

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Wilson Elementary	39686766042804	09/16/2022	01/24/2023

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

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

Description

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.

Engaging Educational Partners

Refer to needs assessment.

Resource Inequities

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

Refer to needs assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

The review and data analysis process included analyzing current student performance levels. Analyzing where we are currently performing and where we want to be performing. Discussing the root causes of why we are in our current state of performance. Brainstorming ideas of how we might get to our where we want to be performing. Providing some ideas to assure what we do will work. Providing ideas on how our actions will be monitored and evaluated.

School Site Council Meetings:

- 08/11/2021
- 09/08/2021
- 10/13/2021
- 12/08/2021
- 02/17/2022
- 04/20/2022
- 05/11/2022
- 06/18/2022

School Leadership Meetings:

- 09/30/2021
- 11/15/2021
- 01/10/2022
- 03/21/2022

School Planning Team:

- 04/01/2022 W/State & Federal
- 05/14/2022
- 05/17/2022
- 05/24/2022
- 05/25/2022
- 05/26/2022

English Language Advisory Committee:

- 10/15/2021
- 11/12/2021
- 01/28/2022
- 05/13/2022

Staffing and Professional Development

Staffing and Professional Development Summary

Wilson is in good status with regard to the requirements for highly qualified teachers under the Elementary and Secondary Education Act (ESEA). There is a sufficient amount of credentialed teachers. At the beginning of the year, parents were informed on the professional qualifications of the the student's classroom teachers. Wilson administers state assessments for reading, math and science in grades 3 through 8. These are the Smarter Balanced Assessment Consortium (SBAC). In addition, all grade levels implement diagnostic assessments in reading and math which is embedded in our standards-aligned curriculum. Wilson teachers collaborate weekly. Equity is an integral part of our discussions at staff meetings, lesson planning, and overall school planning. As a Title I school, the majority of our funding is used to directly support the academic achievement of students and to prepare and train staff.

Staffing and Professional Development Strengths

Overall, the staffing and professional development strengths were two-fold.

- 1) Wilson School staff received individually six tailored training sessions with Sheila Sastri from Curriculum Associates. Focus topics included the data analysis process; iReady curriculum implementation and best practices; iReady resources and individualized training, troubleshooting and problem solving.
- 2) In addition, as Wilson is in CSI status, Sally Glusing from the San Joaquin Office of Education provided administrative support with instructional coaching and classroom walkthroughs. This support happened six times during the school year.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): The Wilson staff needs more in-depth training in the Multi-Tiered Systems of Support (MTSS). This framework focuses on the "whole child". **Root Cause/Why:** We are in a post pandemic time. Wilson is an underperforming school, in Comprehensive Support & Improvement (CSI) status. We need a support structure aligned schoolwide for students, staff and parents.

Teaching and Learning

Teaching and Learning Summary

Administrative classroom observations continue to be a challenge. The San Joaquin County Office of Education (SJCOE) provided administrative support in this area with trainings and check-ins throughout the school year, as well as, direct instruction resources and training. Direct instruction is the evidence-based educational practice used in classrooms. Wilson's current instructional program improved with a majority of funding dedicated to extended day intervention time. Teachers had the flexibility of providing extra instruction to individual students and small groups throughout the school year. In addition to tutoring, teachers had the opportunity for extended quality collaboration time where they could analyze data, plan and organize. This made a huge impact in surpassing our goal for math and reading. All curriculum and supplementary programs are aligned to content and performance standards. The recommended instructional minutes for ELA and math were adhered to on a daily basis. Instructional materials and curriculum were available for each Wilson student. Categorical funds targeted students who were underperforming by providing extended day and extended year instructional support.

Teaching and Learning Strengths

An extensive amount of hours outside of instructional time, was provided to teachers to collaborate, analyze data, prepare for instruction, plan and implement ongoing and purposeful intervention time. Wilson surpassed its annual goals in reading and math by decreasing the number of students performing two or more levels below proficiency.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Students need extra time to help recover learning loss, with teachers implementing research-based and best practices programs and methods. **Root Cause/Why:** As a Title I school, many of our students are underperforming, come from an unstable environment where many parents are facing their own life challenges. In addition, we have just experienced a 2 year loss of learning due to a pandemic.

Parental Engagement

Parental Engagement Summary

Due to COVID restrictions, the parent activities planned for the year had to be held virtually. Surveys included Parent Interest, School Climate, LCAP, English Learner Parent Survey, Healthy Kids Survey, Teacher and Staff. Based on school surveys, we held two Parent Math Nights, two Parent Reading Nights and two Parent Technology Nights. These were held on Zoom, as well as, in person and in small groups with COVID guidelines. Parent attendance averaged 15%. Our final English Language Advisory Committee (ELAC) meeting held in person in May, resulted in 40% of parents attending. Our parent attendance at in-person Kindergarten and Eighth Grade Promotions was 100% and 95% respectively. With more platforms on which to communicate with families, the school to home connection was stronger than it had ever been in the past.

The District's Family Resource Center had multiple events and trainings for parents. This information was distributed throughout the year on our website and Facebook. Our School Site Council and ELAC groups had teacher, parent and community member involvement at each meeting. Invitations to these meetings are always announced to families and the community through our Blackboard Messaging System, our website, the District's Peachjar Online Bulletin Board Posting System, the school marquee and on Facebook. ELAC members also receive a personal phone call invitation from our Bilingual Assistant and Assistant Principal.

Parental Engagement Strengths

Wilson School's English Language Advisory Committee is a strong group of about 25 women. Our Bilingual Assistant has made close connections with many of them, often reaching out personally and professionally to communicate from school to home and home to school. The chairperson of the ELAC group is also a member of the school's School Site Council, helping to strengthen the connection between the two groups. The ELAC group has volunteered and supported this year's permissible events including Trunk or Treat, Field Day, Eighth Grade and Kindergarten promotion.

Wilson also reached its goal of offering three different parent trainings this school year. These have included Parent Technology Night; Parent Reading Night and Parent Math night.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Increase the low percentage of parent engagement with ongoing communication from the school to the home with purposeful connections with families, providing interesting yet necessary opportunities to come to school. **Root Cause/Why:** The percentage of parents attending most school events has been averaging a low 15%. Lack of support at home often results in learning gaps and disconnections. It presents huge teaching and learning challenges.

School Culture and Climate

School Culture and Climate Summary

Wilson's School Culture and Climate Survey reveals there is much room for improvement. Areas of concern are that only 59% of students feel like they are a part of the school; 41% feel safe at school; 48% feel the school staff treat students fairly; 56% would report to staff if they knew a fight was about to happen. Overall, there are many that warrant attention.

School Culture and Climate Strengths

Wilson's enrollment averages around 351. We are one of the district's smaller schools. Strengths in the area of School Culture and Climate are the opportunities provided for staff to make stronger connections with students. We have implemented an Advisory Day when teachers can meet individually with students to get to know them better and begin to build positive relationships. The staff get to know more students on an individual and personal level.

Additionally, there are a few new classified staff members who joined us this year. Their jobs require them to supervise students at lunch and outside on a daily basis. This unstructured time can offer many challenging behaviors. It is also a time that presents opportunities for guidance and counsel. These staff members are making strong, positive connections with students; taking time to counsel and explain reasons for improving behavior. As we analyzed Synergy data, we found discipline issues were reduced by 50%. The number of suspensions decreased from 65 to 23. It was the opinion of the team that having key people supervising students at their free time, made a positive impact.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): More training in implementing Positive Behavior Interventions and Supports (PBIS) which is a framework for supporting students' in multiple areas including behavior, academics, social and emotional. It can improve our school climate. **Root Cause/Why:** Chronic absenteeism is at an all time high at 54.05%; the suspensions must continue to decrease; and grade level performance must increase.

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 Goal

LCAP Goal 1 - Student Achievement: Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

English Language Arts (ELA) Smart Goal: By June 2023, 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 2023, per ELPAC, the number of students to be reclassified will increase by 6 students. Math SMART Goal: By June 2023, per iReady Diagnostic 3 Results, the total number of students performing 2 or more levels below will decrease by 10 students.

Identified Need

Students need extra time to help recover learning loss, with teachers implementing research-based and best practices programs and methods.

Increase the low percentage of parent engagement with ongoing communication from the school to the home with purposeful connections with families, providing interesting yet necessary opportunities to come to school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math Diagnostic	85	75
Reading Diagnostic	94	84
English Learners Assessment & Reading Diagnostic	0	6

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

Strategy/Activity 1.1.1

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 Instructional Coach Wilson is scheduled to have one dedicated coach full time for math and reading in 2022-2023. The instructional coach will co-plan and co-teach with teachers, do classroom demos & classroom observations with a focus on teachers who are challenged with lesson planning, curriculum implementation and classroom management. Annual outcome: Every classroom student makes progress on diagnostics from fall to spring. Instructional Coach Additional Compensation (Add Comp) 8 hours per month x 9 months= \$4500 coach. Add comp for teachers to meet with coach= 8 hrs x 9 months= \$4500. Substitute support: 2 days per month x 9 months = \$3600. TOTAL FOR THIS STRATEGY: \$12600 LCFF

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$4,500	23030 - LCFF (Site)
\$4,500	23030 - LCFF (Site)
\$3,600	23030 - LCFF (Site)

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

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

STUDENT ACHIEVEMENT Strategy/Activity 1.1.2 EXTENDED LEARNING 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. There should be a minimum of 6 to 8 students in attendance. Flexible groupings according to needs. Administration will need to monitor attendance in an effort to get more students to attend. Annual outcome: Every classroom student makes progress on diagnostics from fall to spring. 7 teachers will teach on Saturdays, 4 hours each session including 1 hr preparation time for a total of 30 sessions. \$46,200 TITLE I 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. Teachers will receive additional compensation to analyze data, prepare, plan and implement an ongoing strategic and purposeful intervention plan outside of instructional hours. Annual outcome: Every classroom student makes progress on diagnostics from fall to spring. Increase teacher add comp time to 10 hours per month. 15 teachers x 10hrs= 150 150 x 9months=1350 x \$60= \$81,000 Ten Days in June 2023 The School Planning Team consisting of 3 teachers will coordinate 10 days in June 2023, for training, lesson planning, collaboration, based on data analyzed from the 2022-2023 school year. This will prepare staff for the upcoming 2023-2024 school year. Training will include but is not limited to lesson planning, Positive Behavioral Interventions and Supports (PBIS), classroom management, Multi-Tiered Systems of Support (MTSS), Diagnostic Data Analysis, Intervention Plans, School Plan Goals. Annual outcome: 100% progress toward all Student Achievement campus goals. 10 days x 6.5 hours daily x 15 teachers, 1 coach. Include 1 counselor if all teachers unable to attend. \$62,236 CSI 2 TOTALS FOR THIS STRATEGY \$46,200 TITLE I \$81,000 CSI (2) \$62,326 CSI 2

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$46,200	50643 - Title I
\$81,000	50344 - CSI 2020/21
\$62,326	50344 - CSI 2020/21

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

Strategy/Activity 1.1.3**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

STUDENT ACHIEVEMENT Strategy/Activity 1.1.3 Parent-Student-Teacher Conferencing Understanding the importance of meaningful partnerships and establishing relationships, teachers will be able to conference at any time of the year when issues arise; after diagnostic testing; or pre or post report card time. Annual outcome: Every classroom student makes progress on diagnostics from fall to spring. 5 hours monthly x 15 teachers x 9 months. Total estimate for this strategy: \$40,500 TITLE I

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$40,500	50643 - Title I

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

Strategy/Activity 1.1.4**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 Night Teachers will invite parents for a one hour presentation on the reading curriculum, common core standards and iReady pathway, tips and strategies. Annual outcome: Every classroom student makes progress on iReady ELA diagnostics from fall to spring. 2 Reading Nights x 2.5 hours each x 15 teachers= 1 hr to present, 1.5 hrs to prep TOTAL FOR THIS STRATEGY \$4500 LCFF

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$4,500	23030 - LCFF (Site)

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

Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Primary Grade Sub Support Extra Academic Student Support (K-8) This strategy encompasses the whole child, not just academics. 16 Teachers will receive additional comp time for providing 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. Annual outcome: Every classroom student makes progress on iReady ELA & Math diagnostics from fall to spring. 16 teachers (include RSP) x 23 hours each= \$22,380 TOTALS FOR THIS STRATEGY: \$5830 LCFF \$16,550 CSI (2)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$5,830	23030 - LCFF (Site)
\$16,550	50344 - CSI 2020/21

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

Strategy/Activity 1.1.6

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 AVID Schoolwide Provide students with hands on experiential learning opportunities to supplement core instruction and promotion of college/career/community 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 instructional materials include: Note-taking paper/templates, pencil pouches, dividers, planners, novels/books, whiteboards, clipboards, dry erase markers various colors, flashcards, games, TPR, copy paper (white and colored), folders/sleeves, pencils, colored pocket folders, multi-colored construction paper, color printer, color printer ink, printer paper, Post-It specific chart paper, glue sticks, multi-sized envelopes including 10"x 13" & 5" x 7", 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, blue masking tape, file folders, multi-colored file folders, rolls of multi-colored butcher paper, fadeless paper, pencil sharpener, chalk, fasteners (brads), tissue paper, white-out, white-out tape, clear tape, metal rings, paper clips, binder 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 sticks, glitter, 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. Purchase printers, doc cameras, bulbs, projectors to maintain and replace old/broken equipment. Maintenance agreements will ensure the equipment is available and usable to provide a print rich environment. Annual outcome: Every classroom student makes progress on iReady ELA & Math diagnostics from fall to spring. AVID Training/Summer Institute 2023: \$15,000 CSI 1 Instructional Materials: \$20,000 CSI 1 Equipment: \$15,000 CSI 1 Other AVID Team Training, Add Comp Certificated: \$3000 CSI (2) Maintenance Agreement: \$3000 LCFF TOTALS FOR THIS STRATEGY: \$50,000 CSI (1) \$3000 CSI (2) \$3000 LCFF

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$3,000	50344 - CSI 2020/21
\$20,000	50344 - CSI 2020/21

\$15,000	50344 - CSI 2020/21
\$15,000	50344 - CSI 2020/21
\$3,000	23030 - LCFF (Site)

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

Strategy/Activity 1.1.7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

SUPPLEMENTAL READING OPPORTUNITIES Accelerated Reader(AR) We will continue this computer-based program that monitors reading practice and progress. It helps teachers guide students to books that are at their individual reading levels. Students take short quizzes after reading a book to check if they've understood it. Annual outcome: Every classroom student makes progress on iReady ELA diagnostics from fall to spring. Lexia Due to the magnitude of learning loss and the importance of reading intervention, we will purchase another Lexia one-year site subscription which includes 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. Annual outcome: Every classroom student makes progress on iReady ELA diagnostics from fall to spring. Training Teachers need to be trained in the supplemental programs. Annual outcome: Every classroom student makes progress on iReady ELA diagnostics from fall to spring. Library Book Fund Our library will continue to grow with a rich variety of books to supplement AR reading activities with the purchase of \$5000 worth of books. Annual outcome: Every classroom student makes progress on iReady ELA diagnostics from fall to spring. Learning Together REMOVE We will not purchase Learning Together this year. Accelerated Reader License Agreement: \$6000 CSI (1) Lexia License Agreement: \$10,250 LCFF Coach additional comp 4 hours per month to prep/plan supplementary programs add 4 hours x 9 months =36 x \$60= \$2160 CSI (1) Additional comp for teachers to attend trainings: 9 hrs x 15 teachers= 135 x \$60= \$8200 Title I Library Book Fund: \$5000 CSI (1) TOTALS FOR THIS STRATEGY: License Agreements \$6000 CSI (1) \$10,250 LCFF Teacher Add Comp \$8200 Title I Coach Add Comp \$2160 CSI(1) Books \$5000 CSI(1)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$6,000	50344 - CSI 2020/21
\$10,250	23030 - LCFF (Site)
\$2,160	50344 - CSI 2020/21
\$5,000	50344 - CSI 2020/21
\$8,200	50643 - Title I

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

Strategy/Activity 1.1.8

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

ENGLISH LEARNER SUPPORT Bilingual Assistant Position As per recommendation of our SSC and ELAC councils, we will retain this position. However, the District will be funding the position. Primary Homework Hour Grades K-3, additional time for Bilingual Assistant to provide support in the primary grades with homework help for English Learners with a focus on ELA as recommended by our ELAC group. Annual outcome: Every English Learner student makes progress on iReady ELA diagnostics from fall to spring. Intermediate Homework Hour RENAME Homework Hour Plus Two certificated staff to tutor EL primary students after school, as well as 1 certificated staff for intermediate. It is more challenging to reclassify EL students in the upper grades. We will add certificated tutoring of EL students in primary grades. Increase the number of students participating to at least 4. Annual outcome: Every English Learner student makes progress on iReady ELA diagnostics from fall to spring. CABE Conference REMOVE ELAC recommended attendance at the in-person California Association of Bilingual Educators (CABE) conference to be held in San Diego in 2023. However, at the time of this plan, there are no clear details about specific dates, times, speakers, presentations, topics or cost. We cannot budget for the CABE Conference at this time. Primary Homework Hour: Bilingual Assistant, add comp= \$8000 LCFF Homework Hour Plus: 3 teachers for primary ELs and one intermediate teacher for intermediate EL students. 4 hrs per month x 4 teachers x 9 months= \$8736 Title I TOTALS FOR THIS STRATEGY: \$8000 LCFF \$8736 Title I

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$8,736	50643 - Title I
\$8,000	23030 - LCFF (Site)

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

Strategy/Activity 1.1.9

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Lexia English license to provide intervention and support for English Language Learners. This resource will help students meet their ELPAC annual goals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$9,000	50344 - CSI 2020/21

Annual Review

SPSA Year Reviewed: 2021-2022 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

The overall implementation of the strategies/activities was successful. In our evaluation of the plan, the strategies where full implementation failed, were those beyond our control. We dealt with instructional coaches being removed from our school; although we went back to in-person learning, COVID-19 guidelines continued to impact meetings, conferences, trainings, small group instruction; and the availability of substitutes. All of these impacted several strategies in our plan. However, with the amendments made and the Comprehensive School Improvement (CSI) funding, Wilson was able to provide multiple opportunities for extended day and extended year instruction. In addition, we had the opportunity for extended collaboration and planning time. By June 2022, Wilson surpassed two out of the three campus goals!

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

The major difference between the intended implementation and the budgeted expenditures to implement the strategies, was our ability to follow our plan when resources were not available. We planned on having much substitute support in classrooms, so teachers could implement small group and individual intervention; have parent-student meetings; diagnostic assessments; and health and well-being conferences. Without the availability of substitutes, funding needed to be allocated to additional compensation so teachers could accomplish these strategies outside of the instructional day.

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

There are changes to each strategy in this school plan. STUDENT ACHIEVEMENT Strategy/Activity 1.1.1 PROFESSIONAL DEVELOPMENT Instructional Coach Wilson is scheduled to have one dedicated coach full time for math and reading in 2022-2023. The instructional coach will co-plan and co-teach with teachers, do classroom demos & classroom observations with a focus on teachers who are challenged with lesson planning, curriculum implementation and classroom management. Annual outcome: Every classroom student makes progress on diagnostics from fall to spring. Instructional Coach Additional Compensation (Add Comp) 8 hours per month x 9 months= \$4500 coach. Add comp for teachers to meet with coach= 8 hrs x 9 months= \$4500. Substitute support: 2 days per month x 9 months = \$3600. TOTAL FOR THIS STRATEGY: \$12600 LCFF Curriculum Associates REMOVE Wilson will not have any tailored support sessions with Curriculum Associates this year. STUDENT ACHIEVEMENT Strategy/Activity 1.1.2 EXTENDED LEARNING 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. There should be a minimum of 6 to 8 students in attendance. Flexible groupings according to needs. Administration will need to monitor attendance in an effort to get more students to attend. Annual outcome: Every classroom student makes progress on diagnostics from fall to spring. 7 teachers will teach on Saturdays, 4 hours each session including 1 hr preparation time for a total of 30 sessions. \$46,200 TITLE I 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. Teachers will receive additional compensation to analyze data, prepare, plan and implement an ongoing strategic and purposeful intervention plan outside of instructional hours. Annual outcome: Every classroom student makes progress on diagnostics from fall to spring. Increase teacher add comp time to 10 hours per month. 15 teachers x 10hrs= 150 150 x 9months=1350 x \$60= \$81,000 Ten Days in June 2023 The School Planning Team consisting of 3 teachers will coordinate 10 days in June 2023, for training, lesson planning, collaboration, based on data analyzed from the 2022-2023 school year. This will prepare staff for the upcoming 2023-2024 school year. Training will include but is not limited to lesson planning, Positive Behavioral Interventions and Supports (PBIS), classroom management, Multi-Tiered Systems of Support (MTSS), Diagnostic Data Analysis, Intervention Plans, School Plan Goals. Annual outcome: 100% progress toward all Student Achievement campus goals. 10 days x 6.5 hours daily x 15 teachers,1 coach.

Include 1 counselor if all teachers unable to attend. \$62,236 CSI 2 TOTALS FOR THIS STRATEGY \$46,200 TITLE I \$81,000 CSI (2) \$62,326 CSI 2 STUDENT ACHIEVEMENT Strategy/Activity 1.1.3 Parent-Student-Teacher Conferencing Understanding the importance of meaningful partnerships and establishing relationships, teachers will be able to conference at any time of the year when issues arise; after diagnostic testing; or pre or post report card time. Annual outcome: Every classroom student makes progress on diagnostics from fall to spring. 5 hours monthly x 15 teachers x 9 months. Total estimate for this strategy: \$40,500 TITLE I STUDENT ACHIEVEMENT Strategy/Activity 1.1.4 Reading Achievement Night Night Teachers will invite parents for a one hour presentation on the reading curriculum, common core standards and iReady pathway, tips and strategies. Annual outcome: Every classroom student makes progress on iReady ELA diagnostics from fall to spring. 2 Reading Nights x 2.5 hours each x 15 teachers= 1 hr to present, 1.5 hrs to prep TOTAL FOR THIS STRATEGY \$4500 LCFF STUDENT ACHIEVEMENT Strategy/Activity 1.1.5 Primary Grade Sub Support RENAME Extra Academic Student Support (K-8) This strategy encompasses the whole child, not just academics. 16 Teachers will receive additional comp time for providing 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. Annual outcome: Every classroom student makes progress on iReady ELA & Math diagnostics from fall to spring. 16 teachers (include RSP) x 23 hours each= \$22,380 TOTALS FOR THIS STRATEGY: \$5830 LCFF \$16,550 CSI (2) STUDENT ACHIEVEMENT Strategy/Activity 1.1.6 STUDENT LEARNING OPPORTUNITIES AVID Schoolwide Provide students with hands on experiential learning opportunities to supplement core instruction and promotion of college/career/community 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 instructional materials include: Note-taking paper/templates, pencil pouches, dividers, planners, novels/books, whiteboards, clipboards, dry erase markers various colors, flashcards, games, TPR, copy paper (white and colored), folders/sleeves, pencils, colored pocket folders, multi-colored construction paper, color printer, color printer ink, printer paper, Post-It specific chart paper, glue sticks, multi-sized envelopes including 10"x 13" & 5" x 7", 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, blue masking tape, file folders, multi-colored file folders, rolls of multi-colored butcher paper, fadeless paper, pencil sharpener, chalk, fasteners (brads), tissue paper, white-out, white-out tape, clear tape, metal rings, paper clips, binder 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 sticks, glitter, 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. Purchase printers, doc cameras, bulbs, projectors to maintain and replace old/broken equipment. Maintenance agreements will ensure the equipment is available and usable to provide a print rich environment. Annual outcome: Every classroom student makes progress on iReady ELA & Math diagnostics from fall to spring. AVID Training/Summer Institute 2023: \$15,000 CSI 1 Instructional Materials: \$20,000 CSI 1 Equipment: \$15,000 CSI 1 Other AVID Team Training, Add Comp Certificated: \$3000 CSI (2) Maintenance Agreement: \$3000 LCFF TOTALS FOR THIS STRATEGY: \$50,000 CSI (1) \$3000 CSI (2) \$3000 LCFF STUDENT ACHIEVEMENT Strategy/Activity 1.1.7 SUPPLEMENTAL READING OPPORTUNITIES Accelerated Reader(AR) We will continue this computer-based program that monitors reading practice and progress. It helps teachers guide students to books that are at their individual reading levels. Students take short quizzes after reading a book to check if they've understood it. Annual outcome: Every classroom student makes progress on iReady ELA diagnostics from fall to spring. Lexia Due to the magnitude of learning loss and the importance of reading intervention, we will purchase another Lexia one-year site subscription which includes 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. Annual outcome: Every classroom student makes progress on iReady ELA diagnostics from fall to spring. Training Teachers need to be trained in the supplemental programs. Annual outcome: Every classroom student makes progress on iReady ELA diagnostics from fall to spring. Library Book Fund Our library will continue to grow with a rich variety of books to supplement AR reading activities with the purchase of \$5000 worth of books. Annual outcome: Every classroom student makes progress on iReady ELA diagnostics from fall to spring. Learning Together REMOVE We will not purchase Learning Together this year. Accelerated Reader License Agreement: \$6000 CSI (1) Lexia License Agreement: \$10,250 LCFF Coach additional comp 4 hours per month to prep/plan supplementary programs add 4 hours x 9 months =36 x \$60= \$2160 CSI (1) Additional comp for teachers to attend trainings: 9 hrs x 15 teachers= 135 x \$60= \$8200 Title I Library Book Fund: \$5000 CSI (1) TOTALS FOR THIS STRATEGY: License Agreements \$6000 CSI (1) \$10,250 LCFF Teacher Add Comp \$8200 Title I Coach Add Comp \$2160 CSI(1) Books \$5000 CSI(1) STUDENT ACHIEVEMENT Strategy/Activity 1.1.8 REMOVE Substitute Support for IEP Meetings This strategy will be discontinued for 2022-2023 STUDENT ACHIEVEMENT Strategy/Activity 1.1.9 ENGLISH LEARNER SUPPORT Bilingual Assistant Position As per recommendation of our SSC and ELAC councils, we will retain this position. However, the District will be funding the position. Primary Homework Hour Grades K-3, additional time for Bilingual Assistant to provide support in the primary grades with homework help for English Learners with a focus on ELA as recommended by our ELAC group. Annual outcome: Every English Learner student makes progress on iReady ELA diagnostics from fall to spring. Intermediate Homework Hour RENAME Homework Hour Plus Two certificated staff to tutor EL primary students after school, as well as 1 certificated staff for intermediate. It is more challenging to reclassify EL students in the upper grades. We will add certificated tutoring of EL students in primary grades. Increase the number of students participating to at least 4. Annual outcome: Every English Learner student makes progress on iReady ELA diagnostics from fall to spring. CABA Conference REMOVE ELAC recommended attendance at the in-person California Association of Bilingual Educators (CABA) conference to be held in San Diego in 2023. However, at the time of this plan, there are no clear details about specific dates, times, speakers, presentations, topics or cost. We cannot budget for the CABA Conference at this time. Primary Homework Hour: Bilingual Assistant, add comp= \$8000 LCFF Homework Hour Plus: 3 teachers for primary ELs and one intermediate teacher for intermediate EL students. 4 hrs per month x 4 teachers x 9 months= \$8736 Title I TOTALS FOR THIS STRATEGY: \$8000 LCFF \$8736 Title I Strategy/Activity 1.1.10 Strategy/Activity Early Childhood Support Provide students opportunities to: *promote social skills as preschoolers will visit a kindergarten class. *establish a connection between the kindergarten teacher and preschooler. *practice kindergarten rituals such as eating in the cafeteria and have a recess together. *attend the district's one-week Summer Bridge program. Preschoolers and parents will be provided the opportunity to participate in classroom and school activities to learn about school readiness and early literacy activities. The program is a way to ensure students are provided a smooth transition into Kindergarten.

LCAP Goal

Goal 2: Equitable Learning Environments Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

By June 2023, reduce suspensions by 50%. By 2023, reduce chronic absenteeism by 10%.

Identified Need

The Wilson staff needs more in-depth training in the Multi-Tiered Systems of Support (MTSS). This framework focuses on the "whole child" .

Students need extra time to help recover learning loss, with teachers implementing research-based and best practices programs and methods.

Increase the low percentage of parent engagement with ongoing communication from the school to the home with purposeful connections with families, providing interesting yet necessary opportunities to come to school.

More training in implementing Positive Behavior Interventions and Supports (PBIS) which is a framework for supporting students' in multiple areas including behavior, academics, social and emotional. It can improve our school climate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Synergy Data	23	11
Synergy Data	54.05%	44.05%

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

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Advisory Days (K-8) - SCHOOL CLIMATE Strategy/Activity 2.1.1 Intermediate Advisory Days Rename Advisory Days K-8 Teachers will conduct student conferences to discuss attendance, review data, set learning goals and advise students in building individual learning action plans. SSC stating this strategy is needed all year and with all students. Annual outcome: Every student who is chronically absent, will have a decrease in the total number of absences. Teacher add comp 17 hrs x 15 teachers \$15320 TOTAL FOR THIS STRATEGY: \$15,320 LCFF

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$15,320	23030 - LCFF (Site)

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

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Technology Night for Parents SCHOOL CLIMATE Strategy/Activity 2.1.2 Improve School-Home Communication Tech Night for Parents 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. 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. Annual outcome: A decrease in number of incidents involving classroom misuse of technology. Teacher add comp, 2 nights x 2 hours each (1 hr to prep; 1 hr to present) x 15 teachers= 4 x 15 x \$60= \$3600 TOTAL FOR THIS STRATEGY: \$3600 LCFF

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$3,600	23030 - LCFF (Site)

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

Strategy/Activity 2.1.3

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 SCHOOL CLIMATE Strategy/Activity 2.1.3 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. Annual outcome: 100% of staff continue to use at least one virtual platform to communicate with families. Add comp certificated...2 hours x 16=\$2000 Any prep for staff trainers: 2 staff x 2 hrs=\$240 Classified receive comp time. TOTAL FOR THIS STRATEGY: \$2240 TITLE 1

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$2,240	50643 - Title I

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

Strategy/Activity 2.1.4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Attendance Team Establish programs and procedures for addressing chronic absenteeism. Team will monitor attendance data, conduct conferences and SSTs, and create incentive programs to improve student attendance and connection with campus. Add Comp for team collaboration and meetings including teachers and counselors. 20 hours X 2 teachers and counselor: teachers \$2400 and counselor \$3000

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$2,400	23030 - LCFF (Site)
\$3,000	23030 - LCFF (Site)

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

Strategy/Activity 2.1.5

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

Student Support Services Multi-Tiered Systems of Support (MTSS) Counselor is the coordinator for this strategy. Will provide individual and group counseling, oversee the Student Assistance Program, MTSS, coordinate and facilitate SST meetings and CARE team meetings; co-coordinate 504 plan meetings. Counselor will create a schedule for the master calendar for all areas he oversees. Counselor will do at least two trainings per year. Annual Outcome: Provide baseline number for schoolwide behavior reports. Schedule Staff Training: MTSS 1 hour 16 x \$60=\$1000 Schedule Regular SST Meeting days: (2x month) x 9 months=18 Schedule Monthly CARE Team: 9 meetings. Roving Substitutes: 27 days \$5400 Counselor Add Comp: 3 hrs per month = 27 hrs & Training Time & Prep: 2 hours per month=18 hrs. Counselor total=45hr x \$75= \$3400 Add comp teachers: \$1000 Substitutes: \$5400 Counselor:\$3400 TOTAL FOR THIS STRATEGY: \$9800

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$3,400	23030 - LCFF (Site)
\$5,400	23030 - LCFF (Site)

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

Strategy/Activity 2.1.6**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

POSITIVE BEHAVIOR AND INTERVENTION SUPPORTS (PBIS) Training PBIS Rewards System This system assists schools in their Positive Behavioral Interventions and Support program. The multi-device platform makes it easy to continuously recognize students for meeting behavior expectations from anywhere in the school, not just the classroom. It has added features like referral tracking, Check-In/Check-Out, and a teacher rewards system. PBIS Rewards helps to foster accountability and fidelity in your PBIS program. PBIS team members should include certificated as well as classified staff members. Annual Outcome: Provide baseline number for schoolwide behavior reports/suspensions/chronic absenteeism. Program Cost=\$1800 Teacher Coordinator 3 hrs x 9 months = \$2000 Counselor Support: 20 hrs additional comp= \$1500 Training Staff: 6 hours x 18 staff= \$6500 Classified gets comp time. TOTALS: License Agreement: \$1800 Teacher Add Comp: \$8500 Counselor Add Comp: \$1500 LCFF

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$8,500	23030 - LCFF (Site)
\$1,500	23030 - LCFF (Site)
\$1,800	23030 - LCFF (Site)

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

Strategy/Activity 2.1.7**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

School Climate Conference 2023 A Wilson team attended this conference pre-COVID. We came back with many great ideas and have implemented them. Post COVID would be a good time to revisit the conference. Topics being covered in 2023 include: Bullying/Cyberbullying and Harassment: Mental Health and Suicide Prevention; MTSS/PBIS and Data Solutions; Student Leadership and Youth Participation; Student, Parent, and Community Engagement; Classroom Culture and the Teacher Impact; Restorative Practices and Discipline Procedures. Annual Outcome: Reduce chronic absenteeism by 10% or to 44.05% & reduce the number of suspensions by 50% which would be 11. Temecula, CA April 26-28 2023 . Registration \$599 each=\$3000 4 classroom teachers +1 other staff Travel and accommodations \$3500 each x 5 =\$18436 Substitutes needed: 4 x 3 days=12 x \$200 \$2400 TOTALS: Conference: \$21,436 Substitutes: \$2400 CSI (1)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$21,436	50344 - CSI 2020/21
\$2,400	50344 - CSI 2020/21

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

Strategy/Activity 2.1.8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Classroom Management (CM) System There is a schoolwide Positive Behavior matrix established. Classroom management is the foundation. We should build on that. To support the goal of School Climate, we need to ensure there are routines, procedures and consequences that begin in the classroom. Annual Outcome: Provide baseline number for schoolwide behavior reports Coach Add Comp: \$60 x 40 hours=\$2500 All Teachers Training, Add Comp: 15 x 1hr= \$900 4 x 10 hours= 40 x \$60 \$2700 for any teachers needing this CM training. TOTALS FOR THIS STRATEGY: \$2500 Teacher Add Comp= \$ 3600 LCFF

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$2,500	23030 - LCFF (Site)
\$3,600	23030 - LCFF (Site)

Annual Review

SPSA Year Reviewed: 2021-2022 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

The overall implementation of the strategies/activities was not successful. In our evaluation of the plan, the strategies where full implementation failed, were those beyond our control. Due to COVID-19 guidelines, there were implementation restrictions. Since a Virtual Academy was offered to families who wanted to keep students at home, district employees had to be pulled from certain positions to teach Virtual Academy. of continued to impact meetings, conferences, trainings, small group instruction; and the availability of substitutes. All of these impacted several strategies in our plan. Any parent trainings planned to be offered in person, had to be done virtually. This significantly decreased anticipated attendance and reduced the efficacy of the training. However, with the amendments made and the Comprehensive School Improvement (CSI) funding, Wilson was able to reallocate funding to decrease funding for substitutes and provide more funding for multiple opportunities for extended day and extended year instruction. By June 2022, Wilson surpassed one out of the two campus goals by reducing the number of suspensions from 65 to 23.

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

The major difference between the intended implementation and the budgeted expenditures to implement the strategies, was that we had to reallocate resources to cover additional compensation time for staff to carry out tasks meant for the instructional day, to outside of the instructional day. Despite efforts and funding allocated to build relationships with students; create support plans for students, we were unable to decrease chronic absenteeism. This in part, was largely due to our post-pandemic status and district families not being held accountable for absenteeism to the extent they were pre-pandemic.

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

There are changes to the following strategies in this school plan. SCHOOL CLIMATE Strategy/Activity 2.1.1 Intermediate Advisory Days Rename Advisory Days K-8 Students in grades 3 to 8 were able to connect with students and build relationships. Survey showed all teachers felt this helped create a positive start to the school year in the classroom. SSC stating this strategy is needed all year and with all students. Annual outcome: Every student who is chronically absent, will have a decrease in the total number of absences. Teacher add comp 17 hrs x 15 teachers \$15320 TOTAL FOR THIS STRATEGY: \$15,320 LCFF SCHOOL CLIMATE Strategy/Activity 2.1.2 Improve School-Home Communication Tech Night for Parents 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. 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. Annual outcome: A decrease in number of incidents involving classroom misuse of technology. Teacher add comp, 2 nights x 2 hours each (1 hr to prep; 1 hr to present) x 15 teachers= 4 x 15 x \$60= \$3600 TOTAL FOR THIS STRATEGY: \$3600 LCFF SCHOOL CLIMATE Strategy/Activity 2.1.4 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. Annual outcome: 100% of staff continue to use at least one virtual platform to communicate with families. Add comp certificated...2 hours x 16=\$2000 Any prep for staff trainers: 2 staff x 2 hrs=\$240 Classified receive comp time. TOTAL FOR THIS STRATEGY: \$2240 TITLE 1 SCHOOL CLIMATE Strategy/Activity 2.1.8 Student Support Services Rename Multi-Tiered Systems of Support (MTSS) Counselor is the coordinator for this strategy. Will provide individual and group counseling, oversee the Student Assistance Program, MTSS, coordinate and facilitate SST meetings and CARE team meetings; co-coordinate 504 plan meetings. Counselor will create a schedule for the master calendar for all areas he oversees. Counselor will do at least two trainings per year. Annual Outcome: Provide baseline number for schoolwide behavior reports. Schedule Staff Training: MTSS 1 hour 16 x \$60=\$1000 Schedule Regular SST Meeting days: (2x month) x 9 months=18 Schedule Monthly CARE Team: 9 meetings. Roving Substitutes: 27 days \$5400 Counselor Add Comp: 3 hrs per month = 27 hrs & Training Time & Prep: 2 hours per month=18 hrs. Counselor total=45hr x \$75= \$3400 Add comp teachers: \$1000 Substitutes: \$5400 Counselor:\$3400 TOTAL FOR THIS STRATEGY: \$9800 LCFF SCHOOL CLIMATE Strategy/Activity 2.1.10 POSITIVE BEHAVIOR AND INTERVENTION SUPPORTS (PBIS) Training PBIS Rewards System This system assists schools in their Positive Behavioral Interventions and Support program. The multi-device platform makes it easy to continuously recognize students for meeting behavior expectations from anywhere in the school, not just the classroom. It has added features like referral tracking, Check-In/Check-Out, and a teacher rewards system. PBIS Rewards helps to foster accountability and fidelity in your PBIS program. PBIS team members should include certificated as well as classified

staff members. Annual Outcome: Provide baseline number for schoolwide behavior reports/suspensions/chronic absenteeism. Program Cost=\$1800 Teacher Coordinator 3 hrs x 9 months = \$2000 Counselor Support: 20 hrs additional comp= \$1500 Training Staff: 6 hours x 18 staff= \$6500 Classified gets comp time. TOTALS: License Agreement: \$1800 Teacher Add Comp: \$8500 Counselor Add Comp: \$1500 LCFF ADDITION School Climate Conference 2023 A Wilson team attended this conference pre-COVID. We came back with many great ideas and have implemented them. Post COVID would be a good time to revisit the conference. Topics being covered in 2023 include: Bullying/Cyberbullying and Harassment; Mental Health and Suicide Prevention; MTSS/PBIS and Data Solutions; Student Leadership and Youth Participation; Student, Parent, and Community Engagement; Classroom Culture and the Teacher Impact; Restorative Practices and Discipline Procedures. Annual Outcome: Reduce chronic absenteeism by 10% or to 44.05% & reduce the number of suspensions by 50% which would be 11. Temecula, CA April 26-28 2023 . Registration \$599 each=\$3000 4 classroom teachers +1 other staff Travel and accommodations \$3500 each x 5 =\$18436 Substitutes needed: 4 x 3 days=12 x \$200 \$2400 TOTALS: Conference: \$21,436 Substitutes: \$2400 CSI (1) ADD SCHOOL CLIMATE Strategy/Activity 2.1.11 Classroom Management (CM) System There is a schoolwide Positive Behavior matrix established. Classroom management is the foundation. We should build on that. To support the goal of School Climate, we need to ensure there are routines, procedures and consequences that begin in the classroom. Annual Outcome: Provide baseline number for schoolwide behavior reports Coach Add Comp: \$60 x 40 hours=\$2500 All Teachers Training, Add Comp: 15 x 1hr= \$900 4 x 10 hours= 40 x \$60 \$2700 for any teachers needing this CM training. TOTALS FOR THIS STRATEGY: \$2500 Teacher Add Comp= \$ 3600 LCFF

LCAP Goal

Goal 3: Meaningful Partnerships Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

By June 2023, increase the average parent attendance to school events by 35%. By June 2023, offer 3 different parent trainings plus one other parent event.

Identified Need

Increase the low percentage of parent engagement with ongoing communication from the school to the home with purposeful connections with families, providing interesting yet necessary opportunities to come to school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
sign-in sheets	15%	40%
attendance & sign-in sheets	3events	4 trainings/events

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

Strategy/Activity 3.1.1

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 MEANINGFUL PARTNERSHIPS Strategy/Activity 3.1.1 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, grade level focus standards, helpful websites, monitoring and helping children with math at home. Annual outcome: Every classroom student makes progress on iReady Math diagnostics from fall to spring. Teacher Add Comp: 2 Math Nights x 2.0 hours (1.0 hrs to prep/1 hr to present) x \$60 per hour each x 15 teachers = \$4000 TOTAL FOR THIS STRATEGY: \$4000 LCFF

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$4,000	23030 - LCFF (Site)

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

Strategy/Activity 3.1.2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent Fund MEANINGFUL PARTNERSHIPS Strategy/Activity 3.1.2 Title I Parent Involvement Funds Strategy/Activity We anticipate a full return to school for the fall of 2022. Monthly parent coffees will resume. We will reach out to the Family Resource Center for support in this area. We will take advantage of well-attended similar events from the past, 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. \$1473 to be used for any training materials, supplies, etc. with \$500 for supplies for parent meetings. Parent Materials, supplies, etc: \$1473 Parent Meetings \$500 TOTAL FOR THIS STRATEGY: \$1973 Title I

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$1,973	50647 - Title I - Parent

Annual Review

SPSA Year Reviewed: 2021-2022 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

The overall implementation of the strategies/activities were partially successful. In our evaluation of the plan, the strategies where full implementation failed, were those beyond our control. Parent attendance to school event was to increase to 40%. With in person conferences and meetings still held virtually due to COVID guidelines, at least 40% of parents attended conferences and meetings. We did offer three different virtual parent events this year. These included a Technology, Reading and Math event. These were not attended well by parents. Overall, by June 2022, Wilson achieved its campus goals for Meaningful Partnerships.

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

The major difference between the intended implementation and the budgeted expenditures to implement the strategies, was our ability to follow our plan when resources were not available. We planned on more in-person parent events. This could not happen with the COVID guidelines in place for more than half of the school year. This decreased the efficacy of the planned strategies.

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

The following changes are made to this strategy. MEANINGFUL PARTNERSHIPS Strategy/Activity 3.1.2 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, grade level focus standards, helpful websites, monitoring and helping children with math at home. Annual outcome: Every classroom student makes progress on iReady Math diagnostics from fall to spring. Teacher Add Comp: 2 Math Nights x 2.5 hours (1.5 hrs to prep/1 hr to present) each x 15 teachers= \$4500 TOTAL FOR THIS STRATEGY: \$4500 LCFF MEANINGFUL PARTNERSHIPS Strategy/Activity 3.1.3 REMOVE Proactive Response-Parent-Teacher-Student Conferences This strategy will be discontinued for 2022-2023. MEANINGFUL PARTNERSHIPS Strategy/Activity 3.1.4 Title I Parent Involvement Funds Strategy/Activity We anticipate a full return to school for the fall of 2022. Monthly parent coffees will resume. We will reach out to the Family Resource Center for support in this area. We will take advantage of well-attended similar events from the past, 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. \$1473 to be used for any training materials, supplies, etc. with \$500 for supplies for parent meetings. Parent Materials, supplies, etc: \$1473 Parent Meetings \$500 TOTAL FOR THIS STRATEGY: \$1973 Title I

LCAP Goal

Goal 4: Special Education Pending development

Goal

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add metric/indicator here]	[Add metric/indicator here]

Strategy/Activity

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2021-2022 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.

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

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.

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	\$522,679.00
Total Federal Funds Provided to the School from the LEA for CSI	\$414,830.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$465,921.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
50344 - CSI 2020/21	\$258,872.00
50643 - Title I	\$105,876.00
50647 - Title I - Parent	\$1,973.00
50345 - CSI 2021/22	\$155,958.00

Subtotal of additional federal funds included for this school: \$522,679.00

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

State or Local Programs	Allocation (\$)
23030 - LCFF (Site)	\$99,200.00

Subtotal of state or local funds included for this school: \$99,200.00

Total of federal, state, and/or local funds for this school: \$621,879.00