

The School Plan for Student Achievement

School: Wildwood Elementary School
CDS Code: 56 73759 6084933
District: Conejo Valley Unified School District
Principal: Donna Vollmer
Revision Date:

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Wildwood Elementary School's Vision and Mission Statements

MISSION STATEMENT

Wildwood Elementary School reflects the District's mission by supporting positive student outcomes that enhance the academic, social, emotional and physical well-being for all students.

School Profile

Wildwood Elementary School is a community-oriented school located in northern Thousand Oaks. Learning at Wildwood is a team effort between students, staff, and home.

Our accomplished faculty has a united focus in providing challenging and meaningful standards-based experiences for our students. We view every child as an individual with unique qualities and needs. These individual differences are valued and nurtured through thoughtful and progressive teaching. We celebrate that children learn in a variety of ways and recognize the importance of presenting curriculum in multiple modalities. Special scheduling provides our teachers with grade level planning time to assist them in planning instruction appropriate to the level of each child.

Our school has a high academic focus which is enhanced by state of the art technology in every classroom. Our curriculum provides thematic, meaning-centered, integrated, hands-on experiences for all children in all areas. Children grow socially and emotionally through our emphasis on social responsibility and citizenship. We are proud that our students are inspired to become able, confident life-long learners who contribute to our society.

It is our goal to develop proficient readers and writers who value language as a tool to express thoughts, beliefs, and ideas. Learning mathematical skills and engaging in creative problem solving will prepare students for the everyday world. Knowledge and learning are valued as students develop pride of workmanship and respect for others. The school-wide goals are developed by the teachers, parents and principal following the State and District Standards. The staff believes in high standards creating a culture where high expectations equals high results. Students not making expected progress are assisted by a strong intervention program. In addition to an effective academic program, Wildwood helps its students grow socially and emotionally through our emphasis on social responsibility and citizenship. Our students and staff are committed to following the ROAR Guidelines: Tigers succeed when we...

Respect ourselves and others.
Offer kindness and encouragement.
Always do our best.
Ready to learn!

Our Character Education Program and monthly awards assemblies recognize positive behavior and academic accomplishment. The Wildwood spirit and sense of community are clearly shown through our Student Council, parent facilitated Art Master's program, after school activities, Jog-a-Thon, family movie nights, and other enrichment activities. Wildwood is devoted to exceptional teaching and community involvement.

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).

District conducted LCAP Survey via district and school websites. Students in grades 4-5, certificated and classified staff, as well as parents participated in the survey. Parents reported that good first teaching and their child's personal growth were the most important elements of their education. Parents believe the district should continue to keep class size low, add additional technology and were concerned with the quantity of homework assigned. Almost half of the students surveyed reported having been teased at school, only about half of those students reported it to an adult. The majority of students reported looking forward to coming to school each day, found it easy to communicate with their teachers, felt safe at school, reported their grades were important and they received help from adults when needed.

The school conducted a survey through school site council which was distributed by survey monkey. The school received 210 responses which is 65% of the parent population. Parents feel the school office staff and administration is willing to meet the needs of families and students. They feel their child is in a safe environment and free from bullying at an 83% agreement rate. 97% feel their child is comfortable approaching an adult on campus. The overall safety rating of the school is good with some concerns on the training of campus supervisors. Another strong area for Wildwood is in the area of academics. Parents agree that their child is making good progress in reading and math in addition to being challenged in all content areas. Parents are satisfied with the intervention programs available for their child if needed. The overall response from parents is satisfactory with many opportunities for parent involvement.

Classroom Observations

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

All teachers receive at least one formal observation by the site administrator. Probationary and Temporary teachers receive at least two formal observations. Site administrators regularly conduct informal classroom observations and walk-through. All teachers meet with site administrators to discuss the observations and are given commendations regarding instructional practices and recommendations for future growth. Site and/or district based professional development is designed to address observation recommendations.

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

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

Students in grades 3-5 took the CAASPP in language arts and math in Spring 2018. Special education students may be assessed utilizing CAA in language arts and math. Students in grades K-2 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include: Reading Results, Scholastic Reading Inventory (SRI), unit tests, theme tests and teacher created formative assessments. Math assessments include: end of course exams, district benchmarks, unit tests, chapter tests and teacher created formative assessments. English language development assessments are also utilized to modify instruction and improve student achievement, including: English Language Proficiency Assessments for California (ELPAC), A Developmental English Proficiency Test (ADEPT) and Carousel of Ideas unit tests and listening and speaking assessments.

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

Teachers administer district trimester benchmarks in reading, writing and math to guide instruction and plan for differentiation. Teachers use Unit and Theme tests to pre and post assess students to measure progress and determine areas for preteaching and reteaching. Our district utilizes EADMS a student data management system that allows us to pull reports and analyze data for student strengths and weaknesses as well as item analysis for specific assessments. Teachers scan tests and answer documents that can then be accessed at the district and site level for evaluation of student achievement and performance.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers are credentialed and properly assigned.

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

All district teachers attend one day of focused professional development sponsored by the school district. All credentialed teachers also attend six hours of site-based or principal approved staff development and six hours of teacher selected professional development in alignment with site/district LCAP goals.

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

Teachers new to a grade level or to our district are given professional development on grade level and content area materials and assessments including Writing, Reading, English Language Development, and Math. District teachers are offered ongoing professional development opportunities based on California State Standards and CAASPP assessment preparation. School sites design professional development opportunities at the site based on data analysis of students at that school as well as important trends related to the state standards and assessment. Teacher leaders at the site will provide professional development based on the needs and wants of the teaching staff as reflected in teacher surveys.

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

Schools have access to two district -based TOSAs (Teachers on Special Assignment) in two focus areas: (1) English Language Development: site and district training on effective instructional strategies for English Learners, training on fidelity to adopted materials for ELD, and support for classroom teachers on planning and instruction for English Learners (2) Professional Development: leads district and site teacher trainings on California State Standards, coordinates teacher leaders to design professional development offered at school sites, models best practices for instruction using the California State Standards. Instructional assistance and support are also provided in the area of technology by our Coordinator of Instructional Technology. The Coordinator performs tasks related to data analysis, assessment preparation, alignment of assessments to California State Standards. The Coordinator also trains teachers on the use of technology for assessment and performance of students as well as data analysis or formative and summative assessments. Each site has an upper grade and lower grade teacher leader as well as a Gifted and Talented Education (GATE) advisor and English Language Development (ELD) advisor who provide professional development on site. This team of Teacher Leaders support the goals of each school site and are an integral part of each site's LCAP team.

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

Special scheduling provides our teachers with grade level planning time to assist them in planning instruction appropriate to the level of each child. Banked time minimum days are weekly.

Teaching and Learning

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

Our district uses state-approved instructional materials in all subject areas including recent adoptions of ELA materials and Math materials.

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

Teachers adhere to Board approved instructional minutes for all subject areas. School staff adhere to uninterrupted instructional blocks for Language Arts and Math instruction. Math and Language Arts blocks are prioritized in teacher planning in order to maximize student focus.

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

Wildwood follows a Multi-Tiered System of Support or MTSS to identify and provide students with necessary interventions to help them meet grade level benchmarks. All teachers provide support for various learners with good first instruction meeting the core curriculum standards and differentiated instruction within the general education classroom. When students are at risk of not meeting standards teachers initiate a parent - teacher conference to identify possible classroom interventions. Teachers implement the universal accommodations in the classrooms for 6-8 weeks and then check progress towards standards. Students may need additional supports and can be referred to small group intervention during Target Time for 6-8 weeks. The intervention is provided three days a week for 30-45 minutes. Students are then reassessed to evaluate progress. Students who continue to struggle with meeting standards after months of intervention may be referred to the Student Study Team with the School Psychologist, Learning Center Teacher, Speech Pathologist, Administration and Teachers to provide additional recommendations or referral.

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

All students have access to appropriate California State approved curriculum in all content areas. Students in special education use the same state adopted materials that are used in the general education classrooms. English Learners receive instruction in content areas using standards-based instructional materials including the ELD standards.

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

Intervention materials from the adopted curricula are utilized for students requiring additional support.

Opportunity and Equal Educational Access

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

Teachers utilize whole group, small group and independent work times, as well as, one on one student interventions during the instructional day to meet the individual instructional needs of students. Teachers incorporate scaffolding and differentiation into lessons in order to enable under performing students to access the general curriculum. Intervention specialists are on site threedays/week to support students in grade K-5

14. Research-based educational practices to raise student achievement

The following research-based educational practices are utilized: SDAIE strategies, differentiated instruction, Webb's Depth of Knowledge, direct instruction in small group and whole group settings, productive partnering, and cooperative learning.

Parental Involvement

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

Site receives intervention funding to support the purchase of supplemental curriculum, intervention specialist during school and after school intervention.

16. 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)

Wildwood elects parents, community representatives, classroom teachers, administrators and other school personnel to serve on School Site Council, PTA and ELAC. These organizations hold public meetings once a month to identify the goals, monitor progress and vote on the development of important school improvements or plans. Agendas and minutes of these meetings can be found on the Wildwood website.

Funding

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

See goals and budget pages as part of SPSA.

18. Fiscal support (EPC)

See goals and budget pages as part of SPSA.

Description of Barriers and Related School Goals

Providing more intensive tier three interventions in both Math and ELA during the school day that allows students to get support without missing any core curriculum instruction. In addition, having adequate tier three intervention resources, enough support staff; intervention specialist, ELD facilitator and counselor available to provided the necessary interventions for student success.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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	65	84	80	62	81	76	62	81	76	95.4	96.4	95
Grade 4	71	67	88	67	64	85	67	64	85	94.4	95.5	96.6
Grade 5	70	73	64	66	70	63	66	70	63	94.3	95.9	98.4
All Grades	206	224	232	195	215	224	195	215	224	94.7	96	96.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

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	2484.3	2485.3	2468.9	50	54.32	43.42	23	22.22	26.32	24	11.11	19.74	3	12.35	10.53
Grade 4	2537.2	2507.2	2518.7	52	42.19	50.59	30	29.69	23.53	10	17.19	11.76	7	10.94	14.12
Grade 5	2579.6	2536.0	2536.2	52	27.14	38.10	35	42.86	34.92	14	18.57	7.94	0	11.43	19.05
All Grades	N/A	N/A	N/A	51	41.86	44.64	29	31.16	27.68	16	15.35	13.39	4	11.63	14.29

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	15-16	16-17	17-18
Grade 3	40	48.15	38.16	50	33.33	47.37	10	18.52	14.47			
Grade 4	51	42.19	47.06	40	45.31	38.82	9	12.50	14.12			
Grade 5	52	30.00	34.92	47	52.86	44.44	2	17.14	20.63			
All Grades	48	40.47	40.63	46	43.26	43.30	7	16.28	16.07			

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	44	46.91	43.42	47	43.21	46.05	10	9.88	10.53
Grade 4	46	43.75	44.05	46	46.88	44.05	7	9.38	11.90
Grade 5	62	42.86	55.56	29	50.00	28.57	9	7.14	15.87
All Grades	51	44.65	47.09	41	46.51	40.36	9	8.84	12.56

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	26	43.21	25.00	68	49.38	61.84	6	7.41	13.16
Grade 4	37	26.56	30.59	58	62.50	65.88	4	10.94	3.53
Grade 5	39	24.29	22.22	55	65.71	65.08	6	10.00	12.70
All Grades	34	32.09	26.34	60	58.60	64.29	6	9.30	9.38

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	52	51.85	46.05	44	37.04	42.11	5	11.11	11.84
Grade 4	49	31.25	47.06	43	56.25	40.00	7	12.50	12.94
Grade 5	59	38.57	38.10	41	44.29	44.44	0	17.14	17.46
All Grades	53	41.40	44.20	43	45.12	41.96	4	13.49	13.84

Conclusions based on this data:

1. Slight decrease in overall ELA proficiency with Listening Demonstrating effective communication skills being the area of least progress, except in 4th grade which showed a 4% increase.
2. 4th and 5th grade overall ELA increase of 3% with 3rd grade showing a decrease of 7% in students meeting standard
3. A slight decrease of students in 3rd- grade for standards not met in the area of ELA, but an increase in 4th and 5th grade in standard not met, these students may be targeted and given the focused instruction needed to improve during Intervention.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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	65	84	80	62	80	76	62	80	76	95.4	95.2	95
Grade 4	71	67	88	67	65	85	67	65	85	94.4	97	96.6
Grade 5	70	73	64	66	70	63	66	70	63	94.3	95.9	98.4
All Grades	206	224	232	195	215	224	195	215	224	94.7	96	96.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

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	2473.7	2486.2	2482.4	32	56.25	39.47	47	21.25	36.84	18	13.75	21.05	3	8.75	2.63
Grade 4	2518.7	2496.0	2516.2	37	18.46	43.53	37	43.08	28.24	16	29.23	15.29	9	9.23	12.94
Grade 5	2571.2	2534.9	2524.3	45	34.29	22.22	27	22.86	30.16	20	24.29	28.57	8	18.57	19.05
All Grades	N/A	N/A	N/A	38	37.67	36.16	37	28.37	31.70	18	21.86	20.98	7	12.09	11.16

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	53	61.25	55.26	39	27.50	35.53	8	11.25	9.21	
Grade 4	52	41.54	55.29	33	29.23	29.41	15	29.23	15.29	
Grade 5	58	41.43	33.33	26	31.43	36.51	17	27.14	30.16	
All Grades	54	48.84	49.11	32	29.30	33.48	13	21.86	17.41	

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	45	57.50	48.68	47	32.50	42.11	8	10.00	9.21
Grade 4	36	24.62	40.00	46	61.54	44.71	18	13.85	15.29
Grade 5	47	28.57	22.22	48	45.71	61.90	5	25.71	15.87
All Grades	43	38.14	37.95	47	45.58	48.66	10	16.28	13.39

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	31	57.50	53.95	65	31.25	42.11	5	11.25	3.95
Grade 4	39	33.85	50.59	46	49.23	36.47	15	16.92	12.94
Grade 5	39	28.57	25.40	48	51.43	61.90	12	20.00	12.70
All Grades	36	40.93	44.64	53	43.26	45.54	11	15.81	9.82

Conclusions based on this data:

1. Slight increase in overall math performance with consistent scores in 3rd and 4th grade.
2. Grade 5 showing a decrease in overall performance, and in each sub category. This will be a focus of instruction and intervention supports
3. Relative weakness in the area of Communicating Reasoning demonstrating ability to support mathematical conclusions

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	*	*	*	*
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				23

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	*	*	*	*					*
Grade 1	*	*	*	*			*	*	*
Grade 2	*	*	*	*					*
Grade 3	*	*	*	*	*	*			*
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*			*	*	*
All Grades	12	52.17	*	*	*	*	*	*	23

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	*	*	*	*	*	*			*
Grade 1	*	*	*	*			*	*	*
Grade 2	*	*	*	*					*
Grade 3	*	*							*
Grade 4	*	*							*
Grade 5	*	*	*	*			*	*	*
All Grades	15	65.22	*	*	*	*	*	*	23

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	*	*	*	*					*
Grade 1	*	*			*	*	*	*	*
Grade 2			*	*	*	*			*
Grade 3			*	*	*	*	*	*	*
Grade 4			*	*					*
Grade 5	*	*	*	*			*	*	*
All Grades	*	*	*	*	*	*	*	*	23

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	*	*	*	*			*
Grade 1	*	*			*	*	*
Grade 2	*	*					*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*			*
Grade 5			*	*	*	*	*
All Grades	14	60.87	*	*	*	*	23

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	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*			*
Grade 3	*	*					*
Grade 4	*	*					*
Grade 5	*	*			*	*	*
All Grades	14	60.87	*	*	*	*	23

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	*	*	*	*			*
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*			*	*	*
Grade 3			*	*	*	*	*
Grade 4			*	*			*
Grade 5	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	23

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	*	*					*
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*			*
Grade 3			*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*			*	*	*
All Grades	11	47.83	*	*	*	*	23

Conclusions based on this data:

1. Scores are not currently used for Dashboard results

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts
LEA/LCAP GOAL:
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes
SCHOOL GOAL #1:
Wildwood will optimize learning for all students using CA State Standards and strong instructional strategies that include technology integration. Students will show proficient English Language Arts abilities with an average of 83% or more of all students meeting benchmarks as measured by student performance on site, district and state assessments.
Data Used to Form this Goal:
Reviewed and analyzed all data including subgroups of SPED and EL SRI/Lexile Scores District ELA Benchmark Assessments 17-18 Report Card Data 17-18 CAASPP Results Spring 2018
Findings from the Analysis of this Data:
School wide achievements in English Language Arts have stayed steady over the past 3 years. All grades K-5 reached benchmarks at 82%. CAASPP results from 2018 showed a slight decrease in student performance meeting standards, which will be evaluated by teachers and site leaders.

How the School will Evaluate the Progress of this Goal:

Continue to review and analyze all data including subgroups of SPED and EL
 SRI/Lexile Scores
 District ELA Benchmark Assessments 18-19
 Report Card Data 18-19
 CAASPP Results 2019

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Training and professional development with the Common Core Standards and Technology Integration	By June 2019	District Office	Provide teachers with onsite training and support with district TOSA.	1000-1999: Certificated Personnel Salaries	District Funded	0
		Principal		1000-1999: Certificated Personnel Salaries		0
Supplemental instructional tools to enhance, monitor and improve ELA results of students	By June 2019	Teacher Leaders	Send teacher to professional development trainings at VCOE	1000-1999: Certificated Personnel Salaries	District Funded	0
		Principal	Continue with universal screening tool for students referred to intervention. Provide teacher release time to conduct baseline assessments. Online ELA programs to provide practice and monitor student ELA performance Hire ELD specialist to provide, assesments, practice and monitor student ELA peformance Hire Reading specialist to provide assessments, practice and monitor ELA performance of at risk students including students with IEPs	1000-1999: Certificated Personnel Salaries	OPGR	1520
		Teacher Leaders		4000-4999: Books And Supplies	OCBG	8000
		ELD Facilitator		1000-1999: Certificated Personnel Salaries	EIA Funds	2200
			1000-1999: Certificated Personnel Salaries	OTRM	15000	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Additional reading specialist time to provide ELA intervention support after school	1000-1999: Certificated Personnel Salaries	OCBG	3750
			Additional supplemental supplies, copying cost and curriculum	5000-5999: Services And Other Operating Expenditures	OPGR	500
			Teacher release time to administer ADEPT testing two times a year for all students in ELD	1000-1999: Certificated Personnel Salaries	EIA Funds	520
			Provided special education services in the general education setting to meet 100% LRE	1000-1999: Certificated Personnel Salaries	District Funded	0
Evaluate curriculum, instructional process and academic growth by teacher observations, conferences and planning meetings	By June 2019	Principal	Provide teacher release days to review teaching practices and best practices for at risk students including SPED and EL	1000-1999: Certificated Personnel Salaries	OCBG	1000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA/LCAP GOAL:
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes
SCHOOL GOAL #2:
Wildwood will optimize learning for all students using CA state standards and strong instructional strategies that include technology integration. Students will show proficient Math abilities with an average of 83% or more of all students meeting benchmarks as measured by student performance on site, district and state assessments.
Data Used to Form this Goal:
Reviewed and analyzed all data including subgroups in SPED and EL District Math Benchmark Assessments 17-18 Report Card Results 17-18 CAASPP 2018
Findings from the Analysis of this Data:
School wide achievement in Math has remained consistent in 3rd and 4th grade with a decrease in 5th grade. Last year all grades K-5 reached benchmarks goals at 82%.
How the School will Evaluate the Progress of this Goal:
Continue to review and analyze data including subgroups in SPED and EL District Math Benchmark Assessments 18-19 Report Card Results 18-19 CAASPP 2019

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Training and professional development with the Go Math adoption curriculum .	By June 2017	District Office Teacher Leaders	Provide teachers with onsite training and support.	None Specified	None Specified	0
			Teachers to conduct onsite training after serving on District Benchmark Committees	None Specified	None Specified	0
			Teacher sub coverage for when teachers plan for training	1000-1999: Certificated Personnel Salaries	OCBG	500
			Teachers provide parent education on common core math standards and online support tools	1000-1999: Certificated Personnel Salaries	OTRM	200
Supplemental instructional tools to enhance, monitor and improve Math results of students	By June 2017	Principal Teacher Leaders Teachers	Continue with universal screening tool for students referred to intervention. Teacher applied for Grants to fund math programs	None Specified	None Specified	0
			Additional supplemental supplies, copying cost and curriculum	4000-4999: Books And Supplies	OCBG	1267
			Hire math intervention teacher to instruct and monitor math performance of targeted students including SPED	1000-1999: Certificated Personnel Salaries	OTRM	3313
			Special education teacher providing supplemental math instruction and support for students with IEPs that meets 100% LRE	1000-1999: Certificated Personnel Salaries	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Evaluate curriculum, instructional process and academic growth by teacher observations, conferences and planning meetings	By June 2017	Principal Teachers	Monitor trimester reports to identify students at risk and rate at which students are meeting benchmarks. Use of online software and supplemental math curriculum to meet common core standards.	4000-4999: Books And Supplies	OCBG	1500
			Provide teacher release days to review effective strategies for at risk students including SPED and EL	1000-1999: Certificated Personnel Salaries	OCBG	1000

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Core Curriculum
LEA/LCAP GOAL:
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes
SCHOOL GOAL #3:
Wildwood will maximize student potential through effective intervention for students below grade level(including SPED) or ELD performance and provide opportunities for positive academic outcomes as measured by 75% of targeted students showing growth on site, district and state assessments
Data Used to Form this Goal:
Report Card Data 17-18 Site Post Assessments
Findings from the Analysis of this Data:
Approximately 50 students received target intervention in Math and ELA during the 17-18 school year. Of all those students 68% of them improved their academic progress by meeting benchmarks on Trimester 3 report cards.
How the School will Evaluate the Progress of this Goal:
Review and analyze student data including subgroups of SPED and EL SIPPS Data District Reading Passages Carousel Assessments Lexile Scores Treasures Intervention Assessments CAASPP Results- Improve distance from met by at least 10 points in both Students with disabilities and English Learners

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental instructional tools to enhance, monitor and improve academic results of students	June 2019	Principal Teachers Specialist	Pay additional hours for curriculum specialist to provide academic support to at risk students including SPED and EL, enrichment opportunities and monitor academic performance	1000-1999: Certificated Personnel Salaries	OTRM	1200
			Supplemental supplies and curriculum for enrichment and STEM instruction	5000-5999: Services And Other Operating Expenditures	OPGR	1500
Ongoing District and Site Provided Professional Development	June 2019	District Principal Teacher Leaders	In staff meeting (or grade level PLCs) teachers will discuss strategies learned and how to implement to improve student performance including subgroups of SPED and EL, using the new adopted materials.	None Specified	None Specified	0
Increase 1-1 devices in classrooms	June 2019	District Principal Teacher Leaders	Instructional technology supplies to meet technology standards and provide enrichment opportunities to all classrooms	4000-4999: Books And Supplies	OCBG	5000

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Social/Emotional Well Being
LEA/LCAP GOAL:
CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes
CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes
CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes
SCHOOL GOAL #4:
Wildwood will provide opportunities to build Social Emotional Learning skills with a focus on relationship-centered learning environments and use of CHAMPS school wide to improve student outcomes in school attendance, counseling referrals and suspensions.
Data Used to Form this Goal:
LCAP student survey 2017-2018 Counseling logs 2017-2018 Suspension Data 2017-2018 Attendance Reports 2017-2018
Findings from the Analysis of this Data:
Baseline data for this goal
How the School will Evaluate the Progress of this Goal:
LCAP student survey 2018-2019 Counseling Logs 2018-2019 Suspension Data 2018-2019 Attendance Reports 2018-2019

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Training and professional development for behavior and social emotional supports	By June 2019	District Office Principal	Send lead teachers to off site District provided CHAMPS training	5000-5999: Services And Other Operating Expenditures	District Funded	0.00
			Allow lead teachers planning time to train staff of CHAMPS techniques	1000-1999: Certificated Personnel Salaries	OCBG	500.00
			Provide teachers with onsite training on SEL practices and mindfulness	5000-5999: Services And Other Operating Expenditures	OCBG	650.00
Supplemental instructional tools to enhance, monitor and improve social emotional and behavioral outcomes for students.	June 2019	Principal	Additional supplemental supplies, curriculum, books for SEL instruction	5000-5999: Services And Other Operating Expenditures	OCBG	1000.00
Ongoing communication with families on parent trainings and counseling strategies for social emotional supports	June 2019	Principal School Counselor	Email monthly newsletter with counseling tips and parent training available	None Specified	None Specified	0.00

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA/LCAP GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in ELA
SCHOOL GOAL #1:
Wildwood will optimize learning for all students using CA State Standards and strong instructional strategies that include technology integration. Students will show proficient English Language Arts abilities with 83% or more of all students meeting benchmarks as measured by student performance on site, district and state assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Certificated Staff	8/23/2018 to 6/7/2019		Salary and Benefits		0860	3578.24
Support Staff			Salary and Benefits		0860	16,650.56
Professional Development			Costs for speakers, supplies, teacher release, etc.		0860	1705.92

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
OCBG	24,167.00	0.00
OTRM	19,713.00	0.00
OPGR	3,520.00	0.00
EIA Funds	2,720.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
OPGR	3,520.00
OTRM	19,713.00
District Funded	0.00
EIA Funds	2,720.00
None Specified	0.00
OCBG	24,167.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	30,703.00
4000-4999: Books And Supplies	15,767.00
5000-5999: Services And Other Operating Expenditures	3,650.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	OPGR	1,520.00
5000-5999: Services And Other Operating	OPGR	2,000.00
1000-1999: Certificated Personnel Salaries	OTRM	19,713.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
5000-5999: Services And Other Operating	District Funded	0.00
1000-1999: Certificated Personnel Salaries	EIA Funds	2,720.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	OCBG	6,750.00
4000-4999: Books And Supplies	OCBG	15,767.00
5000-5999: Services And Other Operating	OCBG	1,650.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	32,490.00
Goal 2	7,780.00
Goal 3	7,700.00
Goal 4	2,150.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Donna Vollmer	X				
Michael Chavez			X		
Pam Meiron		X			
Joelle Soliz		X			
Kim Callhan		X			
James Stafford				X	
Kayce Daniels				X	
Amy Cann				X	
Kaari Bolen				X	
Stacy O'Neill				X	
Numbers of members of each	1	3	1	5	

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.

Budget By Expenditures

Wildwood Elementary School

Funding Source: OPGR

\$3,520.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Continue with universal screening tool for students referred to intervention. Provide teacher release time to conduct baseline assessments.	1000-1999: Certificated Personnel Salaries	\$1,520.00	English Language Arts	Supplemental instructional tools to enhance, monitor and improve ELA results of students
Additional supplemental supplies, copying cost and curriculum	5000-5999: Services And Other Operating Expenditures	\$500.00	English Language Arts	Supplemental instructional tools to enhance, monitor and improve ELA results of students
Supplemental supplies and curriculum for enrichment and STEM instruction	5000-5999: Services And Other Operating Expenditures	\$1,500.00	Core Curriculum	Supplemental instructional tools to enhance, monitor and improve academic results of students
OPGR Total Expenditures:		\$3,520.00		
OPGR Allocation Balance:		\$0.00		

Funding Source: OTRM

\$19,713.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Teachers provide parent education on common core math standards and online support tools	1000-1999: Certificated Personnel Salaries	\$200.00	Mathematics	Training and professional development with the Go Math adoption curriculum .
Pay additional hours for curriculum specialist to provide academic support to at risk students including SPED and EL, enrichment opportunities and monitor academic performance	1000-1999: Certificated Personnel Salaries	\$1,200.00	Core Curriculum	Supplemental instructional tools to enhance, monitor and improve academic results of students
Hire Reading specialist to provide assessments, practice and monitor ELA performance of at risk students including students with IEPs	1000-1999: Certificated Personnel Salaries	\$15,000.00	English Language Arts	Supplemental instructional tools to enhance, monitor and improve ELA results of students

Wildwood Elementary School

Hire math intervention teacher to instruct and monitor math performance of targeted students including SPED	1000-1999: Certificated Personnel Salaries	\$3,313.00	Mathematics	Supplemental instructional tools to enhance, monitor and improve Math results of students
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OTRM Total Expenditures: \$19,713.00

OTRM Allocation Balance: \$0.00

Funding Source: District Funded

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Special education teacher providing supplemental math instruction and support for students with IEPs that meets 100% LRE	1000-1999: Certificated Personnel Salaries	\$0.00	Mathematics	Supplemental instructional tools to enhance, monitor and improve Math results of students
Provided special education services in the general education setting to meet 100% LRE	1000-1999: Certificated Personnel Salaries	\$0.00	English Language Arts	Supplemental instructional tools to enhance, monitor and improve ELA results of students
Provide teachers with onsite training and support with district TOSA.	1000-1999: Certificated Personnel Salaries	\$0.00	English Language Arts	Training and professional development with the Common Core Standards and Technology Integration
Send teacher to professional development trainings at VCOE	1000-1999: Certificated Personnel Salaries	\$0.00	English Language Arts	Training and professional development with the Common Core Standards and Technology Integration
Send lead teachers to off site District provided CHAMPS training	5000-5999: Services And Other Operating Expenditures	\$0.00	Social/Emotional Well Being	Training and professional development for behavior and social emotional supports

District Funded Total Expenditures: \$0.00

District Funded Allocation Balance: \$0.00

Funding Source: EIA Funds

\$2,720.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Wildwood Elementary School

Hire ELD specialist to provide, assesments, practice and monitor student ELA performance	1000-1999: Certificated Personnel Salaries	\$2,200.00	English Language Arts	Supplemental instructional tools to enhance, monitor and improve ELA results of students
Teacher release time to administer ADEPT testing two times a year for all students in ELD	1000-1999: Certificated Personnel Salaries	\$520.00	English Language Arts	Supplemental instructional tools to enhance, monitor and improve ELA results of students

EIA Funds Total Expenditures: \$2,720.00

EIA Funds Allocation Balance: \$0.00

Funding Source: None Specified

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide teachers with onsite training and support.	None Specified	\$0.00	Mathematics	Training and professional development with the Go Math adoption curriculum .
Teachers to conduct onsite training after serving on District Benchmark Committees	None Specified	\$0.00	Mathematics	Training and professional development with the Go Math adoption curriculum .
Continue with universal screening tool for students referred to intervention. Teacher applied for Grants to fund math programs	None Specified	\$0.00	Mathematics	Supplemental instructional tools to enhance, monitor and improve Math results of students
In staff meeting (or grade level PLCs) teachers will discuss strategies learned and how to implement to improve student performance including subgroups of SPED and EL, using the new adopted materials.	None Specified	\$0.00	Core Curriculum	Ongoing District and Site Provided Professional Development
Email monthly newsletter with counseling tips and parent training available	None Specified	\$0.00	Social/Emotional Well Being	Ongoing communication with families on parent trainings and counseling strategies for social emotional supports

None Specified Total Expenditures: \$0.00

None Specified Allocation Balance: \$0.00

Wildwood Elementary School

Funding Source: OCBG

\$24,167.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Instructional technology supplies to meet technology standards and provide enrichment opportunities to all classrooms	4000-4999: Books And Supplies	\$5,000.00	Core Curriculum	Increase 1-1 devices in classrooms
Additional supplemental supplies, copying cost and curriculum	4000-4999: Books And Supplies	\$1,267.00	Mathematics	Supplemental instructional tools to enhance, monitor and improve Math results of students
Allow lead teachers planning time to train staff of CHAMPS techniques	1000-1999: Certificated Personnel Salaries	\$500.00	Social/Emotional Well Being	Training and professional development for behavior and social emotional supports
Provide teachers with onsite training on SEL practices and mindfulness	5000-5999: Services And Other Operating Expenditures	\$650.00	Social/Emotional Well Being	Training and professional development for behavior and social emotional supports
Additional supplemental supplies, curriculum, books for SEL instruction	5000-5999: Services And Other Operating Expenditures	\$1,000.00	Social/Emotional Well Being	Supplemental instructional tools to enhance, monitor and improve social emotional and behavioral outcomes for students.
Teacher sub coverage for when teachers plan for training	1000-1999: Certificated Personnel Salaries	\$500.00	Mathematics	Training and professional development with the Go Math adoption curriculum .
Provide teacher release days to review teaching practices and best practices for at risk students including SPED and EL	1000-1999: Certificated Personnel Salaries	\$1,000.00	English Language Arts	Evaluate curriculum, instructional process and academic growth by teacher observations, conferences and planning meetings
Monitor trimester reports to identify students at risk and rate at which students are meeting benchmarks. Use of online software and supplemental math curriculum to meet common core standards.	4000-4999: Books And Supplies	\$1,500.00	Mathematics	Evaluate curriculum, instructional process and academic growth by teacher observations, conferences and planning meetings
Provide teacher release days to review effective strategies for at risk students including SPED and EL	1000-1999: Certificated Personnel Salaries	\$1,000.00	Mathematics	Evaluate curriculum, instructional process and academic growth by teacher observations, conferences and planning meetings
Additional reading specialist time to provide ELA intervention support after school	1000-1999: Certificated Personnel Salaries	\$3,750.00	English Language Arts	Supplemental instructional tools to enhance, monitor and improve ELA results of students
Online ELA programs to provide practice and monitor student ELA performance	4000-4999: Books And Supplies	\$8,000.00	English Language Arts	Supplemental instructional tools to enhance, monitor and improve ELA results of students

Wildwood Elementary School

OCBG Total Expenditures: \$24,167.00

OCBG Allocation Balance: \$0.00

Wildwood Elementary School Total Expenditures: \$50,120.00