

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Wilson Elementary School	10-62414-6007215	October 16, 2018	December 11, 2018

Purpose and Description

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

Schoolwide Program

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.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The annual Sanger Unified School District Parent survey was conducted towards the end of the 2016-17 school year. 94% of parent surveys were returned.

Parent Survey A and B responses overall average of 80% for the survey

Questions scored Above 85% responses of A or B:

Cleanliness. 89%.

Safe School Environment. 88%

PBIS. 86%

Communication. 86%

Overall quality of school. 85%

Questions scored below 80% responses of A or B:

Addressing Harassment/Bullying. 79%

Academic support for math. 78%

Academic support for reading and writing. 73%

Our goal is to be at 85% or above in percentage of good to excellent responses for each survey question.

Written Comments – Spring 2017 Parent Survey

The three areas that were mentioned as positives by parents.

1. Great school overall.
2. Teachers.
3. Principal/Security.

The three areas that were mentioned as needing improvement by parents.

1. Playground.
2. Cafeteria Food.
3. Security.

Classroom Observations

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

The Wilson principal and curriculum support provider (CSP) conduct classroom observations on a regular basis for the purpose of giving feedback and support to classroom teachers. The CSP works with teachers on instructional, classroom management and technological support when needed. The Wilson principal also does collaborative observations with the Literacy Specialist and English Language Development to ensure fidelity to Literacy Blocks and Designated Times for English Language Development.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Wilson Elementary is a Professional Learning Community. All grade level PLC's meet weekly to review student achievement and identify instructional practices that support sustained learning. Each PLC develops and monitors common assessments and responds to the data outcomes by adjusting instruction to meet the needs of their students. Each PLC continually discusses what is going to be taught, how its going to be taught, how the PLC will know if their students have learned it and what will be their response if learning has or has not taken place.

SUSD assessments focusing on claim data have been developed and are used to monitor the progress of Wilson Elementary students. Wilson Elementary grade level PLC's respond to this data and make necessary adjustments. to instruction.

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

Wilson PLC's meet weekly to review student outcomes on common assessments and SUSD assessments. Each PLC modifies instructional and pacing based on student results.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All Wilson Elementary teachers are identified as highly qualified based on local, state, and federal guidelines.

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

Wilson Elementary uses State Board of Education adopted materials for core instruction. All teachers are supported via professional development training to support implementation of these adopted materials.

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

Wilson Elementary staff takes part in professional professional development training at both the school site and district level in the content area of English-Language Arts and Mathematics. The training is dedicated to on implementation and assessment of common core standards. In addition, Wilson Elementary teachers are receiving training at the site and district level on Effective instruction and Assessment practices. Wilson Elementary focused professional development on English Language Development with an eye on designated and integrated practices. In addition, Wilson Elementary is focused on Universal Design for Learning processes. Professional Learning Community practices and level of efficacy on UDL, PLC and ELD are an ongoing focus at site level professional development trainings.

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

Wilson Elementary has a Curriculum Support Provider (CSP) and a Literacy Specialist Teacher (LST) to support classroom teachers. The CSP covers TK - 5th grade providing support via observational feedback, covering classrooms to free up teachers to do peer observations, co-teaching, assisting on planning on unit and lesson planning, classroom management support, and materials acquisition.

The LST provides support to TK-3 teachers on Guided Reading scheduling, lesson planning, assessment review, modeling and professional development training. In addition, the LST supports intermediate grade levels on shared reading practices, general literacy strategies and common assessments and SUSD literacy assessments that are required of our intermediate grade levels.

The English Language Development Coordinator supports TK-5 on ELD designated time, lesson planning, assessment review, modeling and professional development training.

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

All Wilson Elementary teachers meet in their PLC's on weekly basis. Teachers meet for lesson planning, assessment review, and to share and discuss best practices on instruction.

Teaching and Learning

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

Wilson Elementary grade level PLC's meet to align curriculum, instruction, and materials to the content and performance standards. SUSD has provided unit guides for teachers to determine pacing on standards.

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

Wilson Elementary school meets the mandated standards for instructional minutes for English Language Arts and Mathematics.

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

The master schedule for Wilson Elementary has dedicated time for Literacy (RTI) intervention and English Language Development in all grade levels.

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

Standards based instructional materials are used in all Wilson Elementary classrooms. Materials are available for all students.

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

All core instructional materials at Wilson Elementary have been approved by the Local Governing Board of Education.

Opportunity and Equal Educational Access

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

Underperforming students at Wilson Elementary receive support to meet their grade level standards. The Wilson Elementary master schedule allows for intervention time along with access to core instruction during the school day.

Evidence-based educational practices to raise student achievement

Wilson students requiring intervention receive research based instruction in order to raise their performance level.

Parental Engagement

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

Wilson Elementary has a Learning Enrichment Activity Program (LEAP) which provides tutoring services for students. Wilson Elementary has a Community Media Center to support student needs in technology and literacy needs. Wilson Elementary has a Neighborhood Resource Center that provides students and their families with social and emotional assistance.

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

Wilson Elementary has a school site council which meets to plan, implement and review all categorically funded programs.

Funding

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

Wilson Elementary has one full time and one part time Reading Intervention teachers to assist in literacy intervention for students in grades K-5. Wilson Elementary has one English Language Development teacher to support English Learners in grades K-5. The Wilson Elementary Curriculum Support Provider works with both the reading and language development teachers to provide direct services to students in need. The Curriculum Support Provider also focuses on mathematics instructional support and classroom technology instruction.

Fiscal support (EPC)

Wilson Elementary's general and categorical funds are coordinated, prioritized and allocated to align with the full implementation of core and supplemental plans under the Single Plan for Student Achievement.

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

Meetings were held with faculty on student outcomes from the 17-18 school year. These meetings also included discussions and plans for improvement for the 18-19 school year. These meetings were conducted on August 9, September 26, October 31, and November 2. Meetings with Parents were conducted on September 25 and October 16 to review student outcomes from the 17-18 school year and to review prospective plans for the 18-19 school year.

Resource Inequities

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.2%	0.2%	0%	1	1	0
African American	0.4%	0.2%	0.46%	2	1	2
Asian	0.2%	0.0%	0.23%	1	0	1
Filipino	0.0%	0.0%	0%	0	0	0
Hispanic/Latino	95.4%	95.0%	92.18%	431	399	401
Pacific Islander	0.0%	0.0%	0%	0	0	0
White	1.3%	1.7%	3.68%	6	7	16
Multiple/No Response	0.2%	2.9%	3.22%	1	12	14
Total Enrollment				452	420	435

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	101	79	90
Grade 1	65	69	67
Grade 2	75	63	70
Grade 3	75	73	68
Grade 4	68	68	70
Grade 5	68	68	70
Grade 6	0		0
Grade 7	0		0
Grade 8	0		0
Grade 9	0		0
Grade 10	0		0
Grade 11	0		0
Grade 12	0		0
Total Enrollment	452	420	435

Conclusions based on this data:

1. Enrollment has been static. There have been no large increases or decreases in total student enrollment. The 17-18 school year saw that Wilson was now a receiving school for other schools that were over capacity. This did not

affect the overall demographic makeup of the campus. The numbers of students bussed to Wilson numbered less than 20 students in grades K-3.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	220	174	188	48.7%	41.4%	43.2%
Fluent English Proficient (FEP)	46	36	52	10.2%	8.6%	12.0%
Reclassified Fluent English Proficient (RFEP)	27	23	36	11.4%	10.5%	20.7%

Conclusions based on this data:

1. The overall trend has been a decrease of the total EL student population from the 15-16 school year to the present year. The total percentage for reclassified Fluent English Proficient Students has increased by 9% in the last 3 school years. We have less EL students than past years and we are exiting a higher percentage of EL students than past years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	75	72	68	75	72	68	75	72	68	100	100	100
Grade 4	68	68	70	68	68	70	68	68	70	100	100	100
Grade 5	68	68	72	68	67	72	68	67	72	100	98.5	100
All Grades	211	208	210	211	207	210	211	207	210	100	99.5	100

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2373.	2364.	2442.	8	6.94	29.41	15	16.67	27.94	29	22.22	22.06	48	54.17	20.59
Grade 4	2415.	2419.	2439.	10	10.29	12.86	19	19.12	25.71	19	23.53	25.71	51	47.06	35.71
Grade 5	2458.	2461.	2458.	3	11.94	5.56	24	25.37	26.39	29	19.40	25.00	44	43.28	43.06
All Grades	N/A	N/A	N/A	7	9.66	15.71	19	20.29	26.67	26	21.74	24.29	48	48.31	33.33

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	5	11.11	23.53	40	26.39	48.53	55	62.50	27.94	
Grade 4	16	10.29	10.00	43	45.59	48.57	41	44.12	41.43	
Grade 5	10	19.40	8.33	50	32.84	41.67	40	47.76	50.00	
All Grades	10	13.53	13.81	44	34.78	46.19	45	51.69	40.00	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	11.11	27.94	41	34.72	50.00	52	54.17	22.06
Grade 4	13	14.71	10.00	31	39.71	45.71	56	45.59	44.29
Grade 5	10	11.94	15.28	40	46.27	47.22	50	41.79	37.50
All Grades	10	12.56	17.62	37	40.10	47.62	53	47.34	34.76

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	6.94	27.94	67	55.56	57.35	27	37.50	14.71
Grade 4	16	5.88	11.43	62	60.29	77.14	22	33.82	11.43
Grade 5	4	10.45	8.33	60	58.21	63.89	35	31.34	27.78
All Grades	9	7.73	15.71	63	57.97	66.19	28	34.30	18.10

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	16.67	36.76	47	44.44	45.59	44	38.89	17.65
Grade 4	10	11.76	17.14	46	57.35	57.14	44	30.88	25.71
Grade 5	13	20.90	15.28	63	44.78	52.78	24	34.33	31.94
All Grades	11	16.43	22.86	52	48.79	51.90	37	34.78	25.24

Conclusions based on this data:

1. Schoolwide 42% of students met or exceeded standard on overall ELA achievement. This was a 16% increase from 2016-17 school year.
2. Overall 75% of our students meet or exceeded the standard on the Listening and Research and Inquiry components. This was our strongest sub score on the ELA assessments.
3. Overall, 60% of our students met or exceeded standards on the Reading component of the ELA test. This was our lowest performance area of the test.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	75	72	68	75	72	68	75	72	68	100	100	100
Grade 4	68	68	70	68	68	70	68	68	70	100	100	100
Grade 5	68	68	72	68	67	72	68	67	72	100	98.5	100
All Grades	211	208	210	211	207	210	211	207	210	100	99.5	100

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2394.	2388.	2434.	4	6.94	20.59	24	19.44	30.88	32	25.00	23.53	40	48.61	25.00
Grade 4	2443.	2432.	2447.	7	4.41	5.71	24	19.12	25.71	32	38.24	35.71	37	38.24	32.86
Grade 5	2465.	2461.	2470.	9	7.46	2.78	12	13.43	19.44	28	37.31	38.89	51	41.79	38.89
All Grades	N/A	N/A	N/A	7	6.28	9.52	20	17.39	25.24	31	33.33	32.86	43	43.00	32.38

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	13	13.89	29.41	40	30.56	42.65	47	55.56	27.94	
Grade 4	15	11.76	20.00	38	30.88	34.29	47	57.35	45.71	
Grade 5	16	11.94	8.33	24	31.34	47.22	60	56.72	44.44	
All Grades	15	12.56	19.05	34	30.92	41.43	51	56.52	39.52	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	6.94	26.47	35	45.83	50.00	53	47.22	23.53
Grade 4	6	7.35	10.00	46	42.65	45.71	49	50.00	44.29
Grade 5	9	2.99	4.17	35	40.30	44.44	56	56.72	51.39
All Grades	9	5.80	13.33	38	43.00	46.67	53	51.21	40.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	8.33	35.29	60	50.00	44.12	28	41.67	20.59
Grade 4	10	7.35	8.57	53	47.06	57.14	37	45.59	34.29
Grade 5	12	8.96	4.17	35	40.30	52.78	53	50.75	43.06
All Grades	11	8.21	15.71	50	45.89	51.43	39	45.89	32.86

Conclusions based on this data:

1. Overall, 35% of students met or exceeded standards. This is an increase of 11% from the 2016-17 school year
2. 67% of our students were at or above standard on Communicating and Reasoning. That is an increase of 6% from 2016. This was our highest percentage of the three sub scores on the math test.
3. Overall 60% of our students met or exceeded standards on the Concepts & Procedures component of the math test. This was our lowest sub score.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1431.7	1441.0	1410.0	42
Grade 1	1468.9	1485.0	1452.2	27
Grade 2	1496.4	1495.6	1496.5	30
Grade 3	1500.3	1494.9	1505.3	25
Grade 4	1508.1	1502.1	1513.7	27
Grade 5	1527.0	1525.1	1528.4	22
All Grades				173

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	16	38.10	13	30.95	*	*	42
Grade 1	15	55.56	*	*	*	*	*	*	27
Grade 2	17	56.67	*	*	*	*	*	*	30
Grade 3	*	*	11	44.00	*	*	*	*	25
Grade 4	*	*	12	44.44	*	*			27
Grade 5	*	*	12	54.55	*	*			22
All Grades	59	34.10	67	38.73	39	22.54	*	*	173

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	16	38.10	14	33.33	*	*	*	*	42
Grade 1	19	70.37	*	*	*	*	*	*	27
Grade 2	22	73.33	*	*			*	*	30
Grade 3	*	*	13	52.00	*	*			25
Grade 4	11	40.74	13	48.15	*	*			27
Grade 5	16	72.73	*	*					22
All Grades	91	52.60	57	32.95	19	10.98	*	*	173

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	23	54.76	*	*	42
Grade 1	*	*	*	*	*	*	*	*	27
Grade 2	14	46.67	*	*	*	*	*	*	30
Grade 3	*	*	*	*	*	*	*	*	25
Grade 4	*	*	12	44.44	11	40.74	*	*	27
Grade 5	*	*	11	50.00	*	*	*	*	22
All Grades	34	19.65	54	31.21	63	36.42	22	12.72	173

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	26	61.90	14	33.33	*	*	42
Grade 1	22	81.48	*	*			27
Grade 2	26	86.67	*	*	*	*	30
Grade 3	*	*	16	64.00	*	*	25
Grade 4	*	*	16	59.26	*	*	27
Grade 5	*	*	15	68.18			22
All Grades	98	56.65	69	39.88	*	*	173

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	14	33.33	22	52.38	*	*	42
Grade 1	12	44.44	12	44.44	*	*	27
Grade 2	20	66.67	*	*	*	*	30
Grade 3	14	56.00	11	44.00			25
Grade 4	17	62.96	*	*			27
Grade 5	19	86.36	*	*			22
All Grades	96	55.49	67	38.73	*	*	173

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	30	71.43	*	*	42
Grade 1	13	48.15	*	*	*	*	27
Grade 2	18	60.00	*	*	*	*	30
Grade 3	*	*	13	52.00	11	44.00	25
Grade 4	*	*	16	59.26	*	*	27
Grade 5	*	*	15	68.18	*	*	22
All Grades	43	24.86	90	52.02	40	23.12	173

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	14	33.33	21	50.00	*	*	42
Grade 1	*	*	16	59.26	*	*	27
Grade 2	12	40.00	17	56.67	*	*	30
Grade 3	*	*	15	60.00	*	*	25
Grade 4	*	*	18	66.67			27
Grade 5	14	63.64	*	*			22
All Grades	64	36.99	95	54.91	14	8.09	173

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
435	92.9%	43.2%	1.4%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	188	43.2%
Foster Youth	6	1.4%
Homeless	5	1.1%
Socioeconomically Disadvantaged	404	92.9%
Students with Disabilities	18	4.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.5%
Asian	1	0.2%
Hispanic	401	92.2%
Two or More Races	1	0.2%
White	16	3.7%






Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Yellow</p>	<p>Chronic Absenteeism</p>  <p>Orange</p>	<p>Suspension Rate</p>  <p>Yellow</p>
<p>Mathematics</p>  <p>Yellow</p>		
<p>English Learner Progress</p>  <p>No Performance Color</p>		

Conclusions based on this data:

1. Based on the 16-17 school data, We are making progress towards meeting state accountability expectations in the area of Suspensions Rates and English Learner Progress. We declined in meeting state accountability expectations in English Language Arts and Mathematics.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 21.2 points below standard Increased 31.6 points 200 students	<p>English Learners</p>  Yellow 29 points below standard Increased 24.9 points 117 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<p>Socioeconomically Disadvantaged</p>  Yellow 22.1 points below standard Increased 29.1 points 187 students	<p>Students with Disabilities</p>  No Performance Color 139.9 points below standard Declined -5.1 points 17 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 23.1 points below standard Increased 29.5 points 191 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
73.5 points below standard Increased 40 points 74 students	47.7 points above standard Increased 16.8 points 43 students	11.8 points below standard Increased 42.4 points 82 students

Conclusions based on this data:

- 2015 to 2018 ELA CAASPP Test results show a decrease of 47 points towards the distance to 3. We are now at -23 from the distance to 3 on the State Accountability Index.
- English Learners are at -73 from the distance to 3 on the State Accountability Index. This is an overall decrease of 48 points from 2015 ELA CAASPP test to the 2018 ELA CAASPP test.
- Our 3rd grade has shown the most gains towards meeting the distance to 3. The 3rd has shown an overall decrease of 62 points from the Spring 2015 ELA CAASPP test to our most recent results on the Spring 2018 ELA CAASPP test.

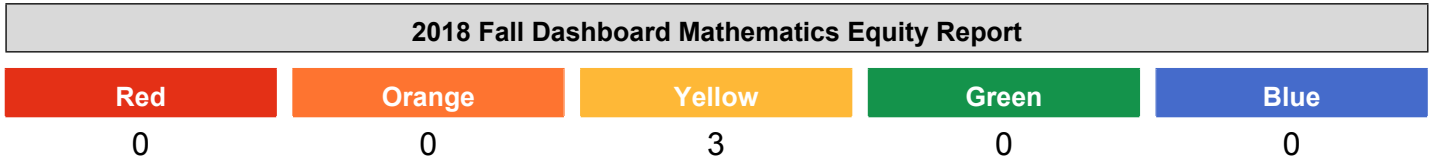
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 31.9 points below standard Increased 23 points 200 students	<p>English Learners</p>  Yellow 35.6 points below standard Increased 17 points 117 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<p>Socioeconomically Disadvantaged</p>  Yellow 33 points below standard Increased 22 points 187 students	<p>Students with Disabilities</p>  No Performance Color 119.9 points below standard Declined -4.8 points 17 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 34.3 points below standard Increased 10.9 points 191 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
62.1 points below standard Increased 26.1 points 74 students	10.1 points above standard Increased 12.2 points 43 students	27.8 points below standard Increased 32.4 points 82 students

Conclusions based on this data:

1. Spring 2015 to Spring 2018 CAASPP Math Results show a overall decrease of 46 points towards the distance to 3 on the State Accountability Index.
2. 3rd grade Spring CAASPP 2018 Math results show a score of -1 towards the distance to 3.
5th grade 4 year results on the Spring CAASPP Math test show an overall decrease of 55 towards the distance to 3.
3. Spring CAASPP Math English Learner results from 2015 to 2018 show a overall decrease of 59 points towards the distance to 3. English Learner status is -62 towards the distance to 3.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
173	34.1%	38.7%	22.5%	4.6%

Conclusions based on this data:

1. Based on the Spring 2018 CAASPP ELA results, English Learners have cut the distance to 3 by 48 points since the Spring 2015 CAASPP ELA test.
2. Based on the Spring 2018 CAASPP Math results, English Learners have cut the distance to 3 by 59 points since the Spring 2015 CAASPP Math test.

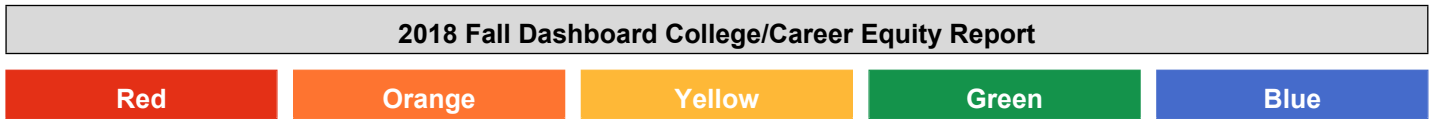
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

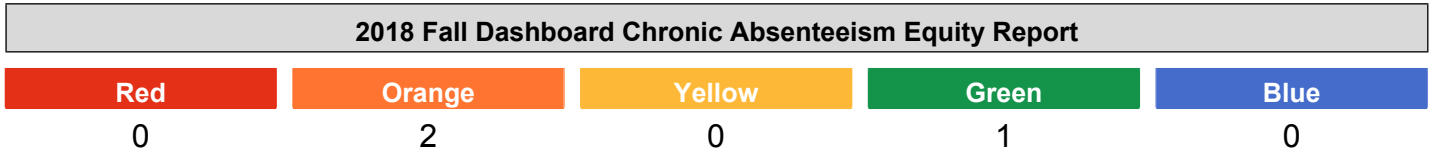
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 10.3% chronically absent Increased 2.6% 465 students	<p>English Learners</p>  Green 4.6% chronically absent Declined 0.6% 197 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	<p>Socioeconomically Disadvantaged</p>  Orange 10% chronically absent Increased 2% 431 students	<p>Students with Disabilities</p>  No Performance Color 20.7% chronically absent Increased 3% 29 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 9.5% chronically absent Increased 2.2% 432 students	 No Performance Color 6.7% chronically absent Declined 14.8% 15 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color 40% chronically absent 15 students

Conclusions based on this data:

1. Chronic Absenteeism based on 10% of instructional days missed was 11.01% in the 2017-2018 school year. An increase of .51% from the 2016-2017 school year.

Chronic Absenteeism based on 15% of instructional days missed was 13.09% in the 2017-2018 school year. An increase of 3.95% from the 2016-2017 school year.

School and Student Performance Data

Academic Engagement Graduation Rate

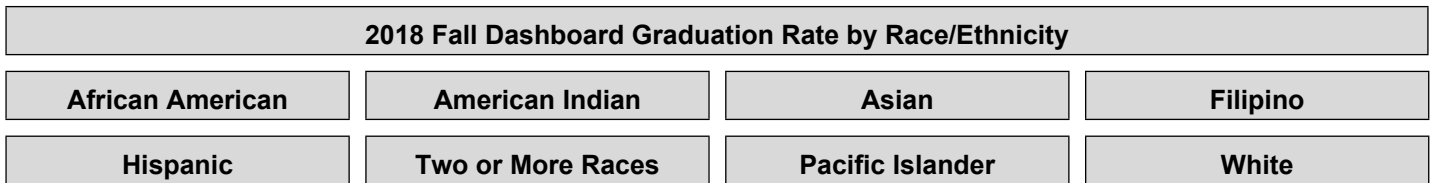
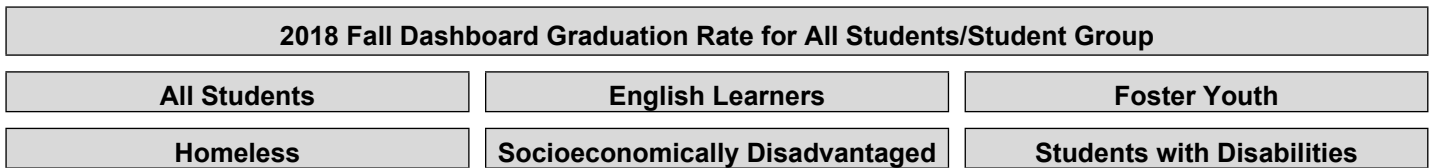
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

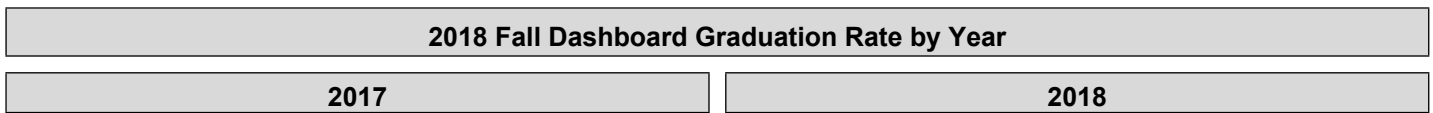
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

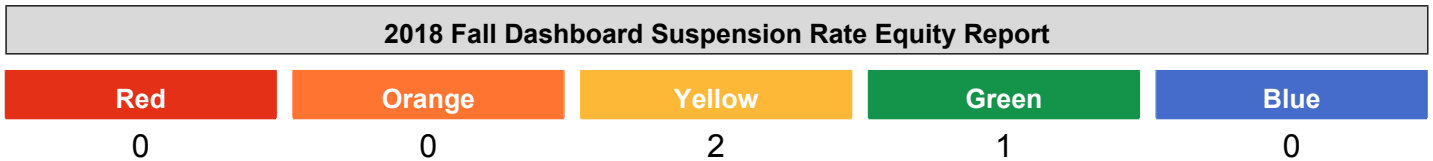
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 1.7% suspended at least once Maintained -0.1% 482 students	<p>English Learners</p>  Green 1.5% suspended at least once Declined -0.8% 202 students	<p>Foster Youth</p>  No Performance Color 9.1% suspended at least once 11 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 6 students	<p>Socioeconomically Disadvantaged</p>  Yellow 1.8% suspended at least once Maintained 0% 447 students	<p>Students with Disabilities</p>  No Performance Color 6.5% suspended at least once Increased 6.5% 31 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 3 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.8% suspended at least once Maintained -0.1% 446 students	 No Performance Color 0% suspended at least once Maintained 0% 17 students	 No Performance Color 0 Students	 No Performance Color 0% suspended at least once Maintained 0% 15 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
2% suspended at least once	1.8% suspended at least once	1.7% suspended at least once

Conclusions based on this data:

1. Our overall suspension rate continues to decline.
2. English Learners suspension rate increased by 1%.
3. There was a significant decline in the suspension rate for students with disabilities. This was a 4% decline.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

The district will provide a high quality educational system to raise the academic achievement of all students.

Goal 1

SMART Goal ELA:

For the 2018-19 school year, Wilson will improve by 15 scale score points to move from Yellow to Green on the 2019 ELA CAASPP as evidenced by the CA Dashboard.

SMART Goal Math:

For the 2018-19 school year, Wilson will improve by 15 scale score points to move from Yellow to Green on the 2019 Math CAASPP as evidenced by the CA Dashboard.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	CAASPP ELA Percent Proficient 42% DF3 -23	2019 CAASPP ELA Percent Proficient 50% DF3 -8
CAASPP Math	CAASPP Math Percent Proficient 35% DF3 -33	2019 CAASPP Math 45% DF3 -18
BAS Scores	June 2018 BAS On-Track for 3rd Grade	June 2019 BAS -On Track for 3rd Grade

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	54%.	3% gain in On-Track scores.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Drill down to standards that will provide the most support for spring testing.
 Create or access common assessments that prepare students for spring testing. 3 ELA per trimester.
 Continue SUSD Balanced Literacy Block Components with a focus based on 6-year balanced literacy plan needs.
 Focus on the level of support during integrated ELD that prepares EL for CAASPP.
 Read Alouds at 4thth and 5thth grade. Monitor focus for Read Aloud.
 WTC-Perez, Smith, Herron, Voorhees, & PLC reps continue to create consistent practices school wide.
 Admin/CSP/ELD/LST walk through and feedback on Tier 1 instruction & Management
 Jan-April meetings with 3/4/5 focusing on CAASPP preparation.
 Student planners with goal setting.
 Instructional Rounds focusing on UDL – Engagement and Representation
 Student Goal Setting with Planners.
 AR

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)
51,571.00	Title I
51,571.00	LCFF
80,446.00	Title I
138,840.00	LCFF
10,660.00	LCAP Enrichment K-8
10,345.00	LCAP Library

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

The district will provide a high quality educational system for all students focusing on high academic rigor with a Multi-Tiered System with a focus on narrowing the achievement gap for all subgroups.

Goal 2

SMART Goal ELA:

For the 2018-19 school year, Wilson Socioeconomically Disadvantaged will improve by 15 scale score points from DF3-36 to DF3-21 move from Orange to Yellow on the ELA CAASPP as evidenced by the CA Dashboard.

For the 2018-19 school year, Wilson English Learners will improve by 15 scale score points from DF3-73 to DF3-58 to move from Red to Yellow on the ELA CAASPP as evidenced by the CA Dashboard.

For the 2018-19 school year, Wilson SWD will improve by 15 scale score points from DF3-118 to DF3-103 to move from Red to Orange on the ELA CAASPP as evidenced by the CA Dashboard.

SMART Goal Math:

For the 2018-19 school year, Wilson Socioeconomically Disadvantaged will improve by 15 scale score points from DF3-70 to DF3-55 to move from Orange to Yellow on the Math CAASPP as evidenced by the CA Dashboard.

For the 2018-19 school year, Wilson English Learners will improve by 15 scale score points from DF3-62 to DF3-47 to move from Orange to Yellow on the Math CAASPP as evidenced by the CA Dashboard.

For the 2018-19 school year, Wilson SWD will improve by 15 scale score points from DF3-186 to DF3-171 to move from Red to Orange on the Math CAASPP as evidenced by the CA Dashboard.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	English Learners on Spring 2018 CAASPP ELA	English Learners on Spring 2019 CAASPP ELA

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	15% met or exceeded standard. DF3-73	25% will meet or exceed standard. DF3-58
CAASPP Math	English Learners on Spring 2018 CAASPP Math 20% met or exceeded standard. DF3-62	English Learners on Spring 2019 CAASPP Math 30% will meet or exceed standard. DF3-47
BAS Scores	3rd Grade BAS On-Track June 2018 - 28%	3rd Grade BAS On-Track June 2019 - 31%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners, Socio-Economically Disadvantaged and Students with Special Needs.

Strategy/Activity

Continue with designated and integrated instruction.
Admin and EL coordinator to provide classroom management and lesson observation and feedback.
ELD resource materials provided and used.
Fidelity with HMH.
PD by EL coordinator with assistance from CSP/Principal on using Ellevation to analyze student learning.
Principal to conduct formal observations on ELD designated lessons.
Imagine Learning licenses (50) purchased to support learning.
Standards focused at 4th and 5th grade students who are near reclassification.
ELD standards listed on designated and integrated weekly lesson plans for K-5.
Peer observations CSP, EL coordinator, Principal calibration with feedback. Look for PVLEGS.
Focus has been on Listening/Comprehension/ Sequence/Retell/Non-Fiction.
Continue to have conversations and actions that are intentional:
Designated: Focus on Oral Language//Writing components.
Integrated: Listening/Speaking components.
ILP meetings 2-3xs a year with Teacher, Admin and Parent. Monitor growth via DIBELS Next, BAS and Classroom performance. Recorded through Ellevation.
AR

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)

8,774.00

LCAP Intervention and Support

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

The District will operate with increasing efficiency and effectiveness in all areas of operation promoting a safe school environment.

Goal 3

Promote attendance expectations and safe environment via SARB and attendance incentives, Positive Behavior Interventions and Supports and 2nd Step implementation.

Wilson attendance goal is 96% for the 18-19 school year.

Wilson goal is to decrease major and minor referrals by 20% for the 18-19 school year.

Wilson goal is to decrease suspension rate by 50% for the 18-19 school year.

Wilson goal is to decrease chronic absenteeism by 3% for the 18-19 school year.

Wilson goal is to have an increase of 3% of good to excellent responses for each question on Spring 2019 parent survey.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Major and Minor Referrals	2018 Minor Referrals 103 Major Referrals 38	2019 Minor Referrals - 82 Major Referrals - 30
Suspensions	2018 13 Suspensions	2019 6 Suspensions
Attendance	2018 95.53%	2019 96.03%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

PBIS modeling with passport weeks at the start of each trimester.
 Principal to pull out classrooms for BARK Passport Checks.
 Continue to hold weekly BARK drawings but expand to BARK student store for wider net of students to recognize.
 Reconvene W.I.T.M.T.S.S. support team to review data and students on Tier 2 plans on a monthly basis.
 Project Wisdom / Daily messages.
 Noon aide meetings to review procedures, issues and hot spots.
 Continue incentive program for Perfect Attendance.
 Continue to hold all second SARB meetings in a timely manner.
 Include counselor or psychologist on meetings.
 Wilson Community Resource Center Use.
 Continue with parent meetings outreach focusing on areas of concerns.
 Teachers to log at least 1 positive contact for each student per trimester either via face to face or via phone.
 Wilson Community Media Center
 SAP- 37 referrals for groups
 Each PLC is conducting parent meetings with second Step and Bullying Prevention on the agenda.
 ClassDojo
 Schoolway
 Weekly Newsletter
 Dialer
 Social Media
 School Web Site
 Admin Home Visits 1x a week.

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)

1,000.00

LCAP PBIS

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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)
-----------	-----------

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	\$ <input type="text"/>
Total Federal Funds Provided to the School from the LEA for CSI	\$ <input type="text"/>
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ <input type="text"/>

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 (\$)
------------------	-----------------

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

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 (\$)
-------------------------	-----------------

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

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

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Ken Garcia	Principal
David Garza	Other School Staff
Silvia Voorhees	Classroom Teacher
Stacy Smith	Classroom Teacher
Jessica A. Perez	Classroom Teacher
Kristi Velasquez	Parent or Community Member
Sandra Bell	Parent or Community Member
Celeste Escobar	Parent or Community Member
Bereniz Saldana	Parent or Community Member
Alfredo Velasquez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 22, 2018.

Attested:

Principal, Ken Garcia on October 16, 2018

SSC Chairperson, Alfredo Velasquez on October 16, 2018

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- 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 either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019