



# 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

Version 3 – 09/14/2021

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 2 – N/A Ver 3 – 04/09/2021	Ver 1 – 05/31/2020 Ver 2 – 03/15/2021 Ver 3 – 07/20/2021	Ver 1 – 07/28/2020 Ver 2 – 03/23/2021 Ver 3 – 09/14/2021

## 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

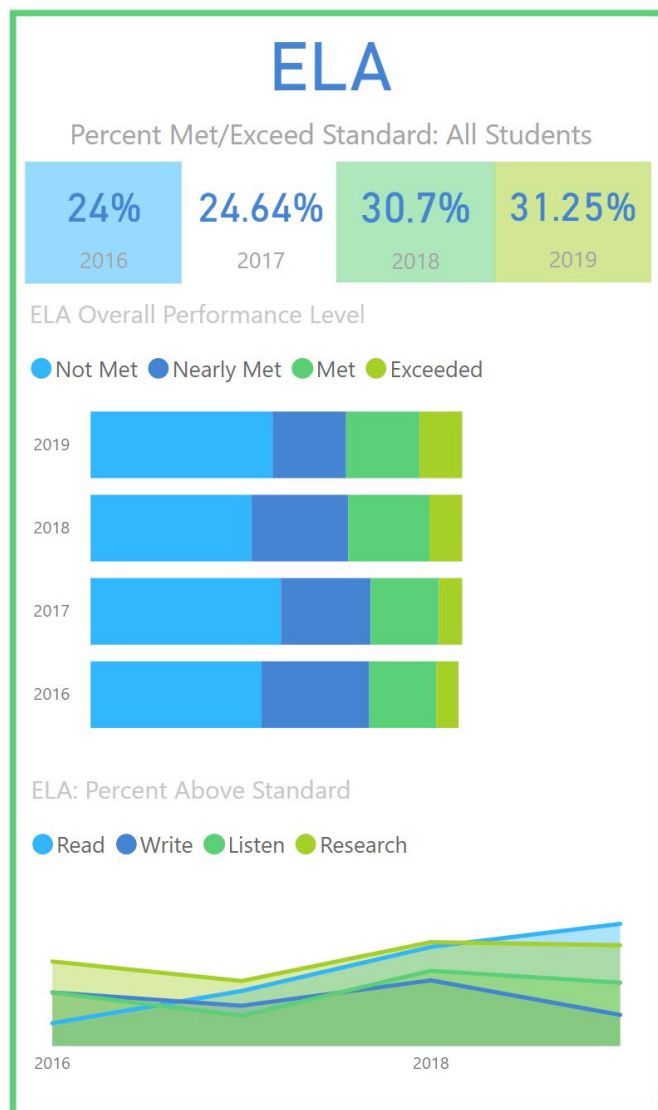
### ELA/ELD:

- 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:

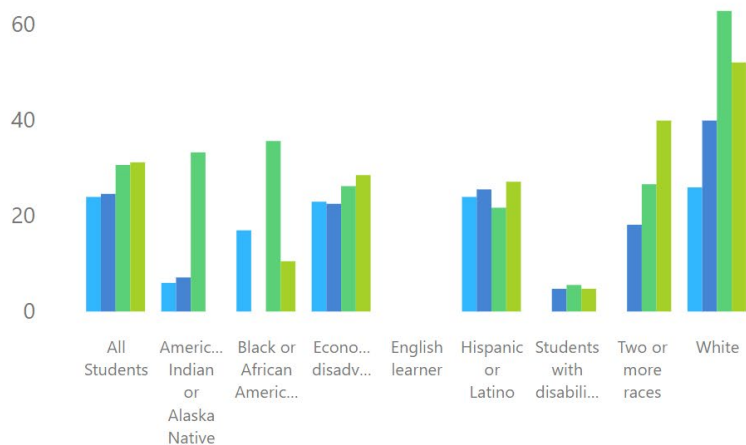
- Increase in math SBAC overall performance of 10% to 32% Met Achievement Standard.
- SBAC Math:  
Orange, progress declined 21.2 points, 22% proficient.
- All students are to make their target growth score on the iReady assessments administered from August to May. Data checks are completed in fall,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



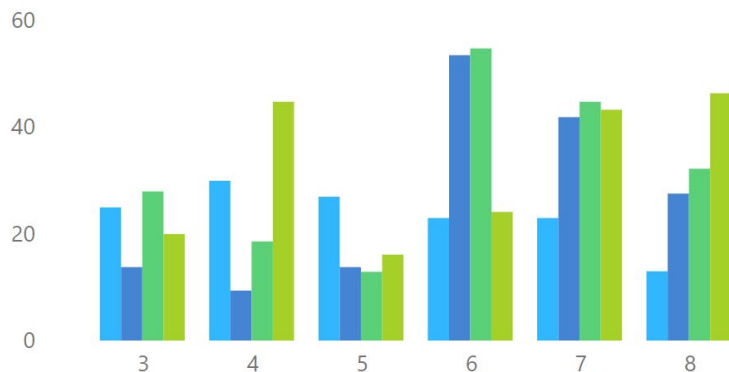
ELA CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019



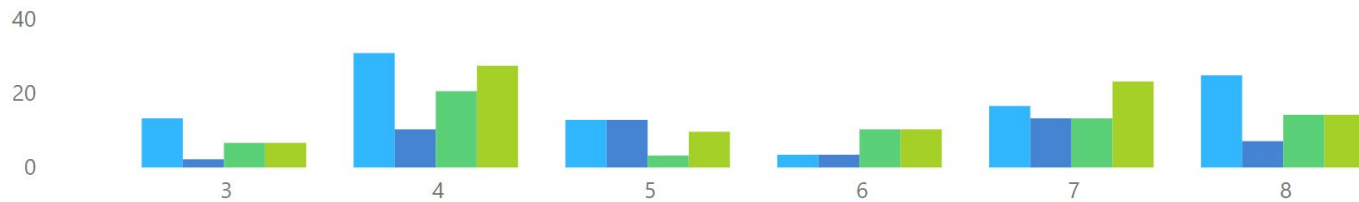
ELA CAASPP: Percent Met/Exceed Standard by Grade Level

Year ● 2016 ● 2017 ● 2018 ● 2019



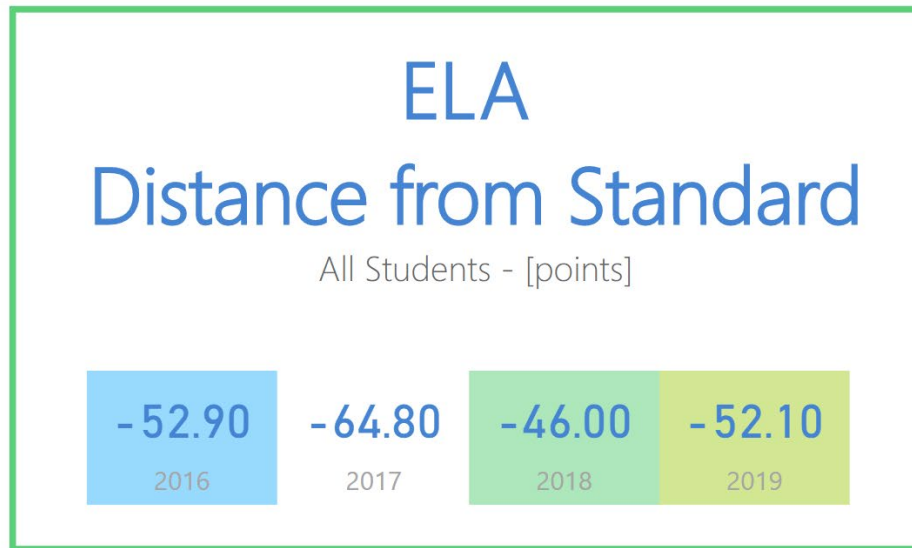
2019 Prelim ELA CAASPP: Area - Percent Above Standard

● Read ● Write ● Listen ● Research



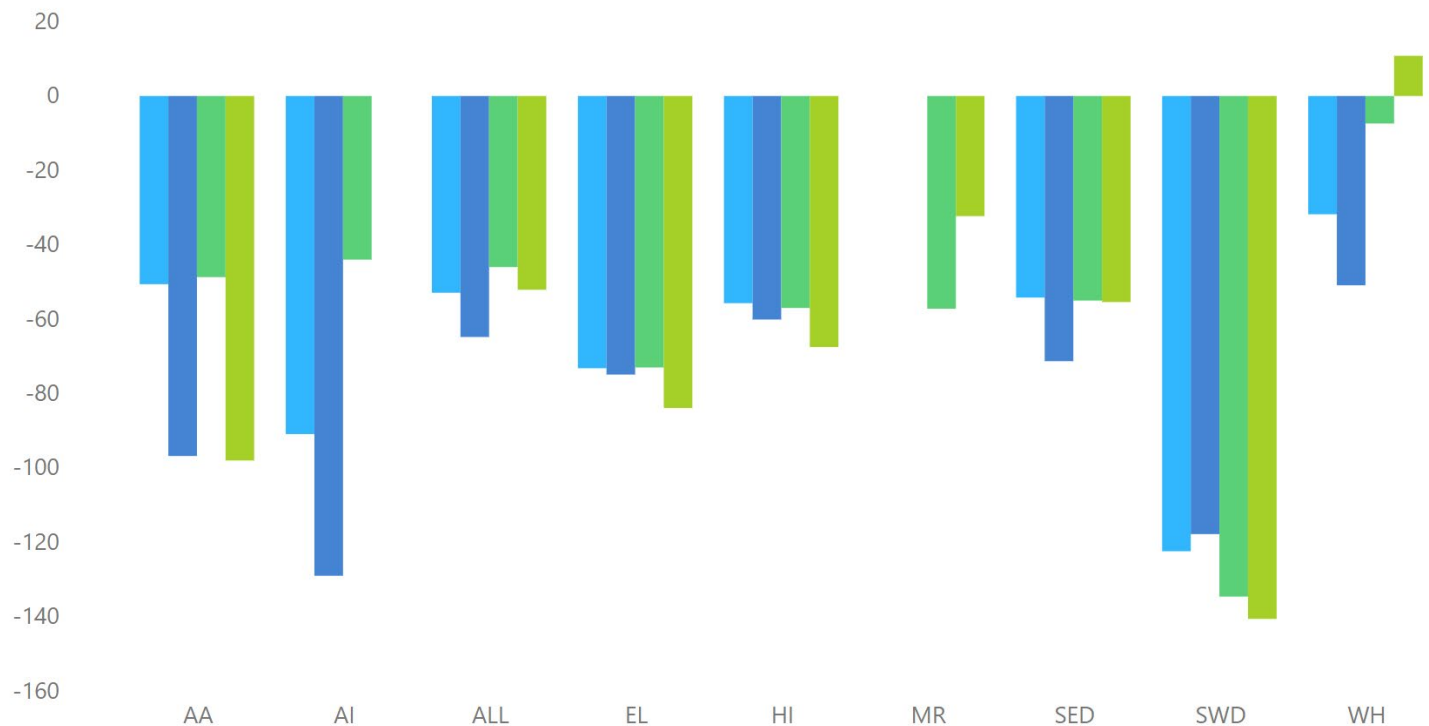
page 2

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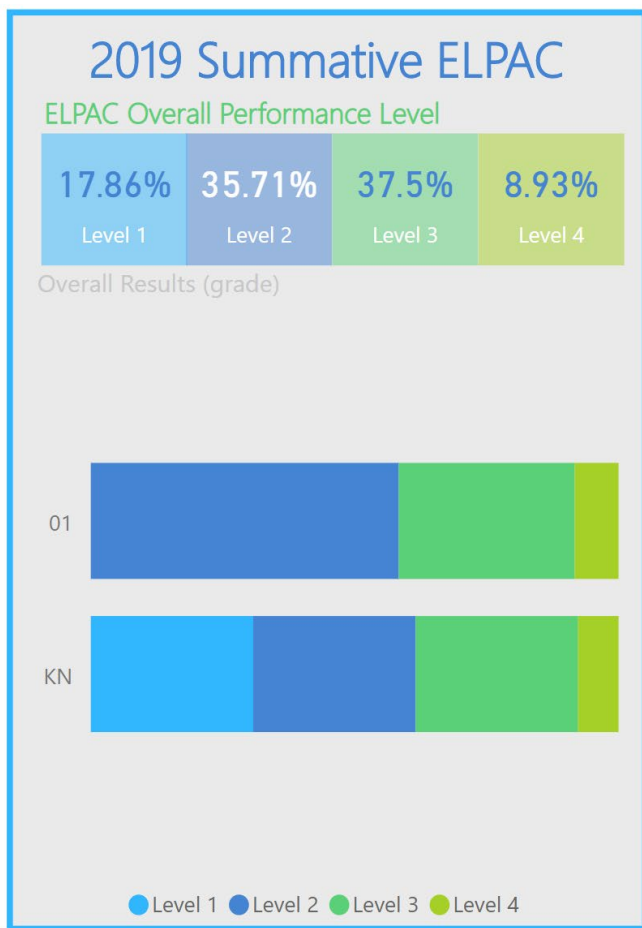


ELA Distance from Standard [points]

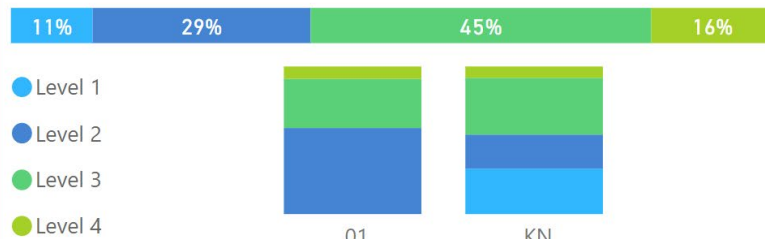
Year ● 2016 ● 2017 ● 2018 ● 2019



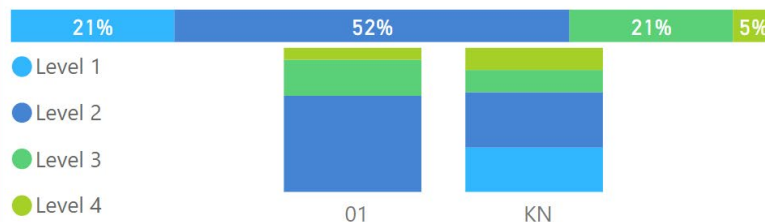
page 3 SUSD RA 12122019 v3r1



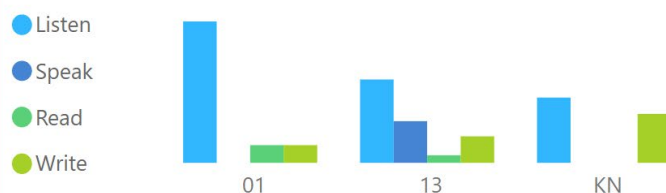
### Oral Language Overall Performance Level



### Written Language Overall Performance Level

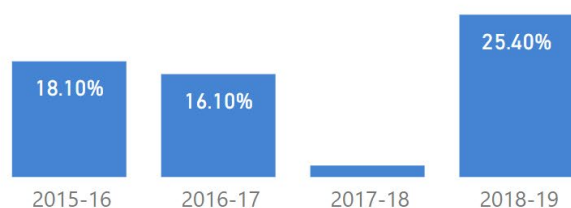


### Performance Area: Percent Well Developed



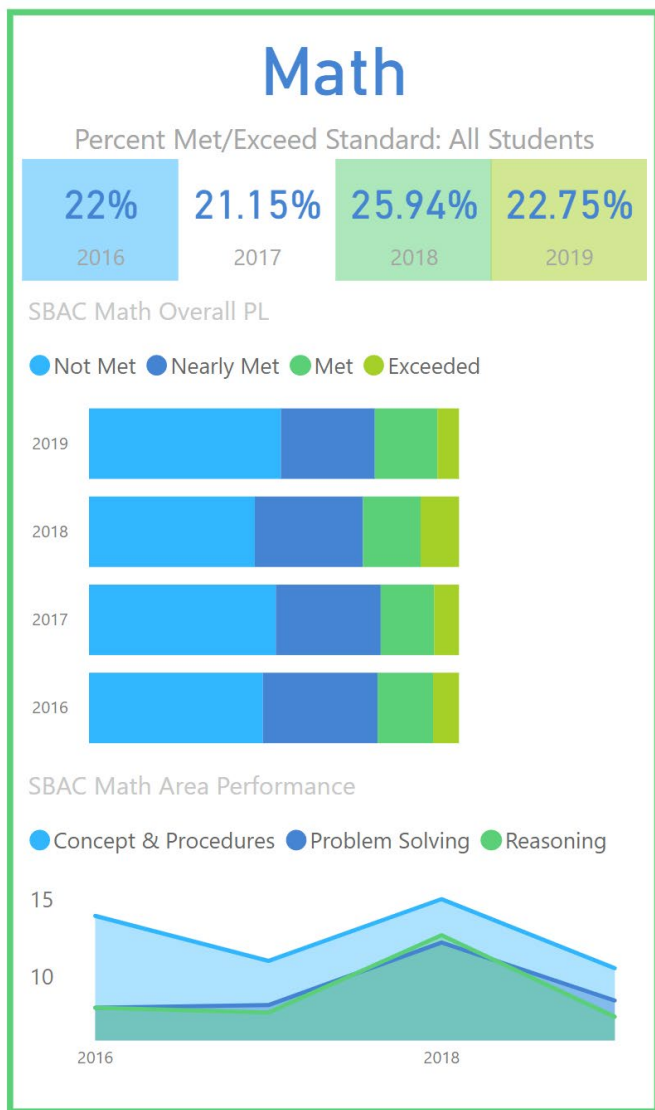
## English Learner Progress Reclassification Rates

### English Learner Progress Indicator (ELPI)

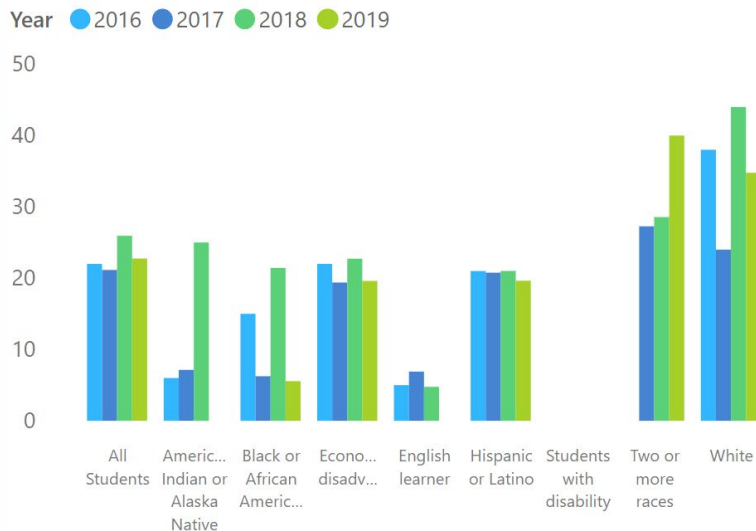


34.9%

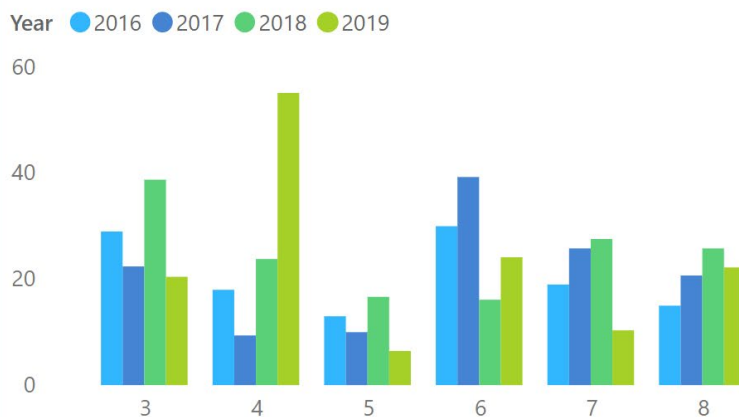
ELPI 2019



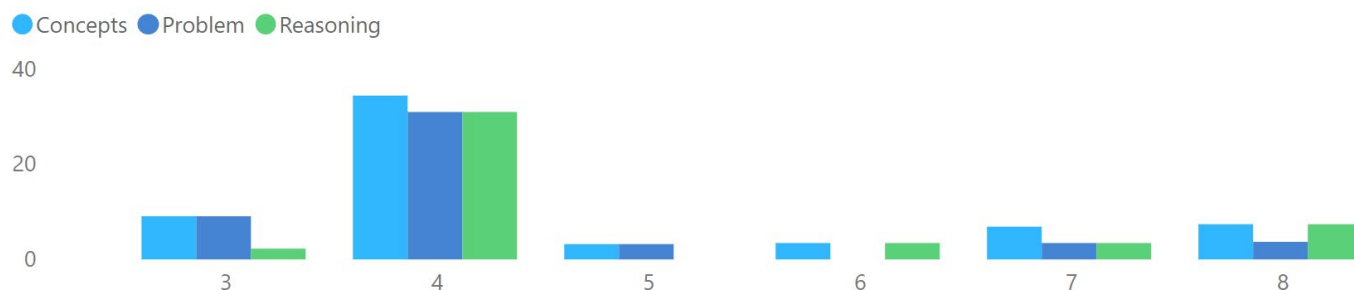
Math CAASPP: Percent Met/Exceed Standard

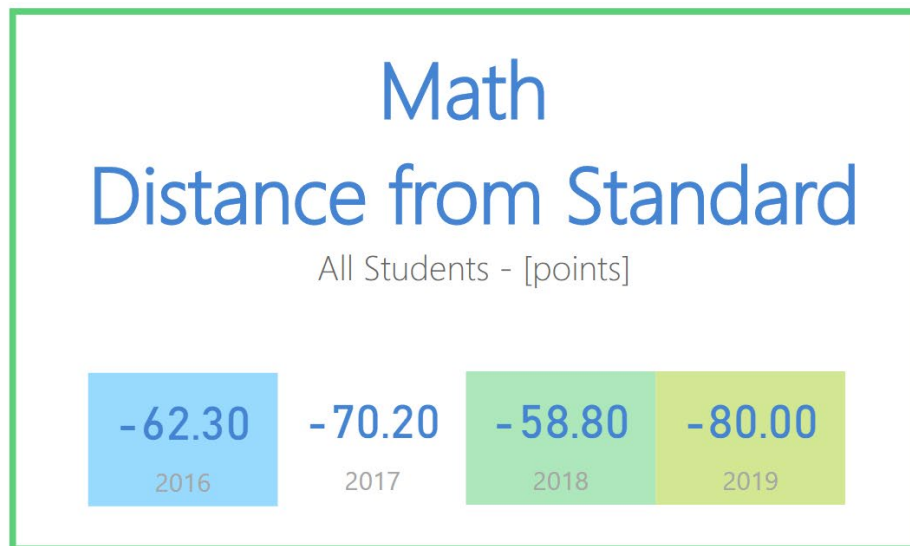


Math CAASPP: Percent Met/Exceed Standard by Grade Level



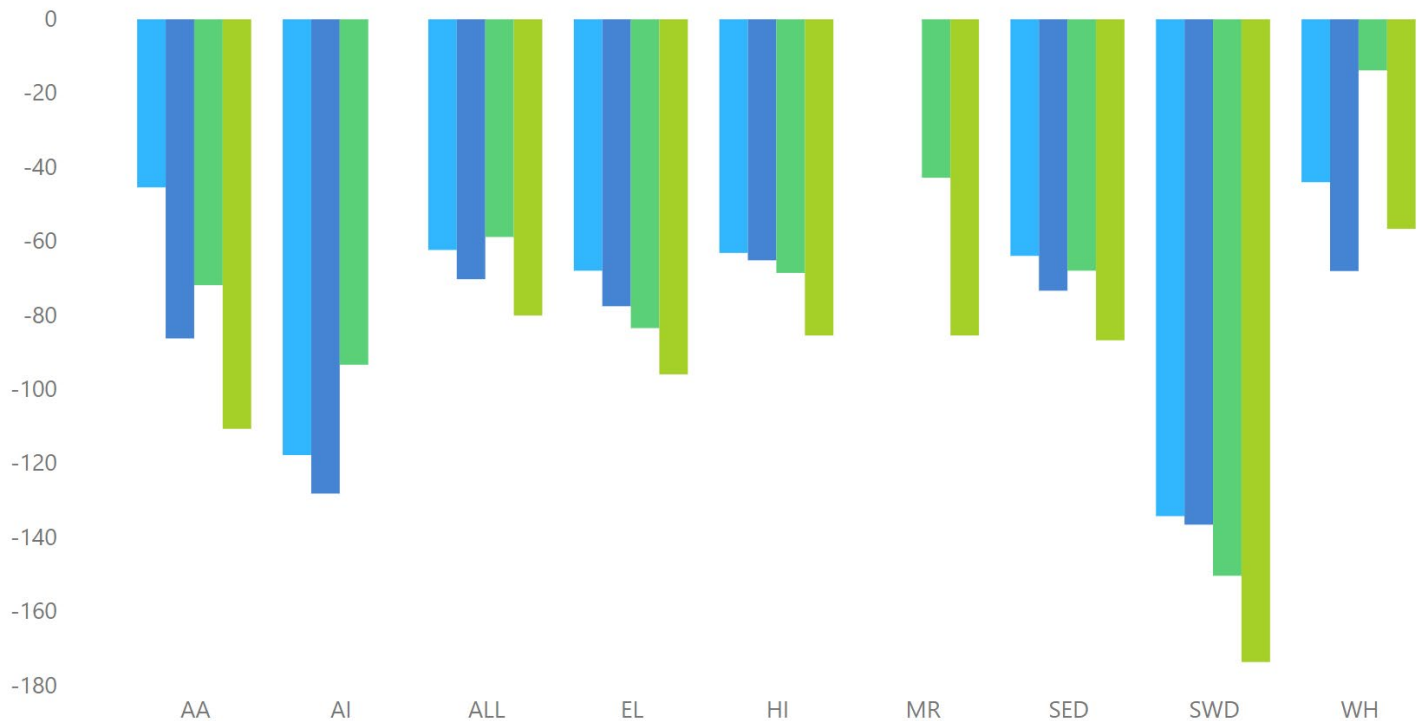
2019 Math CAASPP: Percent Above Standard





Math Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019



# PSAT NMSQT Grade 10

Percent Met Evidence-Based  
Reading & Writing  
Benchmark

Percent Met Mathematics  
Benchmark

Percent Met ERW &  
Math Benchmark

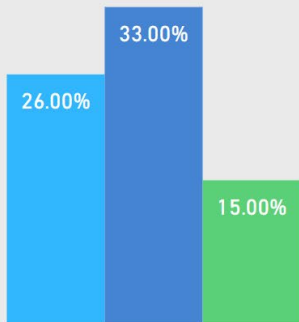
## PSAT 8/9 Grade 8

Percent Met Evidence-Based  
Reading & Writing  
Benchmark

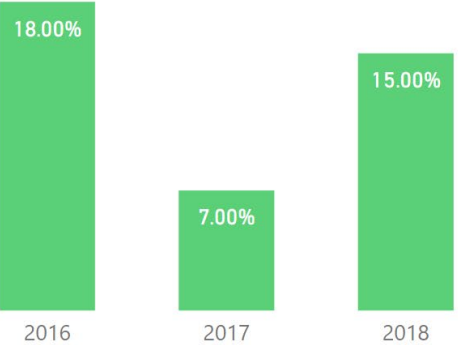
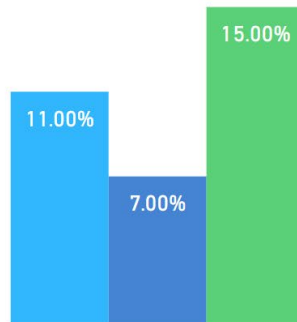
Percent Met Mathematics  
Benchmark

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](http://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 &amp; 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 2<sup>nd</sup> 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 7<sup>th</sup> and 8<sup>th</sup> 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

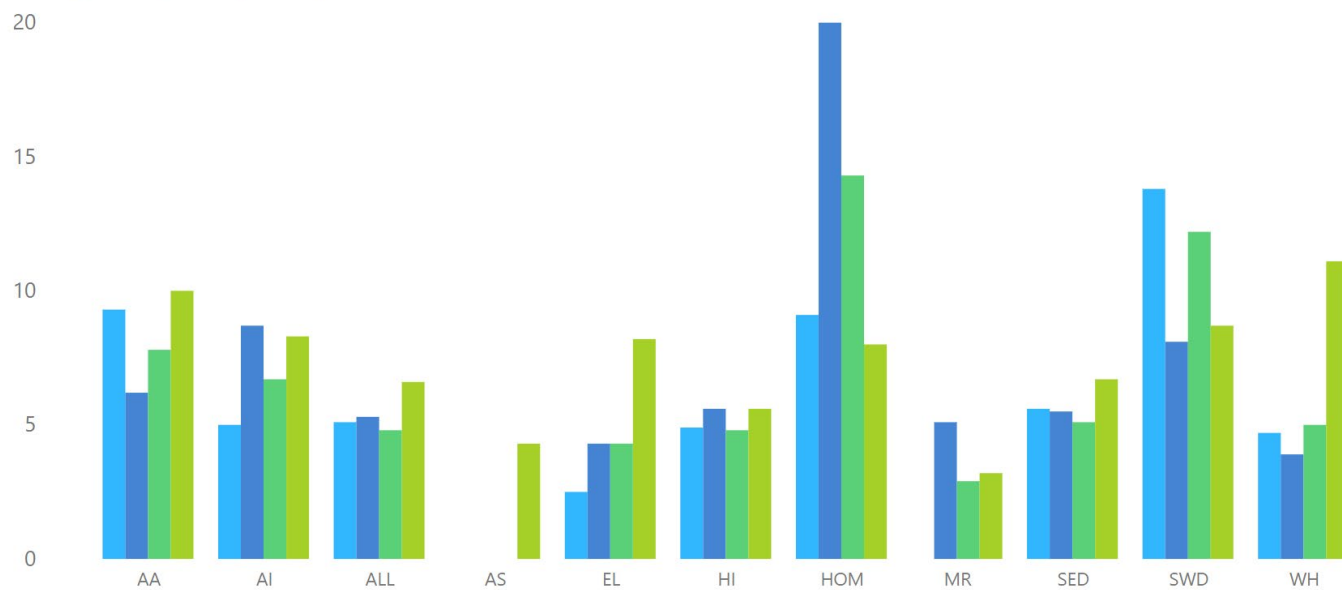


## Expulsion

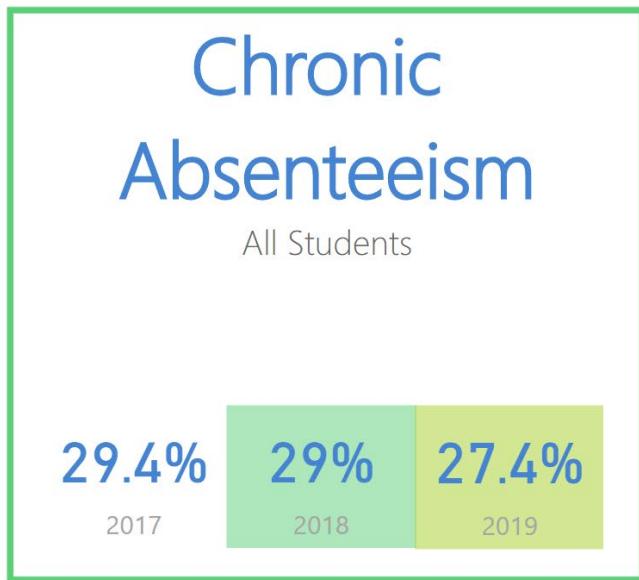
All Students - Count \*2019 Preliminary count  
Expulsion Count by Year - if available

Suspension Rate: Student Group

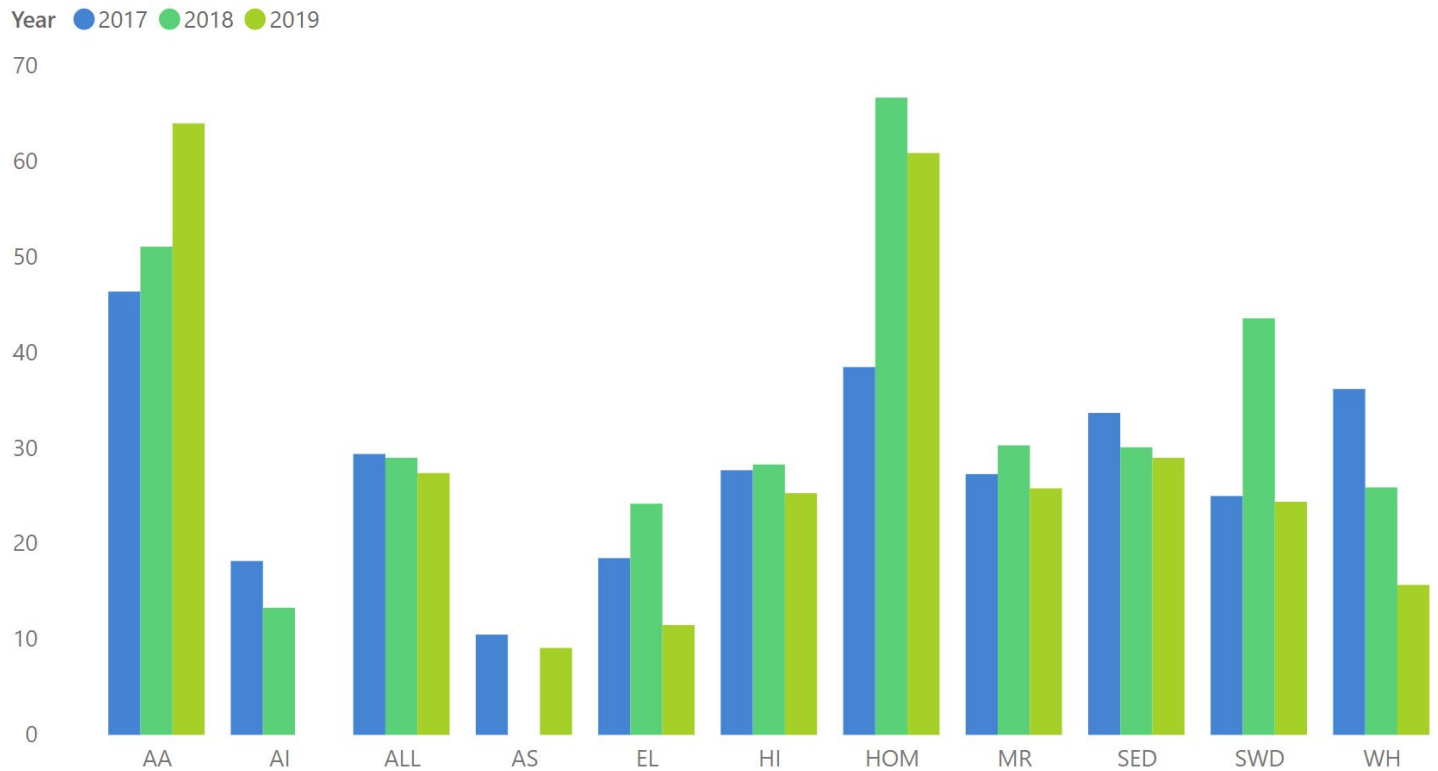
Year ● 2016 ● 2017 ● 2018 ● 2019







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 1<sup>st</sup> 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
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**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 – 2<sup>nd</sup> Grade Students

### Strategy/Activity

#### Early Primary Parent Outreach

Kindergarten-2<sup>nd</sup> 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.

## **Version 3 (Final 2020-2021 Version)**

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

### **2020-2021 Title I Allocation Revision Statement**

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

### **2021-2022 SPSA Continuation Statement**

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.



## 2021-2022 School/SMART Goals

### Goal 1:

#### English Language Arts (ELA) Smart Goal:

By June 2022, per iReady Diagnostic 3 Results, the total number of students performing 2 or more levels below will decrease by 10 students.

#### English Learner Development (ELD) SMART Goal:

By June 2022, per ELPAC, the number of students to be reclassified will increase by 6 students.

#### Math SMART Goal:

By June 2022, per iReady Diagnostic 3 Results, the total number of students performing 2 or more levels below will decrease by 10 students.

### Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

### 2021-2022 Strategy Update

Professional Development Coaches (2 @ .5 FTE Instructional Coaches – Centralized Service) will do staff training throughout the year; co-planning; co-teaching; doing classroom demos and debriefing sessions; classroom observations; assessment & data meetings.

For prepping and support outside of instructional hours and support teachers outside of their contractual time.

2 instructional coaches X 25 hours X \$60 = \$3,000 – Title I

Roving subs to pull all teachers out to meet with coaches:

12 days roving subs X \$200 rate of pay = \$2,400 (LCFF)

### 2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

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## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
3,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
2,400	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

**Professional Development Curriculum Associates**

Training to be scheduled with Curriculum Associates to focus on iReady ELA and Math (our district's adopted program) and Intervention.

\$9000 for two days conference

\$3494 additional comp for teacher training. Approx 3.75 hours each.

\*\*\*Site did not identify allocation for \$74,761. These funds will be placed in a "Reserve to be Allocated" until the site revises their plan to disburse.\*\*\*

## CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
3,494	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
9,000	5000 Series	Services
74,761	xxxx	Reserve to be Allocated

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

## Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

### Saturday School

Saturday School

Teachers will tutor on Saturday mornings with at least 10-15 students; 6 teachers. 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.

Additional Comp for tutoring and prep time:

6 teachers X 55 hours x \$60 = \$19,800 (Allocating \$20,000) – Title I

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.

Instructional Materials: \$3,000 – Title I

\*\*\*\*General supplies are unallowable using State & Federal funds.\*\*\*\*

## 2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
20,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
3,000	4000 Series	Books & Supplies
0	5000 Series	Services

### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

### Comprehensive Support and Improvement (CSI) Addition:

#### Extended Day Intervention Time (EDIT)

As a CSI school in post-pandemic status, we anticipate an increase in the number of students who have fallen behind academically. The additional CSI funding of \$21,235 will help support these students through an Extended Day Intervention Time (EDIT).

Teachers will receive additional compensation to analyze data, prepare, plan and implement an ongoing strategic and purposeful intervention plan outside of instructional hours. \$21,235

#### Additional Funding per Saturday School

We want to provide more teaching and learning opportunities for Saturday School. Three additional teachers may sign up to teach a total of 62.5 hours. A total of 9 teachers may teach Saturday School for 62.5 hours.

Additional 3 teachers x 62.5 hours = \$10,000

### CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
52,470	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

#### Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.

### Strategy/Activity 3

#### 2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

#### 2021-2022 Strategy Adjustment

Parent-Student-Teacher Conferencing Teachers would rather have additional compensation for conferencing rather than substitutes releasing them for conferencing. Teachers will conference outside of instructional time. Title I: \$8100

## 2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
8,100	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

**Additional time for Parent-Student-Teacher Conferencing**

Understanding the importance of meaningful partnerships and establishing relationships, teachers will be able to conference an additional 18 hours each, at any time of the year but most certainly at the beginning of the year to meet parents; when ANY issues arise; after diagnostic testing or pre or post report card time.

9 hours x 15 teachers

\$8100

## CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
8,100	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

**Strategy/Activity 4**

## 2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

## 2021-2022 Strategy Adjustment

**Reading Achievement Night**

Teachers will invite parents for a one hour presentation on the reading curriculum, common core standards and iReady pathway, tips and strategies. 15 teachers, 1.5 hours to prep and one hour to present. \$2250 – Title I

## 2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
2,550	1000 Series	Certificated Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

**Additional Reading Achievement Event**

Teachers will invite parents for a one-hour presentation that includes but is not limited to, reading curriculum, common core standards, iReady pathways, tips, strategies, homework tips.

15 teachers, 1.5 hours to prep and one hour to present. This can be done virtually or in person with COVID precautions.

\$2250

## CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
2,250	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies

\$ Amount(s)	Object Code	Description
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0	5000 Series	Services
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Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

## Strategy/Activity 5

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

### Primary Grade Sub Support

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.

Primary teachers will share a roving sub for student support in any areas relating to academics/behavioral/social-emotional/attendance.

Substitute Calculation:

6 teachers x 6 days x \$200 = \$7,200 (Allocating \$7,070)

Title I Sub Support \$4070

LCFF Sub Support \$3000



## 2021-2022 Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
4,070	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
3,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

**Primary Grade Support K-3**

Sub support may not be readily available in the 21-22 school year.

Primary teachers (K-3) will have additional comp time for student support in any areas relating to academics/behavioral, social-emotional/attendance/mental wellness. This includes but is not limited to conferencing, tutoring, assessing or any other student support deemed necessary.

8 teachers, 14.5 hours each

\$7070

## CSI Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
7,070	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

## Strategy/Activity 6

### 2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

#### AVID Digital Training June 2021

Conferences Title I Wilson received \$21,508 in a Title I Allocation Revision.

There will be 7 attendees (6 teachers, 1 coach, 1 counselor) at the AVID Digital Training June 2021.

The cost of registration is \$850 each; the training is 3 days at 7 hours each day, plus a 2 hour planning and collaboration time for each participant.

\$850 x 3 = \$6800 Registration

Teacher Total: \$8280

Counselor Total: \$1725

Coach: \$1380

Grand Total: \$18185

### 2021-2022 Strategy Adjustment

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.

\*\*\*\*General supplies are unallowable using State & Federal funds.\*\*\*\*

Instructional Materials: Title I \$17,000, LCFF \$14,514

Equipment includes document cameras, projectors, bulbs. \$17,302 Title I

Maintenance agreements will ensure the equipment is available and usable to provide a print rich environment. \$3,000 - LCFF

Duplicating expenses are for student materials in larger quantities such as plays, short stories, to be used as additional resources/manipulatives for student learning. Duplicating \$2,220 – Title I

AVID Training AVID training will be presented by 8 participants from the summer AVID Digital institute in June 2021. (7 teachers, 1 counselor, 1 coach) 1.5 hours each to prep for presentation to be given at a regular instructional staff meeting.

Title I

7 teachers X 1.5 hours X \$60 = \$630

1 counselor X 1.5 hours X \$60 = \$90 (Allocating \$113)

LCFF 1 coach X 1.5 hours X \$60 = \$90

#### 2021-2022 Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
743	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
30,700	4000 Series	Books & Supplies
2,220	5000 Series	Services

#### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
4,382	4000 Series	Books & Supplies
3,000	5000 Series	Services

#### Comprehensive Support and Improvement (CSI) Addition:

##### **ADDITIONAL EQUIPMENT:**

\$3800 Printers, doc cameras, bulbs, projectors to maintain and replace broken equipment

##### **ADDITIONAL INSTRUCTIONAL MATERIALS**

\$3800

##### **AVID DIGITAL XP SUMMER VIRTUAL LEARNING 2022**

Teachers will attend the Avid Digital XP Summer Learning in 2022.

Six teachers for 3 days plus 2 hours of planning to train the rest of the staff.

\$5100 registration fee

\$7560 6 teachers, 3 days, 7 hours per day

\$740 6 teachers, 2 hours prep time for training other staff

TOTAL \$13,400

#### CSI Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
8300	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
7600	4000 Series	Books & Supplies
5100	5000 Series	Services

#### Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

### Strategy/Activity 7

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

## Reading Supplemental

License Agreements: Title I \$6151

The Accelerated Reader quote is \$4485 for 21-22. Title I \$4485

Learning Together: The School Site Council recommended cross grade level buddies to provide reading support as an intervention strategy post COVID. We researched some good programs and found Learning Together Strengths Academy. We would use this to train our 7th & 8th graders to provide reading support to 2nd and 3rd graders. The license includes ongoing training, coaching and monitoring, digital and any hard copies. The cost is \$1666.

Our reading coach is also the coordinator and trainer for both programs. 9 hours of prep time for the 21-22 school year. She will give her trainings at regular staff meetings. Total for coach prep time= \$540 Title I

Library Book Fund So our library will continue to grow with a rich variety of books to supplement AR and Learning Together reading activities, \$5000 worth of books will be purchased. LCFF: \$5000

## 2021-2022 Proposed Expenditures for this Strategy/Activity 7

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
540	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
5,000	4000 Series	Books & Supplies
6,151	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

**Supplemental Book Fund**

Our research proven supplemental reading programs, Lexia, Learning Together and Accelerated Reader, utilize books from our library. We want to continue to have a wide variety of books for Wilson students to checkout.

We will reach out to our district librarian as in previous years, for her recommendations on books including those about current social issues and equity.

Supplement the book fund with an additional

\$5000

**Lexia, Greenfield Learning**

Due to the magnitude of learning loss and the importance of reading intervention, we will purchase the Lexia one-year site subscription which includes Lexia Core5/PowerUp, Lexia Academy and Site Success Partnership.

Core-5 supports educators in providing differentiated literacy instruction for students of all abilities in grades K-5. Lexia's research-proven program provides systematic, explicit, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge.

The PowerUp literacy program provides a personalized literacy learning experience for struggling and nearly proficient readers in grades 6 and up.

\$13,600 Lexia Subscription Purchase

\$10,000 10.5 hours of training and planning to guide instruction for 16 staff (2021-2022)

## CSI Proposed Expenditures for this Strategy/Activity 7

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
10,000	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
5,000	4000 Series	Books & Supplies
13,600	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

**Strategy/Activity 8**

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

**Substitute Support for IEP Meetings**

12 days of roving subs to release teachers for Individual Educational Plan (IEP) meetings.

2021-2022 Proposed Expenditures for this Strategy/Activity 8

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services



## Comprehensive Support and Improvement (CSI) Addition:

**Substitute Support for Multi-Tiered System of Support (MTSS)**

To have the meetings needed to support all students, we must have teachers present. This includes CARE team meetings, Student Study Team meetings and IEP meetings.

An additional 12 days of sub support to release teachers for meetings.

\$2220

## CSI Proposed Expenditures for this Strategy/Activity 8

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
2,220	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

**Strategy/Activity 9**

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

**English Learner Support Bilingual Assistant Position**

As per recommendation of our SSC and ELAC councils, we will retain this position. LCFF \$52116  
Bilingual assistant is to also reach out to the Language Development Dept to get support for EL students who are non-Hispanic as needed.

### Primary Homework Hour

Primary Homework Hour Grades K-3, as stated in goal #1 for ELs Additional time for Bilingual Assistant to provide support in the primary grades with homework help with a focus on ELA as recommended by our ELAC group.

Title I \$6000 Primary Homework Hour, approx. 261 hours outside of the instructional day.

1 bilingual assistant X 100 hours X \$60 = \$6,000 – LCFF

### Intermediate Homework Hour

Additional comp for teachers to tutor intermediate (grades 4-8) EL students with an ELA focus. These students are challenged in becoming redesignated. grades 4-8.

Intermediate Homework Hour Additional comp for teachers to tutor intermediate EL students in ELA.  
3 teacher X 11 hours X \$60 = \$1,980 – LCFF (Allocating \$2,000)

### 2021-2022 Proposed Expenditures for this Strategy/Activity 9

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

#### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
2,000	1000 Series	Certificated Personnel Costs (including benefits)
58,116	2000 Series	Classified Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

### **Additional Intermediate Homework Hour**

Additional comp for teachers to tutor intermediate EL students with ELA/ELD focus

\$2000 33 hours of additional comp for teachers.

### **CABE CONFERENCE**

Over 12% of Wilson's population consists of English Learners. Wilson serves a diverse group of students, the highest of which is our Hispanic group at 65.24%; Socioeconomically Disadvantaged 85.47%; and Students with Disabilities 9.40%.

The California Association of Bilingual Education supports the vision of biliteracy, multicultural competency and educational equity for all students. The conference in 2022, is designed to increase our capacity to create caring and highly effective learning environments that promote multiliteracy and support English Learners and all diverse populations to graduate college, career, and globally prepared to live successful lives.

The CABE conference will be held in San Francisco, March 30-April 2, 2022 (4 days, Wednesday-Saturday).

Five staff members will attend.

Estimate: \$15000

Substitutes for 3 days (Wednesday-Friday): \$2550

Saturday Attendance: 7 hours x 5 teachers: \$2450

Preparation time for training the rest of the staff: 3 hours x 5 teachers= \$1050

Total: \$21050

### **CSI Proposed Expenditures for this Strategy/Activity 9**

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
8,050	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
15,000	5000 Series	Services

## Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

**Strategy/Activity 10**

## 2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

## 2021-2022 Strategy Adjustment

**Early Childhood Support**

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.

## 2021-2022 Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

None.

## CSI Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Early Literacy Support Block Grant (ELSB) Addition:

School Plan for Student Achievement| SY 2020-2021

Not applicable.

## Goal 2:

By June 2022, reduce suspensions for all students by 50%.

By June 2022, reduce chronic absenteeism for all students by 10%.

### Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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:

9 teachers x 2 days X \$200 = \$3,600

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
3,600	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

**Additional Intermediate Advisory Days**

With sub support in question at this time and understanding the importance of building relationships with older students, intermediate teachers will receive additional comp time of 12 hours to complete initial advisory days where they meet and greet with students individually and with parents as available. This is to be done outside of instructional time and can be done virtually or on site in small groups with COVID precautions.

6 teachers x 12 hours each

\$4320

## CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
4,320	1000 Series	Certificated Additional Comp/Substitutes (including benefits)



\$ Amount(s)	Object Code	Description
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

## Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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 1.5 hours prep, 1 hour to present: 4 teachers X 2.5 hours x \$60 = \$600  
– Title I

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
600	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

**Additional Technology Night**

Technology Night for parents which can be offered virtually or in small groups with COVID precautions.

4 teachers at 2.5 hours each including 1.5 hour prep

\$600

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
600	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

### Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Discontinue strategy/activity – merged into another Goal 2 strategy/activity.

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies

\$ Amount(s)	Object Code	Description
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0	5000 Series	Services
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## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
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0	1000 Series	Certificated Personnel Costs (including benefits)
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0	2000 Series	Classified Personnel Costs (including benefits)
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0	4000 Series	Books & Supplies
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0	5000 Series	Services
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## Comprehensive Support and Improvement (CSI) Addition:

None.
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## CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
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0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
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0	2000 Series	Classified Additional Comp (including benefits)
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0	4000 Series	Books & Supplies
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0	5000 Series	Services
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## Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.
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**Strategy/Activity 4**

## 2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

## 2021-2022 Strategy Adjustment

**Tech 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 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.

Conducts a needs assessment prior to the training. Based on the assessment, invite trainers from staff or district staff to present. Schedule Date on master calendar for training.

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

16 of cert teachers X 1 hour X \$60 = \$960 – Title I

1 Comp time for classified staff X 1 hour X \$60 = \$60 - LCFF

## 2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
900	1000 Series	Certificated Personnel Costs (including benefits)
60	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

**Additional Technology Support**

Based on a staff needs assessment, invite trainers from the Wilson staff or district staff to present and train. Schedule date on master calendar.

15 teachers x 1 hour to attend.

\$960

6 teachers to prep for training, 1.5 hours each

\$540

## CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
1,500	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

**Strategy/Activity 5**

## 2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

## 2021-2022 Strategy Adjustment

Attendance Task Force Budgeted for Title I \$400 in 20-21 Since we are not certain how we will be returning to school in the fall 2021, we will not use this strategy.

## 2021-2022 Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

None.

### CSI Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

### Strategy/Activity 6

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Proactive Responders/Building Relationships Budgeted for LCFF \$540 in 20-21. Since we are not certain how we will be returning to school in the fall 2021, we will not use this strategy.

2021-2022 Proposed Expenditures for this Strategy/Activity 6



List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

None.

## CSI Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies

\$ Amount(s)	Object Code	Description
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0	5000 Series	Services
---	-------------	----------

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

## Strategy/Activity 7

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Super Recess Budgeted for Title I \$210 in 20-21, we will not implement this strategy in 21-22.

2021-2022 Proposed Expenditures for this Strategy/Activity 7

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
--------------	-------------	-------------

0	1000 Series	Certificated Personnel Costs (including benefits)
---	-------------	---

0	2000 Series	Classified Personnel Costs (including benefits)
---	-------------	---

0	4000 Series	Books & Supplies
---	-------------	------------------

0	5000 Series	Services
---	-------------	----------

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

#### CSI Proposed Expenditures for this Strategy/Activity 7

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

### Strategy/Activity 8

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

## 2021-2022 Strategy Adjustment

**Student Support Services**

## 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.

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

3 days X 12 months X \$200 = \$7,200 - LCFF

## 2021-2022 Proposed Expenditures for this Strategy/Activity 8

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
7,200	1000 Series	Certificated Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

None.

## CSI Proposed Expenditures for this Strategy/Activity 8

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

**Strategy/Activity 9**

## 2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

## 2021-2022 Strategy Adjustment

**Training in Dealing 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.

Additional Comp, Calculation Estimate:

17 teachers x 2 hours X \$60 = 2,040

1 counselor X 2 hours X \$60 = \$120

2 classified staff X 2 hours X \$60 = \$240

## 2021-2022 Proposed Expenditures for this Strategy/Activity 9

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
2,160	1000 Series	Certificated Personnel Costs (including benefits)
240	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

**Additional Training in Dealing with Social/Emotional Disorders, Mental Wellness**

Additional training in this area continues to be important as we are still in a pandemic. Estimate an additional 2 hours for counselor and 17 teachers.

\$2190

## CSI Proposed Expenditures for this Strategy/Activity 9

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
2190	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

**Strategy/Activity 10**

## 2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Positive Behavior & Intervention Supports (PBIS) Training Wilson received a Title I Allocation Revision in the amount of \$21508.

There will be 5 attendees (1 classified, 3 certificated, 1 admin) at the PBIS training June 21-22, 2021. The cost of registration is \$50 each; the training is 2 days at 6 hours each day plus a 2 hour planning and collaboration time for each participant.

Classified 14 x \$30=\$420

Admin 14 x \$70=\$980

Teachers (3) 14 x \$60=\$840 x 3=\$2520.

Total: \$4,170

### 2021-2022 Strategy Adjustment

#### 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.

Estimating 3 hours of training for entire staff including classified. Put trainers and Dates on Master Calendar.

Participants will include Teachers, Counselor, Sp Ed and Assists

#### Calculation:

Additional Comp, Calculation Estimate:

17 teachers x 3 hours X \$60 = \$3,060

1 counselor X 2 hours X \$60 = \$120

2 classified staff X 2 hours X \$60 = \$240

### 2021-2022 Proposed Expenditures for this Strategy/Activity 10

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
3,180	1000 Series	Certificated Personnel Costs (including benefits)
240	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

#### Fund Source – LCFF:



\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

#### Comprehensive Support and Improvement (CSI) Addition:

##### **Additional PBIS Training**

An additional 3 hours of training for the entire staff including classified. Put trainer dates on Master Calendar. Participants will include teachers, counselor, Sp Ed teacher and Assists.

Counselor \$225. 17 teachers= \$3060 (Core, Spe Ed, PE)

Classified= Comp Time

Total \$3285

##### **Implementation of the PBIS Schoolwide System**

The multi-device platform makes it easy to continuously recognize students for meeting behavior expectations from anywhere in the school. This system will incorporate academic performance, attendance and behavior monitoring; check-in & check-out student capability, and built in celebrations. The PBIS committee will create how the Wilson program will look, oversee the program, and provide teacher training.

PBIS Committee needs to meet 2 hours a month (Sep-May) or 18 hours total.

Provide additional 4 hours of initial training for PBIS Committee: Counselor, K-1<sup>st</sup> teacher; 2nd-4<sup>th</sup> teacher, 5th-8<sup>th</sup> teacher, Campus Security and admin. (6 Members)

Campus Security & Classified: Accumulates Comp Time

Initial Program Training, 3 teachers 5.75 hours each, \$1035

Initial Program Training, 1 counselor 5.5 hours \$415

Add Comp for 18 hours x 3 committee teachers= \$3240 (Sep-May)

Add Comp for 18 hours for committee Counselor=\$1350 (Sep-May)

4 hours for committee teacher prep for training: \$1440

4 hours for counselor prep for training: \$300

4 hours for certificated staff to attend training: 18 staff x 4= \$4320  
 4 hours for counselor to attend training: \$300  
 10,950  
 TOTAL: \$12,400

#### CSI Proposed Expenditures for this Strategy/Activity 10

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
15,685	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

#### Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

## Goal 3:

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

By June 2022, increase the average parent attendance to school events to 40%, a 10% increase.

By June 2022, offer 3 different parent trainings at morning Parent Coffees and other parent events.

### Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Discontinue strategy/activity - Early Primary Parent Outreach has been merged with another strategy/activity.

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

None.

## CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

**Strategy/Activity 2**

## 2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

## 2021-2022 Strategy Adjustment

**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.

Reach out to Curriculum Dept for ideas. Offer choice of virtual or live presentation if we are physically all back in school.

Add Comp Calculation:

1.75 hours prep 1 hour to present X 15 teachers X \$60 = \$2,475 (Allocating \$2,562 – Title I)

## 2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
2,562	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

**Additional Math Parent Night**

An additional math night for parents. Offer virtual or live presentation options. The focus will include but not limited to math standards, strategies, curriculum, math educational games.

15 teachers: 15 hours for teacher prep; one hour to present

Estimates:

2.75 hours x 15 \$2475

2.75 hours for classified \$87

\$2562

### CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
2,475	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
87	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

### Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

**Proactive Response-Parent-Teacher-Student Conferences**

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.

We will continue Proactive Response conferences in grades 4-8. Teachers would rather have additional compensation for this strategy.

Calculation Estimate:

6 teachers X 21 hours X \$60 = \$7,560 - Title I

**2021-2022 Proposed Expenditures for this Strategy/Activity 3**

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

**Fund Source - Title I:**

\$ Amount(s)	Object Code	Description
7,560	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

**Fund Source – LCFF:**

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

None.

## CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

**Strategy/Activity 4**

## 2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Total Goal 3 – Title I Parent Involvement funds is \$1,921.

## 2021-2022 Strategy Adjustment

Parent Outreach We anticipate a full return to school for the fall of 2021.

Monthly parent coffees will resume. We will reach out to the Family Engagement Dept for support in this area. We will take advantage of well-attended events such as Donuts with Dad, Father-Daughter Dance, Mom-Son Picnic, etc. to reach out to parents regarding important topics such as attendance, performance, social and emotional learning.



We will start our Lending Library of Family Educational Games.

Non-Instructional Materials-Parents Title I \$1421

Parent Meetings \$500

#### 2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

##### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
1,921	4000 Series	Books & Supplies
0	5000 Series	Services

##### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

##### Comprehensive Support and Improvement (CSI) Addition:

None.

#### CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

# 2020-2021 Budget Spreadsheet

WILSON #299

6/24/2020 jls

INITIAL BUDGET/DATE

REVISED BUDGET/DATE

50647 inc by \$189

TITLE I		TOTAL ALLOCATION		\$ 103,108		LCFF		TOTAL ALLOCATION		\$ 83,720		TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 1,921					
TOTAL BUDGET DISTRIBUTED BELOW		\$ 103,108				TOTAL BUDGET DISTRIBUTED BELOW		\$ 83,720				TOTAL BUDGET DISTRIBUTED BELOW		\$ 1,921							
TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0							
Object	Description	ACHIEVEMENT						LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET				
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS			FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS
Personnel Cost-Including Benefits																					
11500	Teacher - Add Comp (incl benefits)		\$ 32,500		\$ 3,240				\$ 11,990		\$ 2,270		\$ 6,000		\$ 2,450		\$ 58,450				
11700	Teacher Substitute (incl benefits)				\$ 4,520						\$ 4,350				\$ 3,200		\$ 12,070				
12151	Counselor		\$ 1,725														\$ 1,725				
30000	Statutory Benefits																				
12500	Counselor-add Comp (incl benefits)																				
13201	Assistant Principal								\$ 980								\$ 980				
30000	Statutory Benefits																				
19101	Program Specialist																\$ -				
30000	Statutory Benefits																				
19500	Prog Spec-Add Comp (incl benefits)																				
19101	Instructional Coach																\$ -				
30000	Statutory Benefits																				
19500	Instr Coach-Add Comp (incl benefits)		\$ 3,380		\$ 1,000												\$ 4,380				
21101	Instructional Asst(CA)																\$ -				
30000	Statutory Benefits																				
21500	Instr Asst(CA)-Add Comp(incl benefits)																				
21101	Bilingual Assistant						0.625	\$ 22,761								0.625	\$ 22,762				
30000	Statutory Benefits							\$ 28,396									\$ 28,396				
21500	BI Asst-Add Comp (incl benefits)					\$ 7,000															
22601	Library Media Assistant																\$ -				
30000	Statutory Benefits																				
22500	Lib Med Asst-Add Comp (incl benefits)																				
22901	Community Assistant																\$ -				
30000	Statutory Benefits																				
22500	Comm Asst-Add Comp (incl benefits)																				
29101	Parent Liaison																\$ -				
30000	Statutory Benefits																				
29500	Par Lia-Add Comp (incl benefits)								\$ 322								\$ 322				
Sub Total - Personnel/Benefits			\$ 37,605		\$ 8,760		\$ 7,000		\$ 51,157		\$ 13,292		\$ 6,620		\$ 6,000		\$ 5,650		\$ -		\$ 129,085
Books & Supplies																					
42000	Books		\$ 5,000															\$ 5,000			
43110	Instructional Materials		\$ 18,000		\$ 8,533													\$ 26,533			
43200	Non-Instructional Materials															\$ 1,421		\$ 1,421			
43400	Parent Meeting															\$ 500		\$ 500			
44000	Equipment				\$ 3,000													\$ 3,000			
Sub Total - Books & Supplies			\$ 23,000		\$ 11,533		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 1,921		\$ 36,454		
Services																					
57150	Duplicating																	\$ -			
57250	Field Trip-District Trans																	\$ -			
56590	Maintenance Agreement		\$ 4,600															\$ 4,600			
52150	Conference		\$ 6,361						\$ 250									\$ 6,611			
58450	License Agreement		\$ 5,000															\$ 5,000			
58720	Field Trip-Non-District Trans																	\$ -			
58920	Pupil Fees																	\$ -			
58100	Consultants-Instructional																	\$ -			
58320	Consultants-Noninstructional																	\$ -			
Sub Total - Services			\$ 15,961		\$ -		\$ -		\$ 250		\$ -		\$ -		\$ -		\$ -		\$ 16,211		
GRAND TOTAL			\$ 76,566		\$ 20,293		\$ 7,000		\$ 51,157		\$ 13,542		\$ 6,620		\$ 6,000		\$ 5,650		\$ 1,921		

## 2021-2022 Budget Spreadsheet

2021-2022 BUDGET  
WILSON - 299 - W5  
PRELIMINARY - 04/16/2021

TITLE I		TOTAL ALLOCATION				\$ 103,108		LCFF		TOTAL ALLOCATION				\$ 96,000		TITLE I - PARENT				TOTAL ALLOCATION		\$ 1,921		\$ 258,872	
TOTAL BUDGET DISTRIBUTED BELOW		\$ 103,108						TOTAL BUDGET DISTRIBUTED BELOW		\$ 96,000						TOTAL BUDGET DISTRIBUTED BELOW				\$ 1,921		\$ 184,111			
TO BE BUDGETED (Should be \$0.)		0						TO BE BUDGETED (Should be \$0.)		0						TO BE BUDGETED (Should be \$0.)				0		74,761			
Object	Description	ACHIEVEMENT								LEARNING ENVIRONMENT				PARTNERSHIPS								50344 CSI 2020-21 End: 5/31/22	AL FTE	TOTAL BUDGET	
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY CARE NTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY CARE NTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS						
Personnel Cost-Including Benefits																									
11500	Teacher - Add Comp (incl benefit)	0.000	\$ 31,280	0.000		0.000		0.000		0.000	\$ 6,860	0.000		0.000	\$ 10,122	0.000		0.000			\$ 126,134	0.000	\$ 174,196		
11700	Teacher Substitute (incl benefit)	0.000		0.000	\$ 9,510	0.000		0.000		0.000		0.000	\$ 10,800	0.000		0.000		0.000			0.000	\$ 20,310			
12151	Counselor (incl benefit)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000			0.000	\$ -			
12500	Counselor-Add Comp (incl benefit)	0.000	\$ 3,853	0.000		0.000		0.000		0.000	\$ 240	0.000		0.000		0.000		0.000			\$ 2,590	0.000	\$ 6,483		
13201	Assistant Principal (incl benefit)			0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000			0.000	\$ -			
13201	Assistant Principal-Add Comp (incl benefit)			0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000			0.000	\$ -			
19101	Program Specialist (incl benefit)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000			0.000	\$ -			
19500	Pres Spec-Add Comp (incl benefit)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000			0.000	\$ -			
19101	Instructional Coach (incl benefit)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000			0.000	\$ -			
19500	Instr Coach-Add Comp (incl benefit)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000			0.000	\$ -			
21101	Instructional Asst/CAI (incl benefit)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000			0.000	\$ -			
21500	Instr Asst/CAI-Add Comp (incl benefit)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000			0.000	\$ -			
21101	Bilingual Assistant (incl benefit)	0.000		0.000	\$ 52,116	0.000		0.000		0.000		0.000		0.000		0.000		0.000			0.000	\$ 52,116			
21500	Bit Asst-Add Comp (incl benefit)	0.000		0.000	\$ 6,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000			0.000	\$ 6,000			
22601	Library Media Assistant (incl benefit)			0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000			0.000	\$ -			
22500	Lib Med Asst-Add Comp (incl benefit)			0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000			0.000	\$ -			
22901	Community Assistant (incl benefit)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000			0.000	\$ -			
22500	Comm Asst-Add Comp (incl benefit)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000			0.000	\$ -			
29101	Parent Liaison (incl benefit)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000			0.000	\$ -			
29500	Parent Liaison-Add Comp (incl benefit)	0.000		0.000		0.000		0.000		0.000	\$ 480	0.000	\$ 60	0.000		0.000		0.000			\$ 87	0.000	\$ 627		
Sub Total - Personnel/Benefits			\$ 34,933		\$ 67,626		\$ -		\$ -		\$ 7,380		\$ 10,860		\$ 10,122		\$ -		\$ -		\$ 128,811		\$ 259,732		
Books & Supplies																									
43100	Books/Supplies/Materials (less than \$500 per item)		\$ 25,000		\$ 14,514															\$ 1,421	\$ 8,800		\$ 49,735		
43400	Parent Meeting																			\$ 500			\$ 500		
44000	Equipment (\$500 - \$4999.99 per item)		\$ 17,302																		\$ 3,800		\$ 21,102		
Sub Total - Books & Supplies			\$ 42,302		\$ 14,514		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 1,921		\$ 12,600		\$ 71,337		
Services																									
57150	Duplicating		\$ 2,220																				\$ 2,220		
57250	Field Trip-District/Non-District Trans																						\$ -		
56590	Maintenance Agreement				\$ 3,000																		\$ 3,000		
52150	Conference																				\$ 29,100		\$ 29,100		
58450	License Agreement		\$ 8,151																		\$ 13,600		\$ 19,751		
58920	Pupil Fees																						\$ -		
58100	Consultants-Instructional/Non-Instructional																						\$ -		
Sub Total - Services			\$ 8,371		\$ 3,000		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 42,700		\$ 54,071		
GRAND TOTAL			\$ 85,606		\$ 85,140		\$ -		\$ -		\$ 7,380		\$ 10,860		\$ 10,122		\$ -		\$ 1,921		\$ 184,111				

## Assumptions:

\* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSA.

\*\* State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSA and budget, supplies/materials will be identified as 43110.

\*\*\* State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.

\*\*\*\* State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSA and budget, professional learning will be identified as 52150.

## 2021-2022 Staffing Overview

The following staffing projections were made during the Winter 2021 in preparation of the 2021-2022 school year.

### Stockton Unified School District State & Federal Strategic Preliminary Action List

LOCATION: W5

WILSON K-8

RETAIN	ELIMINATE	FUND CHANGE	INCREASE FTE	DECREASE FTE	PCN	POSITION	RESC	ORG KEY	OBJ	FTE	PCT
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	71252927	BILINGUAL ASST/SPANISH	0091	12302010W5	21101	0.6250	1.0000
TOTALS, THIS LOCATION: 299										0.6250	

RETAIN = No changes / Personnel Authorization not needed.

ELIMINATE = Route Personnel Authorization form to assigned State & Federal Program Technician, before January 22, 2021.

FUND CHANGE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

Fund Change for PCN \_\_\_\_\_ New Fund \_\_\_\_\_  
 Fund Change for PCN \_\_\_\_\_ New Fund \_\_\_\_\_  
 Fund Change for PCN \_\_\_\_\_ New Fund \_\_\_\_\_

INCREASE FTE, DECREASE FTE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

#### NEW POSITIONS:

	POSITION	FTE	ORG KEY & OBJECT
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

NEW POSITIONS = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

On January 13, 2021 School Site Council reviewed and preapproved the staffing plan for LCFF & Title 1 funded positions for the 21-22 school year.

Site Administrator's Approval:


DATE: 3-31-21

Report ID: Staff\_Position\_Listing\_NO\_SALARY\_STATE\_FED\_Landsc  
 Report Location: CDD \ Accounting\ State and Federal  
 User ID: TOWNLEY, KELLY LEIGH

Current Date: 12/14/2020  
 Current Time: 04:05:14  
 Page #: 38

## **2020-2021 SPSA Evaluation**

# WILSON SCHOOL

## School Plan for Student Achievement (SPSA) Evidence-Based Title I Funded Program Evaluation 2020-2021

Goal	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	21-22 Modification(s) based on evaluation results Highlight changes												
1 By June 2021, decrease the gap by 10 points for ELA & math overall.  Increase English Learners SBAC performance by 10%.  English Learner target is 45% making progress towards English language proficiency. This will be the	1 <u>Professional Development</u>  Instructional coaches to co-plan, co-teach with teachers. Classroom demos, classroom observations.  Coaches to plan and prepare as they support teachers. Add comp: \$3000 Roving subs: \$1360	Coaches focused on working with new teachers.  Data chats where teachers met one-on-one with coaches to review diagnostic iReady data.  iReady reading scores from fall to spring 20-21: <table><tr><td></td><td>Fall</td><td>Spring</td></tr><tr><td></td><td>8%</td><td>15%</td></tr><tr><td></td><td>45%</td><td>39%</td></tr><tr><td></td><td>48%</td><td>37%</td></tr></table> Increased 7 percentage pts Decreased 11 percentage pts		Fall	Spring		8%	15%		45%	39%		48%	37%	Coaches did not have a plan for the year. They did not co-plan, co-teach, or do demos. The focus was on supporting new teachers and then troubleshoot. The new teachers' classes made excellent gains but there were some teachers with little to no gains, also. The coaches need to have a plan to support all teachers.  All students did not make their target growth on iReady: 60% is the median percent progress towards typical growth in reading.	<u>Professional Development</u> The coaches and administration will meet before the school year begins to make a plan for the coming year to provide support for all teachers. We will specify dates for coaches to do staff training throughout the year.  Coaches will do staff training throughout the year; co-planning; co-teaching; doing classroom demos and debriefing sessions; classroom observations; assessment & data meetings.  For prepping and support outside of instructional hours=
	Fall	Spring														
	8%	15%														
	45%	39%														
	48%	37%														

Goal	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	21-22 Modification(s) based on evaluation results Highlight changes												
<b>English Learner Progress Indicator (ELPI).</b>  All students to make target growth on iReady.		iReady math scores from fall to spring 20-21: <table><tr><td></td><td>Fall</td><td>Spring</td></tr><tr><td></td><td>5%</td><td>10%</td></tr><tr><td></td><td>47%</td><td>53%</td></tr><tr><td></td><td>47%</td><td>37%</td></tr></table> Increased 5 percentage pts Decreased 10 percentage pts		Fall	Spring		5%	10%		47%	53%		47%	37%	33% is the median percent progress towards typical growth in math. .  <b>SBAC 19-20</b> ELA 27% proficient MATH: 22% proficient EL: 10.53% standard nearly met. 89.% not met.  <b>SBAC 20-21</b> Not administered due to pandemic and distance learning. SBAC scores remain the same. Still in CSI (comprehensive support and intervention) status.	LCFF 49 hours, approx. \$3000  Roving subs to pull all teachers out to meet with coaches: 12 days roving subs 6 days Title I= \$1110 6 days LCFFF F\$1110  The coaches and administration will meet before the school year begins to make a plan for the coming year to provide support for all teachers. We will specify dates for coaches to do staff training throughout the year, co-planning, co-teaching with teachers doing classroom demos, classroom observations, data meetings. For prepping and support outside of instructional hours= LCFF 49 hours, approx. \$3000  Roving subs to pull all teachers out to meet with coaches: 12 days roving subs
	Fall	Spring														
	5%	10%														
	47%	53%														
	47%	37%														



Goal	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	21-22 Modification(s) based on evaluation results Highlight changes
				<p>6 days Title I= \$1110 6 days LCFF=\$1110</p> <p>SBAC to be given in Spring 2022. Goals updated: <b>English Language Arts (ELA)/English Learner Development (ELD)</b> <b>SMART Goal:</b> By June 2022, we will increase the % meeting the achievement standard on SBAC to 37%, an increase of 10%, in ELA.</p> <p>By June 2022, we will increase the % meeting the achievement standard on SBAC to 10%, an increase of 10%, for our English Learner group.</p> <p><b>Math SMART Goal:</b> By June 2022, we will increase the % meeting the achievement standard on SBAC to 32%, an increase of 10%, in Mathematics.</p>

Goal	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	21-22 Modification(s) based on evaluation results Highlight changes
1	<p>2</p> <p><b><u>Saturday School</u></b></p> <p>Title I</p> <p>Tutoring &amp; Prep Time= \$20,000</p> <p>Supplies=\$3000</p>	<p>Students attending Sat School increased an average of 24 points on iReady scores from fall to spring in reading.</p>	<p>Only 11% of students schoolwide attended Saturday School consistently. Only 5 teachers were teaching. Since we were in distance learning, some students were challenged to log on each Saturday morning.</p>	<p><b><u>Extended Year Learning</u></b></p> <p>Extended Learning</p> <p>Continue Saturday School, at least 10-15 students; 6 teachers. Saturday School teacher hourly rate: \$53 Approx 375 hours. Title I \$20,000</p> <p>The district provided many supplies to the school during Distance Learning. Instructional materials estimated at (\$3000) in 20-21 will not be needed 21-22.</p> <p><b>CSI ADDITIONAL ALLOCATION</b></p> <p>Extended Learning As a CSI school in post-pandemic status, we anticipate an increase in the number of students who</p>

Goal	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	21-22 Modification(s) based on evaluation results Highlight changes
				<p>have fallen behind academically. The additional CSI funding of \$21,235 will help support these students through an Extended Day Intervention Time (EDIT). Teachers will receive additional compensation to analyze data, prepare, plan and implement an ongoing strategic and purposeful intervention plan outside of instructional hours.</p> <p>Title I: \$21,235</p>
1	<p>3 <b><u>Mid Trimester I Intermediate Teacher-Parent-Student Conferences</u></b></p> <p>Grades 3-8 Parent conferencing for progress Title I \$1440</p>	<p>Parent attendance to conferences was approx 40% overall. All conferencing was online. This seemed to be more convenient for parents as attendance increased by 10% over the year prior.</p>	<p>The personal touch is missing when conferencing online only. Teachers could not be hands on and share student work samples.</p>	<p><b><u>Parent-Student-Teacher Conferencing</u></b></p> <p>Teachers would rather have additional compensation for conferencing rather than substitutes releasing them for conferencing. Teachers will conference outside of instructional time. Adjusting budget from \$1440 to \$8100. 9 hours of conferencing per teacher. Estimate 9 hours per teacher.</p> <p>Title \$8100</p>

Goal	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	21-22 Modification(s) based on evaluation results <u>Highlight changes</u>
1	<p>4 <b><u>Reading Achievement Night</u></b> Parents to come to school and learn more about the reading curriculum and standards.</p> <p>LCFF 2 hours per teacher \$2400</p>	Not enough evidence to determine effectiveness.	Due to distance learning, the training had to be online. There was only 30% of parents attending.	<p><b><u>Reading Achievement Night</u></b> Reading Achievement Night Teachers will invite parents for a one hour presentation on the reading curriculum, common core standards and iReady pathway, tips and strategies.</p> <p>15 teachers, 1.5 hours to prep and one hour to present. This is a change from \$2400 last year to \$2250 for 2021-2022.</p> <p>LCFF: <b>\$2250</b></p>
1	<p>5 <b><u>Extra K 2 Support to Affect Systemic Change</u></b></p> <p>Kinder-2<sup>nd</sup> grade</p> <p>7 teachers x3 days of sub support for teachers to work with small groups and individual students. This can be for any type of intervention and support, testing.</p> <p>Title I</p>	<p>Teachers were able to provide intervention in small groups and working with individual students but this did not begin until trimester II when they were more comfortable with the virtual platforms they were working with and after getting to know their students a little better.</p> <p>Spring iReady Scores revealed more progress in classrooms where some</p>	<p>There was inconsistent attendance during distance learning. In person learning would be ensure higher rate of attendance.</p> <p>Students who have an opportunity for extra support and intervention could make more academic progress especially during distance learning.</p>	<p><b><u>Primary Grade Sub Support</u></b> Primary teachers will share a roving sub for student support in any areas relating to academics/behavioral/social-emotional/attendance.</p> <p>Budgeted for Title I \$3780 20-21, will be \$7070 for the 21-22 school year.</p> <p>Title I Sub Support <b>\$4070</b></p>

Goal	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	21-22 Modification(s) based on evaluation results Highlight changes																													
	Sub support \$3780	<p>students in Cohort Groups were allowed to come on campus with COVID precautions for 1.5 to 2 hours after school. One kinder class, 2 second grade classes and one first grade class made the most gains within their grade levels.</p> <p>Median percentage of students making typical growth in cohort/noncohort groups.</p> <table><tr><td></td><td>Cohort</td><td colspan="2">No Cohort</td></tr><tr><td rowspan="2">Kinder</td><td>R 46%</td><td colspan="2">0%</td></tr><tr><td>M 13%</td><td colspan="2">0%</td></tr><tr><td rowspan="2">First</td><td>R 45%</td><td colspan="2">0%</td></tr><tr><td>M 45%</td><td colspan="2">0%</td></tr><tr><td></td><td>Cohort</td><td>Cohort</td><td>No Cohort</td></tr><tr><td rowspan="2">Second</td><td>R 48%</td><td>63%</td><td>16%</td></tr><tr><td>M 11%</td><td>45%</td><td>0%</td></tr></table>		Cohort	No Cohort		Kinder	R 46%	0%		M 13%	0%		First	R 45%	0%		M 45%	0%			Cohort	Cohort	No Cohort	Second	R 48%	63%	16%	M 11%	45%	0%		LCFF Sub Support \$3000
	Cohort	No Cohort																															
Kinder	R 46%	0%																															
	M 13%	0%																															
First	R 45%	0%																															
	M 45%	0%																															
	Cohort	Cohort	No Cohort																														
Second	R 48%	63%	16%																														
	M 11%	45%	0%																														
1	<p>6 <b><u>Student Learning Opportunities</u></b> Supplement core instruction with activities that promote college &amp; career readiness.</p> <p>Title I Instructional Materials \$15000</p>	Advancement Via Individual Determination (AVID) goals and expectations at each grade level is research based. More teachers have been trained in the process this year by our leadership team. We know this is basically good teaching. A universal expectation is set for all	<p>Inconsistent schoolwide expectation on how AVID is to be implemented.</p> <p>Only 33% of teachers consistently using the AVID organizational strategies although we are in schoolwide status.</p>	<p><b><u>Student Learning Opportunities</u></b></p> <p>With the expectation that students will return in Fall 2021, schoolwide AVID components will continue.</p> <p>Instructional Materials: Title I \$17000 LCFF \$4382</p>																													

Goal	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	21-22 Modification(s) based on evaluation results Highlight changes
	<p>Maintenance agreements \$4600</p> <p>LCFF Equipment \$3000</p> <p>Training \$840</p> <p>CSI ADDITIONAL ALLOCATION</p> <p><b><u>Conferences Title I</u></b></p> <p>Wilson received \$21,508 in a Title I Allocation Revision. There will be 7 attendees (6 teachers, 1 coach, 1 counselor) at the AVID Digital Training June 2021. The cost of registration is \$850 each; the training is 3 days at 7 hours each day, plus a 2 hour planning and collaboration time for each participant.</p> <p>\$850 x 3 = \$6800 Registration Teacher Total: \$8280 Counselor Total: \$1725</p>	<p>teachers to implement at least the organizational AVID strategies. But the expectation was not monitored well this year.</p> <p>There were no effective indicators gathered. During distance learning, it was difficult to monitor how many students were using the organizational components.</p>	<p>There were no ineffective indicators gathered. During distance learning, it was difficult to monitor how many students were using the organizational components at home.</p>	<p>Maintenance Agreements: Recalculate maintenance agreement costs in S&amp;F to Title I \$3000</p> <p>Equipment Replace technology such as older teaching laptops, doc cameras, projectors and bulbs that were used a lot during distance learning. Title I \$4700 LCFF \$9000</p> <p>AVID Training AVID training will be presented by 8 participants from the summer AVID Digital institute in June 2021. (7 teachers, 1 counselor, 1 coach) 1.5 hours each to prep for presentation to be given at a regular instructional staff meeting.</p> <p>Title I \$540 teachers \$113 Counselor</p>

Goal	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	21-22 Modification(s) based on evaluation results Highlight changes
	Coach: \$1380  Grand Total: \$18185			LCFF \$90 Coach
1	7 <u>Accelerated Reader (AR)</u> Title I \$5000	90% of Students in AR have increased reading level and/or fluency.  Book fund increases the variety of books students have to select from. Keeps the library fully functional with current titles.	Ineffective indicators are the insufficient number of classes using AR. Only 36% of classes are implemented AR this year.	<u>License Agreements &amp; Supplemental Programs</u> Reading Supplementals License Agreements  The Accelerated Reader quote is \$4485 for 21-22. Title I \$4485  Learning Together The School Site Council recommended cross grade level buddies to provide reading support as an intervention strategy post COVID. We researched some good programs and found Learning Together Strengths Academy. We would use this to train our 7th & 8th graders to provide reading support to 2nd and 3rd graders. The license includes ongoing training, coaching and monitoring, digital and any hard copies. The cost is \$1666. Title I \$6151

Goal	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	21-22 Modification(s) based on evaluation results Highlight changes
				<p>Our reading coach is also the coordinator and trainer for both programs. 9 hours of prep time for the 21-22 school year. She will give her trainings at regular staff meetings.</p> <p>Total for coach prep time= \$540</p> <p>LCFF \$540</p> <p>Library Book Fund</p> <p>So our library will continue to grow with a rich variety of books to supplement AR and Learning Together reading activities, \$5000 worth of books will be purchased.</p> <p>LCFF: \$5000</p>
1	<p>8</p> <p><b><u>Substitute Support for Individual Educational Plan (IEP) Meetings</u></b></p> <p>Title I</p> <p>Speech and resource students.</p> <p>\$2160 roving subs.</p>	<p>IEPs are a mandated part of special education.</p> <p>We did not need roving subs to release teachers for meetings. Virtual meetings were scheduled all year during times when teachers were available.</p>	<p>Challenge to schedule IEPs on certain days due to itinerant staff are not on site daily.</p> <p>Virtual meetings worked well for the IEP team.</p> <p>Ineffective Indicators: N/A</p>	<p><b><u>Substitute Support for IEP Meetings</u></b></p> <p>12 days of roving subs to release teachers for Individual Educational Plan (IEP) meetings. Cost will be \$2220 for the 21-22 school year.</p> <p>Title I \$2220</p>



Goal	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	21-22 Modification(s) based on evaluation results Highlight changes
		Effective Indicators: N/A		
1	<p>9 <b><u>Bil Assist Support</u></b> LCFF Salary: \$51157</p> <p><b><u>Homework Hour</u></b> Title I Additional homework support with Bilingual Assistant after school \$7000</p>	<p>Our Bilingual Assistant communicates with every English Learner (EL) family for support and school participation.</p> <p>The Bilingual Assistant continued to communicate with English Learner families; sending them training information; encouraged parent support in our English Learner Advisory Committee (ELAC) communicated upcoming school meetings as well as district meetings for English Learner Families.</p> <p>Evidence includes the minutes from five ELAC meetings, phone call logs, daily remote learning communication, 9 staff meeting reports, numerous email communications.</p>	<p>Unable to effectively communicate with non-Hispanic families.</p> <p>Ineffective indicators: The Bilingual Assistant was not able to pull all English Learner students and work with them on a consistent level due to virtual learning. However, she did provide teacher support as well as administering the EL assessment ELPAC. Bilingual Assist was not able to do homework hour this year.</p> <p>Mid-year we gave additional comp to teachers to tutor English Learners after school on a virtual platform. The program was called Homework Hour.</p> <p>EL students who attended Homework Hour consistently, made an</p>	<p><b><u>English Learner Support</u></b></p> <p>Bilingual Assistant Position As per recommendation of our SSC and ELAC councils, we will retain this position. LCFF \$52116</p> <p>Bilingual assistant is to also reach out to the Language Development Dept to get support for EL students who are non-Hispanic as needed.</p> <p><b><u>Primary Homework Hour</u></b> Goal #1 for ELs Additional time for Bilingual Assistant to provide support in the primary grades with homework help with a focus on ELA. Title I \$6000</p> <p>(200 hours)</p>

Goal	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	21-22 Modification(s) based on evaluation results Highlight changes
			average gain of 15.6 points on their spring iReady reading diagnostic assessment.	<b>Intermediate Homework Hour</b>  Additional comp for teachers to tutor intermediate EL students in ELA. LCFF \$2000  (33 hours)
1	10 Preschool	Preschool & kinder connection. Summer Bridge program.  Not offered due to distance learning.	Unable to effectively connect with kindergarten due to distance learning. Not offered due to distance learning.	Continue to make connections in early childhood education, preschool – kindergarten. The Summer Bridge program is going to be offered in July 2021. One of our Kindergarten staff will be teaching the program. Preschoolers to visit kinder classes; eating in cafeteria; playing at recess time; promote social skills.
2 Reduce suspension by 50%.	1 <b><u>Intermediate Advisory Days, Building Relationships</u></b>		Some students did not log in to the virtual meeting. Teachers were challenged	<b><u>Intermediate Advisory Days</u></b> Anticipating a full return to school in Fall 2021, continue

Goal	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	21-22 Modification(s) based on evaluation results Highlight changes
Reduce chronic absenteeism for all students by 10%.	<p>Building Relationships Teachers in grades 3-8 will have 2 days at the beginning of the year to meet with all students individually.</p> <p>Title I Sub support \$2000</p>	<p>Teachers were all able to connect with most students virtually.</p> <p>August 2019-March 13 2020: Chronic absenteeism: 25.58%</p> <p>19-20 Discipline Referrals:159</p> <p>20-21: 5</p>	<p>to establish positive relationships with students through a laptop screen. Students often had their cameras off or not focused well on themselves, especially 6<sup>th</sup> through 8<sup>th</sup> graders who often used filters to not fully engage with the teacher.</p> <p>Despite efforts to provide incentives to students who improved their attendance, as well as, acknowledging supportive parents, the chronic absenteeism percentage remained high even while we were in Distance Learning.</p> <p>20-21 Chronic Absenteeism remained above the 10% level from September through May.</p>	<p>original plan for Initial Advisory Days. We will have one more intermediate teacher in 2021-2022.</p> <p>Sub support for 9 teachers First 6 weeks of school.</p> <p>Title I \$3330 LCFF \$1330</p> <p>(8.5 hours)</p>

Goal	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	21-22 Modification(s) based on evaluation results Highlight changes
			<p>The final percentage of chronically absent students was 24.82% at the end of May 2021. This was the highest percentage of the year.</p> <p>Distance Learning has affected discipline referrals as students are not on-site. No reliable on-site data.</p>	
2	<p>2 <b><u>Improve School-Home Communication</u></b></p> <p>Title I Parent Tech Night 4 certificated Staff One hour training; one hour prep \$640</p>	<p>Teachers who held a tech night, had 20% of parents show up virtually.</p> <p>The parents who did attend were familiar with technology and had lots of questions on how to help their students.</p>	<p>80% of parents did not attend the virtual presentation. Later feedback revealed some parents did not know how to log into the system; some forgot.</p>	<p><b><u>Technology Night</u></b></p> <p>Anticipating a full return to school in Fall 2021, we will offer tech night again to improve school-home parent communication. Advertise it more. Offer online as well as in person options. 1.5 hour prep 1 hour to present 4 teachers Title I <b>\$600</b></p>
2	<p>3 Back to School Night-Child, Welfare and Attendance (CWA) rep to come and speak with parents about attendance.</p>	<p>During Back to School Night, we had our Title I meeting virtually; introduced the staff; but did not have our CWA</p>	<p>Should have had a backup plan in case our CWA rep was not able to attend.</p>	<p>Back to School Night is a mandated school activity. Anticipating we will return to school in person in Fall 2021, we will have our meeting live.</p>

Goal	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	21-22 Modification(s) based on evaluation results Highlight changes
		<p>available to come and speak with parents.</p> <p>28% of parents attended Back to School Night</p>	82% of parents did not attend.	<p>Be resourceful and reach out to businesses for giveaways,</p> <p>Our counselor can do a presentation on attendance if our CWA rep is unable to attend.</p> <p>Parents attend live activities when something interests them or free. Perhaps shaved ice or ice cream-water can be given away. Weather is usually warm for this event .</p> <p>Offer virtual as well as in person options.</p>
2	<p>4</p> <p><b><u>Tech Training for Staff</u></b></p> <p>Add Compensation one hour per 15 staff members.</p> <p>Title I</p> <p>\$1200</p>	<p>We were not able to effectively implement this. Participation was low with only 20% of staff taking advantage of the training.</p>	<p>80% of staff participated in this training. It was not planned well and we did not do a needs assessment prior to the training being offered.</p> <p>Distance Learning. Inconsistent implementation.</p>	<p><b><u>Tech Training for Staff</u></b></p> <p>Provide this strategy in 21-22. Do a needs assessment prior to the training. Based on the assessment, invite trainers from staff or district staff to present. Schedule Date on master calendar for training. 15 teachers x one hour to attend.</p> <p>Title I \$960</p>

Goal	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	21-22 Modification(s) based on evaluation results Highlight changes
2	5 <b><u>Attendance Task Force</u></b> Target students who are chronically absent. Set them up with a buddy. Buddy will encourage and communicate frequently with the student. \$400 Title I	We did not implement this due to distance learning. No effective indicators.	We did not implement this due to distance learning. No in effective indicators.	<b><u>Attendance Task Force</u></b>  Budgeted for Title I \$400 in 20-21 Since we are not certain how we will be returning to school in the fall 2021, we will not use this strategy.
2	6 <b><u>Proactive Responders/Building Relationships</u></b> Grade 3-8 teachers will have 3 days of roving subs so they can meet with students who are chronically absent. LCFF \$540	No roving subs available. We did not implement this strategy.	We did not implement this strategy.	<b><u>Proactive Responders/Building Relationships</u></b>  Budgeted for LCFF \$540 in 20-21. Since we are not certain how we will be returning to school in the fall 2021, we will not use this strategy.
2	7 <b><u>Super Recess</u></b> Incentive for students with excellent/good or improving attendance. A committee will help organize this. Additional Comp Certificated: Title I \$210 (2.5 hours) Classified: Comp time	We did not implement this strategy.	We did not implement this strategy.	<b><u>Super Recess</u></b>  Budgeted for Title I \$210 in 20-21, we will not implement this strategy in 21-22.

Goal	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	21-22 Modification(s) based on evaluation results Highlight changes
2	<p>8 <b><u>Student Support</u></b> Counselor to oversee Student Assistance Program; facilitate Student Student Team meetings and CARE team meetings.</p> <p>Title I \$1000</p> <p>LCFF \$2810</p>	<p>We implemented this strategy on an as needed basis since we were in distance learning.</p> <p>Counselor scheduled all meetings virtually. Six CARE meetings were held with 90% attendance of all committee members. We were also fortunate to have our CWA rep join in the meetings since some of them had to do with attendance and meetings were held virtually.</p> <p>20 Student Study Team meetings were also held with parent, teacher, admin, counselor. 100% of meetings resulted in recommendations and action plans for students' issues. Six follow up meetings were held with 3 of those moving on to psychological consultation.</p>	<p>The only piece not working would be the disadvantage of not meeting with parents face- to-face as 100% of the meetings were held virtually.</p>	<p><b><u>Student Support</u></b></p> <p>Student Support will continue for the 21-22 school year. Anticipating we will fully return to school, we will need 3 roving substitutes per month. All funding will come from LCFF.</p> <p>Sub Support LCFF <b>\$3885</b></p>

Goal	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	21-22 Modification(s) based on evaluation results Highlight changes
2	<p>9</p> <p><b><u>Training in Dealing with Social/Emotional Disorders</u></b></p> <p>We need to know how to effectively work with students who have experienced trauma, have mental issues or other disorders.</p> <p>Title I \$3000</p>	<p>We did not receive the training as planned.</p> <p>Instead, there were many trainings offered at the administrative level that dealt with Social and Emotional Learning. This information was then given to staff at staff meetings.</p>	Not able to implement this as planned.	<p><b><u>Training in Dealing with Social/Emotional Disorders</u></b></p> <p>Training in this area will be important, especially after a pandemic and distance learning. We will implement this strategy and estimate at least 2 hours of training for all staff. Reach out the Mental Health Department for training dates and support.</p> <p>Title I Counselor=\$150 17 Teachers=\$2040 (Core, Sp Ed, PE) Classified=Comp time</p>
2	<p>10</p> <p>Positive Behavior &amp; Intervention Supports (PBIS) Training</p> <p>Confirm 2 PBIS staff trainings for the year. LCFF \$2270</p> <p>Wilson received a Title I Allocation Revision in the amount of \$21508. There</p>	<p>PBIS training was held at the end of the 20-21 school year in preparation for Fall 2021.</p> <p>No effective indicators will be seen until after implementation in Fall 2021.</p>	<p>We were not able to use many of the PBIS strategies as we were in distance learning.</p> <p>No indicators.</p>	<p><b><u>PBIS Training</u></b></p> <p>Budgeted LCFF \$2270 in 20-21, we will continue PBIS trainings. Estimating 3 hours of training for entire staff including classified. Put trainers and Dates on Master Calendar Teachers, Counselor, Sp Ed and Assists</p>



Goal	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	21-22 Modification(s) based on evaluation results Highlight changes
	<p>will be 5 attendees (1 classified, 3 certificated, 1 admin) at the PBIS training June 21-22, 2021. The cost of registration is \$50 each; the training is 2 days at 6 hours each day plus a 2 hour planning and collaboration time for each participant.</p> <p>Classified 14 x \$30=\$420 Admin 14 x \$70=\$980 Teachers (3) 14 x \$60=\$840 x 3=\$2520</p>			<p>LCFF Counselor=\$225 17 Teachers=\$3060 (Core, Sp Ed, PE) Classified=Comp time</p>
3 Meaningful Partnerships	<p>1 <b><u>Early Primary Parent Outreach</u></b> Primary parent outreach \$2000</p>	Ability to reach out to parents early in the year when student challenges begin		<p><b><u>Early Primary Parent Outreach</u></b></p> <p>This strategy was budgeted at \$2000 Title I in 2020-2021. We will not use this strategy in 2021-2022.</p>
3	<p>2 <b><u>Math Parent Night</u></b> Title I \$2400</p>	Two teachers presented a Math Parent Night during Distance Learning. There was 33% parent attendance virtually.	Only 13% of teachers provided a Parent Math Night during Distance Learning.	<p><b><u>Math Parent Night</u></b> A parent math night will be offered again in 21-22. Reach out to Curriculum Dept for ideas and support.</p>

Goal	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	21-22 Modification(s) based on evaluation results Highlight changes									
		<p>If we use the iReady diagnostic as an effective indicator, the median typical growth in these two classes are shown below:</p> <table><tr><td></td><td>Median Typical Growth</td><td>% of Students with Improved Placement</td></tr><tr><td>Teacher B</td><td>58%</td><td>35%</td></tr><tr><td>Teacher F</td><td>200%</td><td>63%</td></tr></table>		Median Typical Growth	% of Students with Improved Placement	Teacher B	58%	35%	Teacher F	200%	63%	Teachers were challenged in presenting a one hour math training without being able to be in person with hand-on materials and activities. They had never done this before.	Offer choice of virtual or live presentation if we are physically all back in school. 1.75 hours prep 1 hour to present X 15 teachers LCFF \$2562
	Median Typical Growth	% of Students with Improved Placement											
Teacher B	58%	35%											
Teacher F	200%	63%											
3	3 <b><u>Proactive Response- Parent-Teacher-Student Conference</u></b> Parent-teacher-student conferences grades 3-8 LCFF: Subs: \$1100	Teachers reached out virtually to parents during parent office hours which was built in to the teachers’s contractual day.	Attendance continued to be an ongoing issue with over 20% of students chronically absent throughout the school year.	<b><u>Proactive Response- Parent-Teacher-Student Conference</u></b>  We will continue Proactive Response conferences in grades 4-8. Teachers would rather have additional compensation for this strategy.  Six teachers Title I \$3780 LCFF \$3780  18 hours per teacher August-May									

Goal	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	21-22 Modification(s) based on evaluation results Highlight changes
3	<p>4 Title I Parent meetings-Coffees \$500 Parent Non Instructional Materials \$1127</p> <p>Building relationships training for Teachers \$4050</p> <p>ALLOCATION REVISION \$1921 FOR NON INSTRUCTIONAL Purchased EDUCATIONAL FAMILY GAMES for Lending Library</p>	<p>We started the year with individual parent/student/teacher conferencing the first week of school. Teachers were able to meet all students and parents, virtually or with COVID precautions.</p> <p>80% attendance by students. 70% attendance by parents and students.</p> <p>No Parent Coffees were held on site but parents were informed of the trainings offered by the district's Family Engagement Dept.</p> <p>Family Games were purchased late in the year. We were not able to lend them out this year. COVID is another factor here. Effective Indicators: N/A</p>	<p>100% of the teachers felt this was a good way to start a year with distance learning.</p> <p>No training was provided on building Relationships</p> <p>Ineffective Indicators: N/A</p>	<p>Parent Outreach</p> <p>We anticipate a full return to school for the fall of 2021. Monthly parent coffees will resume. We will reach out to the Family Engagement Dept for support in this area.</p> <p>We will take advantage of well-attended events such as Donuts with Dad, Father-Daughter Dance, Mom-Son Picnic, etc. to reach out to parents regarding important topics such as attendance, performance, social and emotional learning.</p> <p>We will start our Parent Lending Library of Family Educational Games.</p> <p>Non-Instructional Materials- Title I \$1421 Parent Meetings \$500.</p>

Goal	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	21-22 Modification(s) based on evaluation results Highlight changes
		<p>There was no Building Relationships Training for Teachers</p> <p>Effective Indicators: N/A</p>		<p>\$4050 was budgeted in 20-21 for relationship building. We will not provide training for Relationship Building</p>

## **Comprehensive School Profile Data:**

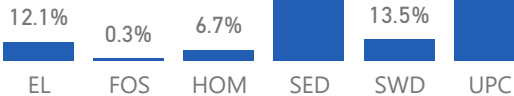
**Overview:** The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

January



## 356

Enrollment



Winter

## Academics



Participation

## 97%

ELA: K-11

On-Track

## 26%

Percent



Participation

## 97%

Math: K-8

On-Track

## 19%

Percent



Participation

## (Blank)

MDTP-Fall

Nearly + Ready

## (Blank)

Percent-Fall

High School: No Credits Earned



December

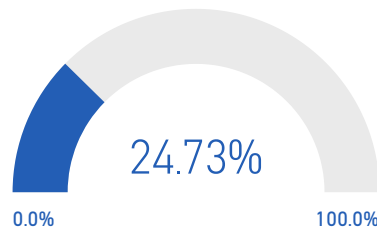
## Engagement



CWA

## 1

Parent Outreach



Chronic Absenteeism

## English Learners

ELPAC IA

## (Blank)

Percent GL Tested

ELPAC IA

## (Blan...

Total Tested

Reclassification

## Curriculum:

Tests Administered Through January

Benchmark

## 1234

Total Test Count

Ready Class

## 1654

Total Test Count

Saavas

## (Blank)

Total Test Count



Plus Survey

## School Climate

11.8%

## 88.2%

At my school, there is a teacher or other adult who really cares about me.

17.6%

## 82.4%

I feel like I am part of this school.



# Enrollment

school search

Wilson Elementary

Month

All

Student G...

All

2020-2021

## Change: All Enrollment

(current-previous month)

21

Dec-Jan change

01-Aug

354

Enrollment

06-Jan

358

Enrollment

02-Sep

353

Enrollment

03-Oct

353

Enrollment

04-Nov

355

Enrollment

05-Dec

356

Enrollment

SUSD RA v1.1

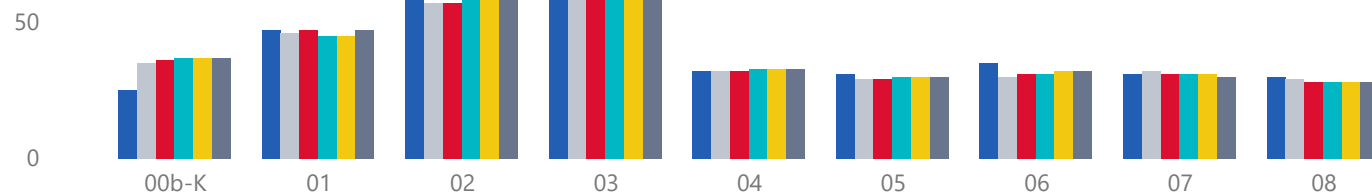
**Overview:** Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

**Navigation:** All months and students groups are on display, use month and/or student group filters to change displays. Ctrl for multiple selections.

**Source:** Synergy, LCAP Monthly Reports; **Frequency:** Reports are updated monthly; **Updated:** 01-06-2021

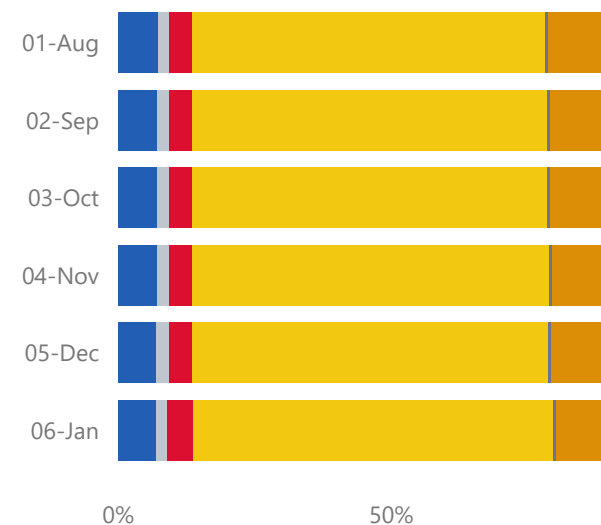
### Grade Level: Student Count

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan



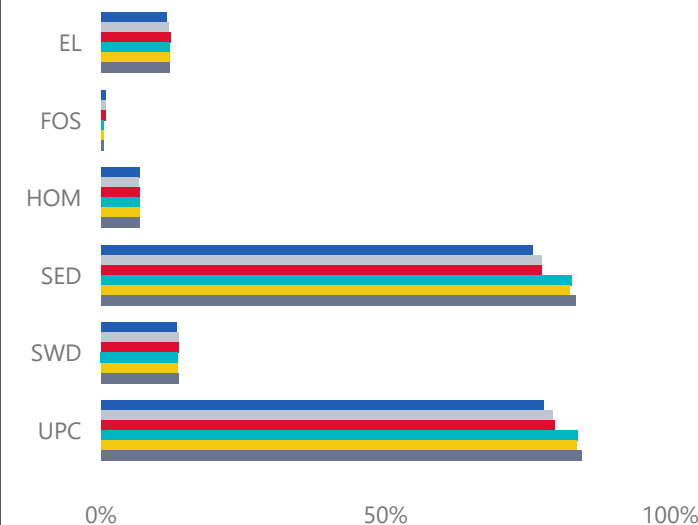
### Race/Ethnicity: Percent

Student Group ● AA ● AI ● AS ● FI ● HI ● PI ● WH



### Student Groups: Percent

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov



# Engagement

school search

Wilson Elementary

Month

All

2020-2021

Connections

Rate Change:  
Chronic Abs

0.02↑

Nov - Dec change

**Overview:** Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).

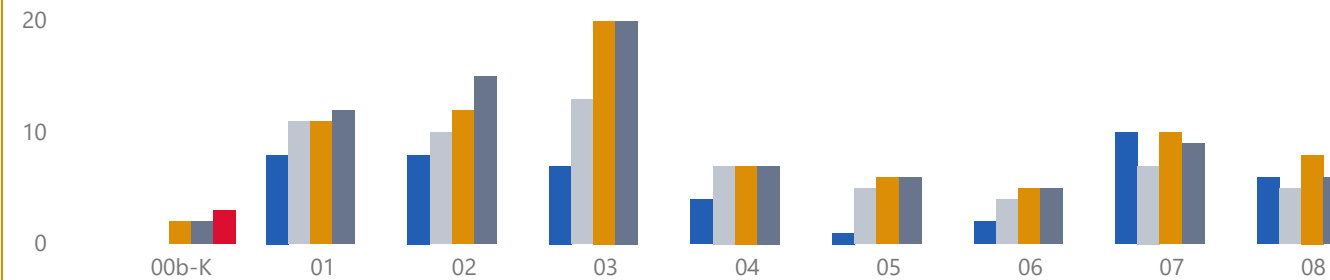
**CWA outreach** includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2:** student check in, attendance contracts, referrals for services. .

**Navigation:** All months and students groups are on display, use month filter to change displays. Ctrl for multiple selections.

**Source:** Student Support Services; **Frequency:** Reports are updated monthly; **Updated:** January 2021

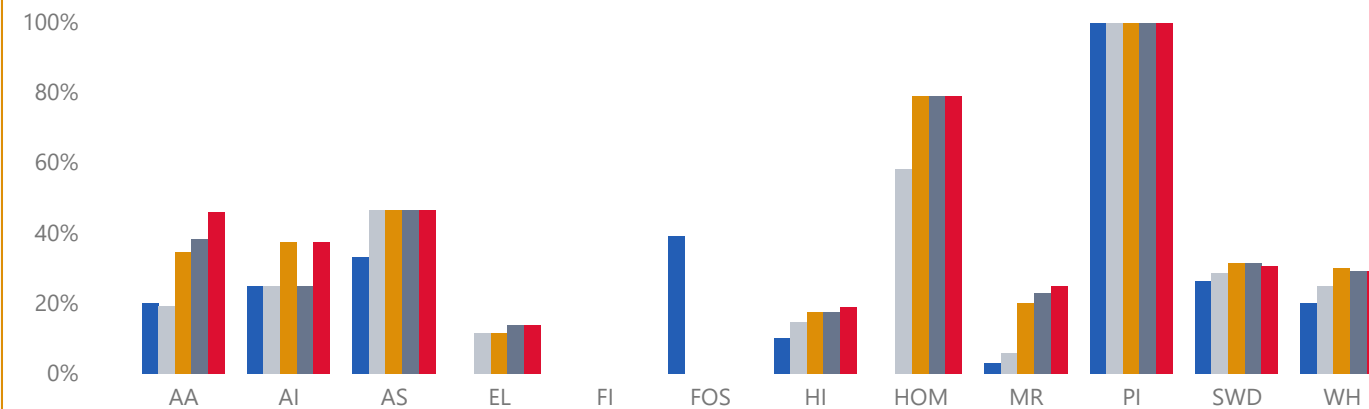
Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec



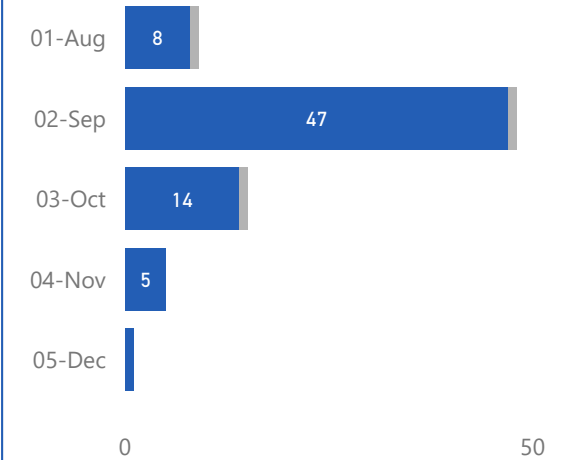
Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec



CWA Connections

SubCategory ● Parent Outreach ● Tier 2



counselors : coming soon!



Participation

91%

Fall

97%

Winter

Spring

Overview:

Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:

\* iReady (ELA K-11, Math K-8):

iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. On-Track for Grade Level:

percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. Two or More Years Below:

(2 + Below) percent of students who are 2 or more years below grade level.

3. No Growth:

(0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation:

Use Filters to select ELA or Math; Term/Student Group; Focus:

Right corner arrow

Source:

Research; Program Exports

Frequency:

Reports are updated after assessment administration;

Updated:

January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1

On Track

25%

Fall

26%

Winter

Spring

2+ Below

48%

Fall

41%

Winter

Spring

No Gro...

32%

All

26%

Winter

Spring

iReady Percent On-Track

Diagnostic 01-Fall 02-Winter

iReady Percent Two or More Years Below Grade Level

Diagnostic 01-Fall 02-Winter

iReady Percent No Growth (since Winter 2019)

Diagnostic 01-Fall 02-Winter

F-W Growth

49%

All

F-S Growth

iReady F-W Typical Growth

**Overview:** Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

- \* **Total Test Count:** Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).
- \* **Average Test Administered:** Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).
- \* **Progress/Proficiency:** achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.

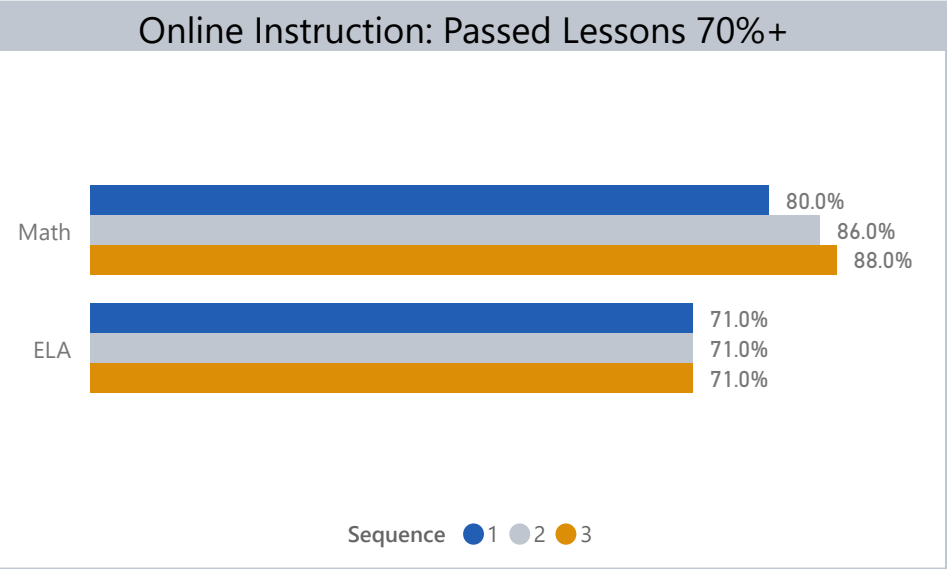
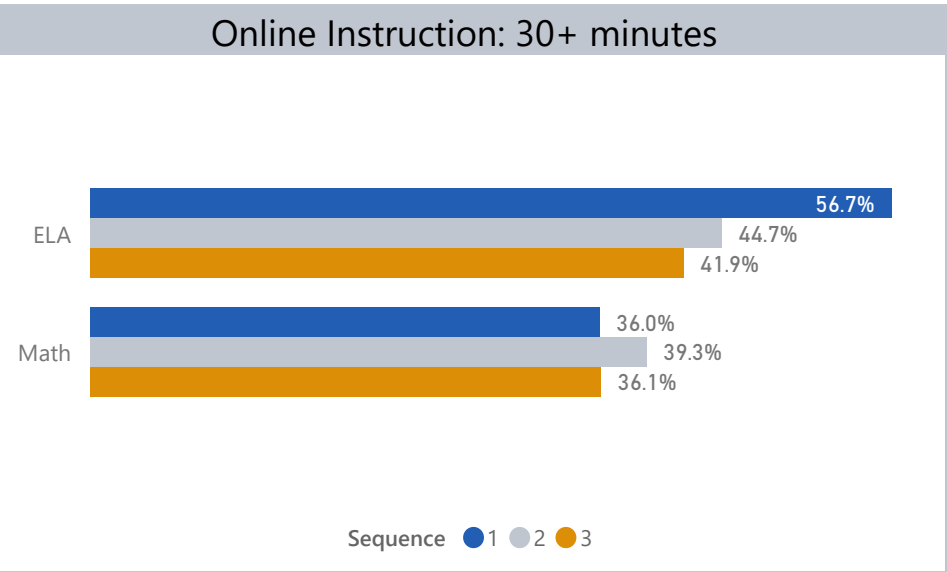
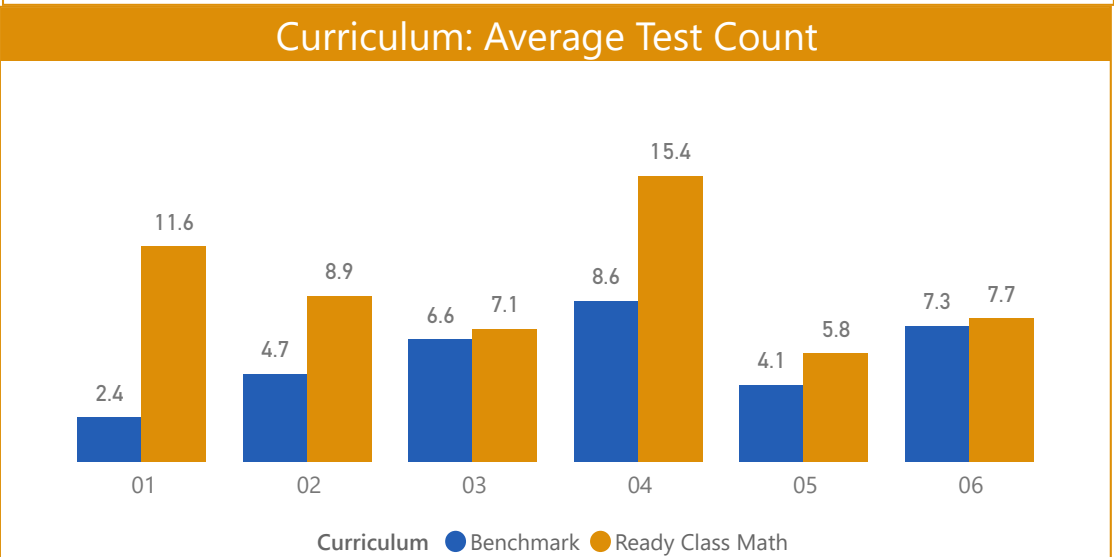
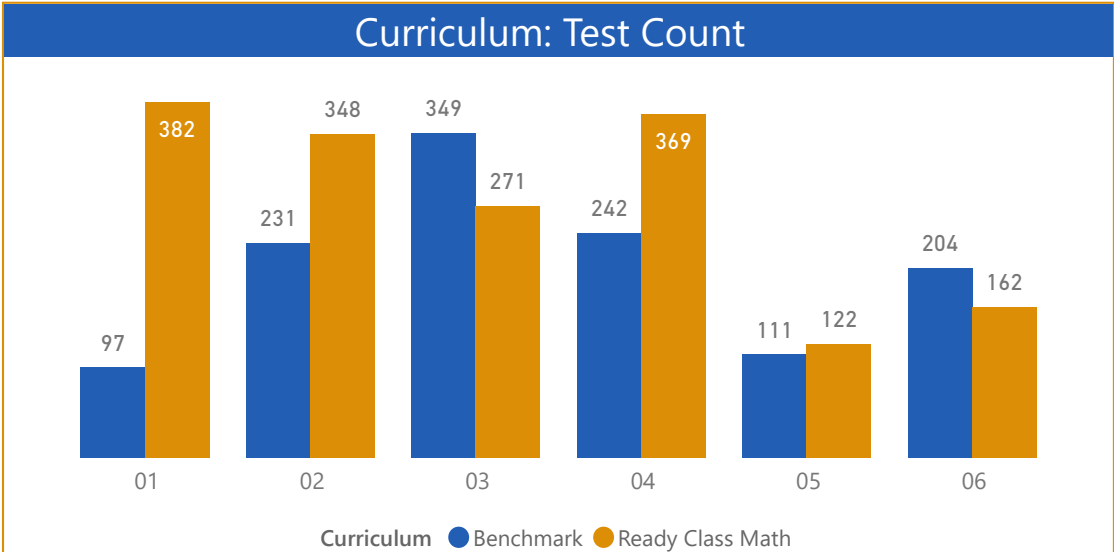
- \* 30 minutes: percent of students averaging 30 minutes per subject per week
- \* Passed Lesson: percent of students passing online instruction (<70%)

**Navigation:** N/A

**Source:** Research; Curriculum Exports, Illuminate

**Frequency:** Reports are updated periodically; **Updated:** November 2020

January 2021	Ready Class	Saavas	Benchmark
Curriculum Assessments	1654	(Blank)	1234
	Total Test Count	Total Test Count	Total Test Count



Sequence: 1. Sep 28; 2. Nov 9; 3. Jan 11

**Overview:** English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

\* **IA ELPAC:** The Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:

**IFEP:** Initial Fluent English Proficient  
**Intermeidate English Learner,** and **Novice English Learner.**

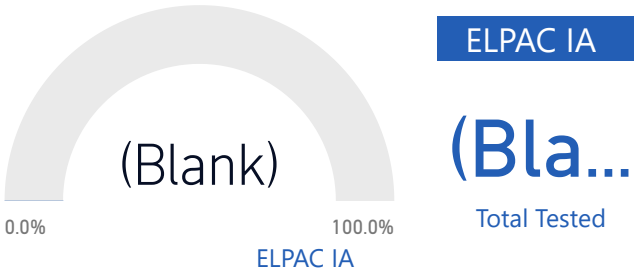
Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

\* **RFEP Eligibile:** Count of all English Learners eligible for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:

1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.

**Navigation:** NA  
**Source:** Research; ELPAC; Illuminate  
**Frequency:** Reports are updated periodically;  
**Updated:** January 2021

Percent Initial ELPAC Completed



Grade Level	Tested	Enrolled	Percent Tested
00		6	
03		1	
08		1	

Overall Performance

IFEP Intermediate Novice

Oral Language Performance

Well Moderate Minimally

Written Language Performance

Well Moderate Minimally

Reclassification

Reclassification by Grade Level

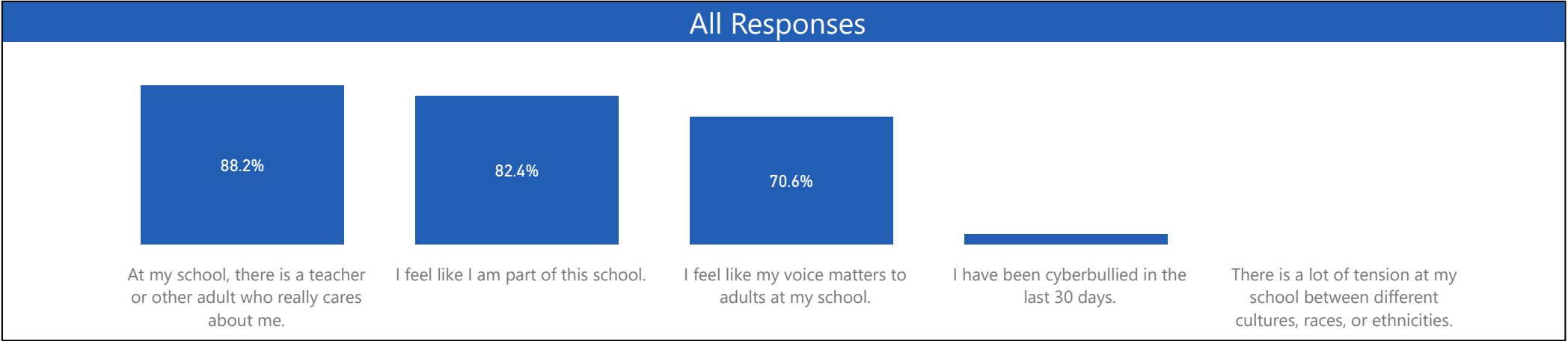
Overall Mean Scale Score by Grade Level

**Overview:** School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.

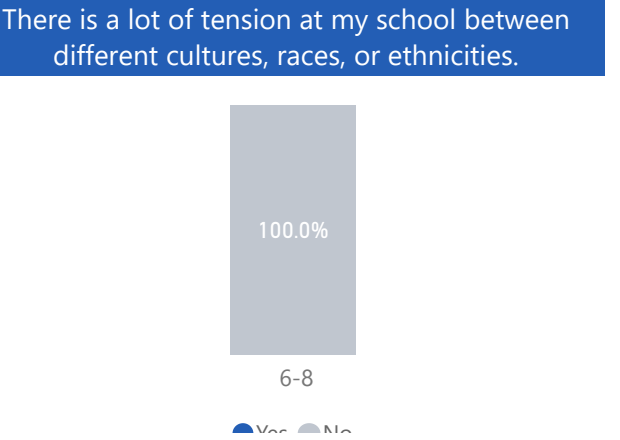
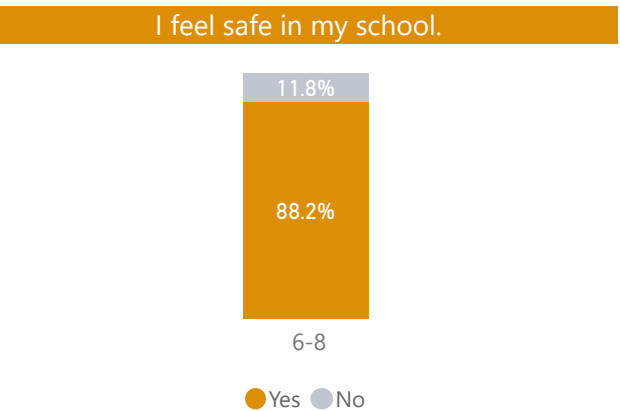
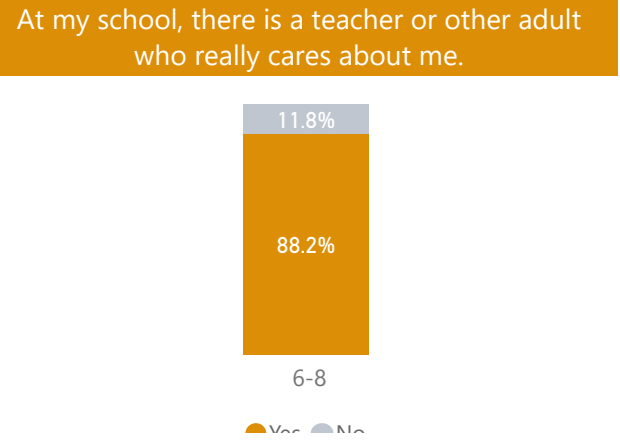
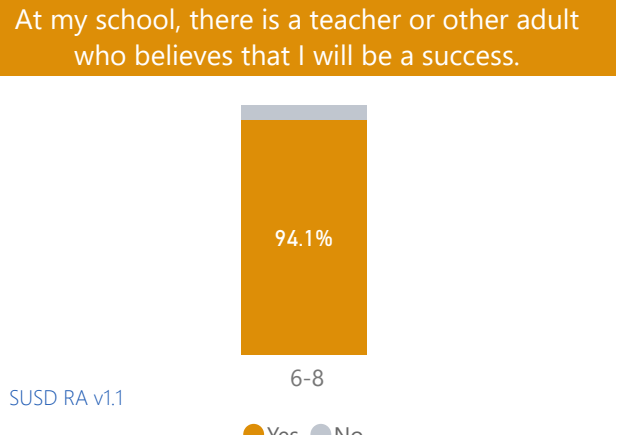
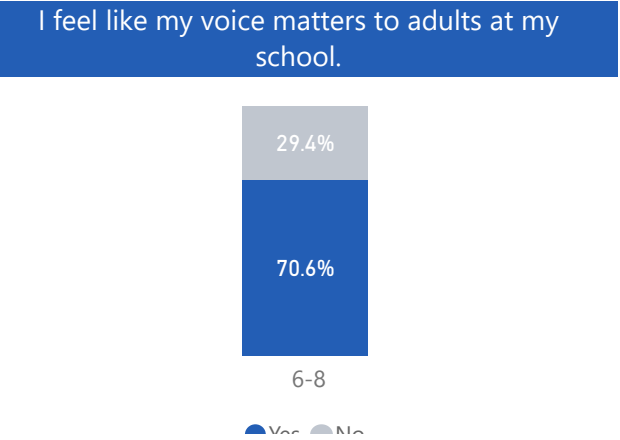
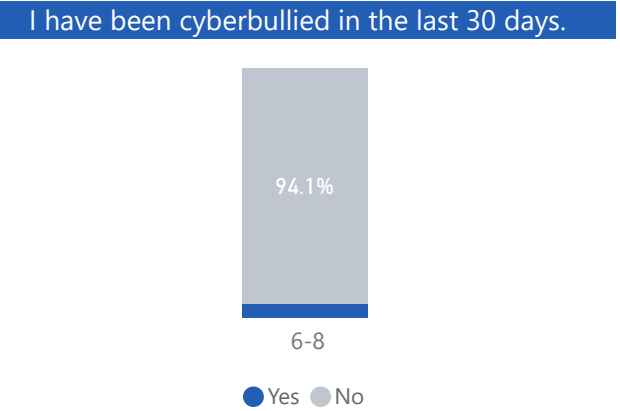
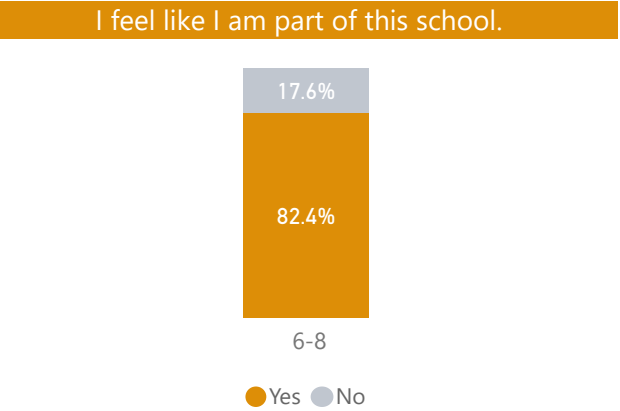
**Navigation:** NA

**Source:** Student Support Services - PLUS program

**Frequency:** Reportts are updated after survey administration (3x a year); **Updated:** Fall 2020



Count	Count	Count
(Bla...	17	(Bla...
Grade 4-5	Grades 6-8	Grades 9-12



Overview: Distribution of transcript grades reported by grade, course, and credits earned.

Transcript Grades:

\* Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)

\* Credits Earned: Credits earned as indicated on transcript

Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.

\* All: all credits attempted were earned

\* Half: more than half of credits attempted were earned

\* Less than half: less than half of credits attempted were earned

\* None: no attempted credits were earned

\*MDTP (9-11): The Mathematics Diagnostic Testing Project (MDTP) is a diagnostic tool designed to support secondary math programs in CA schools. MDTP is administered at the beginning of term and indicates students readiness for currently enrolled math course.

Readiness is indicated as Near/Ready: Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30)

Navigation: NA; Source: Research; IS, Synergy  
Frequency: Reports are updated after at end of term,

Grade Distribution and Term

Participation Fall

Near/Ready

(Blank)

(Blank)

Percent

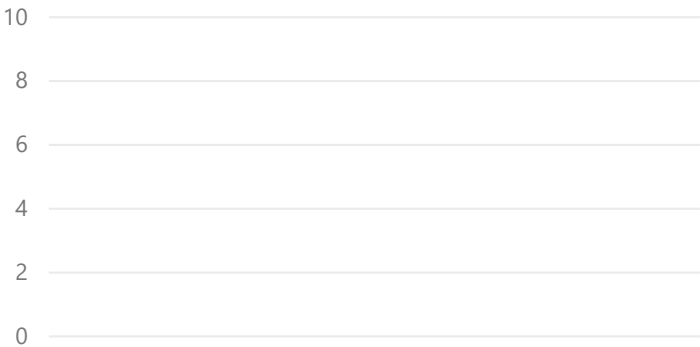
All

MDTP: Fall Diagnostic

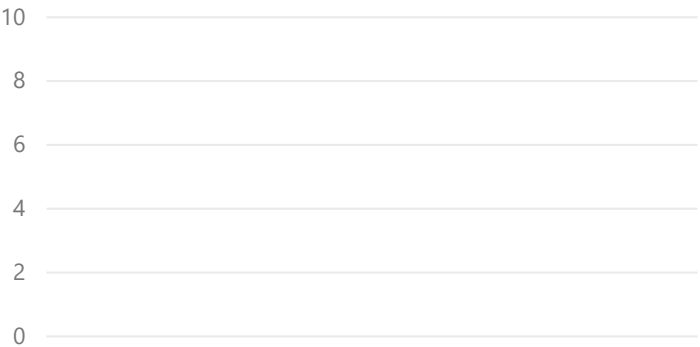
Subject and Non-Passing Grades

MDTP: Fall Diagnostic

Credits Earned (October)



Credits Earned (December)



## Report Log

- \* v1 01122021: preliminary review
- \* v1.1 01212021 administrators - published

**Feedback Suggestions Comments**  
**Questions Ideas**  
Share your thoughts with our team!

## Report Content

### Student Level Reports

- \* [iReady](#) (portal), [Student Level](#) (Illuminate)
- \* [RFEP eligibility](#) (Illuminate)
- \* [ELPAC IA testing list](#)
- \* [Benchmark Universe](#)
- \* MDTP
- \* [Saavas](#) (portal)

## Acronyms

### Student Groups

ALL – all students  
AA – Black/African American  
AI-American Indian/Native Alaskan  
AS-Asian  
FI-Filipino  
HI-Hispanic  
MR-Two or More  
PI-Pacific Islander/Native Hawaiian  
WH-White  
EL-English Learner  
FOS-Foster Youth  
HOM-Homeless Youth  
SED-socioeconomically disadvantaged, SWD-students with disabilities.

### Metrics

Participation

93%

Fall

97%

Winter

Spring

Overview:

Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:  
\* **iReady** (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:  
1. **On-Track for Grade Level**: percent of students on track to score grade level at the end of the year if they meet the typical growth target.  
2. **Two or More Years Below**: (2 + Below) percent of students who are 2 or more years below grade level.  
3. **No Growth**: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic  
  

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow  
Source: Research; Program Exports  
Frequency: Reports are updated after assessment administration; Updated: January 2021 - winter.  
High School Data Currently Not Reported

SUSD RA v1.1

On Track

25%

Fall

19%

Winter

Spring

2+ Below

48%

Fall

45%

Winter

Spring

No Gro...

33%

All

30%

Winter

Spring

iReady Percent On-Track

Student Group	01-Fall	02-Winter
00	90%	69%
01	10%	5%
02	10%	10%
03	25%	15%
04	5%	5%
05	10%	10%
06	34%	23%
07	10%	10%
08	15%	22%
AA	25%	15%
AI	10%	10%
ALL	25%	20%
AS	36%	29%
EL	5%	5%
HI	25%	20%
MR	25%	24%
PI	0%	0%
SBAC	10%	10%
SED	10%	10%
SWD	25%	10%
WH	10%	10%

iReady Percent Two or More Years Below Grade Level

Student Group	01-Fall	02-Winter
01	30%	31%
02	49%	37%
03	60%	54%
04	69%	73%
05	48%	45%
06	41%	48%
07	74%	82%
08	59%	52%
AA	60%	57%
AI	57%	50%
ALL	48%	45%
AS	43%	36%
EL	58%	65%
HI	48%	46%
MR	41%	32%
PI	100%	100%
SBAC	59%	58%
SED	52%	47%
SWD	69%	71%
WH	42%	43%

iReady Percent No Growth (since Winter 2019)

Student Group	01-Fall	02-Winter
01	25%	31%
02	26%	20%
03	19%	10%
04	59%	61%
05	36%	32%
06	40%	48%
07	52%	54%
08	32%	20%
AA	18%	10%
AI	29%	43%
ALL	33%	30%
AS	38%	23%
EL	26%	36%
HI	34%	32%
MR	34%	35%
PI	0%	0%
SBAC	36%	33%
SED	33%	31%
SWD	21%	22%
WH	35%	26%

F-W Growth

46%

All

F-S Growth

iReady F-W Typical Growth

Student Group	Typical Growth
00	44%
01	41%
02	47%
03	43%
04	27%
05	43%
06	47%
07	54%
08	73%
AA	55%
AI	57%
ALL	46%
AS	50%
EL	33%
HI	43%
MR	52%
PI	0%
SBAC	46%
SED	45%
SWD	59%
WH	45%



