



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 2 – 03/23/2021

Wilson Elementary

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School Year: 2020-2021

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Wilson Elementary	39686766042804	Ver 1 – 05/29/2020	Ver 1 – 05/31/2020 Ver 2 – 03/15/2021	Ver 1 – 07/28/2020 Ver 2 – 03/23/2021

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)

Wilson Elementary is implementing a Schoolwide Program. In January 2020, Wilson Elementary was identified as Comprehensive Support and Improvement.

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.

Wilson Elementary's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP's intent.

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

Wilson Elementary developed a one-year (2020-2021) school plan which aligned to the district's goals and incorporated strategies specific to its school. The original plan was reviewed by the school's School Site Council on May 31, 2020 and obtained board approval on

Throughout the 2019-2020 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified and has been notated in the August 15, 2019, September 5, 2019, November 7, 2019, and May 22, 2020 School Site Council meetings.

Wilson Elementary and its School Site Council reviewed the progress of the 2018-2019 school year (Year 2) culminating the document 2018-2019 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions 1 and 2. Discussion and review of the evaluation has been notated in the September 5, 2019, School Site Council meeting.

In school year 2018-2019, also Year 2, Wilson Elementary initiated a specific Comprehensive Need Assessment (CNA) process in meetings with outside stakeholders in addition to the School Site Council. This process continued in the 2019-2020 school year.

In summary, the School Site Council reviewed the data available from the dashboard and on-site data, much was provided from Student Support Services and our Illuminate and Synergy databases. Overall lows were the chronic absenteeism and increasing suspension rate. In addition, academic achievement gaps were identified to be 80 points below standard in math and 52.1 points below standard in ELA. Highs in data were the improved SBAC scores as compared to the previous year in ELA and Math. Scores increased 3% in ELA and 3% in Math. Barriers were identified to be lack of parent education; insufficient academic instructional coaching of teachers; data-driven decision-making; training needed in dealing with extreme student behaviors; and overall more training in Positive Behavior Intervention and Supports (PBIS). A strong PBIS component is effective in establishing a positive school climate. It addresses many areas including attendance, behavior, discipline academic supports and much more.

As a result of the stakeholder involvement and data reviews, Wilson Elementary has been able to complete the Decision Making Model (a component of the CNA) on March 5, May 14, and May 22, 2020. The Decision-Making Model (DMM) was presented to our regional director on June 7, 2020. The DMM included Current Performance Level, Gap Analysis, Course Analysis, Design & Improvement, Assurances, Implementation & Evaluation that guided the writing of this school plan.

Resource Inequities

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

This section is not applicable for Wilson Elementary.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP/SPSA Goal 1 – Student Achievement

ELA SMART Goal:

By June 2021, we will decrease the gap by 10 points for ELA.

By June 2021, we will decrease the percentage of standards not met by 10%.

Math SMART Goal:

By June 2021, we will decrease the gap by 10 points for mathematics.

Identified Need

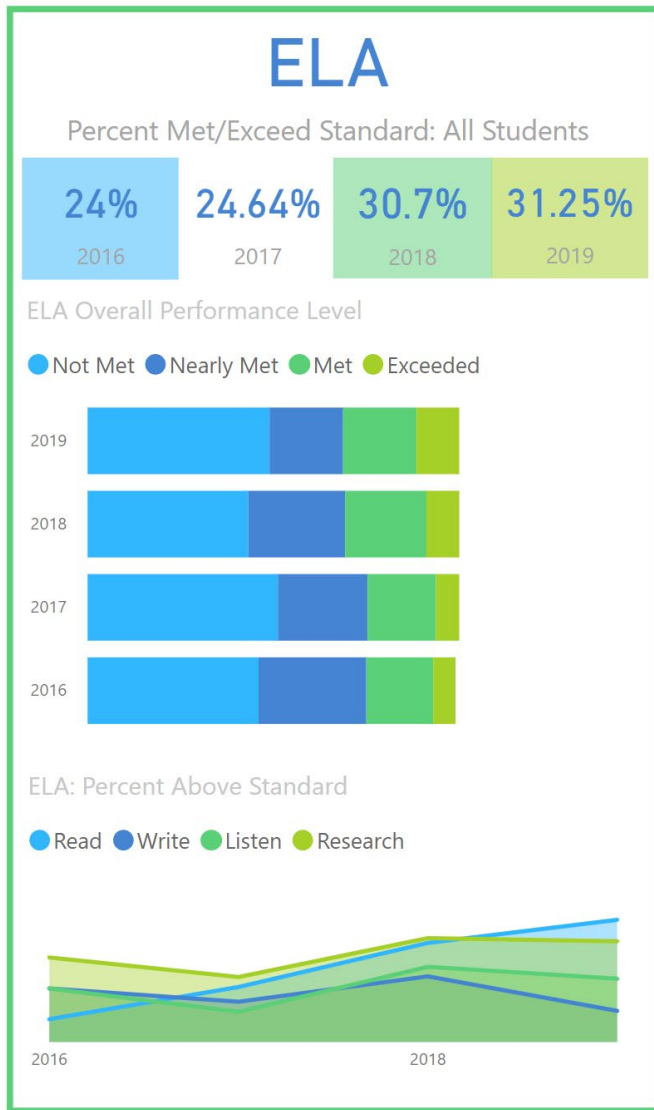
ELA/ELD:

- Increase in ELA SBAC overall performance by 10% to 37% Met Achievement Standard.
- Increase English Learners SBAC performance by 10% to 20.53% Standard Nearly Met and 79.47% Standard Not Met.
- SBAC ELA:
Orange indicator, progress declined 6.1 points, 27% proficient.
- SBAC English Learners:
10.53% Standard Nearly Met.
89.47% Standard Not Met.
- All students are to make their target growth score on the iReady assessments administered from August to May. Data Checks are completed in fall, winter and spring. These results will guide intervention implementation.
- ELA/ELD Target: All students to meet achievement standard.
- ELA Gap: 52.1 points below standard. Target 42.1 points below standard.
- ELD Gap: 34.9% making progress towards English language proficiency. Target 45% making progress towards English language proficiency.

Math:

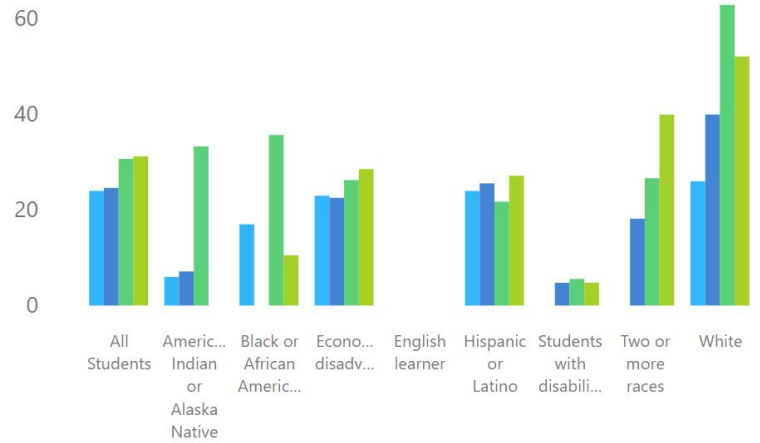
- Increase in math SBAC overall performance of 10% to 32% Met Achievement Standard.
- SBAC Math:
Orange, progress declined 21.2 points, 22% proficient.
- All students are to make their target growth score on the iReady assessments administered from August to May. Data checks are completed in fall, winter and spring. These results will guide intervention implementation.

- Math Target: All students to meet achievement standard.
- Math Gap: 80 points below standard. Target 70 points below standard.



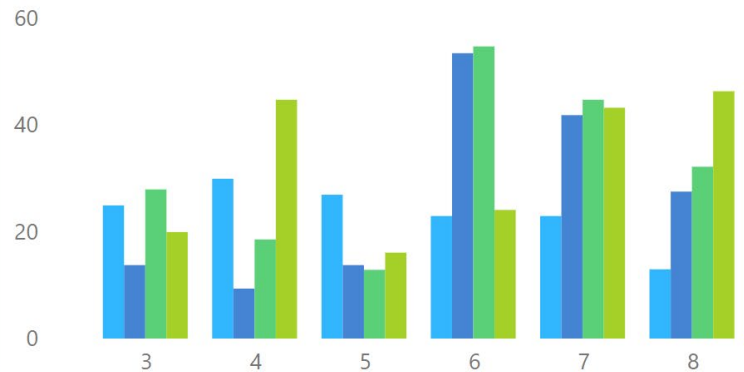
ELA CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019



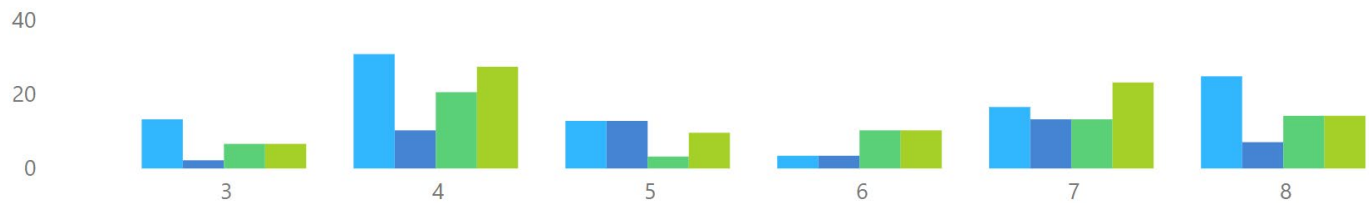
ELA CAASPP: Percent Met/Exceed Standard by Grade Level

Year ● 2016 ● 2017 ● 2018 ● 2019

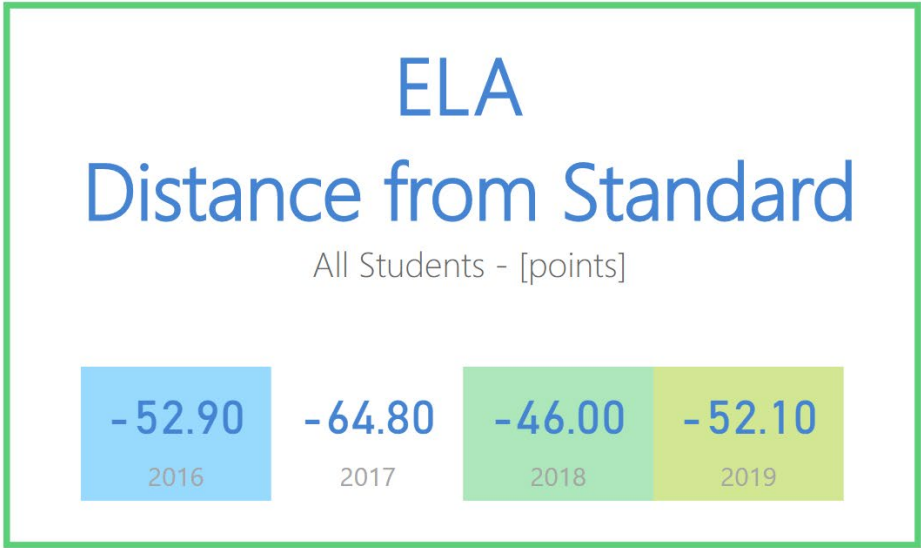


2019 Prelim ELA CAASPP: Area - Percent Above Standard

● Read ● Write ● Listen ● Research

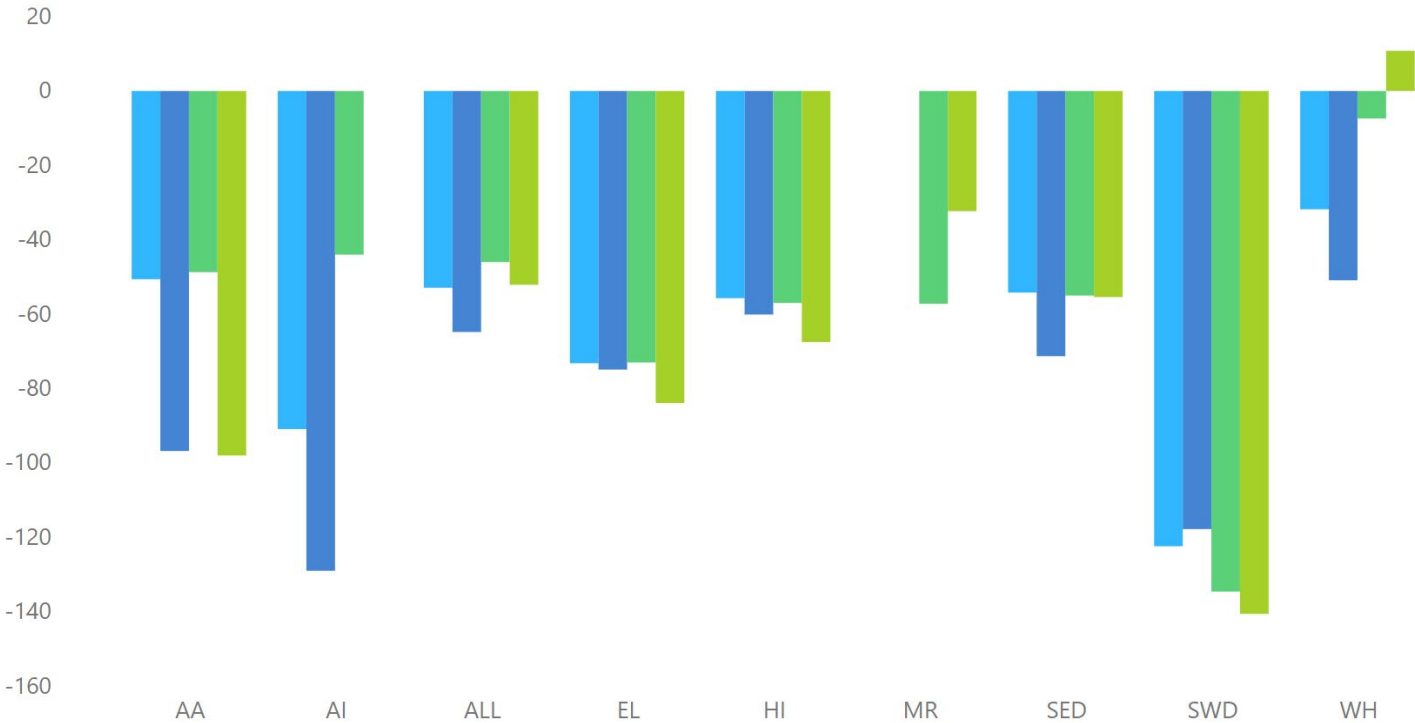


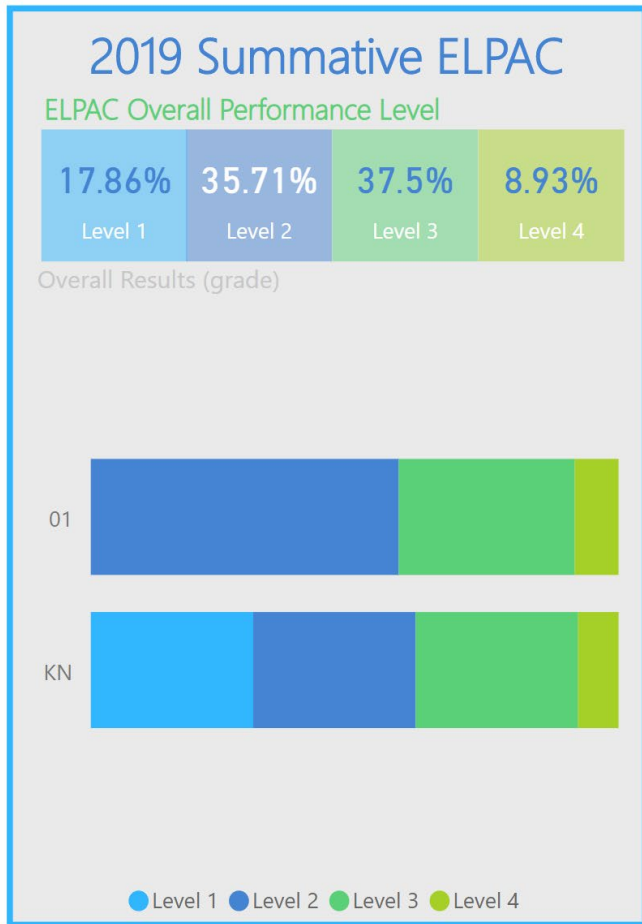
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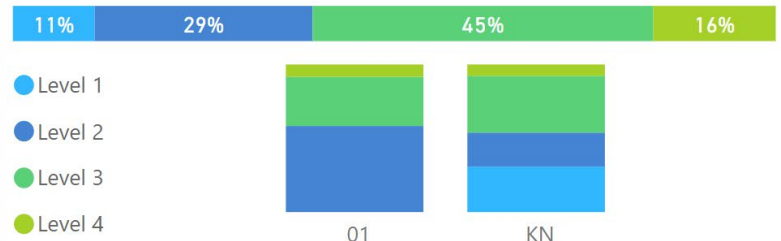
ELA Distance from Standard [points]

Year 2016 2017 2018 2019

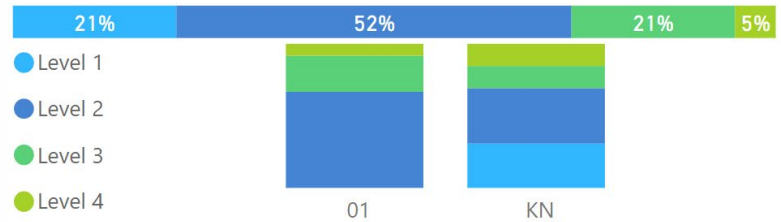




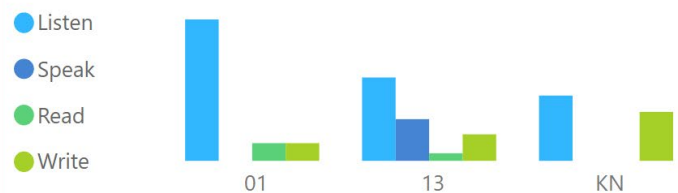
Oral Language Overall Performance Level



Written Language Overall Performance Level

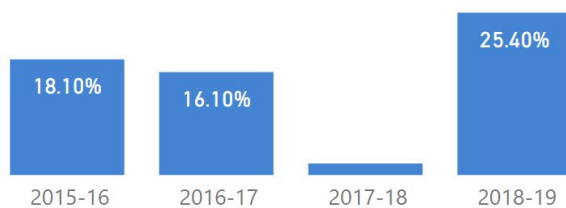


Performance Area: Percent Well Developed



English Learner Progress

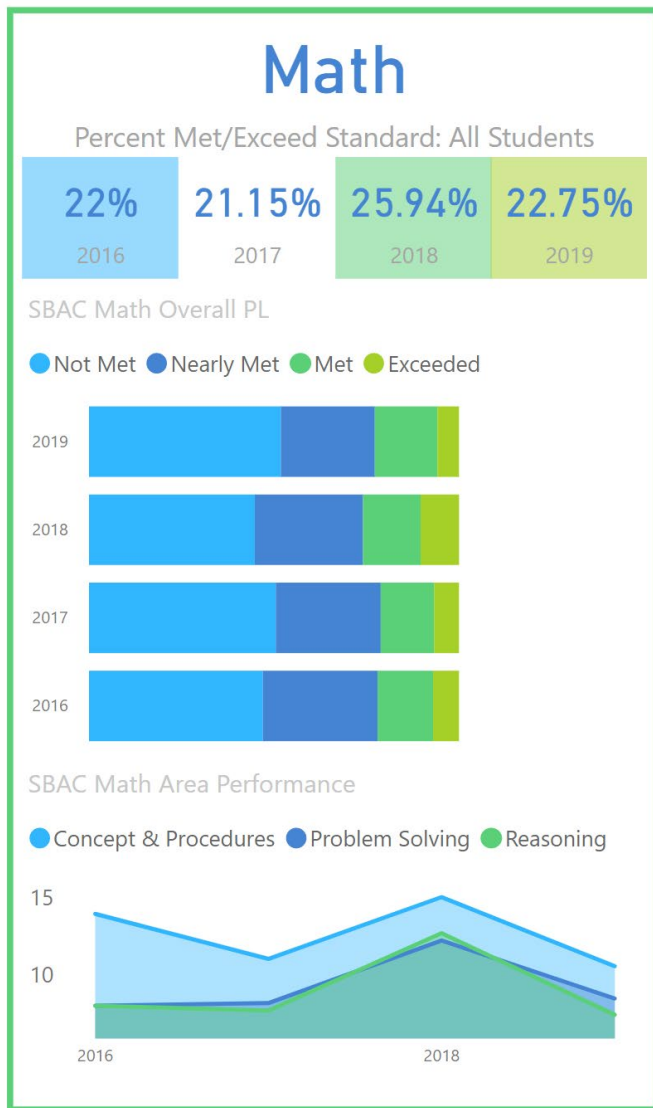
Reclassification Rates



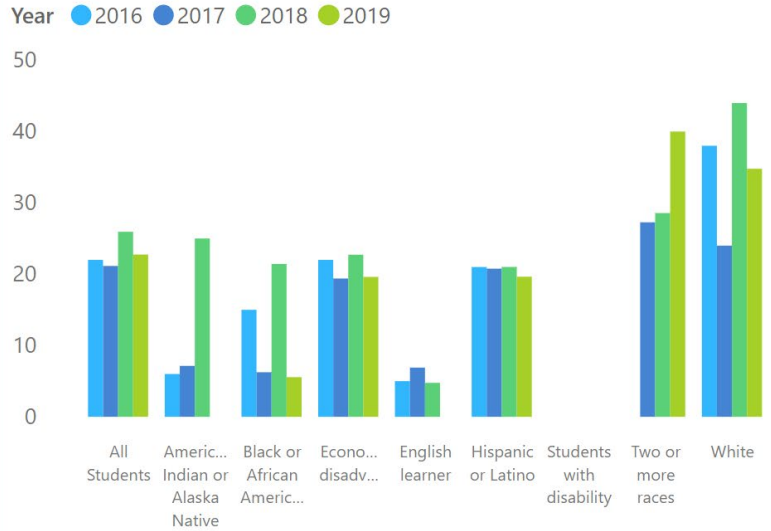
English Learner Progress Indicator (ELPI)

34.9%

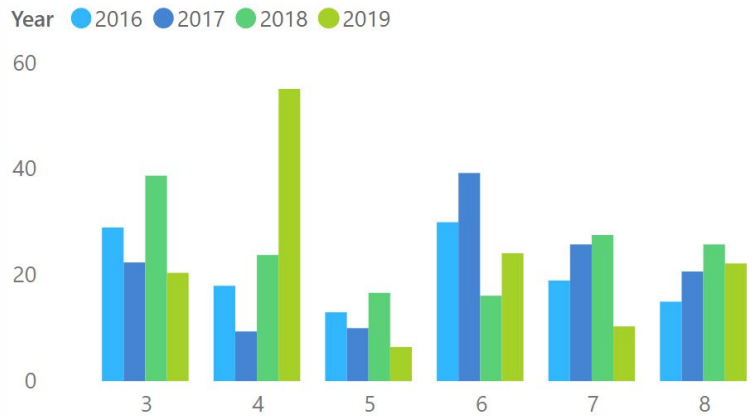
ELPI 2019



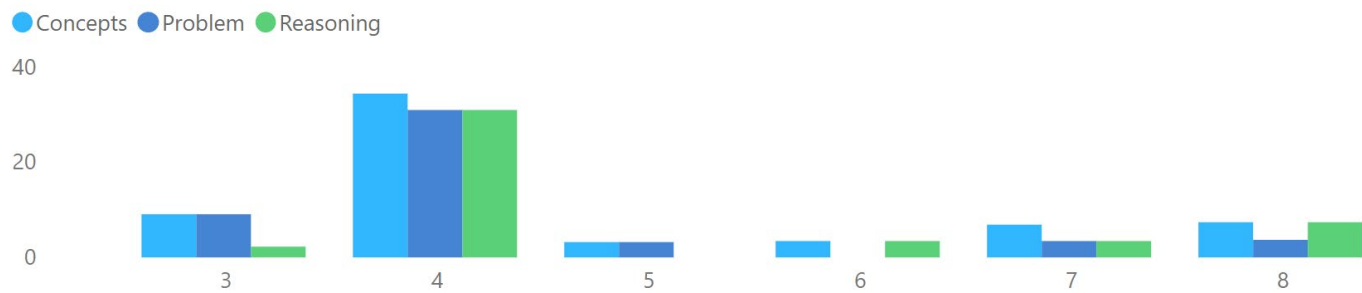
Math CAASPP: Percent Met/Exceed Standard

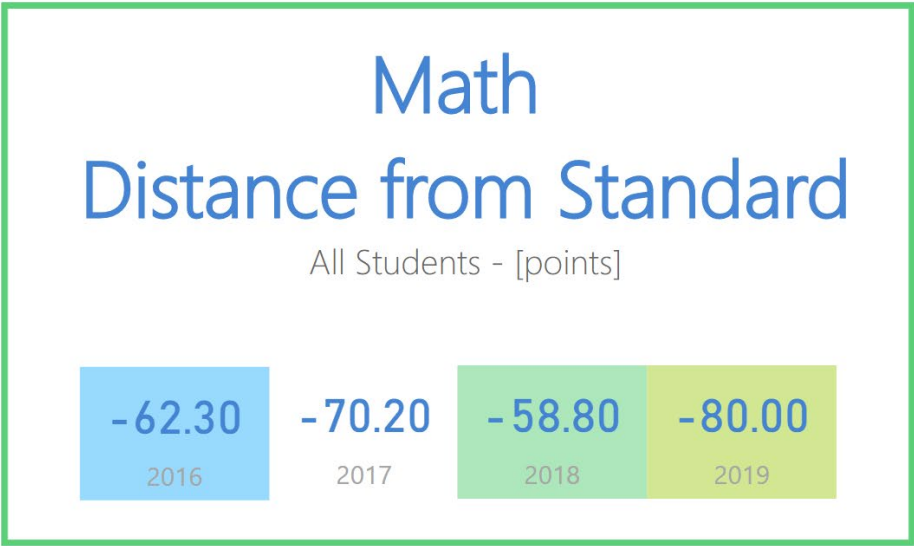


Math CAASPP: Percent Met/Exceed Standard by Grade Level

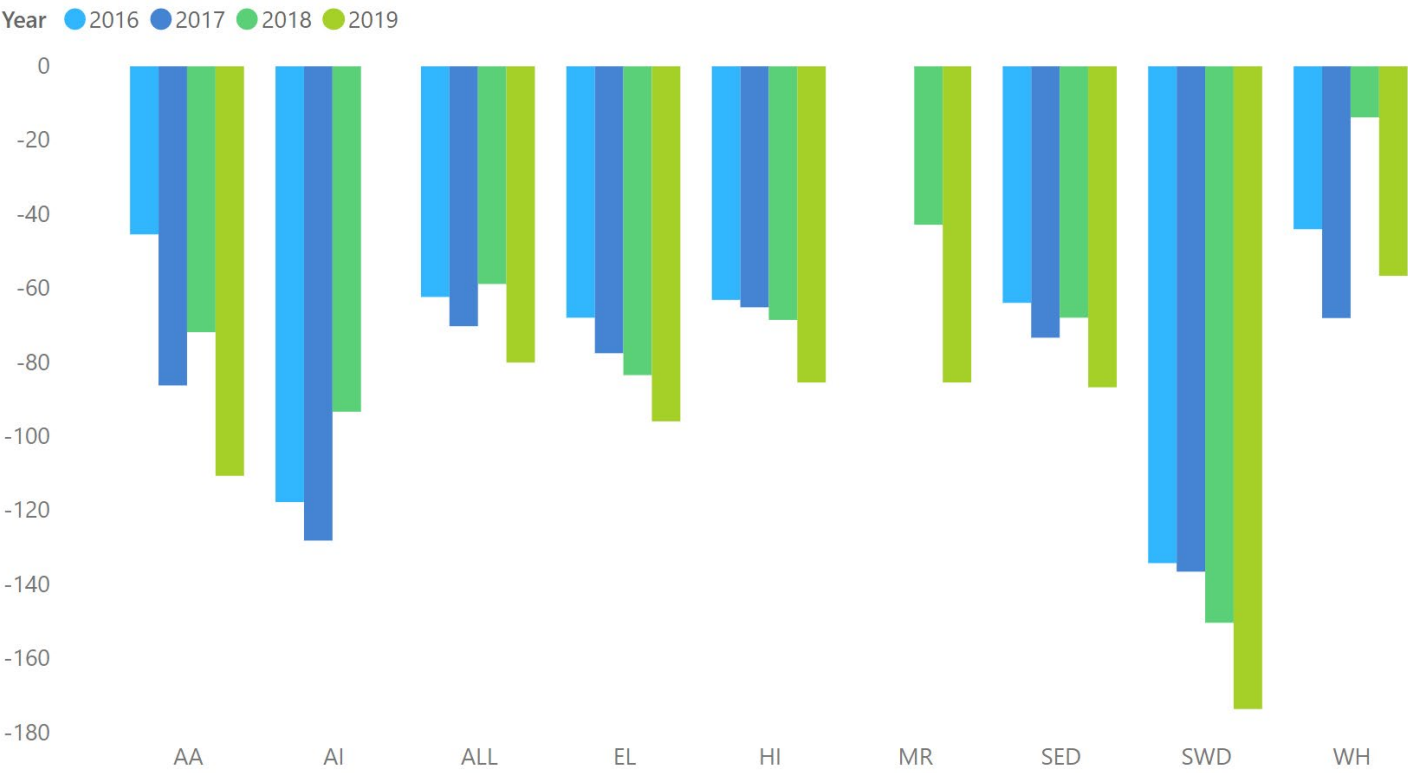


2019 Math CAASPP: Percent Above Standard





Math Distance from Standard [points]



PSAT NMSQT Grade 10

Percent Met Evidence-Based
Reading & Writing
Benchmark

Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

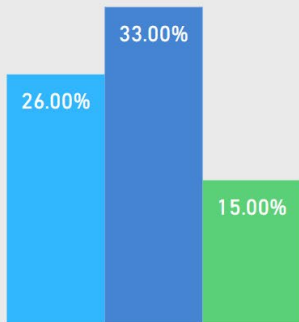
PSAT 8/9 Grade 8

Percent Met Evidence-Based
Reading & Writing
Benchmark

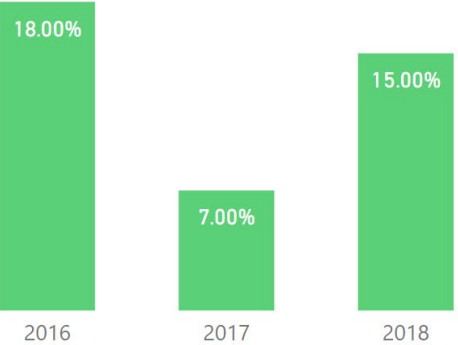
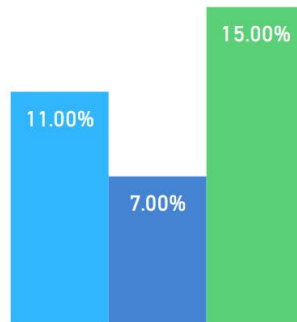
Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

Year ● 2016 ● 2017 ● 2018



Year ● 2016 ● 2017 ● 2018



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Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-52.1 Points Below Standard	=42.1 Points Below Standard
SBAC ELA All Students	27% Proficient	37% Proficient
SBAC English Learners SBAC English Learners	10.53% Standard Nearly Met 89.47% Standard Not Met	20.54% Standard Nearly Met 79.47% Standard Not Met
ELA iReady Winter Assessments	23% Met Standards	33% Met Standards
English Learners iReady Winter Assessments	43% Two or More Levels Below	33% Two or More Levels Below
ELPAC Reclass Rate	10%	20%
Saturday Tutoring	Pre Assessment Phase I	Post Assessment +10 Points
Accelerated Reader Progress	Pre Assessment Scaled Score Oral Fluency Lexile Measure	Post Assessment Scaled Score +60 Points Oral Fluency +14 Points Lexile Measure +160L

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-80 Points Below Standard	-70 Points Below Standard
SBAC English Learners Achievement Levels	11.11% Standard Nearly Met 88.89% Standard Not Met	21.11% Standard Nearly Met 78.89% Standard Not Met
Math iReady Winter Assessments	13% Met Standards	23% Met Standards
English Learners Math iReady Winter Assessment	36% Two or More Levels Below	0 Met Standards

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

Professional Development

Provide teachers with professional learning opportunities in all areas that support all ELA, Math, Science & SS curriculum; and also training targeting Evidence-based Best Instructional Practices. In addition, referencing achievethecore.org/focus to help teachers understand where their instruction should be focused and creating data folders for ongoing data analysis.

On Site Training

Instructional Coaches will provide support with the ELA and Math curriculum. One hour per month at second staff meeting.

Coaches will co-plan/co-teach with all teachers; do classroom demos; do classroom observations with feedback to the teacher at least once. Subsequently, this sequence or parts of it, will then be followed up with teachers as needed or requested.

Additional compensation for coaches to plan:

18 hours of additional compensation for any extended time that the math coach needs for planning or preparing as she supports teachers with curriculum and instruction

18hours of additional compensation for any extended time that the reading coach needs for planning or preparing as she supports teachers with curriculum and instruction.

Calculation:

Additional comp for coaches, estimate \$3,000

3 days roving subs to release teachers to meet with coaches estimate \$620

4 additional days roving sub support to release teachers to meet with coaches; not to exceed \$740

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
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\$2,000	19500	Additional Comp for Instructional Coaches
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\$ Amount(s)	Object Code	Description
\$620	11700	Subs to Release teachers to meet with Coaches
		2 @ .5 FTE Instructional Coaches – Centralized Service

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$1,000	19500	Additional Comp for Instructional Coaches
\$500	43110	Instructional Materials/Supplies
\$740	11700	Subs to Release teachers to meet with Coaches

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

Saturday School

Teachers will tutor on Saturday mornings. The planning will begin as soon as the iReady Diagnostic Assessment is given. At that time, dates and hours will be scheduled, targeted groups will be chosen, what materials to use, data analysis and other logistics. Preparation time will be built in, also.

Materials: Copy paper, printer ink, printer, binder paper, composition books, pencils, pens, whiteboards, dry erase pens, poster maker ink, pocket folders, clipboards, markers, laminator paper. Pencil sharpener, erasers crayons, flashcards, skill games, staples and stapler, paper clips, envelopes.

Calculation Estimates=

250 hours x \$80 Additional Comp for tutoring and prep time., \$20,000

Instructional Materials: \$3,000

Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$20,000	11500	Teacher Additional Comp Saturday School Tutoring
\$3,000	43110	Instructional Materials

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

\$ Amount(s)	Object Code	Description

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students in Grades 3-8

Strategy/Activity

Mid-Trimester I- Intermediate Teacher-Parent-Student Conferences

Mid trimester Teachers in grades 3 to 8 will meet with each student and parent for a general progress and student achievement status report.

Substitute Calculation: 7 teachers x \$180 = \$1,440

Proposed Expenditures for this Strategy/Activity 3

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$1,440	11700	Substitutes for Parent Conferencing

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

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**READING ACHIEVEMENT NIGHT:**

A one-hour evening for parents and students to come to the school and learn more about the reading curriculum, grade level focus standards, helpful websites, Accelerated Reader, monitoring and helping their child with reading at home. Training given by all teachers individually or by grade levels. Counselor will attend to ensure translation for Spanish speaking parents.

Add Comp Calculation:

1 hr prep & 1 hr to train = 2 hours x 15 teachers= 30 x \$80

Proposed Expenditures for this Strategy/Activity 4

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$2,400	11500	Teacher Additional Comp Reading Achievement Night

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students in Grades K-2

Strategy/Activity

Extra K-2 Support to Affect Systemic Change

There are increasingly low-performing kindergarten students who then continue to get further behind as they move on to the next grade. Primary grades build the learning foundation as students learn to read and make sense of numbers. We will provide substitute support in these grades for reading and math to try to decrease the low-performing numbers while in their primary school years. Kindergarten through 2nd grade teachers will receive substitute support three times during the year so the teacher can pull students to work with them one-on-one or in a small group. This would also include support needed for testing. Teachers will collaborate to decide on when they might need this extra support. They will create the schedule and get it on the Master Calendar along with their agenda for the day.

Substitute Calculation:

7 teachers x 3 days. 21 days x \$180= \$3,780

Proposed Expenditures for this Strategy/Activity 5

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$3,780	11700	Substitute Support for K-2 Teachers

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

\$ Amount(s)	Object Code	Description

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

Student Learning Opportunities

Provide students with hands on experiential learning opportunities to supplement core instruction and promotion of college/career readiness. Advancement Via Individual Determination (AVID) will be implemented schoolwide. We continue to have the AVID elective for 7th and 8th graders who apply and successfully the interview and select process. Life Level Leaders have created college readiness goals and expectations for each grade level that will integrate well with the curriculum. Leaders will prepare a training to focus on grade level organization, note-taking, planners, and activities to enhance the college mindset on campus.

AVID project materials include:

Note-taking paper/templates, pencil pouches, dividers, planners, novels/books, whiteboards, clipboards, dry erase markers various colors, flashcards, games, TPR, copy paper, folders/sleeves, pencils, colored pocket folders, multi-colored construction paper, color printer, color printer ink, printer paper, Post-It specific chart paper, glue sticks, envelopes, colored pencils, scissors, markers, whiteboard erasers, graph paper, index cards, erasers, Post-it notes (sticky notes), binder tab inserts, binders, 2 pocket folders, draft stamp, 10"x 13" & 5" x 7" envelopes, blue masking tape, file folders, multi-colored file folders, butcher (fadeless) paper, glitter, pencil sharpener, chalk, fasteners (brads), tissue paper, white-out, clear tape, metal rings, paper clips, rubber bands, permanent markers, rulers, compass, wet erase markers, crayons, journals, highlighters, sentence strips, and composition books, sheet protectors, bottle glue, generic sticky chart paper, regular chart paper, small thin highlighters, large highlighters, highlighter sets, staples and stapler, binder paper college ruled, binder paper regular, spiral notebooks college ruled, spiral notebooks regular ruled, black/blue/red ballpoint pens, colored pencils, Flair specific pens, goldenrod copy paper, adhesive labels various sizes, plastic pocket folders, zip storage bags multi size, pocket charts, masking tape, scotch tape.

Teachers will enhance NGSS (science) curriculum through hands-on science experiments. Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, science specific project materials - glue, plaster-of-Paris, popsicle sticks, specific paper for projects such as origami, dirt, sand, rubber bands, jars, poster paper and poster boards, masking tape, markers, pipe cleaners.

Equipment includes document cameras, projectors, bulbs.

In addition, teachers will use various equipment such as the laminator, copier, Duplo, poster maker.

Maintenance agreements will ensure the equipment is available and usable to provide a print rich environment.

Duplicating expenses are for student materials in larger quantities such as plays, short stories, to be used as additional resources/manipulatives for student learning

Calculations:

Additional Comp 1.5 hours x 7 certificated Life Level Leaders = 7x \$120= \$840

Equipment \$3,000

Instructional Materials \$15,000

Maintenance Agreements \$4,600

Proposed Expenditures for this Strategy/Activity 6

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$15,000	43110	Instructional Materials
\$4,600	56590	Maintenance Agreements

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$840	11500	Teacher Additional comp for Life Level Leaders to prep for College Mindset Training
\$3,000	44000	Equipment
\$8,033	43110	Instructional Materials

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

Accelerated Reader

Accelerated Reader is a research-based reading program that combines individualized instruction, motivation and technology to increase a student's love of reading and books while increasing the student's reading level and fluency. Wilson will continue to use this program and will be increasing participants by 60 – 80 students. The data shows positive results.

Students will continue to enjoy the Wilson Library as it expands its inventory with an annual purchase of \$5,000 in new library books. These books come pre-inventoried and pre-labeled with Accelerated Reader Lexile Levels.

Proposed Expenditures for this Strategy/Activity 7

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$5,000	56590	Accelerated Reader License Renewal
\$5,000	42000	Books

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Special Education Students

Strategy/Activity

Support for IEP Meetings

Teachers will need to be released from class to attend any IEP meetings. Coordinate IEP meetings to occur on the same day.

Calculation:

Estimate 12 meetings x \$180 = \$2,160

Proposed Expenditures for this Strategy/Activity 8

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$2,160	11700	Substitutes to release teachers for IEP meetings.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Bilingual Assistant Support

Bilingual Assistant will provide support to EL students in the classroom as well as pulling small groups and individual students. She is also co-coordinator of ELAC meetings. The Bilingual Assistant also assists in coordinating ELAC coffee hours with outside services to bring more parent education to parents of our English Learners. Tutoring and homework support is also provided to English Learners two hours a week after school. The Bilingual Assistant provides is instrumental in connecting parents of English Learners to what is happening at school. She is a huge source of support for the parents as well as the school.

Proposed Expenditures for this Strategy/Activity 9

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$7000	29101	Bilingual Assist Homework & Tutoring Support After School

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$23,674	21101	.625 FTE Bilingual Assist Salary (salary and benefits)

Strategy/Activity 10**Students to be Served by this Strategy/Activity**

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

Subgroup: Preschool, Transitional Kindergarten

Strategy/Activity

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and
- *attend the district's one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity 10

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Centralized Service

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Annual Review – Goal 1

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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.

Implementation

Twelve demo lessons were given by the coach which was based on current individual need rather than a scheduled event planned ahead of time. 32 observations were made by the coach and feedback given 50% of the time. The coach was shared with another school. She was on site two days per week. This totaled 65 days of support to teachers in math and reading.

Staff attended training offered by the district with regard to instructional practices, assessment and curriculum. Documentation was not kept on this attendance. On-site the coach presented support and small training sessions at 5 staff meetings based on immediate need. This included but was not limited to our supplementary programs, Accelerated Reader and Lexia and also included two small trainings given on data analysis and assessment as they related to the current curriculum, largely the Units of Study.

The Professional Learning Community mindset was present more in theory rather than action. Most of the staff has been trained but it has not become a system change. Some areas are strong such as positive rapport with colleagues; camaraderie and general teamwork. The deeper strategies such as consistency with the 5 essential questions, data analysis and its transparency are not practiced across the board.

Accelerated Reader was implemented in grades 2 through 7. Classrooms that used it with 100% participation, showed varying increases in scale scores, lexile levels and oral reading fluency. Students also had more reading opportunities when Wilson's library became fully functional.

Hands-on experiential learning was implemented through two field trips, high school visits, two career days, and mock college projects.

Tier 2 and 3 intervention supports were implemented through after school tutoring and small group instruction during the school day. In addition, we were able to provide after school tutoring for our long term English learners and also a homework hour for our primary English learners.

Effectiveness

Wilson received less than 36% coaching support for the entire school year when taking into account that she had training to attend herself and the fact that she was being shared with another school. Curriculum-wise this was 18% support for math and 18% support for ELA. This was not an effective coaching plan.

Training was planned and scheduled with regard to Lexia. Other training was inconsistent. When it was offered and staff felt it was needed, they would attend. When surveyed regarding what training was needed, it favored behavioral issues rather than academic. Data analysis was discussed at each staff meeting with all staff participating in discussions and the analysis itself. However, the full data cycle was inconsistent and many times incomplete. This was not effective in improving student achievement.

The Professional Learning Community is still greatly a work in progress. We have a way to go before it will be effective in improving student achievement.

The effectiveness of Accelerated Reader was high. However, not 100% implemented in the classrooms. Its use was inconsistent and not used by all the students in participating classrooms. In addition, Lexia provided a technological strategy to improve reading, different than what was offered through the district with Compass Learning. Lexia provided a multitude of data and skill resources for students. Reading growth was evident. This was our first year to implement this program. Any carryover of this growth on state assessments was not evident this year.

Each experiential learning opportunity was highly effective when accompanied with planned academic assignments. Research, cooperative learning projects and presentations resulted in positive academic growth and social interaction.

The strategies used for intervention are not highly effective. Small group instruction continues to be a challenge for many teachers. After school instruction was effective when students were able to fully participate. Attendance was low. Students in the after school program had the best attendance. Many of the students needing intervention were bus riders and parents were unable to provide transportation if students remained after school.

Long term English learners were not easily motivated to put in an extra hour after school and it was challenging to get them to attend weekly. It required constant parent communication to get students to attend.

Homework hour has been very effective, not only with primary students receiving support but during this time, parents were also provided support with helping their children at home. This was directly achieved through our Bilingual Assist under the supervision of one of our teachers.

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

Material Changes

Due to the coach's schedule, administrative changes were made when more coaching support was needed in certain classrooms. The coach provided extra support in these classrooms and unable to support all the teachers during this time. This resulted in a huge imbalance.

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.

Future Changes

A math coach and an ELA coach will be provided.

Accelerated Reader will be used in the future with guidelines and mandates for usage.

Training to be organized by need and scheduled for the year.

Increased documentation and data analysis.

Goal 2 – School Climate

School Goal for Suspension: (Must be a SMART Goal)

By June 2021, reduce suspensions for all students by 50%.

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

By June 2021, reduce chronic absenteeism for all students by 10%

Identified Need

Suspension –

Number of Suspensions & Suspension Rate:

2018-2019 6.6% Suspended at least once. Increased by 1.8%.

March 2019 51 Students had been suspended.

Aug 2019-Mar 13, 2020 58 Students have been suspended.

We have already surpassed last year's total.

Suspension Targeted groups are SED, Homeless, Hispanic and African-American.

Expulsions:

1 expulsion, January 2020. This was the only expulsion in the past 12 years.

Number of Discipline Referrals:

2018-2019 184

Aug 2019-Mar 13, 2020 159

Attendance/Chronic Truancy –

Chronic Absenteeism:

2018-2019 Through March 2019: 25%. Overall 27.4%. Decreased 1.6%.

Aug 2019-Mar 13, 2020: 25.58%

This year's data showed absenteeism to be decreasing from August 2019 to December 2019.

January 2020 it only slightly decreased at -.29%.

February 2020 it increased 3.14%.

Target month is January. Students are not returning consistently after winter break.

Absenteeism is highest in Kindergarten. However, all grades, except for grade 4 at 10%, have absenteeism rates from 19% up to 32%.

Other information:

Gains and losses continued throughout Aug 2019 through March 13, 2020. Every grade level had gains or losses at 14, 15, 17, 21, 24, 38. Fourth grade was the lowest at 4.

Targeted groups are SED, Homeless, Hispanic and African American.

Suspension Rate

All Students
percent of unduplicated suspension

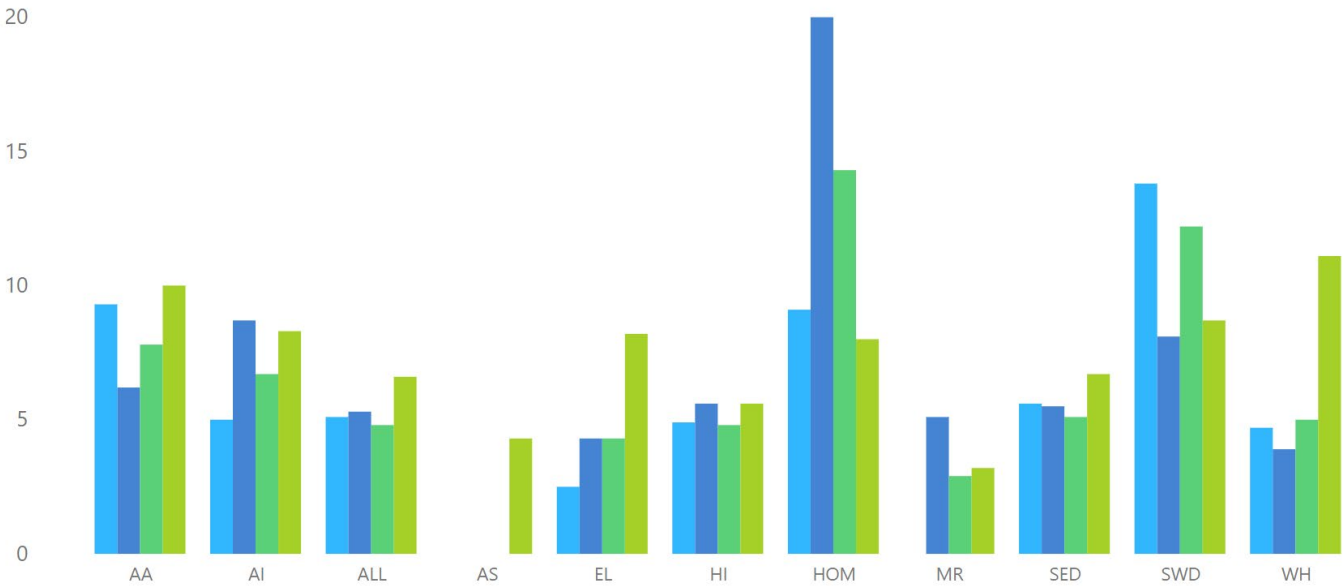


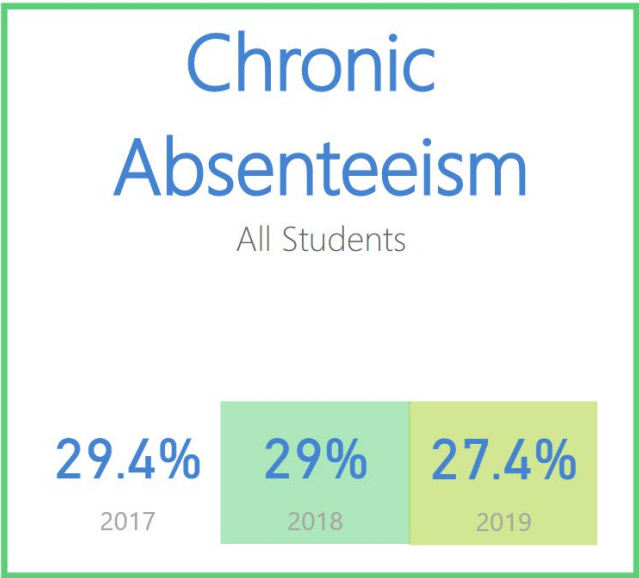
Expulsion

All Students - Count *2019 Preliminary count
Expulsion Count by Year - if available

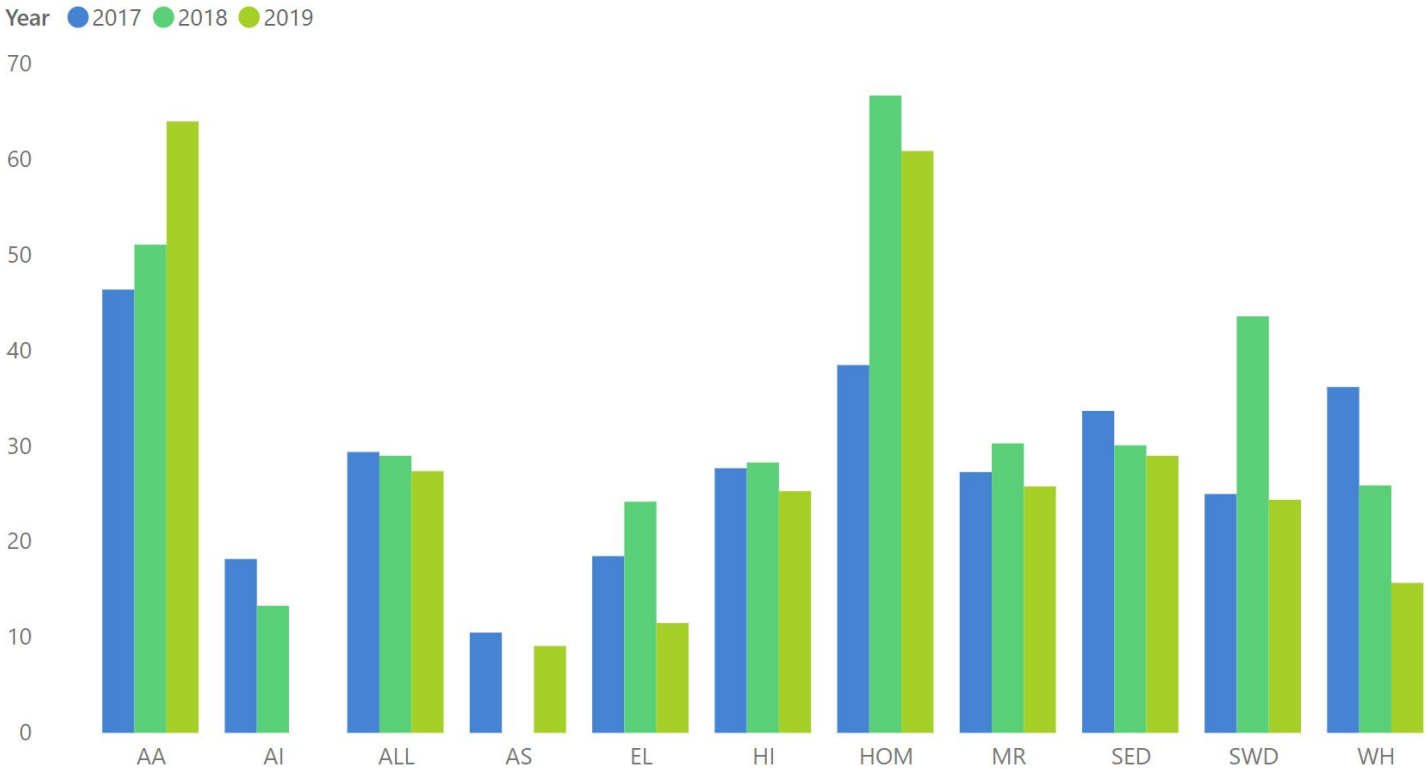
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year



Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	58 Suspended	29 Suspended
Chronic Absenteeism (All Students)	25.58%	15.58%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students in Grades 3-8

Strategy/Activity

Intermediate Advisory Days, Building Relationships

As students get older, it becomes an increasing challenge to motivate them and to get them to put forth their best effort. Building relationships with students is an evidence-based strategy. Finding connections with students plays a big part in their success. Relationships help keep them engaged, encourage positive behavior and gives students a sense of belonging.

Teachers in grades 3 to 8 will have 2 days of substitute support so they can connect with each student individually. These connections should only be around 10-15 mins in length so there is time to meet with all students in 2 days. Optimally, this will happen in the first month of school. Teachers will schedule their consecutive advisory days along with a “Getting to Know Each Other” sample agenda.

Substitute Calculation Estimate:

8 teachers x 2 days

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$2,000	11700	Substitute Support for Intermediate Advisory Days

Fund Source – LCFF:

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\$ Amount(s)	Object Code	Description
\$1,000	11700	Substitute Support for Intermediate Advisory Days

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

Improve School-Home Communication

We will ask parents to get the REMIND app for improving communication between school and home
We will also continue communicating to the home with Class Dojo, Google Programs and Zoom.

Tech Night for Parents in September

Staff will prepare a one hour tech night at school. Topics will be the different platforms we will use to communicate home. Staff will also give some recommendations on how to monitor student use of electronics. We will reach out to Information Services to see if anyone can come and give a little training on cyberbullying and precautionary measures when using social media platforms.

Calculation for Additional Comp

Estimate 4 certificated staff for one hour training and one hour prep. $6 \times \$80 = \640

Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$640	11500	Teacher Additional Comp Cert for Parent Tech Night

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

\$ Amount(s)	Object Code	Description

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

Aug 27, 2020 Back to School Night, Child Welfare and Attendance Rep to come and speak with parents about attendance matters.

Proposed Expenditures for this Strategy/Activity 3

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

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**Technology Training for Staff**

Provide tech training support after school provided by district department or staff. We will do a needs analysis survey at orientation July 2020 to determine staff needs, then coordinate the training. We would like to continue to incorporate all the virtual platforms in some way and also use this to increase communication to the home.

Calculation for any additional comp for one hour training provided outside of the school day.

of cert teachers x \$80. Estimate 15 x \$80= \$1200

Comp time for classified staff.

Proposed Expenditures for this Strategy/Activity 4

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$1,200	11500	Teacher Additional Comp for Technology Training

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Chronically Absent Students

Strategy/Activity

Attendance Task Force:

Target the students have high percentages for being chronically absent. We will select or ask for volunteers who will be a buddy to one of these students. Buddy will follow up with the student frequently for communication and encouragement. This will be introduced at orientation and schedule our first planning meeting in August 2020. We will meet routinely for brief 30 minutes. We will create a monitoring tool for documentation and share data at our meetings to guide next steps.

Calculation:

Cert Staff= 10 mtgs at \$40 each = \$400

Comp Time for class staff.

Proposed Expenditures for this Strategy/Activity 5

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$400	11500	Teacher Additional Comp Attendance Task Force

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

\$ Amount(s)	Object Code	Description

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Targeted Students with Behavior/Attendance Issues

Strategy/Activity

Proactive Responders/Building Relationships

Grade 3- 8 teachers will have sub support to release them for individual conferences with students who are chronically absent or having trouble with behavior. Teachers will collaborate to decide on schedule for the roving sub and create their agendas and lists of students to target.

Calculation:

3 days with roving sub, 3 x \$180 = \$540

Proposed Expenditures for this Strategy/Activity 6

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$540	11700	Substitute for Proactive Responders, Gr 3-8

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

Super Recess (SR)

Incentive for students with excellent, good or improving attendance. They will get a longer recess with different games and refreshment. We will ensure consistency, variation in games and a great snack. We will create an SR Committee at orientation in July and schedule our 1st planning meeting and create our monitoring tool.

Calculation:

Additional Comp 1 hour for Cert staff, estimate not to exceed \$210 approx 2.5 hours

Comp time 1 hour for any Classified staff

Proposed Expenditures for this Strategy/Activity 7

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$210	11500	Teacher Additional Comp for SR Committee, Attendance

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

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

Student Support

Counselor will provide individual and group counseling, oversee the Student Assistance Program, MTSS, coordinate and facilitate SST meetings and CARE team meetings and co coordinate 504 plan meetings. Counselor will create a schedule for the master calendar for all areas he oversees. Counselor will also do at least two trainings at staff meetings, one being implementation of Restorative Circles.

Calculation:

Substitutes to release teachers for SST meetings, retention and end-of year follow ups. Estimate 12 days of SST meetings,

CARE team sub support not to exceed \$1650 estimate 9 days

Proposed Expenditures for this Strategy/Activity 8

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$1,000	11700	Substitute support for Student Assistance Program Estimate 12 days.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$1,160	11700	Substitute support for Student Assistance Program Estimate 12 days.
\$1,650	11700	Substitute support for CARE team meetings

\$ Amount(s)	Object Code	Description

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**Training in Dealing with Students with Social/Emotional Disorders**

We are challenged with students who have extreme behaviors. We need to know how to effectively work with students who have experienced trauma, have mental health issues or other disorders. We will contact Karen Coleman and schedule staff training in this area.

Calculation Estimate:

Additional Comp, 15 teachers x 1.5 hours

Proposed Expenditures for this Strategy/Activity 9

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$3,000	11500	Teacher Additional Comp to Attend Special Behaviors Training

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 10**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity**PBIS Training**

Confirm 2 PBIS staff trainings for the new year. We will reach out to the PBIS district coordinator for dates. We have not had solid PBIS training in 2 years.

Calculation:

15 teachers x 3 hours? Estimate

\$3,600

Proposed Expenditures for this Strategy/Activity 10

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$1,330	11500	Teacher Additional Comp PBIS training after school.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$2,270	11500	Teacher Additional Comp PBIS training after school.

Annual Review – Goal 2

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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.

Implementation

A new behavior report was created along with a Positive Behavior Interventions & Support (PBIS) handbook containing strategies and guidelines. Rules and procedures for common areas of the school was created. Administration did presentations in each classroom, discussing appropriate behavior.

Our counselor also provided classroom presentations, group and individual counseling. He started to become an instrumental part of our behavior and attendance incentive programs.

Effectiveness

Having a PBIS guide and universal behavior report form improved how teachers dealt with minor and major issues. Rules for common areas also established consistency in enforcing appropriate behavior guidelines. All of this was effective and we will build on this.

We continue to be challenged in the area of chronic absenteeism. Presentations and incentives for good attendance are not making an impact on the problem.

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

Material Changes

This was the first year for Wilson to have a full-time counselor.

This was also the first year Wilson was dealing with several students having extreme and unprecedented social and emotional disorders. There was little experience in dealing with these behaviors and inadequate, timely support from the District. Out of school suspension was often the only option.

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.

Future Changes

More teacher PBIS training and support needed. Include staff training and district support in dealing with extreme behavioral and emotional disorders.

In dealing with and improving chronic absenteeism, focus needs to be on repeat offenders.

Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

By June 2021, increase the average parent attendance to school events by 10%.

By June 2021, provide 3 different parent trainings besides Parent Coffees.

Identified Need

Meaningful Partnerships:

Every goal in this school plan includes a parent education component that contributes to our current achievement status. We need more support from parents. We need them to play a more active role in their child's learning. We need to find a way to connect and communicate more effectively.

We are hopeful that by providing more opportunities for parents to come to school, will increase their support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Training Nights	0	3 Parent Training Nights
Parents Coordinating Events	Currently 3 events coordinated by parents. Rock Painting Chalk on the Sidewalk Trunk or Treat	4 Events coordinated by Parents
Regular Parent Coffees	8 yearly @ 8:15 Same topics as year before.	8 Parent Coffees Additional Trainers 8 Different Topics District Parent Empowerment to do at least one training.
Parent Attendance	All events average 35-40% parent attendance.	Parent Attendance at every event is at least 45%
Parent Conferences	1 per year in the fall Average 40% attendance	At least 2 parent conferences. One held early first two months of school. Primary. One held mid trimester I. Attendance all 45% or more

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Kindergarten – 2nd Grade Students

Strategy/Activity

Early Primary Parent Outreach

Kindergarten-2nd grade teachers will conference parents in August-September regarding expectations and ways they can provide academic support at home.

Teachers will then share a roving sub between them for any additional sub support needed for students having issues with achievement, attendance or behavior. Teachers should conference with parent and child, in person, phone or other platform.

During collaboration time, teachers should create a schedule and plan to use the above parent outreach resources.

Calculation:

Substitutes to release K-2 teachers to conference with parents Aug-Sep:

1 day, 7 teachers x \$180= \$1260

Another 4 days roving sub support to be shared by teachers for Proactive Response to issues arising.
\$740

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$2,000	11700	Substitutes Parent conferences, K-2 Aug-Sep

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$2,100	11700	Substitute support

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

MATH PARENT NIGHT:

A one-hour evening for parents and students to come to the school and learn more about the math curriculum, the thinking behind the new way of teaching math, *It Ain't Like it Used to Be*, the grade level focus standards, helpful websites, monitoring and helping children with math at home.

Training will be given by all teachers individually or by grade levels.

Add Comp Calculation:

1 hr prep & 1 hr to train = 2 hours x 15 teachers = 30 x \$80 = \$2400

Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$2,400	11500	Teacher Additional Comp Math Parent Night

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Grade 3-8 Students with achievement, behavior or attendance issues.

Strategy/Activity

Proactive Response PARENT-TEACHER-STUDENT CONFERENCE

Teachers and administration will reach out to grade 3-8 parents as soon as issues arise with student performance, behavior or attendance. Teachers will collaborate to schedule proactive response days as much as possible on the master calendar and create the roving sub schedule. Teachers must plan ahead and be ready to begin conferences with students and parents as soon as the sub arrives to the classroom.

1 proactive response day per intermediate teacher to conference with parent and student in person or by telephone or other platform to discuss any issues involving student achievement, behavior or attendance.

Calculation Estimate:

6 x \$180 not to exceed \$1,100

Proposed Expenditures for this Strategy/Activity 3

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

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\$ Amount(s)	Object Code	Description
\$1,100	11700	Substitute 1 proactive response day per intermediate teacher

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

Parent Coffees have become a little too predictable. Schedule 8 parent coffees with a different presenter and topic at each. We will send out a survey to parents in late July or early Aug 2020, to get some idea of topics they would like to receive information on. One presentation will be from the district's parent empowerment office. This will be scheduled in August 2020. One will also be scheduled with the Language Development Office.

Teachers will attend training in relationship building. Not to exceed \$1,600 or 20 hours to be planned at orientation July 2020.

Additional comp 2 hours of training in relationship building not to exceed \$2,450

Proposed Expenditures for this Strategy/Activity 4

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$1,127	43200	Non instructional Materials - Parents
\$500	43400	Parent Meetings
\$1,600	11500	Teacher Additional Comp Professional Development for Teachers-Building Relationships

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$2,450	11500	Teacher Additional Comp Professional Development for Teachers-Building Relationships

Annual Review – Goal 3

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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.

Implementation

The usual orientations were held at the beginning of school in grades K-8. Parent-Teacher conferences held for all the students in the fall and for strategic and intensive students in the spring. No academic-focused activities were held for parents other than parent coffees held twice a month or more through January 2019.

Three events were created this year and coordinated by parents from our School Site Council and ELAC groups.

Other parent engagement activities included Trunk or Treat, Father-Daughter Dance, Mother-Son Picnic, monthly citizenship and other award assemblies and a Purple and Gold Dinner.

Effectiveness

Back to school orientations were attended by 66% of kindergarten parents and 52% in the other grades. Parent conferences were attended by 41% of the parents in the fall and 46% of the parents in the spring. How these percentages impact student achievement is yet to be determined.

Is our goal to simply get parents to attend school functions. If so, then the parent engagement activities implemented are effective. The numbers have increased from the prior year.

For students at proficiency in math and reading, we offered a Purple & Gold Lunch without families rather than our usual family dinner. This was a nice event but it did not have the same excitement for staff or students without families in attendance.

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

Material Changes

The presentations provided at parent coffees, were the same as were given the year before. This was not how it was planned. Attendance decreased and there was loss of interest.

The Purple and Gold Dinner was changed to a Purple and Gold Lunch with our Board Member in attendance and taking photos with each student.

Our end of the year Carnival was cancelled this year due to issues that arose last year when families were invited to attend.

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.

Future Changes

Collect data on how parent attendance at conferences impacts student achievement. Also, is there evidence that supports increased student achievement when events are coordinated by parents?

We need to establish what data we will collect and why.

Provide different types of parent training and education and offer at different times.

Wilson's Purple and Gold Dinner had become quite an event in past years. Consider bringing this back rather than having a lunch.

For next year, consider an end of the year carnival with parents supervising and running the booths rather than inviting the entire family.

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	\$83,227
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$166,947

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	\$83,227

Subtotal of additional federal funds included for this school: \$83,227

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 (\$)
LCFF	\$83,720

Subtotal of state or local funds included for this school: \$83,720

Total of federal, state, and/or local funds for this school: \$166,947

Budget Spreadsheet Overview – Title I

WILSON										TOTAL ALLOCATION		\$	81,600
Preliminary Budget Allocation - TITLE I										TOTAL BUDGET DISTRIBUTED BELOW		\$	81,600
FISCAL YEAR 2020-21										TO BE BUDGETED (Should be \$0.)			0
								50647		TOTAL ALLOCATION		\$	1,627
										TOTAL BUDGET DISTRIBUTED BELOW		\$	1,627
										TO BE BUDGETED (Should be \$0.)			0
Object	Description	FTE	TITLE I							TOTAL BUDGET			
			50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS						
Personnel Cost-Including Benefits													
11500	Teacher - Add Comp		\$ 20,000		\$ 5,450	\$ 4,000		\$ 29,450					
11700	Teacher Substitute		\$ 4,220		\$ 4,330	\$ 2,000		\$ 10,550					
12151	Counselor							\$ -					
13201	Assistant Principal							\$ -					
19101	Program Specialist							\$ -					
19101	Instructional Coach							\$ -					
19500	Instr. Coach-Add Comp		\$ 2,000					\$ 2,000					
	OTHER Certificated							\$ -					
21101	Instructional Assistant							\$ -					
21101	CAI Assistant							\$ -					
21101	Bilingual Assistant			\$ 7,000				\$ 7,000					
24101	Library Media Clerk							\$ -					
29101	Community Assistant							\$ -					
	OTHER Classified							\$ -					
30000	Statutory Benefits							\$ -					
Sub Total - Personnel/Benefits			\$ 26,220	\$ 7,000	\$ 9,780	\$ 6,000	\$ -	\$ 49,000					
Books & Supplies													
42000	Books		\$ 5,000					\$ 5,000					
43110	Instructional Materials		\$ 18,000					\$ 18,000					
43200	Non-Instructional Materials						\$ 1,127	\$ 1,127					
43400	Parent Meeting						\$ 500	\$ 500					
44000	Equipment							\$ -					
43150	Software							\$ -					
	OTHER							\$ -					
	OTHER							\$ -					
Sub Total-Supplies			\$ 23,000	\$ -	\$ -	\$ -	\$ 1,627	\$ 24,627					
Services													
57150	Duplicating							\$ -					
57250	Field Trip-District Trans							\$ -					
57160	Nurses							\$ -					
56590	Maintenance Agreement		\$ 4,600					\$ 4,600					
56530	Equipment Repair							\$ -					
52150	Conference							\$ -					
58450	License Agreement		\$ 5,000					\$ 5,000					
58720	Field Trip-Non-District Trans							\$ -					
58920	Pupil Fees							\$ -					
58100	Consultants-instructional							\$ -					
58320	Consultants-Noninstructional							\$ -					
	OTHER							\$ -					
	OTHER							\$ -					
Sub Total-Services			\$ 9,600	\$ -	\$ -	\$ -	\$ -	\$ 9,600					
GRAND TOTAL			\$ 58,820	\$ 7,000	\$ 9,780	\$ 6,000	\$ 1,627						

Budget Spreadsheet Overview – LCFF

WILSON**Preliminary Budget Allocation - LCFF****FISCAL YEAR 2020-21**

TOTAL ALLOCATION	\$ 83,720
TOTAL BUDGET DISTRIBUTED BELOW	\$ 83,720
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	LCFF				TOTAL BUDGET
			23030	23020	23034	23035	
			GOAL #1	GOAL #1	GOAL #2	GOAL #3	
			STUDENT ACHIEVEMENT LOW INCOME	STUDENT ACHIEVEMENT ENGLISH LEARNERS	LEARNING ENVIRONMEN NEW COST CENTER	MEANINGFUL PARTNERSHIPS NEW COST CENTER	
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp		\$ 3,240		\$ 2,270	\$ 2,450	\$ 7,960
11700	Teacher Substitute		\$ 4,520		\$ 4,350	\$ 3,200	\$ 12,070
12151	Counselor						\$ -
13201	Assistant Principal						\$ -
19101	Program Specialist						\$ -
19101	Instructional Coach						\$ -
19500	Instr. Coach-Add Comp		\$ 1,000				\$ 1,000
	OTHER Certificated						\$ -
21101	Instructional Assistant						\$ -
21101	CAI Assistant						\$ -
21101	Bilingual Assistant	0.6250		\$ 51,157			\$ 51,157
24101	Library Media Clerk						\$ -
29101	Community Assistant						\$ -
	OTHER Classified						\$ -
30000	Statutory Benefits						\$ -
Sub Total - Personnel/Benefits			\$ 8,760	\$ 51,157	\$ 6,620	\$ 5,650	\$ 72,187
Books & Supplies							
42000	Books						\$ -
43110	Instructional Materials		\$ 8,533				\$ 8,533
43200	Non-Instructional Materials						\$ -
43400	Parent Meeting						\$ -
44000	Equipment		\$ 3,000				\$ 3,000
43150	Software						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Supplies			\$ 11,533	\$ -	\$ -	\$ -	\$ 11,533
Services							
57150	Duplicating						\$ -
57250	Field Trip-District Trans						\$ -
57160	Nurses						\$ -
56590	Maintenance Agreement						\$ -
56530	Equipment Repair						\$ -
52150	Conference						\$ -
58450	License Agreement						\$ -
58720	Field Trip-Non-District Trans						\$ -
58920	Pupil Fees						\$ -
58100	Consultants-instructional						\$ -
58320	Consultants-Noninstructional						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Services			\$ -	\$ -	\$ -	\$ -	\$ -
GRAND TOTAL			\$ 20,293	\$ 51,157	\$ 6,620	\$ 5,650	\$ 83,720

Amendments

The purpose of this amendment will reflect programmatic and budgetary adjustments resulting from COVID-19 restrictions requiring distance learning and virtual interactive opportunities. Wilson's School Site Council (SSC) reviewed and approved the changes which have been detailed in their minutes.

Other adjustments reflected are business as usual modifications to cover the cost of minor transactions based on actual costs, such as maintenance agreements or salary adjustments, and/or correction to object code assignment.

Furthermore, Wilson's Parent Involvement 1% allocation has increased. The funds have been reviewed and approved by the School Site Council.

Version 2

SPSA: Goal 1, Strategy 5:

Title I –

\$3,780 – 11700 – Teacher Substitutes: Reduced funds due to COVID-19 restrictions resulting in distance learning, the need for teacher substitutes is no longer necessary.

\$3,780 – 11500 – Teacher Additional Comp: Reallocate funds to provide teacher additional comp for K-2 teachers to provide one-on-one or small group instruction in ELA or Math outside of instructional hours. Each teacher will have 6.75 hours to provide additional support in Trimester III. Evidence: SPSA 20-21. Decision Making Model for Continuous Improvement 2020. The change was caused by COVID-19. Students have all been in Distance Learning this school year. Teachers were unable to pull students out of class and work with them as originally planned. There were an insufficient number of substitutes to provide virtual learning support in Fall of 2020. The change is highly significant as there was a lot of funding allocated to substitute support for this school year. Student performance data will be collected from diagnostic iReady assessments Winter 2020, Spring 2021 and Fall 2021. The process for analyzing data is weekly for teachers as well as twice a month by grade and life levels during Professional Learning Collaboration and monthly by all staff members. The data will be used to inform stakeholders of student performance progress at monthly public meetings, as well as, parent conferences each trimester and monthly for low performing students.

SPSA: Goal 1, Strategy 9:

Title I –

\$7,000 – 21500 – Bilingual Assistant Additional Comp: Reduced funds due to COVID-19 restrictions resulting in distance learning, the need for paraprofessional staff to provide supports is no longer necessary.

\$7,000 – 11500 – Teacher Additional Comp: Reallocate funds to provide additional compensation for teachers to provide tutoring during Homework Hour for English Learners. Six teachers will provide one-on-one or small group instruction to English Learners outside of instructional time during trimester III. Evidence supporting this change is in the SPSA 20-21 as well as the Decision-Making Model for Continuous Improvement 2020. The change was caused by the Bilingual/Instructional Aide's inability to provide Homework Hour Support due to COVID-19 restrictions and distance learning. The program was unable to be implemented as originally planned. The change is significant as the original plan to have the Bilingual/Instructional Aide provide the support and she was unable to implement the program at all. English Learner performance data will be collected through diagnostic iReady assessments, Winter 2020, Spring 2021 and Fall 2021. The data is analyzed weekly by individual teachers, monthly as a staff and twice a month through PLC collaboration. The data will be used to inform stakeholders of student performance. This occurs through public meetings, parent conferences and school to home reports.

SPSA: Goal 2, Strategy 1:

Title I –

\$2,000 – 11700 – Teacher Substitutes: Reduced funds due to COVID-19 restrictions resulting in distance learning, the need for teacher substitutes is no longer necessary.

\$2,000 – 11500 – Teacher Additional Comp: Reallocate fund to provide additional compensation for teachers in grades 3-8 to meet with parents and students in Trimester III to set academic goals and intervention goals. Implementation will be virtual or in person meetings (with precautionary measures) to review current student performance and intervention goals as needed. This will include a plan for intervention for fall 2021. This will be 4.5 hours per teachers in grades 3 to 8. COVID-19 and distance learning caused the change. Substitutes were not readily available to teach virtually in fall 2020. The plan to have the substitute take over the class while teachers met in person with students/parents did not happen. The change is significant in that substitute support for these strategies was not implemented. Student performance data will be collected through diagnostic iReady assessments for Winter 2020, Spring 2021 and Fall 2021. The data is readily available to instructional staff and analyzed weekly by individual teachers, monthly as a staff; twice a month through PLC collaboration; and meet individually with coaches. The data will be used to inform stakeholders of student performance. This occurs through public meetings, parent conferences and school to home reports. Data is appropriate to support a comprehensive needs assessment.

LCFF –

\$1,000 – 11700 – Teacher Substitutes: Reduced funds due to COVID-19 restrictions resulting in distance learning, the need for teacher substitutes is no longer necessary.

\$3,000 – 11500 – Teacher Additional Comp: Reallocate fund to provide additional compensation for teachers in grades 3-8 to meet with parents and students in Trimester III to set academic goals and intervention goals. Implementation will be virtual or in person meetings (with precautionary measures) to review current student performance and intervention goals as needed. This will include a plan for intervention for fall 2021. This will be 4.5 hours per teachers in grades 3 to 8. COVID-19 and distance learning caused the change. Substitutes were not readily available to teach virtually in fall 2020. The plan to have the substitute take over the class while teachers met in person with students/parents did not happen. The change is significant in that substitute support for these strategies was not implemented. Student performance data will be collected through diagnostic iReady assessments for Winter 2020, Spring 2021 and Fall 2021. The data is readily available to instructional staff and analyzed weekly by individual teachers, monthly as a staff; twice a month through PLC collaboration; and meet individually with coaches. The data will be used to inform stakeholders of student performance. This occurs through public meetings, parent conferences and school to home reports. Data is appropriate to support a comprehensive needs assessment.

SPSA: Goal 2, Strategy 8:

LCFF –

\$2,810 – 11700 – Teacher Substitutes: Reduced funds due to COVID-19 restrictions resulting in distance learning, the need for teacher substitutes is no longer necessary.

\$3,000 – 11500 – Teacher Additional Comp: Reallocate fund to provide additional compensation for all to meet with parents and students in Trimester III for academic, emotional, social, behavioral or attendance support. Implementation will be virtual or in person meetings (with precautionary measures) to review any current issues that may be affecting student learning. Resources needed may include performance and attendance data and any other notes/observations made by teacher or other staff. LCFF funding 23034 in the amount of \$2810 will be moved from sub support to additional comp for teachers. Evidence supporting change are in the School Plan 2020-2021 and the Decision-Making Model for Continuous Improvement 2020. The change was caused by COVID-19 pandemic and distance learning. The way our Student Assistance Program functions had to be modified and implemented differently. Substitutes were not readily available to teach virtually while teachers were pulled out for Student Study Team and CARE Team meetings. This is a significant change due to not having substitute support available when needed. Student data will be collected through notes from meetings and will be kept confidential as with Student Study Team meeting notes. An appropriate support plan will be included with the notes. The data will be made available to staff as needed. The data can be used as a measurement of student needs within the school in general and informing stakeholders as such.

SPSA: Goal 3, Strategy 1:

Due to a funding increase from the State in the District's 2020-2021 Title I allocation, Wilson is receiving additional monies in Parent Involvement (Cost Center: 50647). Wilson's revised Parent

Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 43200 – Non-Instructional Materials/Supplies for the purchases of hands-on materials supporting math, English and science skills taught to parents to support their student.

School	Enrollment (CalPADS 12/16/19)	Eligible Students F/R Meals (CalPADS 12/16/19)	Poverty Rate (Oct 2019)	School Allocation	Revised Parent Involvement 12/2020	TOTAL SCHOOL PRELIMINARY ALLOCATION	Original Parent Involvement 07/2020	Increase of:
WILSON	362	299	82.6%	\$ 81,600	\$ 1,816	\$ 83,416	\$ 1,627.00	\$ 189.00

Title I –

\$2,000 – 11700 – Teacher Substitutes: Reduced funds due to COVID-19 restrictions resulting in distance learning, the need for teacher substitutes is no longer necessary.

\$2,000 – 11500 – Teacher Additional Comp: Reallocate fund to provide additional compensation for teachers to meet with parents and students in Trimester III to set academic goals and intervention goals. Implementation will be virtual or in person meetings (with precautionary measures) to review current student performance and intervention goals as needed. This will include a plan for intervention for fall 2021. This is approximately 7 hours per teacher. COVID-19 and distance learning caused the change. Substitutes were not readily available to teach virtually in fall 2020. The plan to have the substitute take over the class while primary teachers met in person with students/parents in August and September 2020 did not happen. The change is significant in that substitute support for these strategies was not implemented. Student performance data will be collected through diagnostic iReady assessments for Winter 2020, Spring 2021 and Fall 2021. The data is readily available to instructional staff and analyzed weekly by individual teachers, monthly as a staff; twice a month through PLC collaboration; and meet individually with coaches. In addition, parent participation rate data will be gathered. The data will be used to inform stakeholders of student performance. This occurs through public meetings, parent conferences and school to home reports.

LCFF –

\$2,100 – 11700 – Teacher Substitutes: Reduced funds due to COVID-19 restrictions resulting in distance learning, the need for teacher substitutes is no longer necessary.

\$2,100 – 11500 – Teacher Additional Comp: Reallocate fund to provide additional compensation for teachers to meet with parents and students in Trimester III to set academic goals and intervention goals. Implementation will be virtual or in person meetings (with precautionary measures) to review current student performance and intervention goals as needed. This will include a plan for intervention for fall 2021. This is approximately 7 hours per teacher. COVID-19 and distance learning caused the change. Substitutes were not readily available to teach virtually in fall 2020. The plan to have the substitute take over the class while primary teachers met in person with students/parents in August and September 2020 did not happen. The change is significant in that substitute support for these strategies was not implemented. Student performance data will be collected through diagnostic iReady assessments for Winter 2020, Spring 2021 and Fall 2021. The data is readily available to instructional staff and analyzed weekly by individual teachers, monthly as a staff; twice a month through PLC collaboration; and meet individually with coaches. In addition, parent participation rate data will be gathered. The data will be used to inform stakeholders of student performance. This occurs through public meetings, parent conferences and school to home reports.

SPSA: Goal 3, Strategy 3:

LCFF –

\$1,100 – 11700 – Teacher Substitutes: Reduced funds due to COVID-19 restrictions resulting in distance learning, the need for teacher substitutes is no longer necessary.

\$2,100 – 11500 – Teacher Additional Comp: Reallocate fund to provide Additional compensation for teachers in grades 3-8 to meet students in Trimester III outside of instructional hours to provide academic, behavioral or attendance support. Evidence is supported in the SPSA 20-21 and the Decision-Making Model for Continuous Improvement 2020. COVID-19 and distance learning caused the change. During distance learning, substitutes were not readily available to teach. The plan to have the substitute take over the class while teachers met in person with students was not implemented. This is a significant change as substitute support money was not utilized at all. Meeting notes will be collected and filed electronically. The files will be confidential but available to staff as needed. Data will be retrieved at every meeting and analyzed as needed. The data can be used as a measurement of student needs within the school in general. The data is appropriate to support a comprehensive needs assessment.