District vehicle fleet will be working properly, pass all required smog tests, and the majority of fleet will be less than five years old.
SLUSD uses the CHKS to gather parents/guardians input Connected to LCFF State Priority 1 and 3	Percent of parents/guardians who strongly agree and agree that: SLUSD school have clean and well-maintained facilities/properties = 93%	Increase percent of parents who strongly agree that SLUSD schools have clean and well maintained facilities/properties to 96%
School Facilities Condition Connected to LCFF State Priority: 1	According SARCs submitted on February 2021, 100% of SLUSD schools are either good or exemplary condition	100% of SLUSD schools will be in good/exemplary condition

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. District Bond Improvements
a. Implement the following Measure N bond projects successfully: New high school gymnasium, new continuation high school campus, new entryways, new field, and new middle school modular buildings.
b. Initiate planning for additional bond projects, including classroom and field renovations.

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. Strategic Maintenance
a. Continue to maintain our facilities for future generations of students.
b. Maintain our state of the art technology infrastructure.

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

5.3. Reducing District Impact on Climate Change
a. Install and maintain energy-efficient infrastructure and utilize green building methods to reduce district impact on climate change.
b. Maintain focus on the energy efficiency of district buildings and reducing total CO2 emissions.

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 4

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

All Students

Strategy/Activity

5.4. Access to Internet and Technology
a. Sustain the availability of personalized learning devices for students by enacting a regular cycle of review and replacement to ensure access to modern technology.
b. Facilitate safe and secure opportunities for all students to have consistent access to the internet and software resources needed to develop 21st-century skills, whether learning on or off-campus.
c. Empower the entire SLUSD community's use of technology by creating a resilient, safe, and secure high-speed network environment.
d. Create training opportunities and resources to ensure all staff and students can efficiently and fluently utilize adopted technology platforms.

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 4000-4999: Books And Supplies Chromebooks and hot spots made available to all students

Annual Review

SPSA Year Reviewed: 2020-21

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 2020-2021 SPSA. Our on-site work was limited due to the COVID 19 pandemic, but provided space for strategic maintenance and improvemnets to facilities.

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 changed slightly to reflect the newly adopted SLUSD strategic plan. 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	$127,067.00

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	$54,207.00

Subtotal of additional federal funds included for this school: $54,207.00

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
Base	$6,247.00
District Funded	$0.00
LCFF - Supplemental	$36,860.00
Unrestricted	$29,753.00

Subtotal of state or local funds included for this school: $72,860.00

Total of federal, state, and/or local funds for this school: $127,067.00

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	-3,899.00
	0	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Base	6,247.00
District Funded	0.00
LCFF - Supplemental	36,860.00
Title I	54,207.00
Unrestricted	29,753.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	6,247.00
1000-1999: Certificated Personnel Salaries	4,000.00
2000-2999: Classified Personnel Salaries	38,207.00
4000-4999: Books And Supplies	31,753.00
5000-5999: Services And Other Operating Expenditures	46,860.00
5800: Professional/Consulting Services And Operating Expenditures	0.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

		0.00
0000: Unrestricted	Base	6,247.00
	District Funded	0.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
None Specified	District Funded	0.00
4000-4999: Books And Supplies	LCFF - Supplemental	5,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	31,860.00
1000-1999: Certificated Personnel Salaries	Title I	4,000.00
2000-2999: Classified Personnel Salaries	Title I	38,207.00
4000-4999: Books And Supplies	Title I	2,000.00
5000-5999: Services And Other Operating Expenditures	Title I	10,000.00
4000-4999: Books And Supplies	Unrestricted	24,753.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	98,195.00
Goal 2	13,860.00
Goal 3	0.00
Goal 4	15,012.00
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
Huy Nguyen	Parent or Community Member
Paola Rodriguez	Parent or Community Member
Marisol Delgado	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.