

## Wilson Elementary

106216660065631

Principal's Name: Kelley Auston

Principal's Signature:

A handwritten signature in black ink, appearing to be 'KA', written over a horizontal line.

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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<b>District Goals</b>	
<p>The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

**Centralized Services** - No Centralized Services are utilized at this time.

**Consolidated Program Assurances**

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

School Site Council

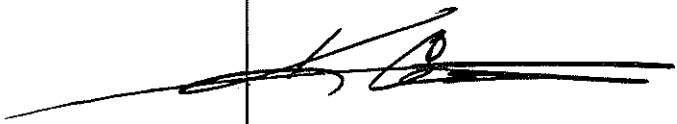

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Kelley Auston	X				
2. Chairperson – Eryn Hayes				X	
3. Jennifer Nickel		X			
4. Robin Nickel		X			
5. John Kimbley		X			
6. Kristy Pelluso				X	
7. Sharon Murphy				X	
8. Brittany McCallough					
9. Sylvia Sanchez			X		
10. Vacancy					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:  
 ELAC reviewed the SPSA as a school advisory committee.

Wilson Elementary

ELAC voted to consolidate with the SSC. Date \_\_\_\_\_.

**Required Signatures**

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Kelley Auston		3/21/18
SSC Chairperson	Eryn Hayes		3/21/18

Additional Documents include the site Parent Involvement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2018/19

Wilson - 0485

**ON-SITE ALLOCATION**

3010	Title I	\$63,835 *
7090	LCFF Supplemental & Concentration	\$261,187
7091	LCFF for English Learners	\$52,197
<b>TOTAL 2018/19 ON-SITE ALLOCATION</b>		<b>\$377,219</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,502
Remaining Title I funds are at the discretion of the School Site Council	\$62,333
Total Title I Allocation	\$63,835

## Wilson Elementary 2018-2019 - Single Plan for Student Achievement (SPSA)

### Goal 1 - All Students will excel in reading, writing and math

#### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current %	Target %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	19.807	26.807
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	14.32	21.32

#### Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

#### **SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)**

Key factors contributing to the performance outcomes in ELA:

Limited Tier 2 intervention within the classroom with the classroom teacher.

Limited progress monitoring of student data.

Based on data from IPG, a need for increase in student ownership, showing and modeling their understanding of the content.

Increase in SEL based on frequent office referrals for classroom misbehavior, indicating students are not emotionally ready for academic instruction.

#### **SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)**

Key factors contributing to the performance outcomes in Math:

Limited Tier 2 intervention within the classroom with the classroom teacher.

Limited progress monitoring of student data.

Instruction focused heavily on computation.

Based on data from IPG, a need for increase in student ownership, showing and modeling their

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

#### **SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)**

English learner subgroup declined due to limited focus on ELD standards and limited engagement strategies.

#### **SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)**

English learner subgroup declined due to limited exposure with think smarter go deeper math problems with requirement of explaining their understanding.

understanding of the content as well as an increased understanding in appropriate rigor as determined by the standard.

Increase in SEL based on frequent office referrals for classroom misbehavior, indicating students are not emotionally ready for academic instruction.

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

SSC requested continuing Reading Intervention as Interim 2 scores showed the highest 1st grade scores in the district.

Continue school events to promote literacy and math.

**2** ELAC:

Explain scores and tests for parents to understand what is asked of students.

**3** Staff:

Continue with reading intervention teacher, requested engagement strategies PD, continue with PL schedule allowing 3 ACs and 1 PD per month.

**Step 3:** Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

-Increase in EL redesignation (25%) and reading scores in first grade supports the continued funding of a reading intervention teacher. First grade interim 1 37% met/exceeded standard and Interim 2 74% met or exceeded standard.

-Parent meetings have improved communication and parent input. Continue funding parent supplies for meetings.

-Technology for online text (Wonders) supported 5% growth on interim assessments.

## Action 1

**Title:** Three-tier response

### Action Details:

To ensure that students will move a minimum of one year, a three-tier response to intervention system will be implemented. Tier one and two levels of instruction will be provided by the classroom teacher utilizing the Wonders curriculum and engagement strategies. Tier three intervention will be provided by an intervention teacher to assist identified students.

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

**Explain the Progress Monitoring and data used for this Action**



Details: Explain the data which will specifically monitor progress toward each indicator target

Teacher progress monitoring spreadsheets will be used to monitor student growth. Updated with CFA/CSA data, and quarterly data such as math fact fluency, reading level.

Owner(s):

Classroom teacher

Timeline:

Post CFA/CSA and quarterly data

Details: Explain the data which will specifically monitor progress toward each indicator target

AC agenda items with student performance data analysis for intervention groups

Owner(s):

Lead Teacher/classroom teacher

Timeline:

3/4 times per month during AC meetings

Details: Explain the data which will specifically monitor progress toward each indicator target

District Interim data/KAIG

Owner(s):

Classroom teacher

Timeline:

Post interim data

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Maintenance of school wide technology (i.e. laptops, copy machines, document cameras, Smartboards, etc.) will be funded.

Tier one instruction utilizing Wonders and GoMath.

Write Tools writing strategies resources.

Data Chat/Teacher release time for observations

All teachers utilizing GVC

Specify enhanced services for EL students:

EL resources provided by Wonders used during designated ELD instruction. Embedded ELD strategies used during tier one and tier two instruction.

Explain the actions for Parent Involvement (required by Title I):

Increase awareness of Parent Portal

Parents to attend school events promoting reading, writing and math such as:

- Author's Night
- Math Night
- Awards assembly
- Open House
- Back to School Night

Supplemental Contracts provided for Childcare/Translation

Describe Professional Learning related to this action:

Engagement strategies professional learning

Progress monitoring including:

- Exit tickets
- CFA
- CSA

Creating learning targets and lesson outcomes

## Action 2

**Title:** Increase Literacy

Action Details:

Funds will be utilized for purchasing books to give to students to promote literacy at home as well as books in a variety of genres to expose students to rich text and books for book clubs.

Reasoning for using this action:  Strong Evidence  Moderate Evidence  Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

Details: Explain the data which will specifically monitor progress toward each indicator target  
BAS/DRP scores

Owner(s):  
Teachers

Timeline:  
DRP Given twice a year  
BAS given a minimum of 3 times a year

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Funds will be utilized to purchase books for students to promote literacy at home.  
Books from a variety of genres  
Books for book clubs  
Staff members to oversee book clubs

Specify enhanced services for EL students:

Books will be purchased in Spanish.  
Books will be purchased about various cultures to promote understanding of people of various nationalities.

Explain the actions for Parent Involvement (required by Title I):

Communication about books at home will be given in English and Spanish.

Describe Professional Learning related to this action:

Staff will be provided information about books for home and ways students can trade for different books.  
PL on effective read aloud and book clubs

**Action 3**

**Title:** RTI

Action Details:

School will further develop necessary interventions by creating a systematic response to intervention within our school, and continually improve ELA/Literacy/Math instruction at each level of intervention, in order to ensure that students make continuous progress and are able to demonstrate (at minimum) one year's worth of growth.

Reasoning for using this action:  Strong Evidence  Moderate Evidence  Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

Details: Explain the data which will specifically monitor progress toward each indicator target

Owner(s):

Timeline:

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Intervention teacher

Specify enhanced services for EL students:

Multiple opportunities to engage in speaking, reading, writing and listening in various academic areas.

After school/during school tutoring

Instructional consumable supplies

Technology maintenance/repairs for student devices

Sub release provided for SST, observations and data chats

[Explain the actions for Parent Involvement \(required by Title I\):](#)

[Describe Professional Learning related to this action:](#)

RTI/Progress monitoring PL

## Action 4

**Title:** EL Re-Classification

[Action Details:](#)

Wilson will implement interventions that will support re-classification of English Learners. This will include 30 minute daily designated EL instruction based on ELPAC level and English Language proficiency. Student goal setting will take place prior to DRP and ELPAC. TSA and reading intervention will support ELs in meeting re-classification rates through specific intervention and progress monitoring.

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

### Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Wilson currently has 130 EL students. Their progress will be monitored through ELPAC, KAIG, Interim, SBAC, CFA's and grades

[Owner\(s\):](#)

Teachers

[Timeline:](#)

As given

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Designated EL instruction

[Owner\(s\):](#)

Intervention Teacher/TSA/Classroom teachers

[Timeline:](#)

Daily instruction focusing on ELD Standards.

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\):](#)

30 minutes daily designated EL instruction

TSA/Reading Intervention teacher

Wonders EL support materials

Consumable instructional supplies

Technology to enhance instructional practices for EL students

HSL

[Specify enhanced services for EL students:](#)

Action specifically targeted to EL students.

Explain the actions for Parent Involvement (required by Title I):

ELAC meetings to discuss re-classification criteria, ELD standards and ELPAC.

Describe Professional Learning related to this action:

PD to develop better understanding of re-classification criteria, ELD standards and ELPAC.

Professional learning for engagement strategies, productive talk and incorporating speaking and listening standards into everyday lessons.

PD on integrating and teaching ELD standards.

# 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0485 Wilson Elementary (Locked)

## G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Direct-Maint			Maintenance Charges	2,065.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Translating/childcare	1,835.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Instructional materials and supplies	20,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies	6,460.00
G1A1	Sup & Conc	Instruction	Oth Equ Mnt			Equipment Maintenance/Technology repair/replace	1,500.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Supplemental instructional materials and supplies *no food/incentives	53,500.00
G1A3	Title 1 Basic	Instruction	Nc-Equipment			: Technology Repair/replace teacher and student technology (classroom devices only)	4,635.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs SST, observations, data chats	4,685.00
G1A4	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.5625	Loretta Loeb / 1070204	65,520.00
G1A4	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		12,658.00
G1A4	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375	Loretta Loeb / 1070204	50,960.00
G1A4	LCFF: EL	Instruction	Mat & Supp			: ELD materials, technology	1,237.00

**\$225,055.00**

**Goal 2 - All Students will engage in arts, activities, and athletic**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	42.371	49.371

Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p><b>1</b> What were the key factors that contributed to these performance outcomes for each metric.</p> <p><b>Goal 2 Participation Rate</b></p> <p>There are many opportunities for engagement. (band, choir, sports, ASP, etc.)</p> <p>There is a need for one specific person to be assigned the job of entering student engagements. The number listed is actually lower than who has participated. Not all activities are listed.</p>	<p><b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p><b>Goal 2 Participation Rate</b></p> <p>30% of African American students, 20% of Hispanic and 26% of white students are chronically absent. This would affect grades and make them ineligible to participate.</p> <p>According to the student survey, the Hispanic subgroup has a 55% safety ranking. This could prevent them from participating.</p>
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**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p><b>1</b> SSC:</p> <p>SSC supports additional RCA to support student engagement and inclusion of students on field trips to support behavior.</p> <p>Continue school wide club activities as 100% of students are enrolled in a school club. Continue funding for club supplies.</p>	<p><b>2</b> ELAC:</p> <p>ELAC supports additional RCA to support student engagement and inclusion of students on field trips to support behavior.</p> <p>Continue school wide club activities as 100% of students are enrolled in a school club. Continue funding for club supplies.</p>	<p><b>3</b> Staff:</p> <p>Staff supports additional RCA to support student engagement and inclusion of students on field trips to support behavior.</p> <p>Continue school wide club activities as 100% of students are enrolled in a school club. Continue funding for club supplies.</p>
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**Action 1**

**Title:** Engagement support RCA

**Action Details:**

Wilson will hire an 8 hour RCA to provide supports on field trips for students who are at risk and/or have challenging behaviors. This person will focus only on student engagement (Goal 2) and will call families of those students with chronic attendance to remind them of the upcoming event/activity. They will establish afternoon clubs (i.e. gardening, science, art, etc.) to promote student engagement. They will also be the sole person responsible for entering all Goal 2 activities.

The two 6 hour RCA positions will also be maintained as well as the 8 hour district funded RCA position to support African American students, to provide social emotional support to prevent students from leaving the classroom thereby missing instruction.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

Details: Explain the data which will specifically monitor progress toward each indicator target

Office referral/Suspension data

Owner(s):

Administration

Timeline:

Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target

Percentage of students engaged in activities

Owner(s):

8 hour engagement RCA

Timeline:

Monthly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Supplies will be purchased to provide for activities and celebrations for emotionally at-risk students.

2nd step lessons and class meetings will be done at a minimum of once a week to provide students with tools to meet their social emotional needs.

Literature will be purchased and read to students around problem behaviors (i.e. sharing, tattling, etc.)

The 8 hour RCA provided for AA support will establish boys/girls clubs to provide lessons around social skills, problem solving, strategies for dealing with stress/frustrations, etc. for at-risk African American students.

A 6 hour RCA will establish boys/girls clubs to provide lessons around social skills, problem solving, strategies for dealing with stress/frustrations, etc. for at-risk students.

The 8 hour RCA focused on student engagement will attend field trips to provide support for students with at-risk behaviors.

Maintenance of school wide technology (i.e. laptops, copy machines, document cameras, Smartboards, etc.) will be funded.

Explain the actions for Parent Involvement (required by Title I):

Parents will receive data about student behaviors. This will include, but is not limited to, suspension data, positive behavior entries, office referrals, and school hot-spots.

Parents will be trained on the roles of the RCAs during a parent meeting.

Supplies will be purchased for parent meetings.

Baby sitting will be provided for parent meetings.

Specify enhanced services for EL students:

One of the 6 hour RCAs will focus on EL students who are at risk due to behaviors. They will meet monthly with the administration to report on progress of these students.

The 6 hour RCA focused on EL support will establish boys/girls clubs to provide lessons around social skills, problem solving, strategies for dealing with stress/frustrations, etc. for at-risk EL students.

Describe Professional Learning related to this action:

Teachers and classified staff will receive monthly data about student behaviors. This will include, but is not limited to, suspension data, positive behavior entries, office referrals, and school hot-spots.

Professional readings will be purchased for book studies.

Professional development will continue around relationship building, CHAMPS, 3-1 positive to negative interactions, classroom structures, etc.

## Action 2

**Title:** School-wide Clubs

### Action Details:

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Wilson will provide weekly clubs centered around student interest/need. These can include, but are not limited to, painting, sculpture, dance, computers, etc. These clubs will occur on Friday afternoons, and will be selected by student surveys. Once clubs have been selected, students will select their top three choices and will be placed in one of those clubs.

<b>Reasoning for using this action:</b>	<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input checked="" type="checkbox"/> Promising Evidence
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### Explain the Progress Monitoring and data used for this Action

#### Details: Explain the data which will specifically monitor progress toward each indicator target

Club lists

#### Owner(s):

Teacher assigned to create clubs

#### Timeline:

Every 5 weeks

#### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Supplies will be purchased for all clubs as needed.

Students will have access to RCAs as needed to successfully participate in clubs.

An extra pay contract will be funded to compensate a teacher who puts extra time into establishing class lists for all clubs.

#### Specify enhanced services for EL students:

EL students will have access to clubs that support the building of academic language (i.e. science, computers, etc.)

#### Explain the actions for Parent Involvement (required by Title I):

A parent showcase will occur at the 5th week of each rotation of clubs.

Parents will be encouraged to volunteer to support the teachers during club time.

#### Describe Professional Learning related to this action:

Professional development will be provided to further understand the correlation between student engagement and academic achievement.

## Action 3

**Title:** Sports supports

### Action Details:

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Coaches will be provided to support all sporting activities.

<b>Reasoning for using this action:</b>	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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### Explain the Progress Monitoring and data used for this Action



Details: Explain the data which will specifically monitor progress toward each indicator target

Sports team lists

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Goal 2 funding will be utilized to provide coaches as needed for school sports teams.

Goal 2 funding will be utilized to purchase equipment and uniforms as needed.

Wilson will work with the after school program to ensure sports teams are established and upper grade students have an opportunity to participate.

An RCA will be out at all recesses to teach the rules for games and to run intramural sports.

Explain the actions for Parent Involvement (required by Title I):

All communications regarding sports will be provided in English and Spanish.

A monthly calendar will be provided to parents communicating the times and locations of sporting events.

Owner(s):

ASP site lead/Administration

Timeline:

At the beginning of each sports season

Specify enhanced services for EL students:

All communications regarding sports will be provided in English and Spanish.

Describe Professional Learning related to this action:

Professional development will be provided to staff about the correlation of student engagement and academic success.

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0485 Wilson Elementary (Locked)

### G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		54,097.00
G2A2	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage	1,000.00

**\$55,097.00**

**Goal 3 - All Students will demonstrate the character and competencies for workplace success**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	92.857	99.857
Exposure to Careers - 4th Grade	99.18	100
Exposure to Careers - 6th Grade	96.104	100

Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

**Exposure to Careers - 3rd Grade**  
 Wilson's attendance rate of 93.3% has prevented students from attending field trips and other activities. As only 54% of Wilson students feel safe, they may miss this off campus experiences out of fear.

**Exposure to Careers - 4th Grade**  
 Wilson's attendance rate of 93.3% has prevented students from attending field trips and other activities. As only 54% of Wilson students feel safe, they may miss this off campus experiences out of fear.

**Exposure to Careers - 6th Grade**  
 Wilson's attendance rate of 93.3% has prevented students from attending field trips and other activities. As only 54% of Wilson students feel safe, they may miss this off campus experiences out of fear.

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

**Exposure to Careers - 3rd Grade**  
 30% of African American students, 20% of Hispanic and 26% of white students are chronically absent.

**Exposure to Careers - 4th Grade**  
 30% of African American students, 20% of Hispanic and 26% of white students are chronically absent. 4th grade had a safety rating of 44.9%and African American 4th graders had a safety rating of 27.5%.

**Exposure to Careers - 6th Grade**  
 30% of African American students, 20% of Hispanic and 26% of white students are chronically absent.

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

SSC supports involvement in career opportunities with the support of an RCA to support student attendance and safety.

**2** ELAC:

ELAC supports involvement in career opportunities with the support of an RCA to support student attendance and safety.

**3** Staff:

Staff supports involvement in career opportunities with the support of an RCA to support student attendance and safety.

## Action 1

**Title:** Engagement support RCA

### Action Details:

Wilson will hire an 8 hour RCA to provide supports on field trips for students who are at risk and/or have challenging behaviors. This person will focus only on student engagement (Goal 2) and will call families of those students with chronic attendance to remind them of the upcoming event/activity. They will establish afternoon clubs (i.e. gardening, science, art, etc.) to promote student engagement. They will also be the sole person responsible for entering all Goal 2 activities.

The two 6 hour RCA positions will also be maintained as well as the 8 hour district funded RCA position to support African American students, to provide social emotional support to prevent students from leaving the classroom thereby missing instruction.

<b>Reasoning for using this action:</b>	<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input checked="" type="checkbox"/> Promising Evidence
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### Explain the Progress Monitoring and data used for this Action

**Details: Explain the data which will specifically monitor progress toward each indicator target**

Suspension data

**Owner(s):**

Administration

**Timeline:**

monthly

**Details: Explain the data which will specifically monitor progress toward each indicator target**

Percentage of students in engagement activities

**Owner(s):**

Engagement RCA

**Timeline:**

monthly

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):**

Supplies will be purchased to provide for activities and celebrations for emotionally at-risk students.

2nd step lessons and class meetings will be done at a minimum of once a week to provide students with tools to meet their social emotional needs.

Literature will be purchased and read to students around problem behaviors (i.e. sharing, tattling, etc.)

The 8 hour RCA provided for AA support will establish boys/girls clubs to provide lessons around social skills, problem solving, strategies for dealing with stress/frustrations, etc. for at-risk African American students.

A 6 hour RCA will establish boys/girls clubs to provide lessons around social skills, problem solving, strategies for dealing with stress/frustrations, etc. for at-risk students.

The 8 hour RCA focused on student engagement will attend field trips to provide support for students with at-risk behaviors.

Maintenance of school wide technology (i.e. laptops, copy machines, document cameras, Smartboards, etc.) will be funded.

**Explain the actions for Parent Involvement (required by Title I):**

Parents will receive data about student behaviors. This will include, but is not limited to, suspension data, positive behavior entries, office referrals, and school hot-spots.

**Specify enhanced services for EL students:**

One of the 6 hour RCAs will focus on EL students who are at risk due to behaviors. They will meet monthly with the administration to report on progress of these students.

The 6 hour RCA focused on EL support will establish boys/girls clubs to provide lessons around social skills, problem solving, strategies for dealing with stress/frustrations, etc. for at-risk EL students.

**Describe Professional Learning related to this action:**

Teachers and classified staff will receive monthly data about student behaviors. This will include, but is not limited to, suspension data, positive behavior entries, office referrals, and school hot-spots.

Parents will be trained on the roles of the RCAs during a parent meeting.

Supplies will be purchased for parent meetings.

Babysitting will be provided for parent meetings.

Professional readings will be purchased for book studies.

Professional development will continue around relationship building, CHAMPS, 3-1 positive to negative interactions, classroom structures, etc.

**Goal 4 - All Students will stay in school on target to graduate**

**School Quality Review**

**School Level Dashboard**

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	23.302	21.302
Suspensions Per 100	30.808	29.808

**Needs Assessment**

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p><b>1</b> What were the key factors that contributed to these performance outcomes for each metric.</p> <p><b>Chronic Absenteeism</b></p> <p>Wilson's attendance rate of 93.3% has prevented students from attending field trips and other activities. As only 54% of Wilson students feel safe, students may miss school out of fear.</p> <p>Wilson's attendance rate of 93.3% has prevented students from receiving all needed academic instruction.</p> <p><b>Suspensions Per 100</b></p> <p>As of 3/16/18, Wilson had 243 suspensions for the 17-18 school year. 122 or 50.2% were from injury to others.</p>	<p><b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p><b>Chronic Absenteeism</b></p> <p>30% of African American students, 20% of Hispanic and 26% of white students are chronically absent.</p> <p><b>Suspensions Per 100</b></p> <p>22 of the 43 suspended students during the 15-16 school year enrolled at Wilson from the beginning of the for the 17-18 school year (8/14-3/16) were African American.</p> <p>33 of the 43 suspended students during the 15-16 school year currently enrolled at Wilson from the beginning 17-18 school year (8/14-3/16) were male.</p> <p>58% of African American students respond positively to social emotional skills in sub elements from IPG Tenet 1</p> <p>Hispanic students had the lowest percent positive in social emotional skills.</p>
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**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p><b>1</b> SSC:</p> <p>SSC expressed concerned about high suspension rate, as 50% of the suspensions were injury to others. SSC supported efforts of RCA to support our African American students and support the addition of another RCA for student engagement.</p>	<p><b>2</b> ELAC:</p> <p>ELAC expressed concerned about high suspension rate, as 50% of the suspensions were injury to others. Requested incentives to students to improve attendance.</p>	<p><b>3</b> Staff:</p> <p>Staff expressed concerned about high suspension rate, as 50% of the suspensions were injury to others. Staff supported efforts of RCA to support our African American students and support the addition of another RCA for student engagement. Staff requested PD on Culturally Responsive Teaching.</p>
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**Step 3:** Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

No actions funded.

**Action 1**

**Title:** Response to Misbehavior

**Action Details:**

Wilson will continue to implement a tiered level of response to behavior incidents and continue effective implementation of Safe and Civil components, which directly relate to suspension rates, attendance rates, lessens distractions for all learners, and enhances campus safety for all students. Guidelines for success and district programs (Class Meetings/Second Step/OLWEUS) will continue to promote personal responsibility and social skills, resulting in fewer conflicts with staff and other students. Culture Climate Team will provide professional learning to staff in addressing student behaviors at levels 1-3. Students with multiple suspensions will be seen by SST, Behavior Support Plans will be implemented to support student behavior, and the ICET process will be utilized, as needed, for intervention.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):**

RCA/CWA/SSW to support student positive behavior by running the Wildcat den, providing a check in check out system of support for students and providing push in support in the classroom as needed to support appropriate behavior.

- Class Meetings/2nd Step
- Culture/Climate Team
- Positive Behavior Incentives
- Student Leaders
- Peer Counseling

**Explain the actions for Parent Involvement (required by Title I):**

ELAC meetings/SST/Behavior intervention meetings

**Specify enhanced services for EL students:**

Role Playing during class meeting, SST referrals, office referral tracking to identify any students requiring behavior interventions

**Describe Professional Learning related to this action:**

Levels of misbehavior, class meetings, alternatives to suspension and positive interactions PL

**Action 2**

**Title:** Social-Emotional Support

**Action Details:**

School will implement agreed upon levels of misbehaviors and response strategies, a character building program, and provide social-emotional support inside and outside of the classroom to reduce incidents of misbehavior that result in suspension and enhance campus safety for all stakeholders.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\):](#)

Social-Emotional support book study

RCA to support positive student behavior, social-emotional groups, and check in check out system with our tier 3 students

Classified staff to support homework center and reengagement center to redirect student misbehavior.

Wildcat Den Resources

Social Skills supports for students

Positive behavior incentive programs

Utilize funding for materials for parent meetings.

[Explain the actions for Parent Involvement \(required by Title I\):](#)

Increase activities for parents to be on campus to support a positive campus culture.

[Specify enhanced services for EL students:](#)

RCA for ongoing check ins with EL students and families.

[Describe Professional Learning related to this action:](#)

Response to misbehavior, character building and social-skills PL.



## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0485 Wilson Elementary (Locked)

### G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		45,205.00
G4A2	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation materials and supplies *no food/incentives	1,800.00
G4A2	Sup & Conc	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		46,468.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Classified/HSL extra time	3,594.00

**\$97,067.00**

# 2018-2019 Budget for SPSA/School Site Council

## State/Federal Dept 0485 Wilson Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Direct-Maint			Maintenance Charges	2,065.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Translating/childcare	1,835.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Instructional materials and supplies	20,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies	6,460.00
G1A1	Sup & Conc	Instruction	Oth Equ Mnt			Equipment Maintenance/Technology repair/replace	1,500.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Supplemental instructional materials and supplies *no food/incentives	53,500.00
G1A3	Title 1 Basic	Instruction	Nc-Equipment			: Technology Repair/replace teacher and student technology (classroom devices only)	4,635.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs SST, observations, data chats	4,685.00
G1A4	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.5625	Loretta Loeb / 1070204	65,520.00
G1A4	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		12,658.00
G1A4	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375	Loretta Loeb / 1070204	50,960.00
G1A4	LCFF: EL	Instruction	Mat & Supp			: ELD materials, technology	1,237.00
G2A1	Sup & Conc	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		54,097.00
G2A2	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage	1,000.00
G4A1	Sup & Conc	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		45,205.00
G4A2	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation materials and supplies *no food/incentives	1,800.00
G4A2	Sup & Conc	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		46,468.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Classified/HSL extra time	3,594.00
<b>\$377,219.00</b>							

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$63,835.00
Sup & Conc	7090	\$261,187.00
LCFF: EL	7091	\$52,197.00
<b>Grand Total</b>		<b>\$377,219.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$225,055.00
G2 - All students will engage in arts, activities, and athletics	\$55,097.00
G4 - All students will stay in school on target to graduate	\$97,067.00
<b>Grand Total</b>	<b>\$377,219.00</b>