



2023-2024

Wilson High School

School Plan for Student Achievement

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students. The SPSA contains the following:

Needs Assessment:

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement:

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: http://www.lbschools.net/Departments/Local_Control/. The LCAP Federal Addendum is presented at: http://www.lbschools.net/Departments/EACCR/lea_plan.cfm.

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

The LBUSD Strategic Plan (2017-2022), which can be viewed at http://www.lbschools.net/Departments/Strategic_Planning/, has the following goals:

- Ensure equitable opportunities for every student
- Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- Promote academic growth for every student.
- Establish college and career readiness for every student.
- Support effective communication throughout the district.

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:

Recommendation 1: Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.

Recommendation 2: Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.

Recommendation 3: Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.

Recommendation 4: Create additional, continuous training for all teachers to better serve special education students, African American students,

Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).

Recommendation 5: Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.

Recommendation 6: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 7: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 8: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

Recommendation 9: Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.

Recommendation 10: Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, “double dose” courses, and Summer school, also considering preK students.

Recommendation 11: Expand Summer School opportunities, especially for “transition” grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.

Recommendation 12: Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.

Recommendation 13: Expand programs of instruction to the educational system to new families, including civics education.

Recommendation 14: Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.

Recommendation 15: Provide workshops on values and character building that contribute to a safe, civil and productive school.

DELAC Recommendations:

1. Monitor the implementation of the district’s comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPs and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;
7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPs in Math, English and English Language Development (ELD);
9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020.1, which contains the

following fifteen components:

1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's Title I, Part A funds will be reserved for parental involvement and 95% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;
4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guideline s or Single Plan for Student Achievement are not acceptable to them;

10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;
11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;
12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent participation, seamless transitions and greater success of preschoolers;
13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.
14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;
15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Findings

Written Analysis

We did not meet our goal, but our ABC rate has been increasing over the last few years. We are going to set a goal related to ABC rate in the coming year, as this is a data point that affects graduation, A-G, and college admission. In addition, our district is in the process of reviewing a grading policy that we will want to facilitate and monitor.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

With teachers receiving professional development on Learning Targets, Ellevation Strategies, and Culturally Responsive Instruction, there will be an increase of the overall ABC rate in ELA from 74.4% in 2023 to 80% for Semester 2 in 2024, an increase of over 5% and comparable to the district. Progress monitoring will be conducted regularly through department meetings.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis

We did not meet our goal, but our math ABC rate has been increasing over the last few years. We are going to set a goal related to ABC rate in the coming year, as this is a data point that affects graduation, A-G, and college admission. In addition, our district is in the process of reviewing a grading policy that we will want to facilitate and monitor.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis

With teachers receiving professional development on Learning Targets, Building Thinking Classrooms, and Culturally Responsive Instruction, there will be an increase of the overall ABC rate in Math from 62.4% in 2023 to 72% for Semester 2 in 2024, an increase of almost 10% and comparable to the district. Progress monitoring will be conducted regularly through department meetings.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings
Written Analysis
Our reclassification goal has been challenging to monitor. This year, we will shift to monitoring EL ABC rates.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals
Written Analysis
With teachers receiving professional development in Culturally Responsive Instruction and Ellevation Strategies, and support from the College Aides, there will be an increase in the overall ABC rate in ELA and Math for Multilingual Learners from 48.9% to 58%, an increase of almost 10% and comparable to the district. Progress monitoring will be conducted regularly with the EL coordinator and multilingual team in their department meetings.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis

We did not meet last year's Culture Climate goal, as our overall Sense of Belonging for Students was only 52%, which is a 1% increase. We facilitated many innovative programs last year, such as the Young Black Scholars Club, Black Student Listening Sessions, the Step Show, our Black Student Assembly, and more. In addition, we facilitated new activities for our Multilingual Students which included an assembly just for them. As a result, our Black Student Sense of Belonging increased by more than 5% on each question and our Multilingual Student Sense of Belonging increased more than 2% in three of the four questions.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals

Written Analysis

With teachers receiving professional development in Culturally responsive teaching and Black students and Multilingual students participating in listening sessions, there will be an increase in Sense of Belonging by 7% from 52% to 59% by January of 2024 CORE survey. Progress monitoring will be conducted through Pulse survey review, in spite of the incongruence of response choices.

Comprehensive Needs Assessment

SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) 80% of students will show 30 points of growth/years growth in ELA and Math as measured by their PSAT/SAT/SBAC scaled scores each year	Goal Partially or Not Met	48% of students demonstrated above or accelerated growth in ELA as measured by SBAC scaled scores in 2023. This is a 3%pt increase from 2022.	Quality Core Instruction Professional Development for teachers on lesson planning and design, specifically learning targets with clear success criteria and culturally responsive instructional strategies Bruins Helping Bruins Tutoring in ELA & Math
Math	1) 80% of students will show 30 points of growth/years growth in ELA and Math as measured by their PSAT/SAT/SBAC scaled scores each year	Goal Partially or Not Met	18% of students demonstrated above or accelerated growth in Math as measured by SBAC scaled scores in 2023. This is a 6%pt increase from 2022.	Quality Core Instruction Professional Development for teachers on lesson planning and design, specifically learning targets with clear success criteria and culturally responsive instructional strategies Teachers implement Building Thinking Classroom approach Bruins Helping Bruins Tutoring in ELA & Math Urban Math Collaborative

English Learner	1) Redesignate 30% of EL students each year	Goal Partially or Not Met	21% of our EL students redesignated in 2020-2021 24% of our EL students redesignated in 2021-2022 Data for 2022-2023 is pending.	<p>Quality Core Instruction Professional Development for teachers on lesson planning and design, specifically learning targets with clear success criteria and culturally responsive instructional strategies</p> <p>Additional support classes (Beginning, Advanced, and Transitional ELD)</p> <p>Increasing integrated ELD in general education classes</p> <p>2 College Aides</p> <p>ELLevation Strategies PD</p> <p>EL Coordinator (0.4 FTE)</p>
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Culture/Climate	1) Increase school connectedness as measured by the CORE survey Sense of Belonging by 7% for students and staff and maintain 90% or above for parents each year	Goal Partially or Not Met	<p>52% of students reported a positive response for school connectedness. This is an increase of 1%pt from 2022.</p> <p>88% of parents reported a positive response for school connectedness. This is an increase of 3%pts from 2022.</p> <p>Staff survey was amended for the 2023 school year and was not part of the CORE survey.</p>	<p>Quality Core Instruction Professional Development for teachers on culturally responsive instructional strategies</p> <p>Cohort of teachers engaging in Courageous Conversations about race</p> <p>Monthly cultural and heritage celebrations highlighting different groups of people on campus</p> <p>Listening sessions for Black/African-American students and English Learners</p> <p>Relationship Centered School PD and data collection led by students in partnership with Californians for Justice</p> <p>Wellness Center resources</p> <p>Student Success Initiative (SSI) support for at-risk students</p>
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Teachers with administrative credentials will be given the opportunity to substitute for Assistant Principals, when they are at all day meetings. The LCFF funding will cover their classroom substitutes. (PD 7)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact

An additional CSA is needed to help with supervision and safety of the Wilson campus. (IN 4)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact
College Aides will be hired to help ELD students in content area classes. (IN 2)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact
2 Recreation Aides to support students with unscheduled classes during blocks 1 and 2. Also to help with student supervision at the entrances on campus. (IN 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact
Students will receive AP tutoring (IN 11)	Limited or no impact	Limited or no impact	Limited or no impact	(Does not apply to this goal)
Students will have the opportunity to attend Building Bridges Camp with CCEJ (IN 5)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact
Project Lead the Way Supplies (SM 1)	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact
To avoid excluding students from the educational program, we need to be able to provide uniforms for students. (IN 7)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact
Teachers will participate in a half day PD through our Collaborative Inquiry Visit. The LCFF funding will cover their substitutes (PD 8)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Limited or no impact
Purchase several radios for CSA and office use. (IN 8)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact
Department Leadership Team teachers collaborate during 2-3 release days to monitor data, discuss equity and engagement in classrooms. Including Internal Learning Walk, Collaborative Data Study, and Collaborative Inquiry Visit. (PD 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Limited or no impact

AVID Program is hiring 1 additional college aides to provide service to AVID classes. The college aides will work a max of 18 hours per week. Urban Math Collaborative ve will hire one college aide to support math with our AA population. (IN 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact
Forgotten Images will bring their exhibits to Wilson High School for viewing and learning. (IN 6)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact
Special Education Co-Teachers will be released to develop their collaboration and co-planning skills. (PD 3)	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)	(Does not apply to this goal)
Graduation Regalia as an incentive for completion of rigorous coursework and A-G work (IN 12)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>Students pursue a balanced, integrated literacy program of literature and language study to promote academic discourse. In literature, students develop strategies to construct meaning and interact thoughtfully with all genres of literature and nonfiction texts. Language production (in both speech and written response) become an extension of experiences developed through reading literary and nonfiction works. Students also receive instruction in the conventions of written language, effective oral communication, and research techniques.</p> <p>Reading activities are based on contemporary themes in</p>	<p>Interim Assessments</p> <p>End of learning assessments to demonstrate competency in comprehension, analysis, synthesis, evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following:</p> <ul style="list-style-type: none"> • Interim district assessment • Unit tests • Portfolios <p>Reading & Writing Tasks: Making Meaning, Language Development, and Effective Expression</p>	<p>My Perspectives, 2017, Pearson</p>

literature and non-fiction selections to provide for an ever changing and highly motivational curriculum.

LBUSD offers the Expository Reading and Writing Course (ERWC) to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. Students who take this course by CSU ERWC Certified Teacher and who receive a grade of “C” or better in the course will be deemed ready for college level coursework in English by the CSU. ERWC meets the CSU English proficiency exam requirement.

Please see the full catalog of high school courses at: www.lbschools.net/Asset/Files/Curriculum/HS-Course-Selection-Guide.pdf

The English Language Arts Scope and Sequence is available at: http://www.lbschools.net/Departments/Curriculum/ELA/curriculum_docs_HS.cfm

Writing Tasks

These tasks provide students with opportunities to “attempt” or “discover” multiple strategies in their learning of new or reviewed skills. This process allows for multiple submissions to master the learning without penalty. These are primarily teacher guided or collaborative tasks that may include scaffolded supports. Some examples include the following:

- Unit and section introduction tasks: section overview activities, Launch Text activities
- Making Meaning tasks: First Read & Close Read guides, comprehension check, research to clarify and/or explore, close read the text, analyze the text, analyze craft and structure
- Language Development tasks: concept vocabulary, word study, conventions, author’s style
- Preparation for performance assessments, Unit reflections, evidence logs, word networks
- Short constructed response, Cornell notes, double entry journals, journal quick writes

Formative Assessments/Quizzes

These assessments allow teachers and students to collect the best possible evidence about where students are in the learning process, and teachers use this information to decide what to do next.

These are quick assessments to check for understanding of the content and skills taught so far. These mini assessments can be oral, multiple choice, short answer, essay format, or visual. They can be graded or not. Some examples include the following:

- Brief quizzes and general comprehension checks

- Thinking Maps
- Selection Tests

Homework

This independent practice reinforces or extends the instruction or learning done in class. Teachers use the data to determine areas of focus for student intervention (reteach) and/or acceleration (move on). The work should be checked for completion, but not graded for mastery: it is practice in a skill.

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>Students engage in a variety of academic and creative writing tasks which connect both literature and nonfiction to their life experiences. Students use writing process activities in a variety of genres; argumentative, expository, narrative, reflective and literary analysis of texts, and research or inquiry. Students also receive instruction in the conventions of written language and effective oral communication. Students read and respond to historically and/or culturally significant works of non-fiction texts tracing.</p> <p>Students are provided a concentrated study of the writing process, essay genres, close reading of fiction and non-fiction, research skills and correctness. Writing activities are based on contemporary themes in literature and non-fiction</p>	<p>Interim Assessments End of learning assessments to demonstrate competency in comprehension, analysis, synthesis, evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following:</p> <ul style="list-style-type: none"> • Interim district assessment • Unit tests • Portfolios <p>Reading & Writing Tasks: Making Meaning, Language Development, and Effective Expression Writing Tasks These tasks provide students with opportunities to “attempt” or “discover” multiple strategies in their</p>	<p>My Perspectives, 2017, Pearson</p>

selections to provide for an ever changing and highly motivational curriculum. Students use technology to support production of text, correctness, and research reading and writing

LBUSD offers the Expository Reading and Writing Course (ERWC) to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. Students who take this course by CSU ERWC Certified Teacher and who receive a grade of “C” or better in the course will be deemed ready for college level coursework in English by the CSU. ERWC meets the CSU English proficiency exam requirement.

Please see the full catalog of high school courses at: www.lbschools.net/Asset/Files/Curriculum/HS-Course-Selection-Guide.pdf

The English Language Arts Scope and Sequence is available at: http://www.lbschools.net/Departments/Curriculum/ELA/curriculum_docs_HS.cfm

learning of new or reviewed skills. This process allows for multiple submissions to master the learning without penalty. These are primarily teacher guided or collaborative tasks that may include scaffolded supports. Some examples include the following:

- Performance Task: Writing Focus (teacher-guided process essay), including prewrites, Thinking Maps, Flee Maps, drafts, peer feedback, etc.
- Effective Expression Writing Tasks: writing to sources, writing to compare, quick writes, summaries, Write Now tasks
- Short constructed response, Cornell notes, double entry journals, journal quick writes
- Teacher modeled writing lesson activities

Language Production through Speaking & Listening Tasks:

Preparation and participation in effective collaborative conversations that are built around important content ensures that students may show competency in contributing appropriately and analyzing and synthesizing a multitude of ideas from a variety of sources. Some examples include the following:

- Performance Task: Speaking and Listening Focus (small group presentation)
- Effective Expression Speaking & Listening tasks
- Everyday classroom participation, active participation activities, collaborative conversations, Socratic seminars, peer feedback and critiques, reader’s theater, choral response, recitations

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>The Common Core State Standards Scope and Sequence documents provide a comprehensive “blueprint” for strategically sequencing and operationalizing the grade-level/course standards in Mathematics. For high school, the core program includes Algebra 1, Geometry, Algebra 2 and Pre-Calculus.</p> <p>Algebra 1 The fundamental purpose of the Algebra 1 course is to formalize and extend the mathematics that students learned in the middle grades. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, and Statistics and Probability. Successful completion of Algebra 1, or an equivalent sequence, is a graduation requirement. Instructional time focuses on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend.</p> <p>Intensified Algebra I is offered to a small group of approximately 30 students at selected sites. Intensified Algebra I is a comprehensive, two-period course that is</p>	<p>Formative Assessments Graded work assessing a student’s mastery of mathematics such as any of the following:</p> <ul style="list-style-type: none"> • Tests (district exams and classroom tests) • Quizzes • Project work that assesses a student’s understanding <p>Classwork/Activities Graded work completed in class such as any of the following:</p> <ul style="list-style-type: none"> • In class assignments • Project work completed in class • Notes • Warm-ups • Graded participation <p>Homework Graded work completed outside of class such as any of the following:</p> <ul style="list-style-type: none"> • Assignments • Project work completed outside of class <p>Khan Academy offers the teachers a way to get assessment data and differentiate instruction based on student needs. It is being used in many</p>	<p>Algebra: Big Ideas Math Algebra 1, Big Ideas Learning, 2015</p> <p>Geometry: Big Ideas Math Geometry, Big Ideas Learning, 2015</p> <p>Algebra 2: Big Ideas Math Algebra 2, Big Ideas Learning, 2015</p> <p>Pre-Calculus: Pre-calculus, McGraw Hill, 2014</p> <p>Khan Academy</p>

designed to help students who are one to three years behind in mathematics re-engage as motivated learners and succeed in Algebra I within a single academic year. Students are enrolled in a double block of Algebra which is supplemented with mindset activities and a hands-on approach to help students gain confidence and competence in Algebra.

Geometry

The fundamental purpose of the Geometry course is to formalize and extend students' geometric experiences from the middle grades. This course includes standards from the Geometry conceptual category. In this Geometry course, students explore more complex geometric situations and deepen their explanations of geometric relationships, presenting and hearing formal mathematical arguments. Instructional time focuses on five critical areas: (1) establish criteria for congruence of triangles based on rigid motions; (2) establish criteria for similarity of triangles based on dilation and proportional reasoning; (3) informally develop explanations of circumference, area, and volume formulas; (4) apply the Pythagorean Theorem to the coordinate plane; and (5) prove basic geometric theorems.

Algebra 2

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include logarithmic, polynomial, rational, and radical functions in the Algebra 2 course. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Students work closely with the expressions that define the functions, competently manipulate algebraic expressions, and continue to expand

classrooms for class activities, homework, and assessment.

and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Instructional time focuses on four critical areas: (1) relate arithmetic of rational expressions to arithmetic of rational numbers; (2) expand understandings of functions and graphing to include trigonometric functions; (3) synthesize and generalize functions and extend understanding of exponential functions to logarithmic functions; and (4) relate data display and summary statistics to probability and explore a variety of data collection methods.

Pre Calculus

Pre-calculus combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus, and strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. Instructional time focuses on four critical areas: (1) extend work with complex numbers; (2) expand understanding of logarithms and exponential functions; (3) use characteristics of polynomial and rational functions to sketch graphs of those functions; and (4) perform operations with vectors.

To meet the four year math requirement and to provide access to upper level math classes, some schools offer additional math electives, which may include:
Introduction to Applied Math;
College and Career Ready Mathematics;
Functions, Statistics and Trigonometry; AP Statistics/ and AP Calculus.

Instruction and formative assessment are being

supplemented by the use of Khan Academy in many classrooms.

For other math offerings and the full catalog of high school courses, please visit:
<https://www.lbschools.net/Asset/Files/Curriculum/HS-Course-Selection-Guide.pdf>

Accountability Measure 1: Increase Achievement

Interventions

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Our multilingual students need extra support. Requested by our ELAC group. D/F Rate 50, EL Reclassification 50	Tutoring for Multilingual students	English Learners	LCFF \$1,175 Teacher Hourly P Schedule (1) for 15 hours annually - LCFF 100%	09/01/2023 - 06/30/2024 Daily	Tarin/Jimenez	Jimenez will take data and present to the SSC D/F Rate 50, EL Reclassification 50

Students need incentives to meet our highest standards A-G Rate 50, Other College Readiness Measures 50	Graduation Regalia - THREE years of graduation regalia - intended to spend the carry over from last year. However, in our staff transition, the order was not paid using those funds.	All Students	LCFF \$25,000 Materials - LCFF 100%	07/01/2023 - 07/01/2024 Annually	Rolando Saldivar	Rolando Saldivar will keep track of our highest honors recipients A-G Rate 50, Other College Readiness Measures 50
Our Black students are among our most vulnerable students. They require focused support for academics and social emotional learning. A-G Rate 30, Suspension/Expulsion Rate 40, Culture-Climate Survey (Student-Staff) 30	Counselor will be compensated for supporting Black students outside his work day up to \$10,000	African-American	LCFF \$9,880 Manager Additional Assignment (1) for 85 hours annually - LCFF 100%	09/30/2023 - 06/30/2024 Weekly	Caverly	Caverly will review hourly entries each month A-G Rate 30, Suspension/Expulsion Rate 40, Culture-Climate Survey (Student-Staff) 30
EL reclassification and A-G A-G Rate 50, EL Reclassification 50	ELL college Aide	English Learners	LCFF \$24,552 College Student Aide (2) for 650 hours annually - LCFF 100%	09/30/2023 - 06/30/2024 Daily	Guillermo Jimenez	monthly meetings A-G Rate 50, EL Reclassification 50

ELD students need additional support in their classrooms to help with access to curriculum and earn successful grades. EL Reclassification 100	College Aides will be hired to help ELD students in content area classes.	Other Targeted Students	LCFF \$27,196 College Student Aide (2) for 720 hours annually - LCFF 100%	08/30/2023 - 06/22/2024 Weekly	EL Intevention Admin	The EL Intervention Admin will interview, hire, and schedule college aides for fall and spring. A log will be kept and Admin will monitor all aides. EL Reclassification 100
Culture Climate Student Supervision Culture-Climate Survey (Student-Staff) 100	2 Recreation Aides to support students with unscheduled classes during blocks 1 and 2. Also to help with student supervision at the entrances on campus.	All Students	LCFF \$25,031 Hourly - Recreation Aide (2) for 691.6 hours annually - LCFF 100%	08/28/2023 - 06/22/2024 Daily	Assistant Principals	Guillermo Jimenez Culture-Climate Survey (Student-Staff) 100
Project Lead the Way is part of the technical Core for some of our pathways. AP Participation/Pass 50, Other College Readiness Measures 50	Project Lead the Way courses require supplemental materials not provided by the district. These supplies are consumable, so they must be purchased each year.	All Students	LCFF \$35,000 Materials - LCFF 100%	07/01/2023 - 07/01/2024 Annually	Joel Jelinowicz	Caverly AP Participation/Pass 50, Other College Readiness Measures 50

AVID students need extra support for academic success. Other College Readiness Measures 100	AVID Program is hiring 1 additional college aides to provide service to AVID classes. The college aides will work a max of 18 hours per week. Urban Math Collaborative ve will hire one college aide to support math with our AA population.	Other Targeted Students	LCFF \$27,196 College Student Aide (2) for 720 hours annually - LCFF 100%	08/22/2023 - 06/22/2024 Daily	Assistatnt Principal	AVID teachers will analyze data and AVID student A-G rates. Math Collaborative will monitor progress of students. Other College Readiness Measures 100
Campus is too large for the amount of CSAs allotted. We reduced the amount of CSA time to 1/2 . . . which freed up funds for other interventions. Culture-Climate Survey (Student-Staff) 100	An additonal CSA is needed to help with supervision and safety of the Wilson campus.	All Students	LCFF \$48,416 Campus Staff Assistant .5 FTE - LCFF 100%	08/22/2023 - 06/23/2024 Daily	Assistant Principal	CORE survey, Safe and Civil Culture-Climate Survey (Student-Staff) 100

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition

Accountability Measure 2: Organizational Climate

Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness

No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
EL reclassification EL Reclassification 100	EL Coordinator will participate in monthly DLT meetings and QCI activities to support our WASC goal of reclassifying students by 30%	LCFF \$1,989 Teacher Hourly Extra Comp (1) for 23 hours annually - LCFF 100%	09/30/2023 - 06/20/2024 Monthly	Guillermo Jimenez	EL program meetings
EL reclassification EL Reclassification 100	ELL teachers will get time to collaborate and learn about the curriculum and the strategies to support their students	LCFF \$3,306 Substitute teacher half day (4) for 6 days - LCFF 100%	09/30/2023 - 06/30/2024 Monthly	Guillermo Jimenez	Monthly meetings
Our students need trained AVID teachers A-G Rate 50, Culture-Climate Survey (Student-Staff) 50	Teachers need training in AVID practices and strategies	LCFF \$3,030 Services - LCFF 100%	07/01/2023 - 09/01/2023 Monthly	Amy Leveque	Diana Cohn
Our collaborative co-teachers need more support D/F Rate 50, Algebra Participation/Pass 50	Collaborative Co-Teachers will receive ongoing professional development and planning time.	LCFF \$19,491 Teacher Hourly Extra Comp (36) for 4 hours annually - LCFF 100% Substitute teacher full day (18) for 1 days - LCFF 100% Substitute teacher half day (18) for 1 days - LCFF 100%	07/01/2023 - 07/01/2024 Annually	Diana Cohn	Diana Cohn will continue to monitor student achievement in classes that are collaboratively co-taught.

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement
Written Analysis

Accountability Measure 4: Parent & Community

Parent and Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness

No supplemental budgeted items have been approved.

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA’s budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	0
Title I Parent and Family Involvement (3008)	0

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development.	NA
Centralized Services Share	Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project.	NA

State Programs *	Allocation
LCFF	256480

* It is understood that LCFF funding are district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Spring Adjustment:

During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.

Title I Reservations

Title I Reservations are used for required or Board-approved services. These reservations are made prior to Title I allocations to school sites and are designed to provide central services to Title I and/or underserved, underperforming schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need changes and budget adjustments.

Administrative Share & Reservations Title I Program Administration

Equity, Engagement & Partnerships (EEP), State and Federal Programs (SFP): Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

Parent Involvement (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education

Providing homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Social Worker: Foster Care

Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

Behavior Specialist

Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

Male and Female Leadership Academy

The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the

academies.

Research LROIX Development

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Centralized Services

Middle School Summer Bridge

Provides a summer math program focusing on students needing a "head start" prior to entering the next middle school grade level.

Homework Helpline 562.437.2859

Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

Travel/Conferences

Enables staff to develop requisite knowledge about the program(s) they lead.

Education Celebration

The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

CORE

The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

Data PD / Summer Admin PD

This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

Supplemental Examinations

These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

Kinder Festivals

The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

Robotics

These supplemental materials are designed to assist in research and special programs related to STEM.

SEAL Summer Program

The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

APEX Online

APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Youth Orchestra

Music instruction and opportunities on weekends. Students receive instruction from professional music performers in string instruments.

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Rebecca Caverly	06-15-2024
Staff	Classroom Teacher	Oscar Herrera	06-15-2025
Staff	Classroom Teacher	Lia Ladas	06-15-2024
Staff	Classroom Teacher	Roxxann Rendon	06-15-2024
Staff	Classroom Teacher	Lorena Tarin	06-15-2024
Staff	Non Classroom Teacher	Jonathan Evans	06-15-2024
Community	Parent	Kim [REDACTED]	06-15-2024
Community	Parent	Richard [REDACTED]	06-15-2024
Community	Parent	Greg [REDACTED]	06-15-2025
Community	Student	[REDACTED]	06-15-2024
Community	Student	[REDACTED]	06-15-2024
Community	Student	[REDACTED]	06-15-2024

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	Silvia [REDACTED]
DELAC Representative	Parent of EL Student (required)	Imelda [REDACTED]
Principal or Designee	Staff Member (required)	Guillermo Jimenez
Secretary	Parent of EL Student (required)	Maria [REDACTED]

Name	Representing
Gabriela [REDACTED]	Parent of EL Student
Leticia [REDACTED]	Parent of EL Student
Liz [REDACTED]	Parent of EL Student

ELAC Recommendations

Pursuant to Education Code, Section 52176, the school’s English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	09/26/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Need for additional college aides to support students Tutoring provided after school Teachers given time to collaborate around students' needs and supports. Translation support to parents when doing school business
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	EL Student Grades RFEP Student Grades Reclassification Data EL Attendance Rates
5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	11/06/2023

6. What was SSC's response to ELAC recommendations?	We intend to continue Bruins helping Bruins tutoring after school - Bilingual teacher is supporting at each session We intend to continue to employ 6 bilingual IOA Two budget requests today: Teacher support for 3 teachers and coordinator (5 days of release time) for Multilingual Learner PD and two bilingual college aides Multilingual Listening Sessions, Planning Sessions, and Response Sessions
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Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/06/2023
2. The SSC approved the **Home-School Compact** on 10/16/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/16/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): ,
5. SSC Participated in the Annual Evaluation of SPSA:12/04/2023
6. The SPSA was approved at the following SSC Meeting: 12/14/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

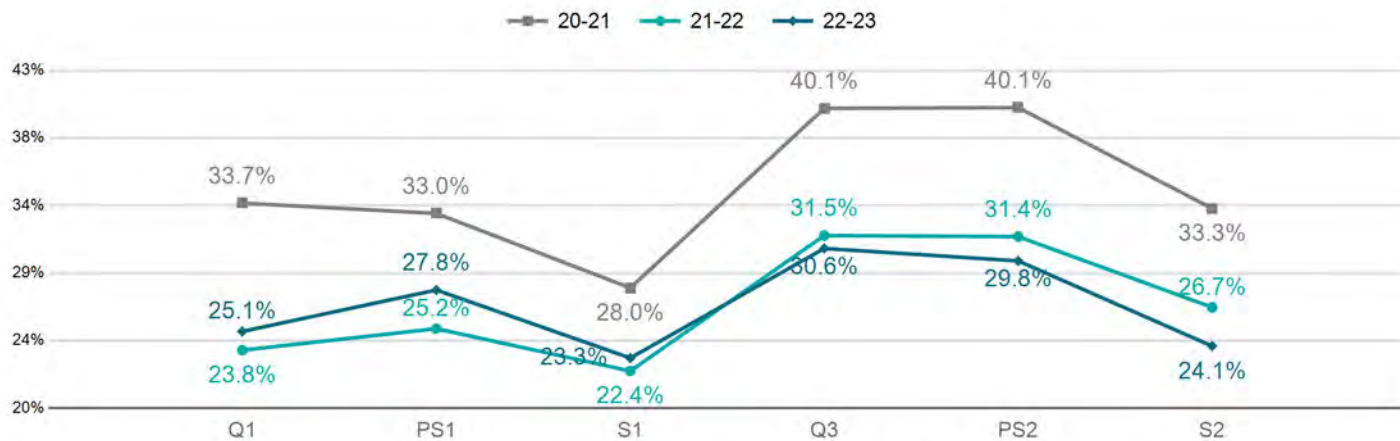
Printed Name: _____ Date: _____

Wilson D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: All Students



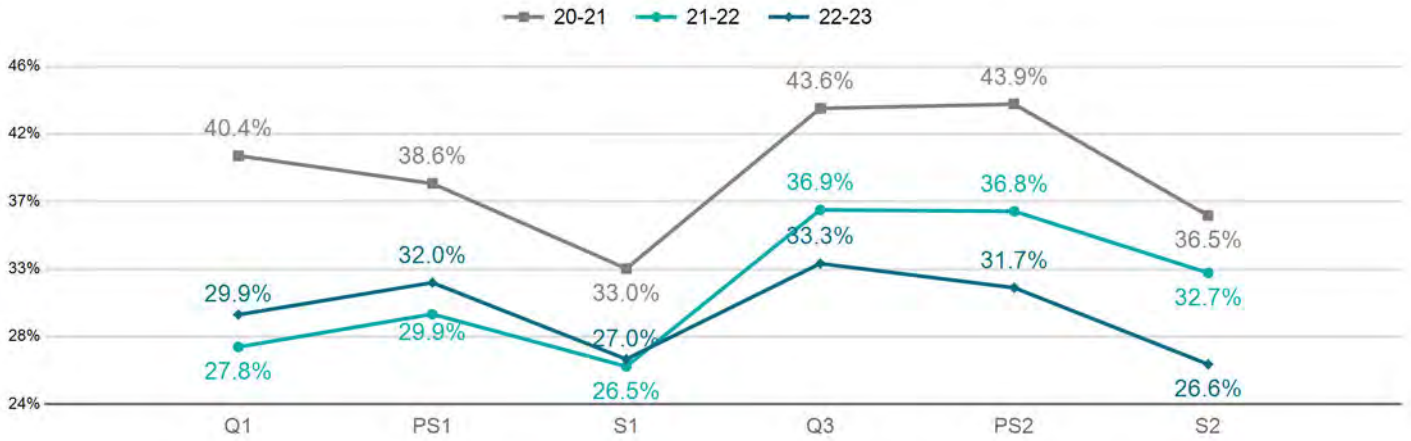
Graphs for subgroups on following pages.

Wilson D/F Rate - 3 year Comparison

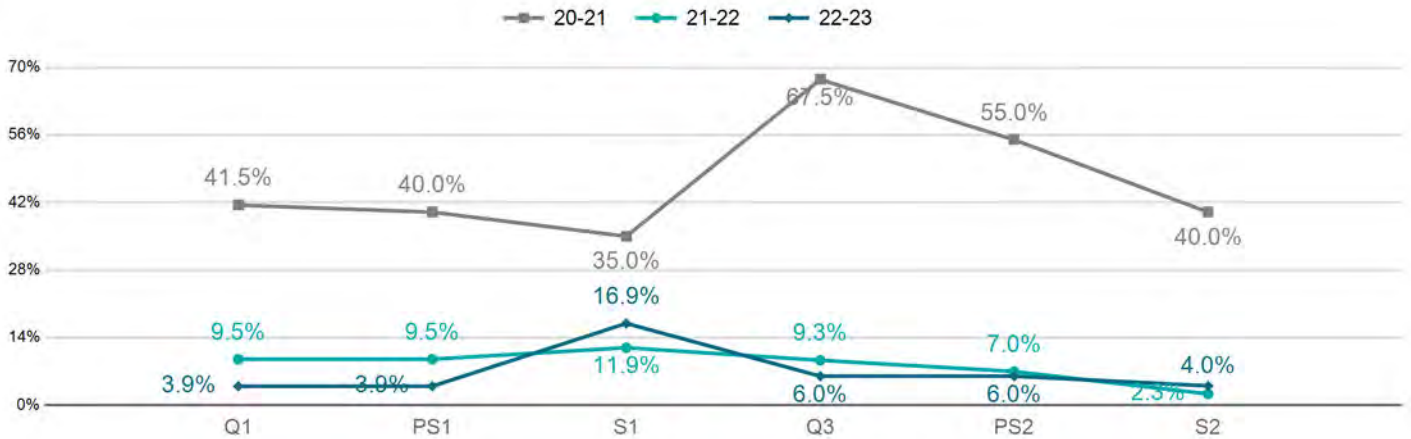
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

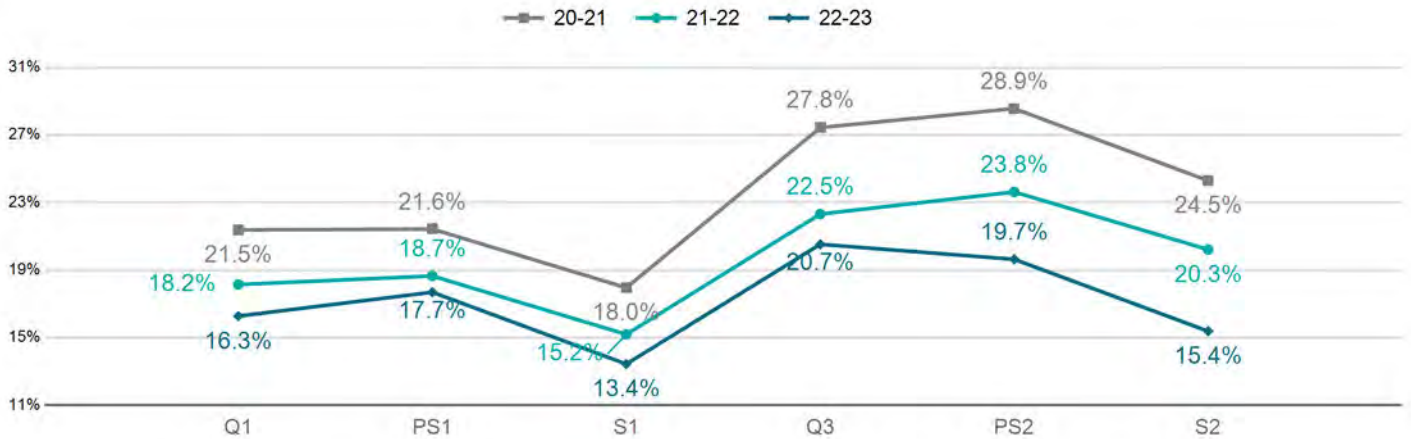
Category: Ethnicity - Subgroup: African American



Category: Ethnicity - Subgroup: American Indian



Category: Ethnicity - Subgroup: Asian

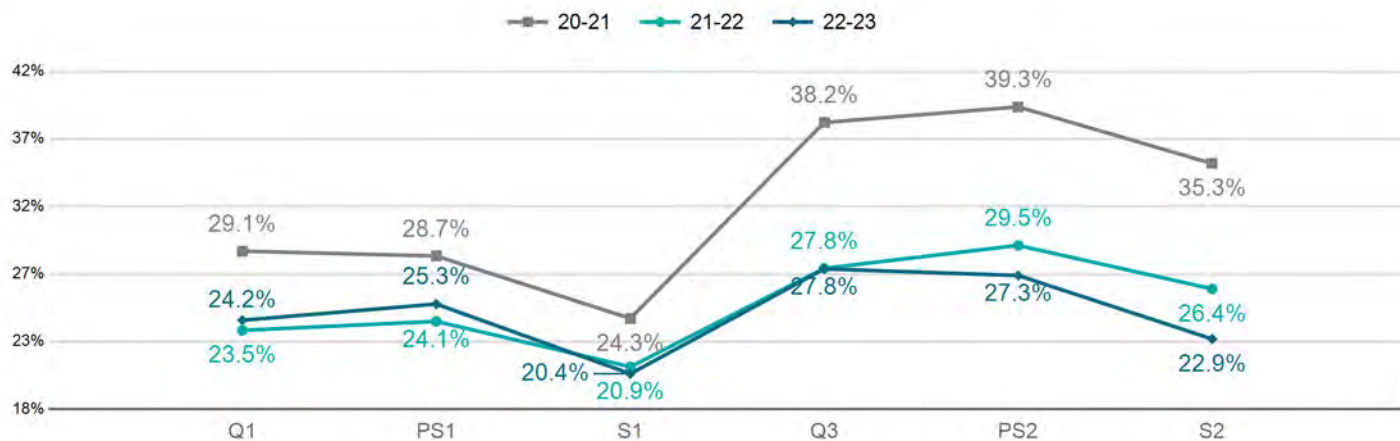


Wilson D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

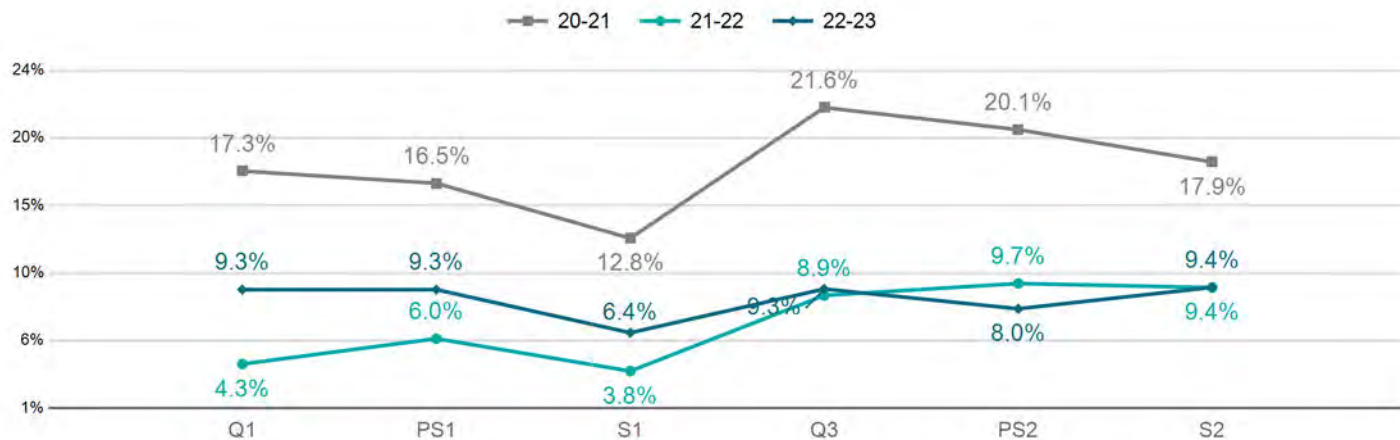
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: Ethnicity - Subgroup: Cambodian



Cambodian students are a subset of Asian students, and are also included in the Asian subgroup counts.

Category: Ethnicity - Subgroup: Filipino

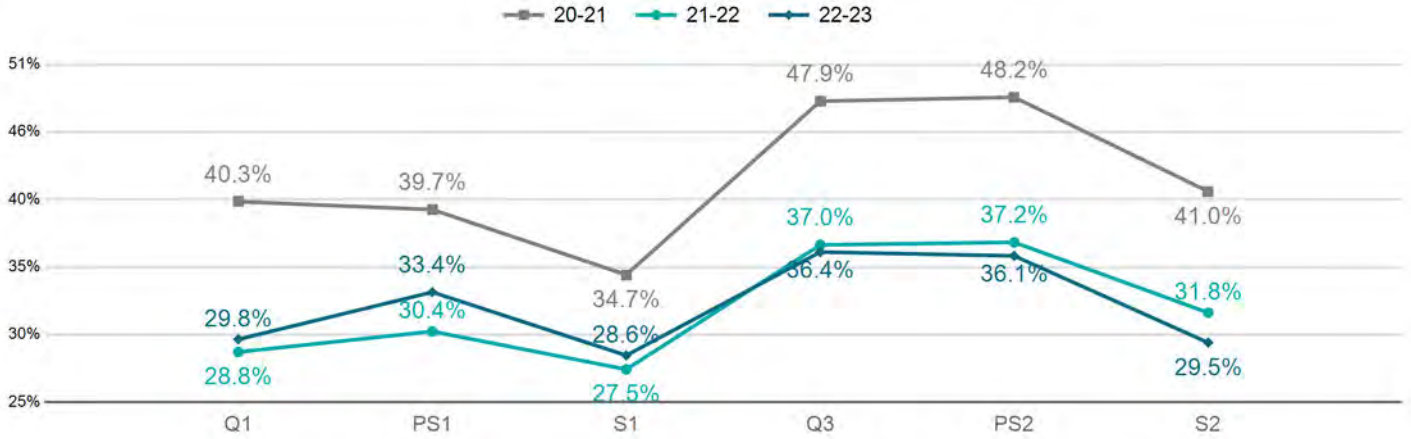


Category: Ethnicity - Subgroup: Hispanic

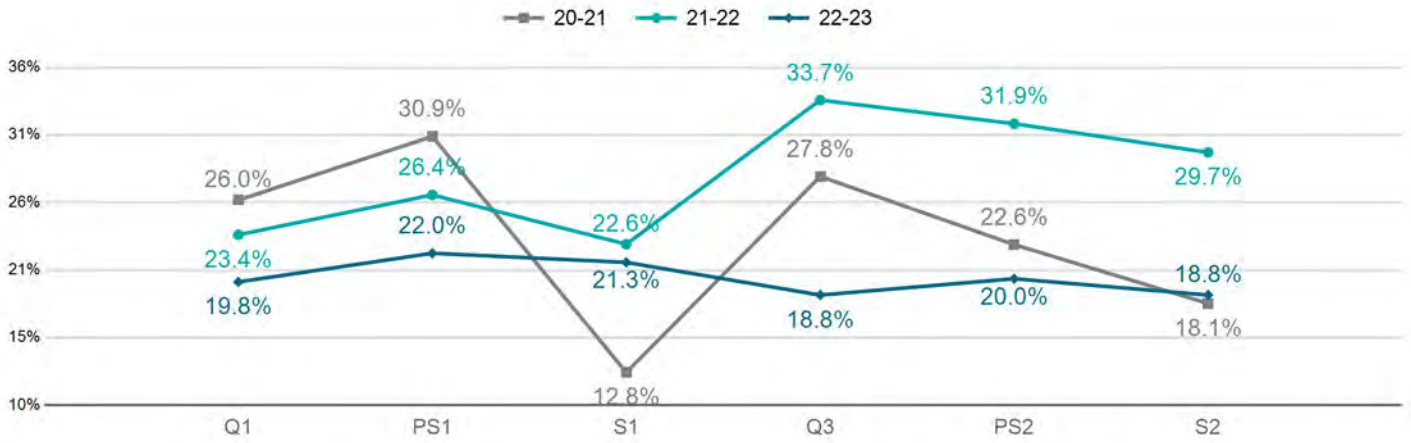
Wilson D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

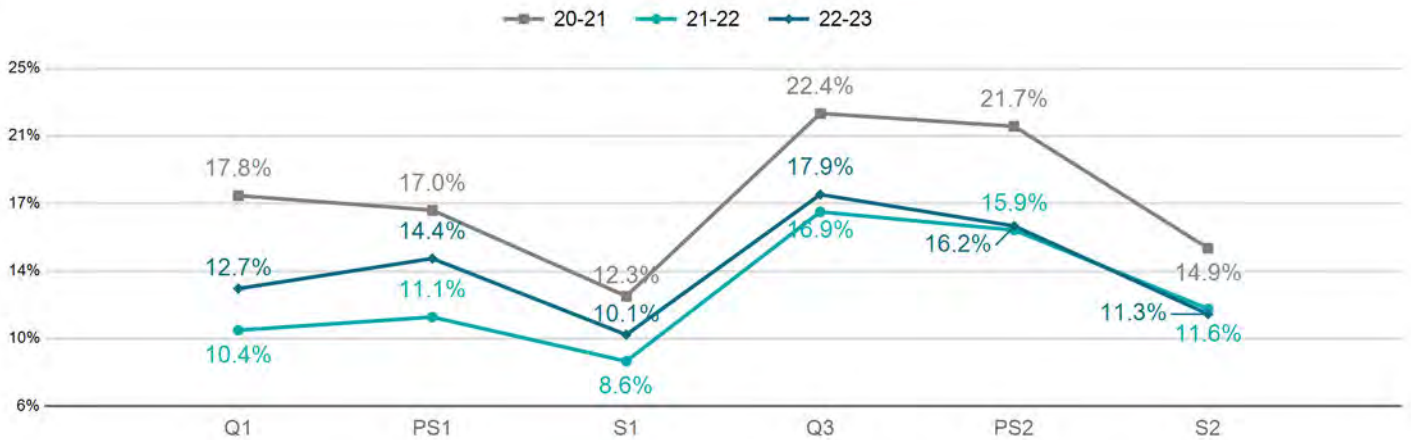
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Ethnicity - Subgroup: Pacific Islander



Category: Ethnicity - Subgroup: White

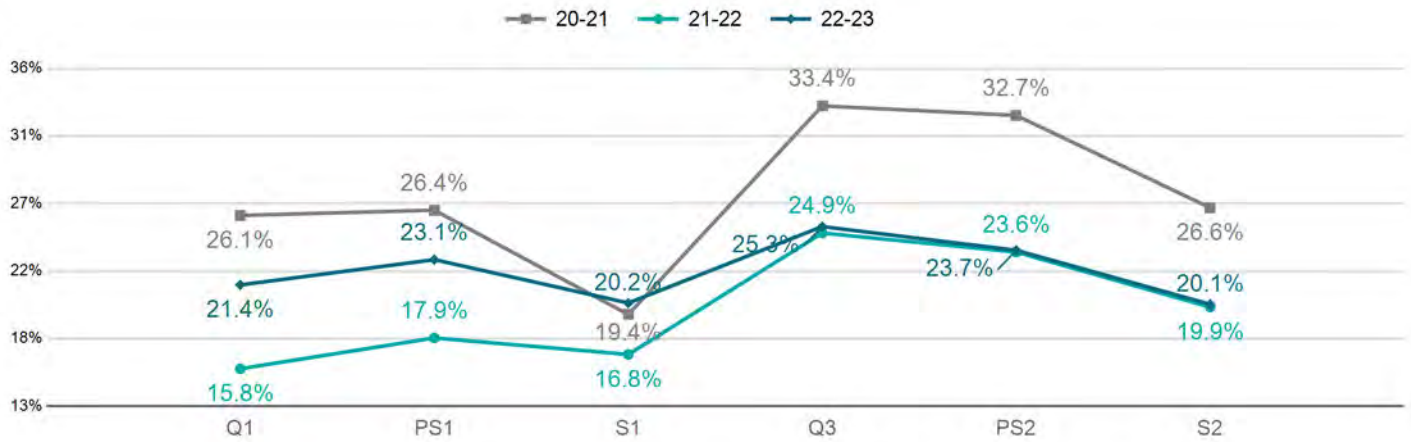


Category: Ethnicity - Subgroup: Other

Wilson D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

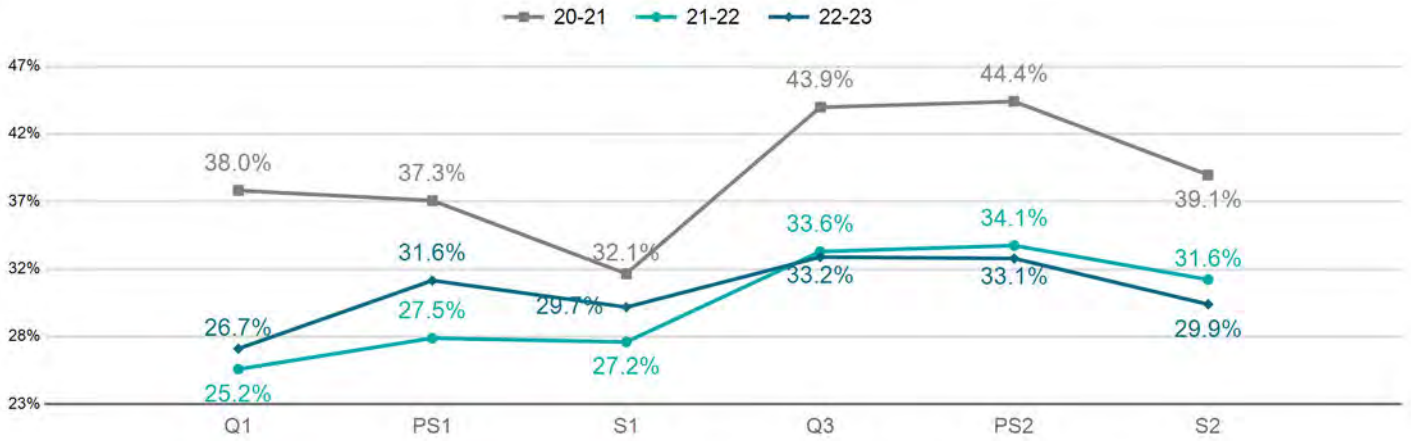


Wilson D/F Rate - 3 year Comparison

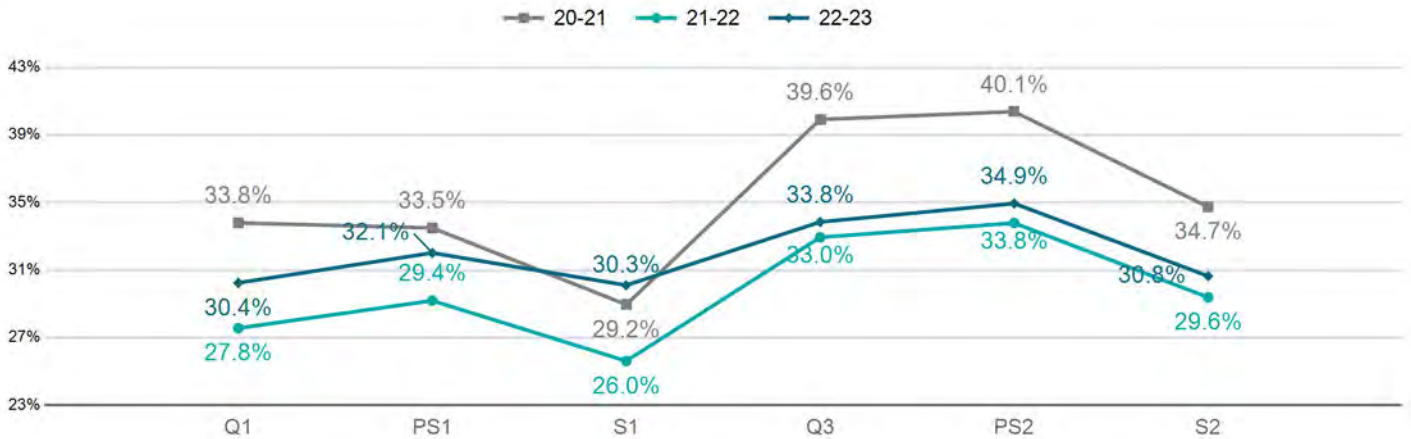
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

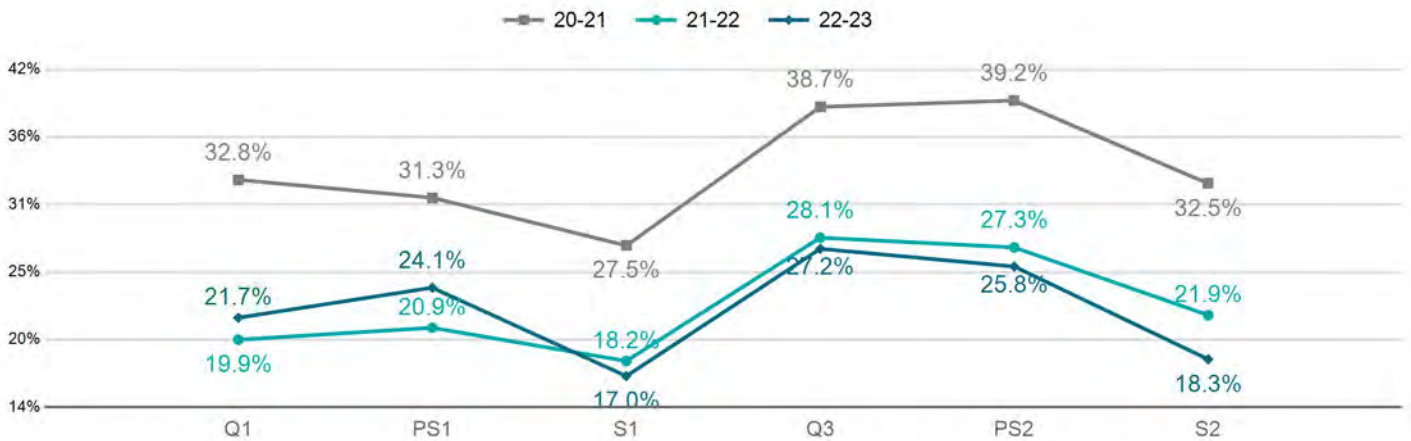
Category: Grade - Subgroup: Gr. 09



Category: Grade - Subgroup: Gr. 10



Category: Grade - Subgroup: Gr. 11

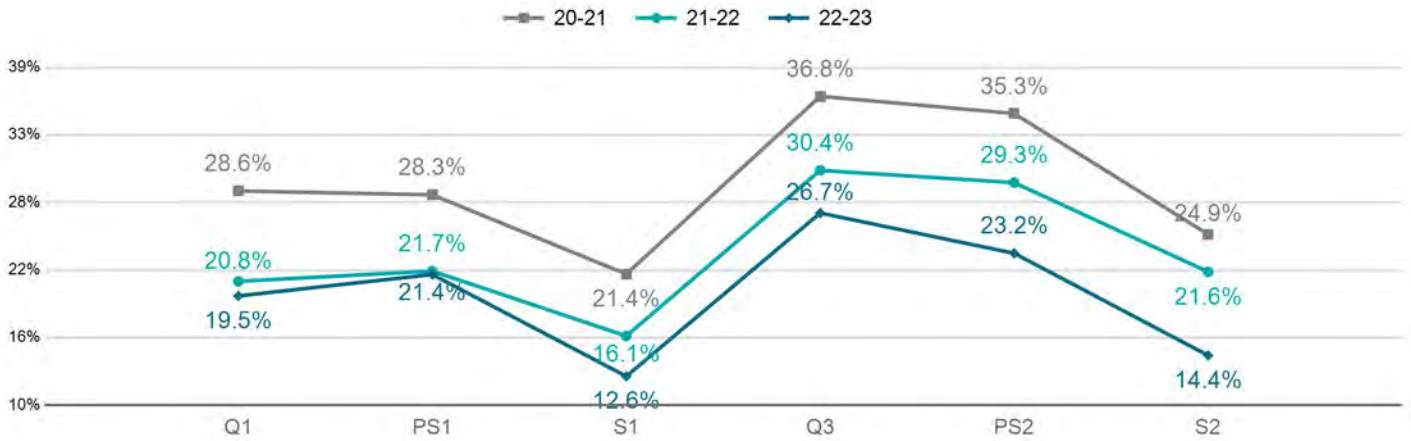


Wilson D/F Rate - 3 year Comparison

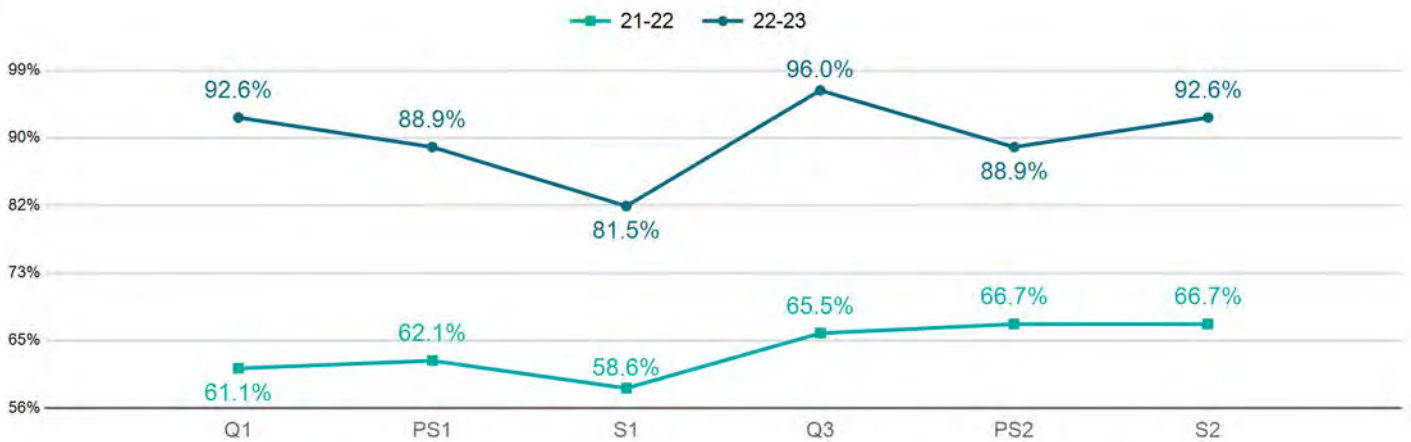
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: Grade - Subgroup: Gr. 12



Category: Grade - Subgroup: Gr. 13

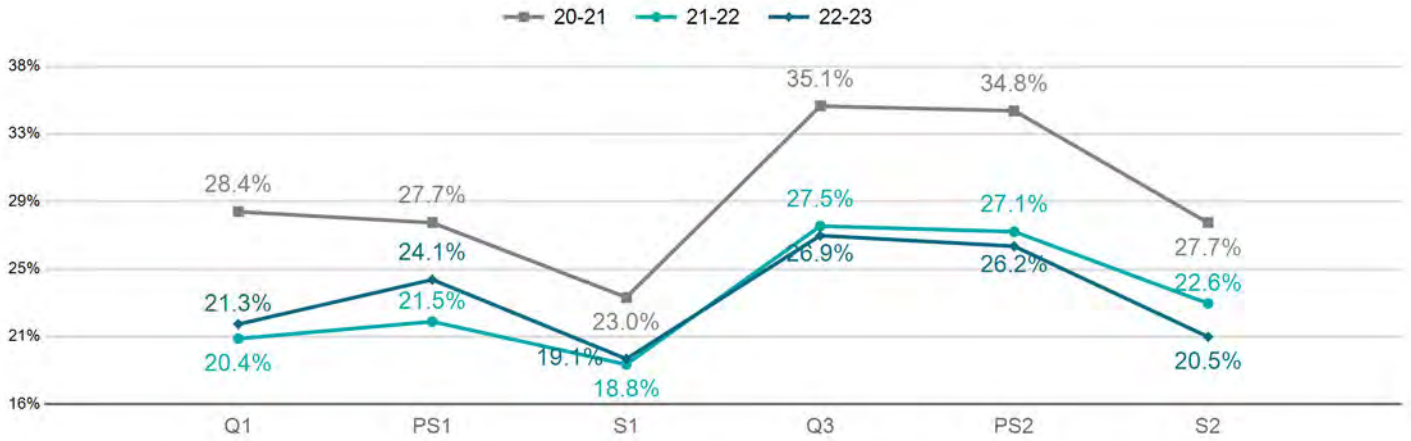


Wilson D/F Rate - 3 year Comparison

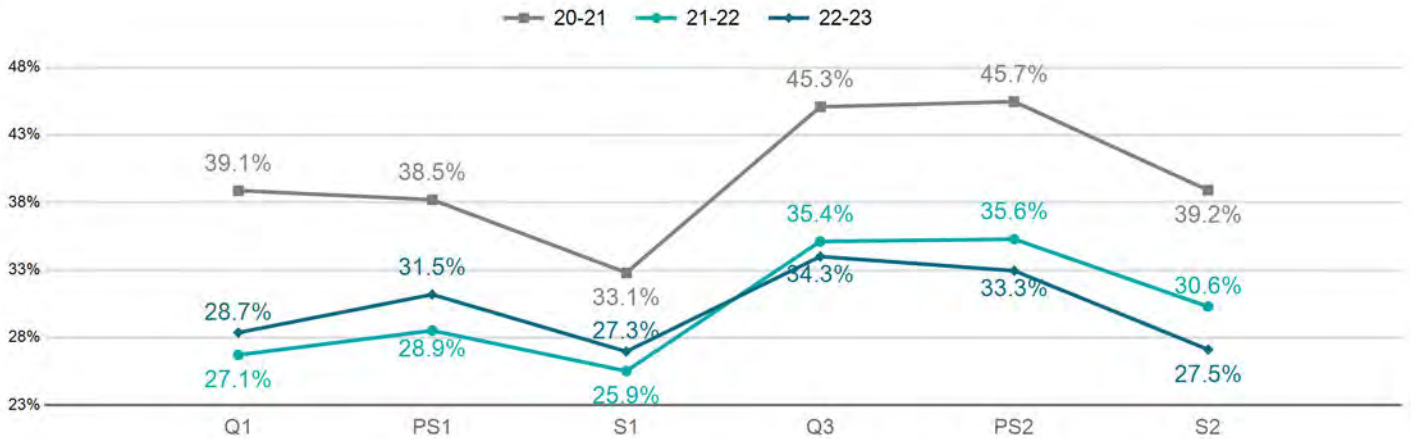
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: Gender - Subgroup: Female



Category: Gender - Subgroup: Male



Category: Gender - Subgroup: Nonbinary



[Submit Feedback](#)

Wilson D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

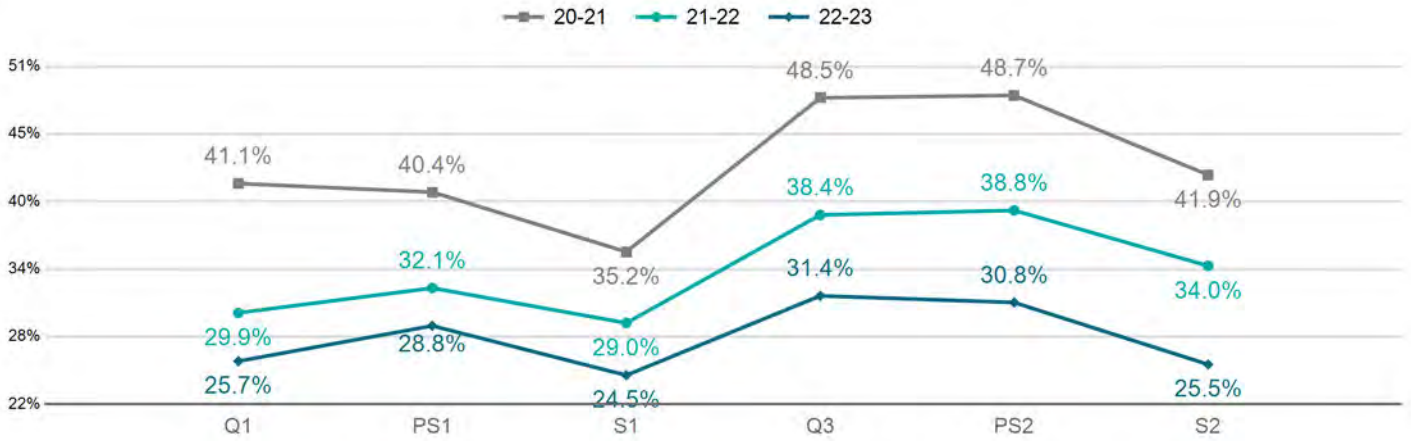
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Wilson D/F Rate - 3 year Comparison

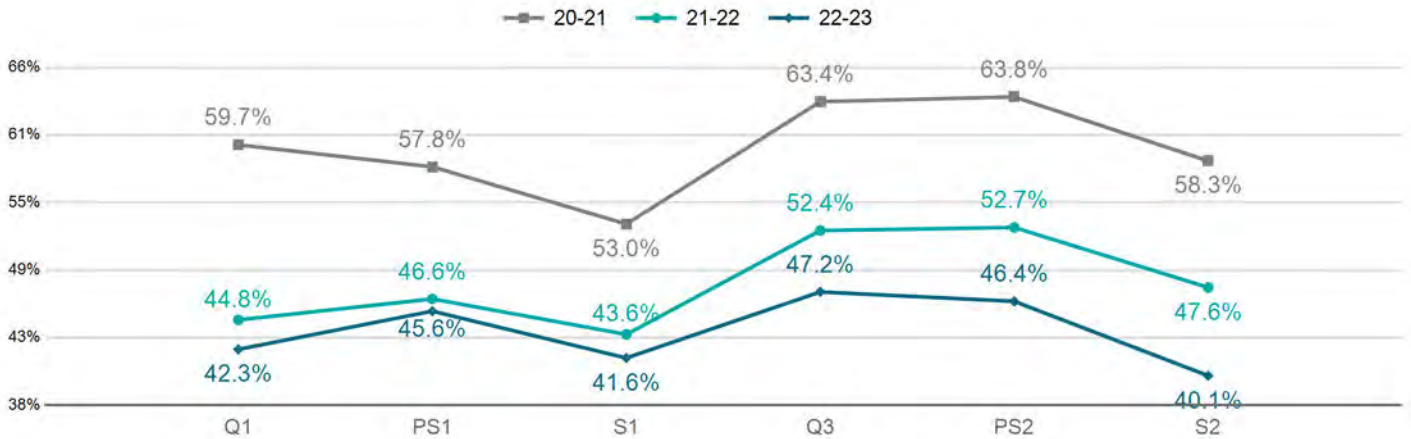
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

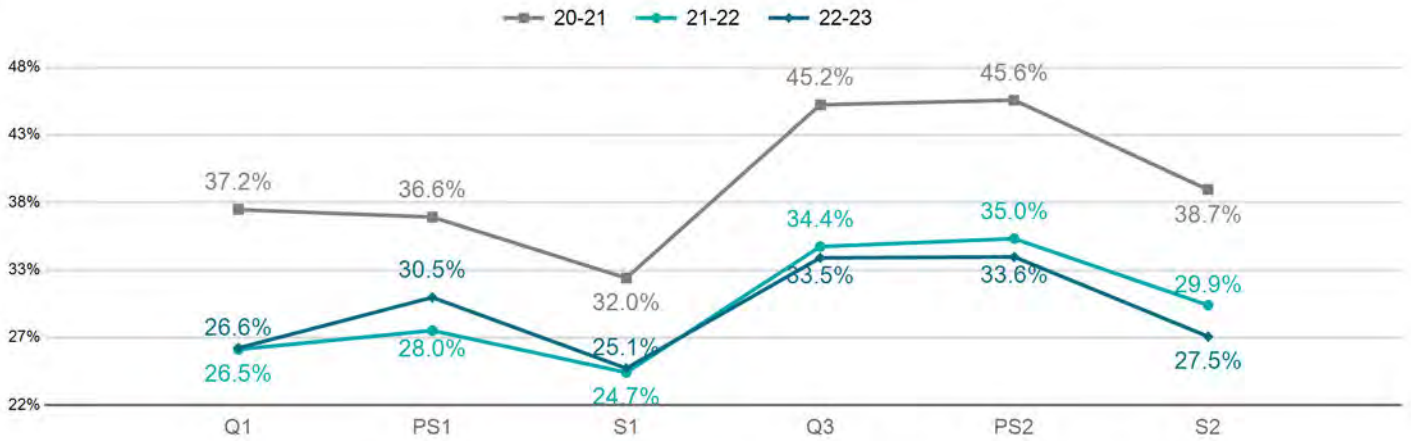
Category: Special Populations - Subgroup: Low SES



Category: Special Populations - Subgroup: ELL



Category: Special Populations - Subgroup: RFEP

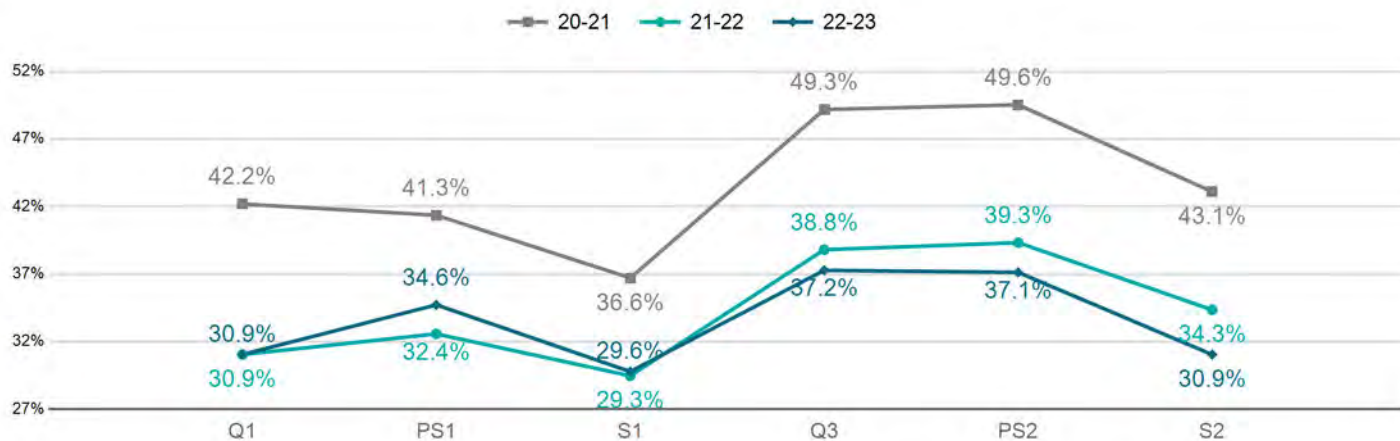


Wilson D/F Rate - 3 year Comparison

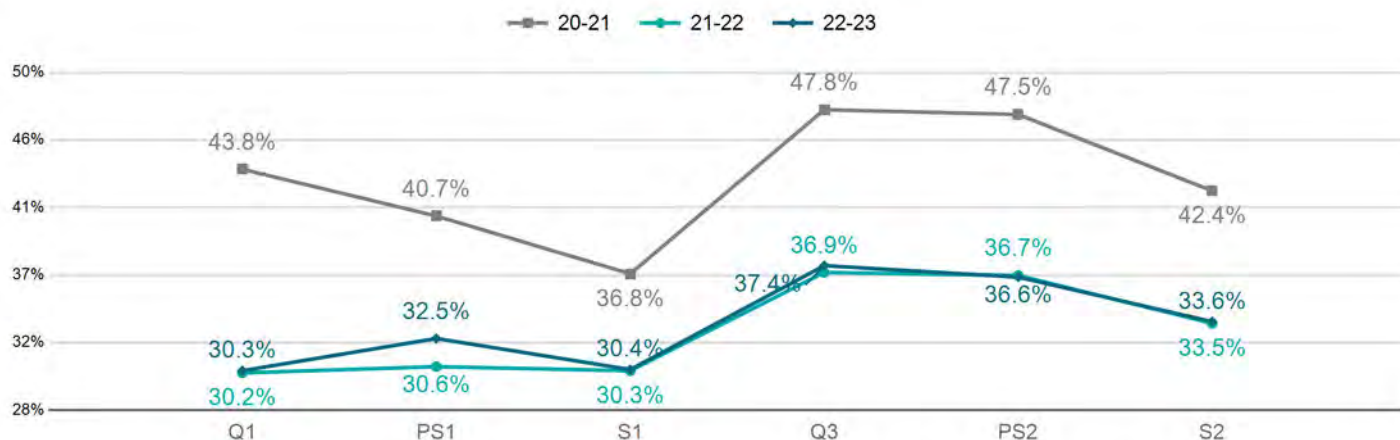
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: Special Populations - Subgroup: EL + RFEP



Category: Special Populations - Subgroup: Special Ed.

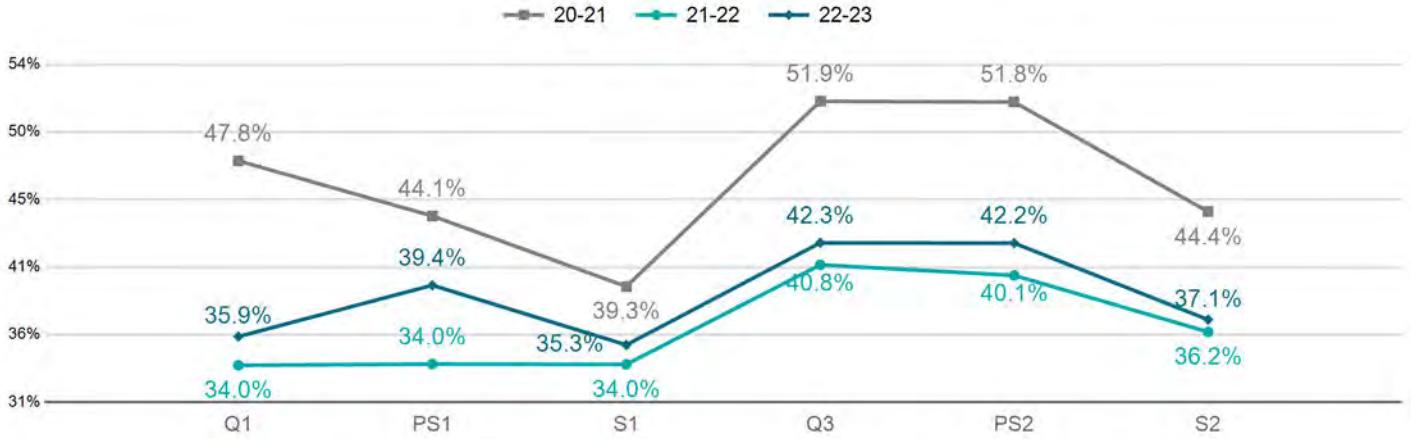


Category: Special Populations - Subgroup: Spec Ed. Speech/RSP

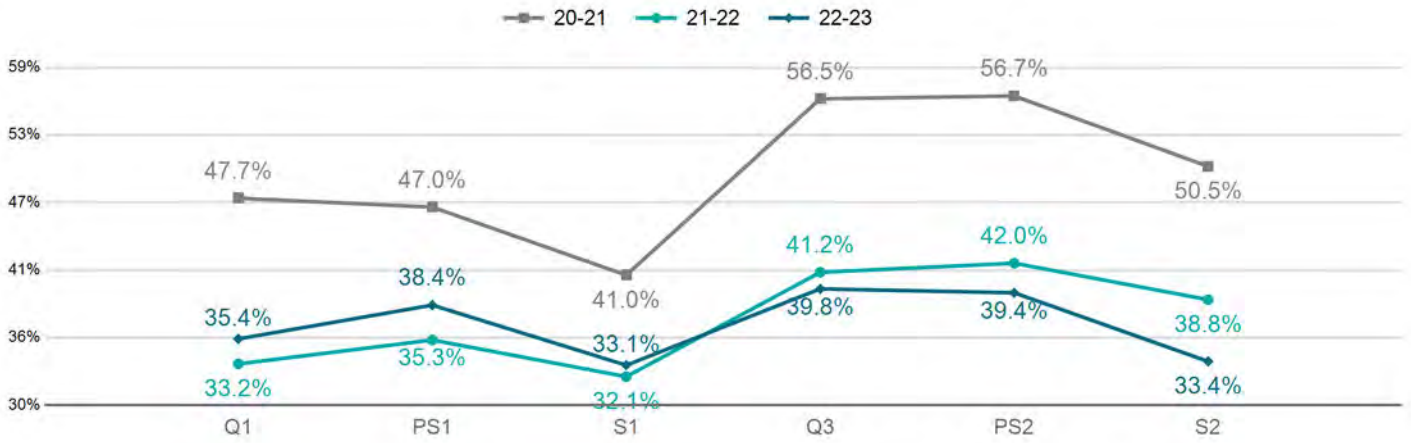
Wilson D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

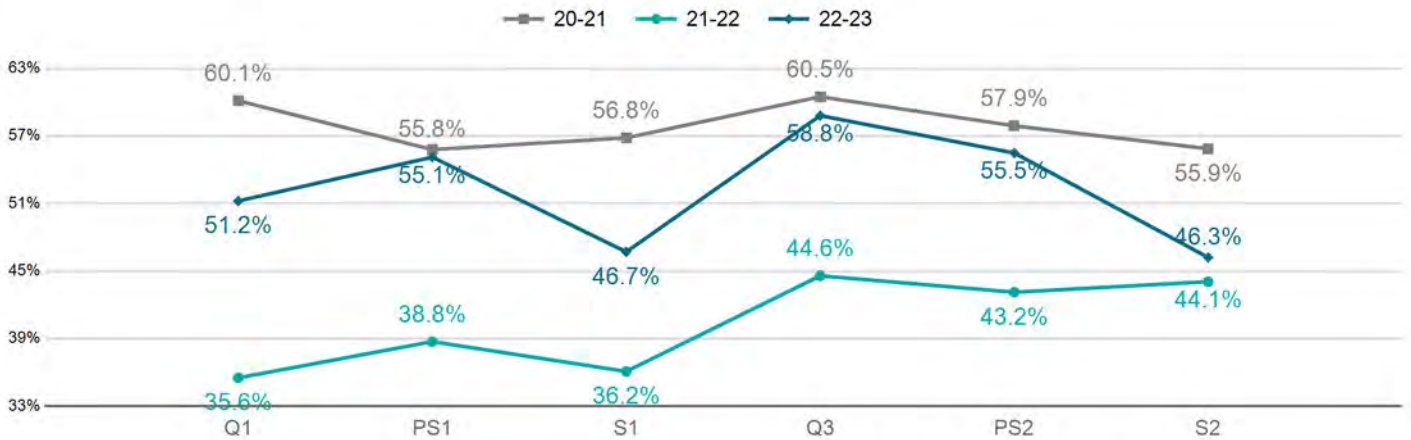
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Special Populations - Subgroup: Homeless/Foster



Category: Special Populations - Subgroup: Foster

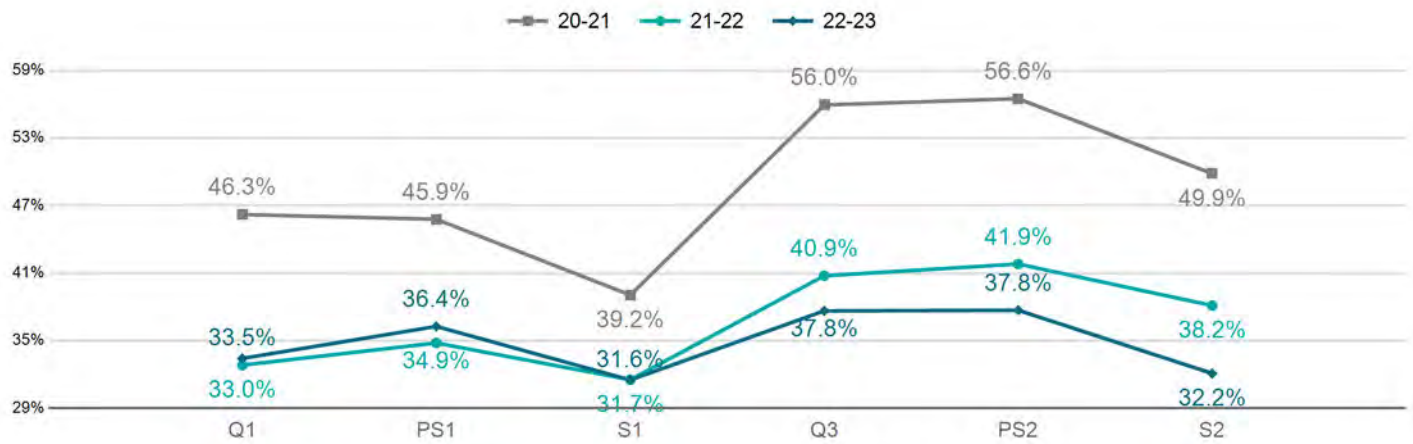


Category: Special Populations - Subgroup: Homeless

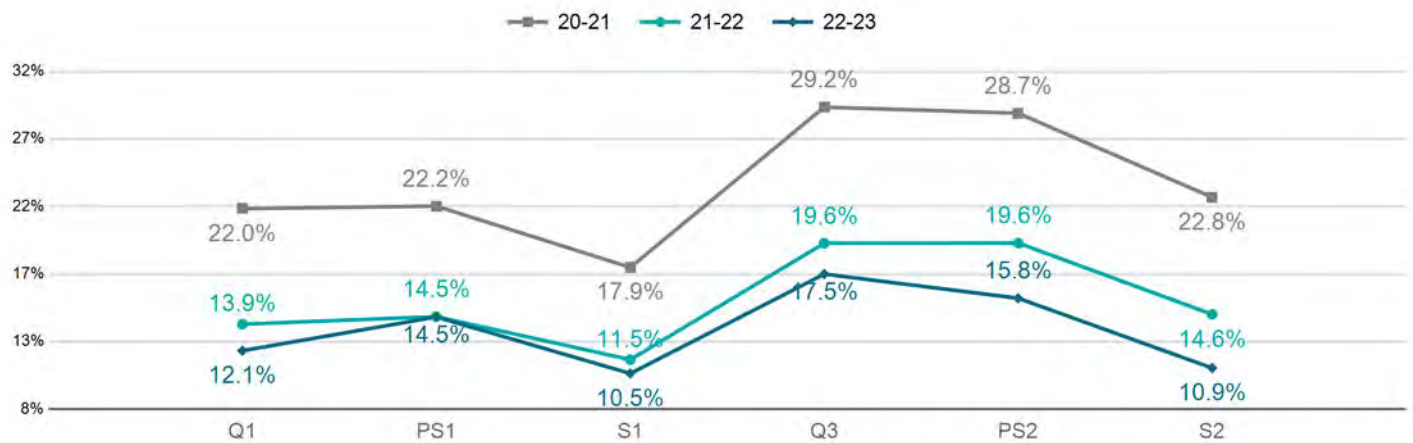
Wilson D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Special Populations - Subgroup: GATE/Excel

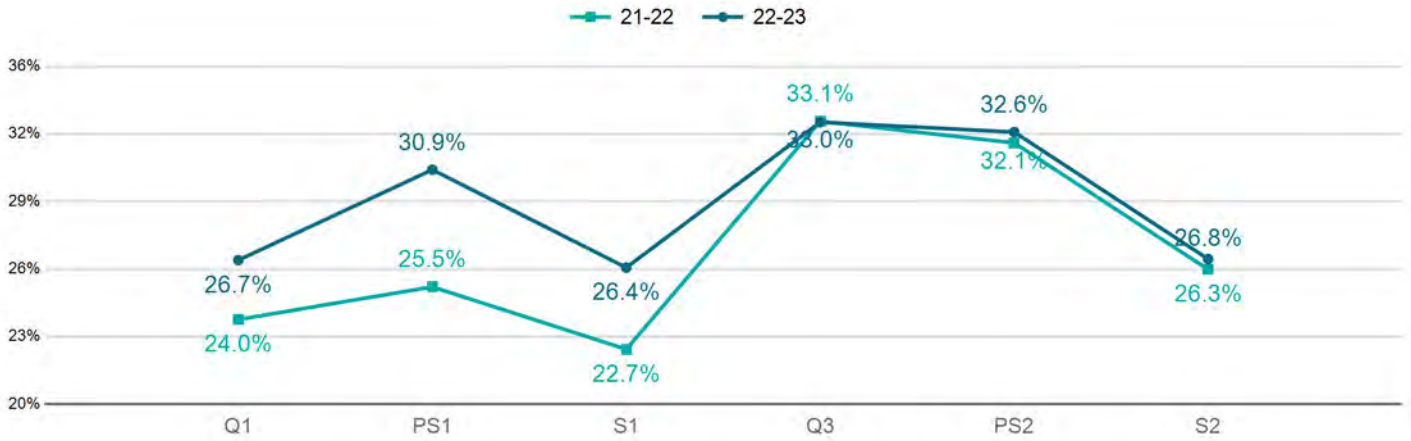


Wilson D/F Rate - 3 year Comparison

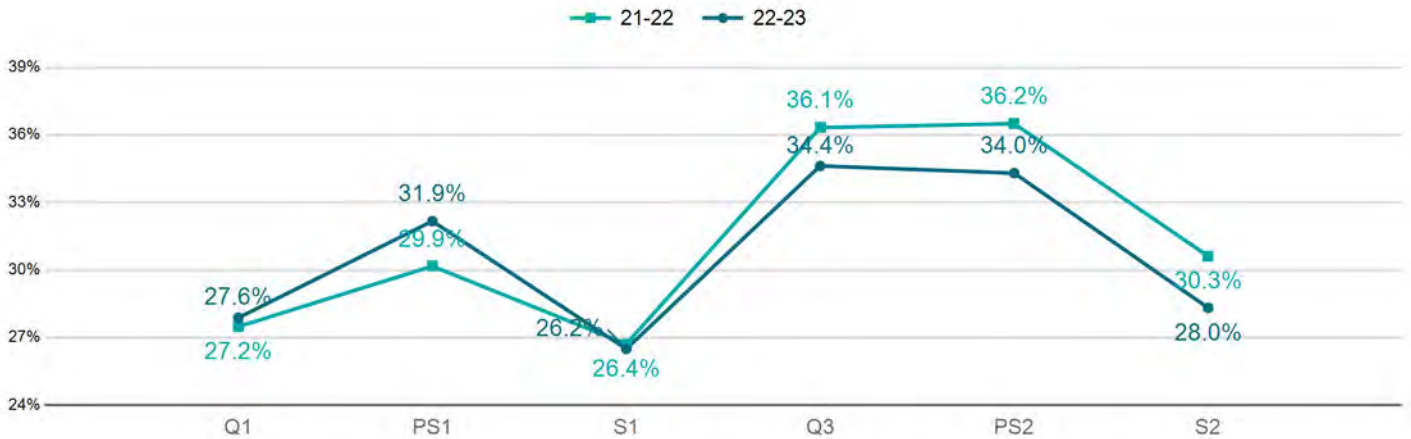
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

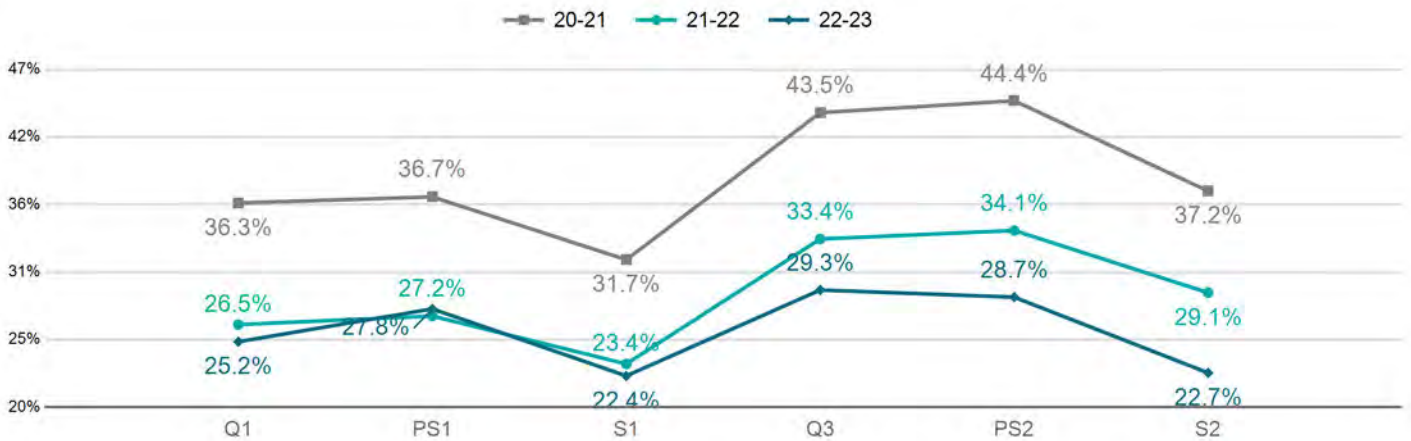
Category: SLC - Subgroup: Wilson - ARTS-PA



Category: SLC - Subgroup: Wilson - ARTS-VA



Category: SLC - Subgroup: Wilson - LPS

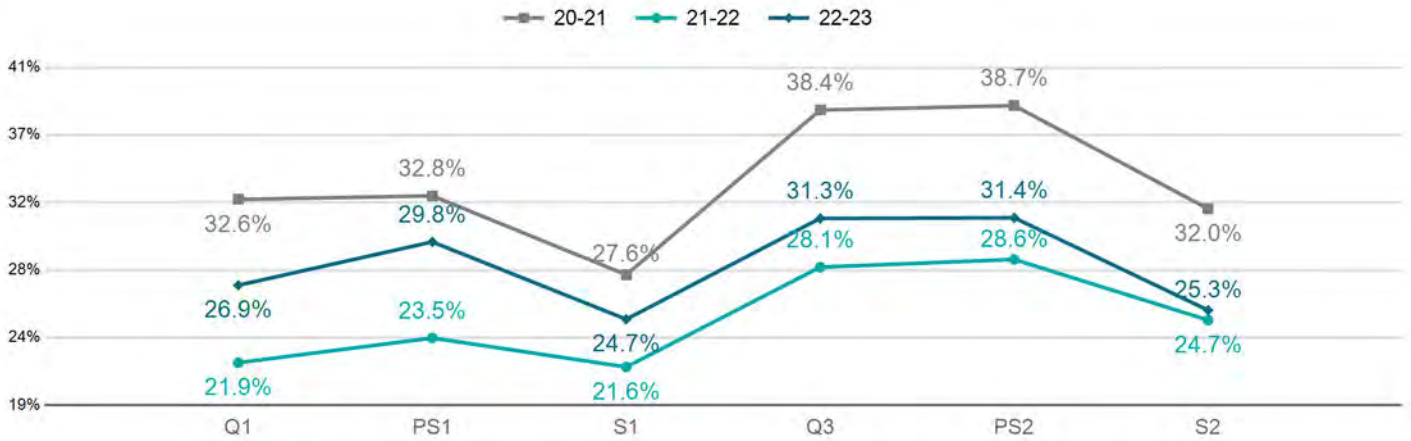


Wilson D/F Rate - 3 year Comparison

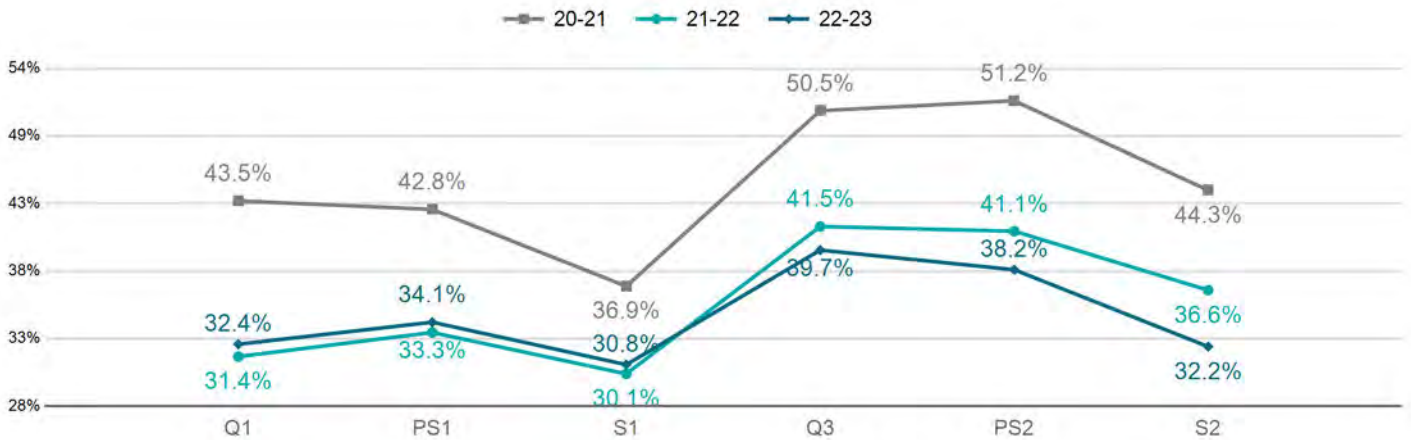
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: SLC - Subgroup: Wilson - MED



Category: SLC - Subgroup: Wilson - TECH

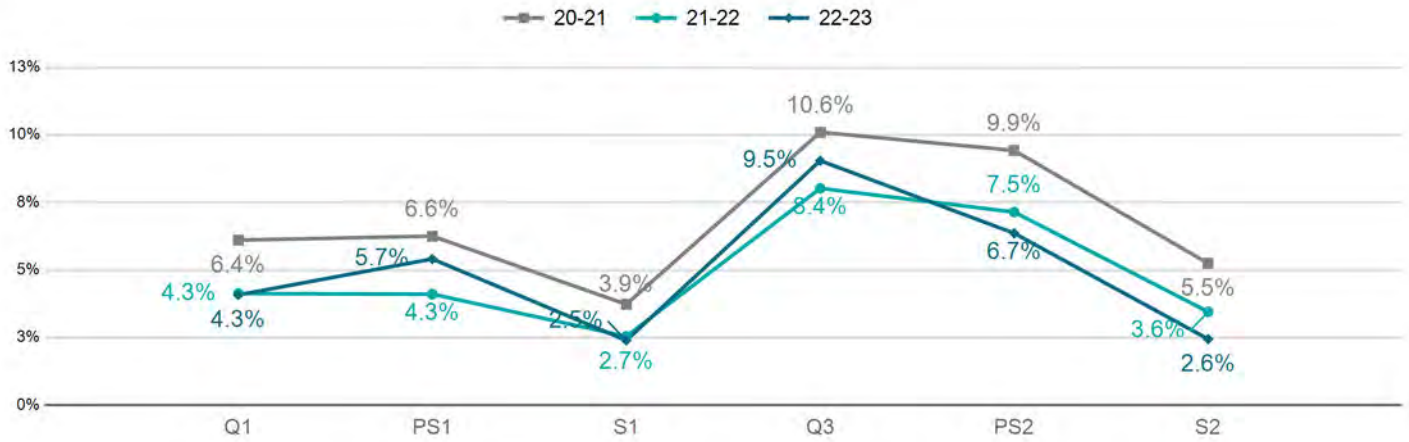


Category: SLC - Subgroup: Wilson - WAVE

Wilson D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

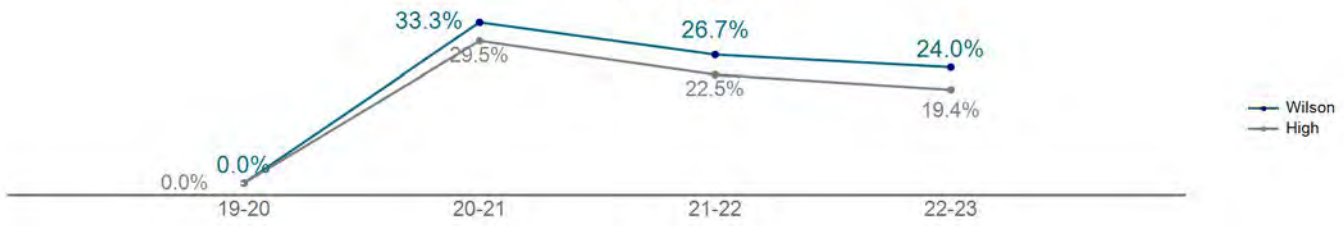
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



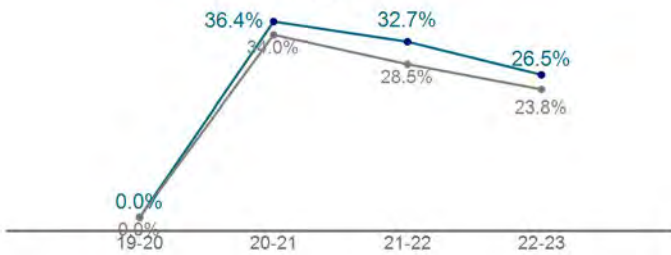
Semester 2 - D/F Rate

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

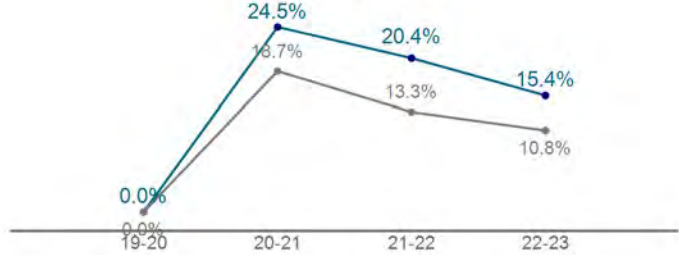
**Wilson
All Students
N = 22,650**



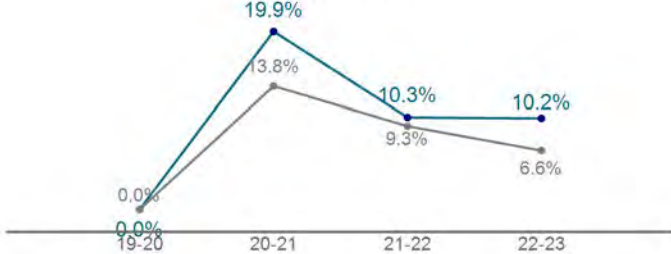
**African American
N = 2,630**



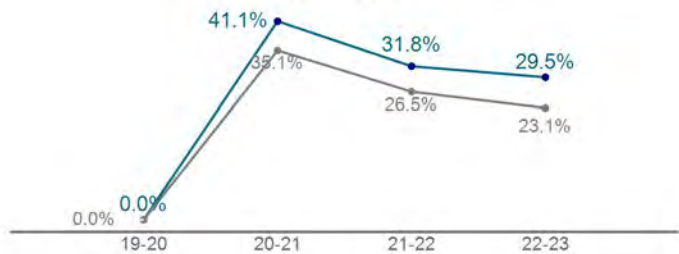
**Asian
N = 1,277**



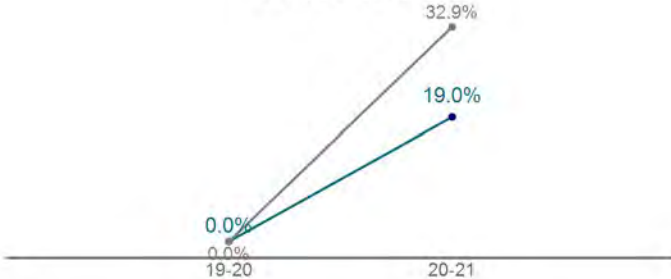
**Filipino
N = 186**



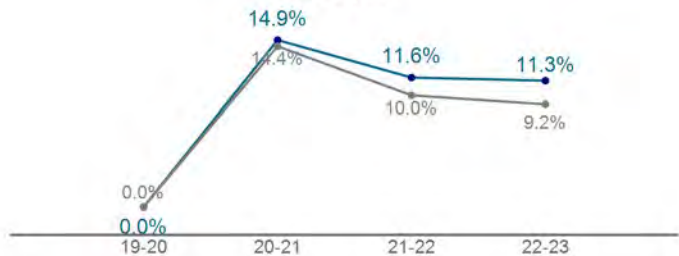
**Hispanic
N = 12,877**



Pacific Islander



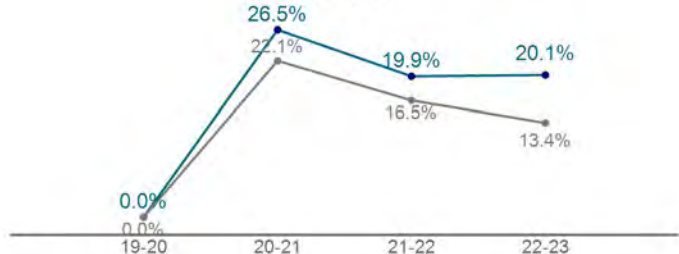
**White
N = 4,433**



Native American

Subgroup with fewer than 20 total grades.

**Other
N = 1,059**

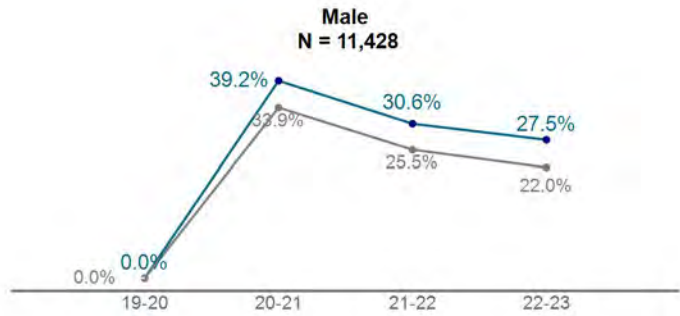
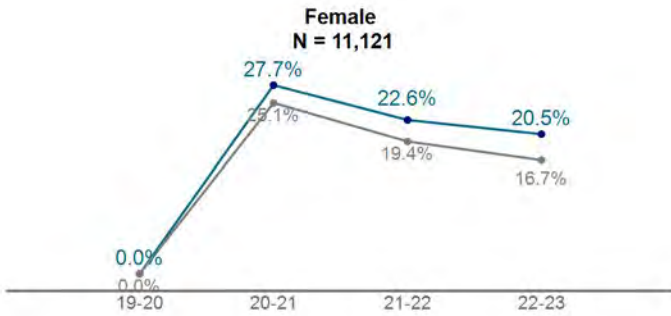
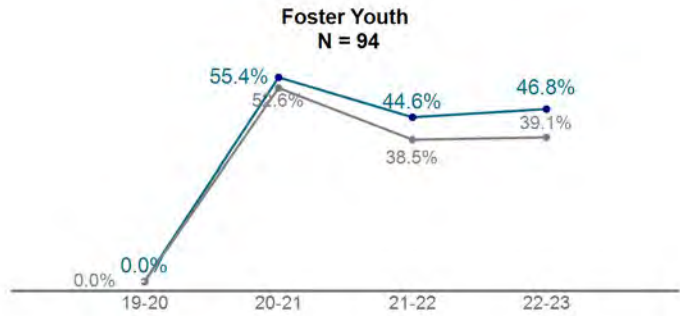
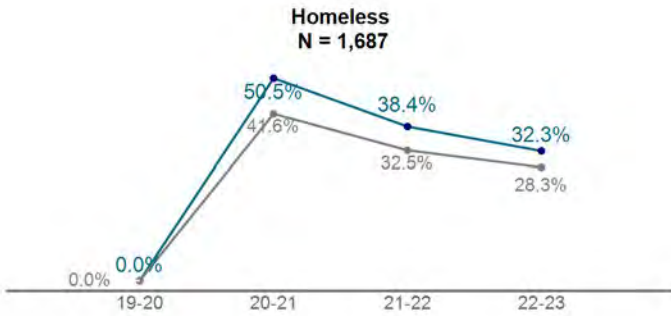
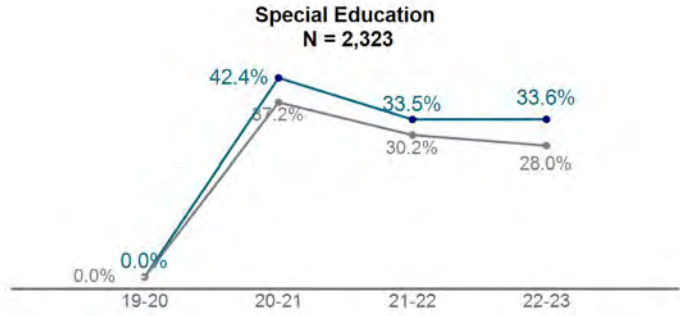
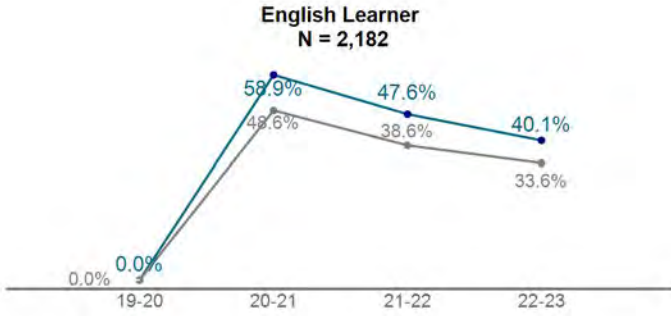
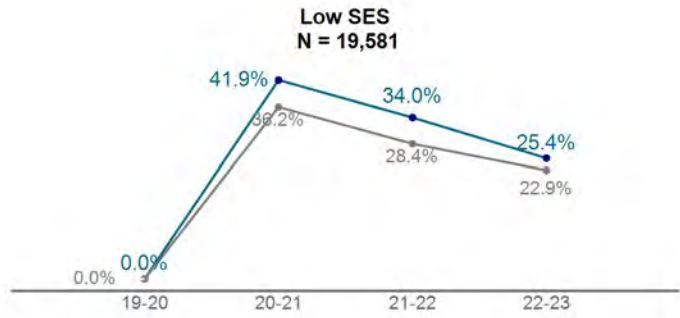
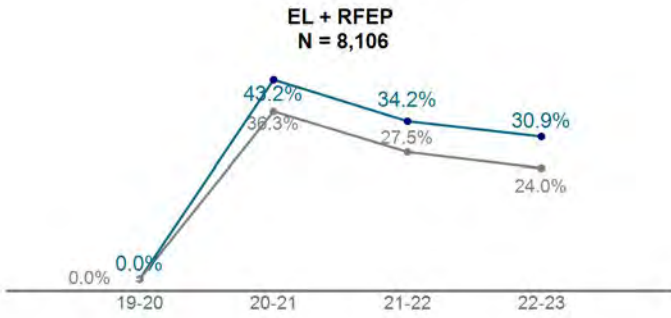


N's are from the current year. Grading in semester 2 of the 19-20 school year was Pass/Fail, due to the COVID-19 emergency closure.

Dashed line represents data for current year still in progress.

Subgroups with fewer than 20 total grades are not included.

Semester 2 - D/F Rate



N's are from the current year. Grading in semester 2 of the 19-20 school year was Pass/Fail, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups with fewer than 20 total grades are not included.

School Demographics			
	School	District	State
African American	11.6%	12.4%	
Am. Indian	.2%	.1%	
Asian	5.2%	7.4%	
Filipino	1.2%	3.3%	
Hispanic/Latino	57.5%	58.2%	
Multiple	5%	5.4%	
Pacific Islander	.4%	1.1%	
White	18.9%	12.1%	
English Learner	10.7%	11.6%	
Reclassified Fluent English Proficient	25.4%	26.3%	
Students w/Disabilities	12.1%	11.9%	
Free/Reduced Lunch	#Error	#Error	



School Plan for Student Achievement Addendum 2023-2024

Additional Targeted Support and Improvement (ATSI) -

Wilson High School -

LCAP, District -

- | | | |
|---|--|--|
| <input type="checkbox"/> African-American | <input checked="" type="checkbox"/> Foster Youth | <input type="checkbox"/> Socioeconomically Disadvantaged |
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Hispanic | <input type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian-American | <input type="checkbox"/> Homeless | <input type="checkbox"/> Two or More Races |
| <input checked="" type="checkbox"/> English Learner | <input type="checkbox"/> Pacific Islander | <input type="checkbox"/> White |
| <input type="checkbox"/> Filipino | | |

Attestation:

The School Site Council (SSC), during the process of developing a compliant School Plan for Student Achievement (SPSA), ensured that quality interventions and services for underachieving students are included in the SPSA, with particular focus on student groups who led to the CSI/ATSI identification.

SSC engaged in a thorough needs assessment, based on data, in order to prioritize student needs and analyze interventions/services.

In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District's LCAP regarding our identification as a CSI/ATSI school. Resource Inequities and LBUSD's CSI section are included in this Addendum.

In approving the SPSA for the school, the SSC specifically adds this Addendum to the SPSA as part of its CSI/ATSI responsibilities.

Date Approved by SSC

12/4/2023

Signature of Principal

[Redacted Signature]

Signature of SSC Chair

[Redacted Signature]

Resource Inequities

Schools eligible for CSI or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the SPSA and provide a basis for the establishment of goals and/or expected outcomes for CSI/ATSI Targeted student groups.

In our analysis of our SPSA services, our SSC found the following about resource inequalities for the targeted CSI/ATSI student groups:

- There are no resource inequalities present in our SPSA.** Our CSI/ATSI targeted students are a priority and are receiving appropriate services/interventions through our Schoolwide Program.
- There was evidence of resource inequalities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI targeted students are being given appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC has determined that the CSI/ATSI targeted students are receiving appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities *(optional)*

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply-rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings Continuum framework. Since 2014, LBUSD has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with stakeholders. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create "watch lists" – i.e., lists of classrooms to monitor closely and lists of students who require further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to help CSI schools develop their plans:

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates. In light of the COVID-19 pandemic, learning loss and other similar issues were also explored.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program, particularly in a distance-learning environment.
- Based on the research and "gap" analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.
- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations will allow site teams to reflect upon their collective efforts and engage colleagues from other schools or district departments for objective feedback.

Quarterly visits will be customized by schools, but follow a common structure:

- **Whole Group Briefing:** The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors develop an understanding of their priorities.
- **Classroom Visits:** School team members and visitors will observe classrooms, collecting data and examples that reinforce the school's CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.
- **Whole Group Debriefing:** School team members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.
- **Principal Debriefing:** Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, data dashboard tools developed by LBUSD's Research Office will feature "Watch Lists" that allow district and site leaders to monitor the progress of CSI schools, their teachers, and their students. The "Schools to Watch" function will enable appropriate stakeholders to track the percentage of students who are "at-risk," "severely at-risk," "high risk," and "cautiously at-risk" across a broad spectrum of measures, including chronic absenteeism, discipline, reading benchmarks, math facts, course grades, graduation requirements, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.



WILSON HIGH SCHOOL



STUDENT – PARENT/GUARDIAN - TEACHER COMPACT

As a STUDENT at Wilson High School, I will strive to:

- 1) Maintain a minimum 2.0 GPA
- 2) Complete and return homework and assignments
- 3) Clear every excusable absence
- 4) Make up work I miss when I am not at school
- 5) Respect staff members, fellow students, and school property
- 6) Take responsibility for what I say and do
- 7) Be a positive and inclusive influence on my peers
- 8) Comply with the General District Dress and Grooming Guidelines found in the [Guidelines for Parents and Students](#)
- 9) Arrive on time to school each day with my materials for class
- 10) Be on time to each class every day
- 11) Engage in Canvas to complete and track assignments
- 12) Register for Parchment and StudentVUE
- 13) Comply with the Code of Academic Honesty and all high school rules and regulations
- 14) Comply with all LBUSD rules and regulations
- 15) Take advantage of Wilson's student support programs when needed
- 16) Not participate in bullying of any kind including cyberbullying
- 17) Affirm all students' identity to be inclusive of race, gender, ability and immigration status, nationality, ethnicity, sexuality, and religion, in alignment with the LBUSD Excellence and Equity Policy.

As a PARENT/Guardian of a Wilson High School student, I will strive to:

- 1) Know and enforce the General District Dress and Grooming Guidelines found in the [Guidelines for Parents and Students](#)
- 2) Make sure my child arrives on time, well rested and ready to learn every day
- 3) Respect staff members, students, and other parents/guardians at Wilson
- 4) Register for ParentVUE and Canvas, and regularly check my child's account to monitor attendance at school, progress, and assignments
- 5) Provide a supportive home environment for school work
- 6) Review homework and assignments with my child, as needed
- 7) Seek help from teachers, counselors, and pathway administrator if my child is having difficulties
- 8) Attend as many school functions as possible, such as Pathway Events, Back-to-School Night, Open House, PTSA meeting, College Night, and meetings of various parent/guardian support organizations
- 9) Affirm others' identity to be inclusive of race, gender, ability and immigration status, nationality, ethnicity, sexuality, and religion, in alignment with the LBUSD Excellence and Equity Policy.



As a TEACHER at Wilson High School, I will strive to:

- 1) Provide a safe and equitable learning environment which values student voice
- 2) Provide instruction in accordance with the state frameworks, the LBUSD content and Linked Learning standards, Common Core State Standards, and integrate CTE Industry standards where possible.
- 3) Design and teach in a powerful learning environment in which all students are consistently challenged to excel
- 4) Respect staff members, students, and parents/guardians at Wilson
- 5) Address the needs of all students through differentiated instruction
- 6) Be a positive role model for all students and create a positive school climate in line with LBUSD policy 5137 -Positive School Climate
- 7) Provide clear expectations in a course syllabus; consistently provide feedback on student work
- 8) Support Wilson's behavioral expectations and enforce the General District Dress and Grooming Guidelines found in the [Guidelines for Parents and Students](#)(district policy here)
- 9) Maintain open lines of communication between the teacher and the home
- 10) Provide interventions to meet student needs
- 11) Participate in professional development to strengthen skills and knowledge
- 12) Effectively communicate assignment expectations either on digital platforms, ie; Canvas, or in class on a daily basis
- 13) Affirm all students, staff, parents & guardians' identity to be inclusive of race, gender, ability and immigration status, nationality, ethnicity, sexuality, and religion, in alignment with the LBUSD Excellence and Equity Policy.

(revised 10/16/2023)



ESCUELA SECUNDARIA WILSON



PACTO ESTUDIANTE – PADRE/TUTOR – MAESTRO

Como ESTUDIANTE de Wilson High School, me esforzaré por:

- 1) Mantener un GPA mínimo de 2.0
- 2) Completar y devolver tareas y asignaciones.
- 3) Borrar cada ausencia excusable
- 4) Recuperar el trabajo que pierdo cuando no estoy en la escuela
- 5) Respetar a los miembros del personal, a los compañeros de estudios y a la propiedad escolar.
- 6) Asumir la responsabilidad de lo que digo y hago.
- 7) Ser una influencia positiva e inclusiva para mis compañeros.
- 8) Cumplir con las pautas generales de vestimenta y arreglo personal del distrito que se encuentran en [el Pautas para padres y estudiantes](#)
- 9) Llegar a tiempo a la escuela todos los días con mis materiales para la clase.
- 10) Llegar puntualmente a cada clase todos los días.
- 11) Participar en Canvas para completar y realizar un seguimiento de las tareas
- 12) Regístrese en Parchment y StudentVUE
- 13) Cumplir con el Código de Honestidad Académica y todas las reglas y regulaciones de la escuela secundaria.
- 14) Cumplir con todas las reglas y regulaciones del LBSD
- 15) Aproveche los programas de apoyo estudiantil de Wilson cuando sea necesario
- 16) No participar en acoso de ningún tipo, incluido el ciberacoso.
- 17) Afirmar que la identidad de todos los estudiantes incluya raza, género, capacidad y estatus migratorio, nacionalidad, etnia, sexualidad y religión, en consonancia con la Política de Excelencia y Equidad del LBSD.

Como PADRE/Tutor de un estudiante de Wilson High School, me esforzaré por:

- 1) Conocer y hacer cumplir las Pautas Generales de Vestimenta y Aseo del Distrito que se encuentran en [el Pautas para padres y estudiantes](#)
- 2) Asegurarme de que mi hijo llegue a tiempo, bien descansado y listo para aprender todos los días.
- 3) Respetar a los miembros del personal, estudiantes y otros padres/tutores de Wilson
- 4) Registrarme en ParentVUE y Canvas, y revisar periódicamente la cuenta de mi hijo para controlar la asistencia a la escuela, el progreso y las tareas.
- 5) Proporcionar una ambiente hogareño para el trabajo escolar
- 6) Revisar las tareas y asignaciones con mi hijo, según sea necesario
- 7) Buscar ayuda de maestros, consejeros y administradores de vías si mi hijo tiene dificultades
- 8) Asista a tantas funciones escolares como sea posible, como eventos Pathway, noche de regreso a clases, jornada de puertas abiertas, PTUna reunión, Noche Universitaria y reuniones de varias organizaciones de apoyo para padres/tutores
- 9) Afirmar la identidad de los demás para incluir raza, género, capacidad y estatus migratorio, nacionalidad, etnia, sexualidad y religión, en alineación con la Política de Excelencia y Equidad del LBSD.



Como MAESTRA en Wilson High School, me esforzaré por:

- 1) Proporcionar un entorno de aprendizaje seguro y equitativo que valore la voz de los estudiantes.
- 2) Proporcionar instrucción de acuerdo con los marcos estatales, el contenido del LBUSD y los estándares de aprendizaje vinculado, los estándares estatales básicos comunes e integrar los estándares de la industria CTE cuando sea posible.
- 3) Diseñar y enseñar en un entorno de aprendizaje potente en el que todos los estudiantes sean desafiados constantemente a sobresalir.
- 4) Respetar a los miembros del personal, a los estudiantes y padres/guardianes en Wilson
- 5) Abordar las necesidades de todos los estudiantes a través de instrucción diferenciada.
- 6) Ser un modelo positivo para todos los estudiantes.
- 7) Proporcionar expectativas claras en el programa de estudios del curso; Proporcionar constantemente comentarios sobre el trabajo de los estudiantes.
- 8) Apoyar las expectativas de comportamiento de Wilson y hacer cumplir las Pautas generales de vestimenta y arreglo personal del distrito que se encuentran en el [Pautas para padres y estudiantes](#) (política del distrito aquí)
- 9) Mantener líneas abiertas de comunicación entre el maestro y el hogar.
- 10) Proporcionar intervenciones para satisfacer las necesidades de los estudiantes.
- 11) Participar en el desarrollo profesional para fortalecer habilidades y conocimientos.
- 12) Comunicar de manera efectiva las expectativas de la asignación ya sea en plataformas digitales, es decir; Canvas, o en clase a diario
- 13) Afirmar que la identidad de todos los estudiantes, personal, padres y tutores incluya raza, género, capacidad y estado migratorio, nacionalidad, etnia, sexualidad y religión, en consonancia con la Política de Excelencia y Equidad del LBUSD.

(revisado el 16/10/2023)

WILSON HIGH SCHOOL
4400 East Tenth Street, Long Beach, California 90804
(562) 433-0481 FAX (562) 433-2731



PARENT/GUARDIAN INVOLVEMENT GUIDELINES

Woodrow Wilson High School has developed jointly with the members of School Site Council and distributed to parents of participating children, a school Parent Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establish Woodrow Wilson High School's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. The Home-School compact is incorporated into the Parent/Guardian Involvement Guidelines.

PART I

Woodrow Wilson High School agrees to implement the following requirements:

- Jointly develop with parents, and distribute to parents of participating children, a school Parent/Guardian Involvement Guidelines that the school and parents of participating children agree on.
- Notify parents about the school Parent/Guardian Involvement Guidelines in an understandable and uniform format and, whenever possible, distribute these Guidelines to parents in a language the parents can understand.
- Make the school Parent/Guardian Involvement Guidelines available to the local community.
- Periodically update the school Parent/Guardian Involvement Guidelines to meet the changing needs of parents and the school. The School Site Council (SSC) must approve these Guidelines annually.
- Adopt the school's Home-School compact as a component of its school Parent/Guardian Involvement Guidelines. The School Site Council must approve the compact annually.
- Governed by the following statutory definition of parental involvement, and carry out programs, activities and procedures in accordance with this definition.

PART II

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENT/GUARDIAN INVOLVEMENT GUIDELINES COMPONENTS

1. Woodrow Wilson High School will take the following actions to involve parents in the joint development and joint agreement of its school Parent/Guardian Involvement Guidelines and its schoolwide plan under Section 1118(b) of the ESEA. School will update periodically its School Parental Involvement Guidelines to meet the changing needs of parents and the school:
 - Attendance at one of the district trainings or school site training:
 - i. Responsibilities & Roles of School Site Council (SSC) and its members
 - ii. Composition of SSC

- iii. Budgetary considerations
 - iv. School Plan for Student Achievement
 - v. Title I requirements & mandates (as applicable)
- Plan meeting with SSC & the English Learners Advisory Committee (ELAC) parents (at a convenient time) to review assessment data, Single Plan for Student Achievement and previous year's Parent Involvement Guidelines
 - i. Invite other parents and stakeholders to attend the meeting via flyer sent home with students
 - ii. Announce at Back-to-School Night
 - iii. Use teleparent/SchoolMessenger to announce dates/location of meetings
 - At Meeting
 - i. Review School Plan, Parent Involvement Guidelines, and Home School Compact. As a group, make changes (deletions or additions) as necessary
 - ii. School Site Council (SSC) must vote to approve the Parent/Guardian Involvement Guidelines & Home School Compact. This vote must be stated in the meeting minutes.
 - iii. Oral and written translations made available for Spanish and Khmer parents/guardians.
2. Woodrow Wilson High School will take the following actions to distribute to parents/guardians of participating children and the local community, the school Parent/Guardian Involvement Guidelines:
- SSC & ELAC meetings
 - Section of Newsletter
 - Annual Title I Meeting (as applicable)
 - Main Office Counter
 - Back to School Night
 - School website
3. Woodrow Wilson High School will provide timely information about Title I programs (as applicable) to parents/guardians of participating children in a timely manner:
- Section of Newsletter
 - At Annual Title I Meeting (as applicable)
 - On Main Office Counter
 - At SSC, District Community Advisory Committee (DCAC), ELAC, PTSA meetings and other parent/guardian meetings (PTSA/Sankofa Parent Village), etc.)
 - At Back-to-School Night
 - On School Website
 - Through SLCs and Special Programs outreach
4. Woodrow Wilson High School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
- Student-Parent/Guardian Information Night, 9th grade orientation,
 - Parent/Guardian information meetings about graduation requirements, SAT, ACT, etc.
 - School newsletters

5. Woodrow Wilson High School will provide parents/guardians of participating children, if requested, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
 - Parent/Guardian-Teacher conferences, telephone calls, email, Canvas
 - PTSA Meetings / ELAC
6. Woodrow Wilson High School will submit to the district any parent/guardian comments if the schoolwide plan under section (1114)(b)(2) is not satisfactory to parents/guardians of participating children:

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Woodrow Wilson High School will build capacity for strong parental/guardian involvement in order to ensure effective parent/guardian school partnership and to improve student academic achievement, through the following activities specifically described below:
 - Parent/Guardian -Teacher conferences
 - District and site trainings offered for parents/guardians and staff
 - Establish a Parent/Guardian Center
 - College Career Center, Parent/Guardian Booster groups
 - California Conference for Equality and Justice (CCEJ) workshops
 - DCAC and ELAC meetings
 - District website resources: click "P" for Parent Involvement
 - Support provided through AVID/
 - Volunteers in Public Schools (VIPS) support school logistics and academics
 - Support partnership with the YMCA to provide parental/guardian training and classes
2. Woodrow Wilson High School will incorporate the Home-School Compact as a component of its School Parental/Guardian Involvement Guidelines:
 - Outlines the shared responsibility of home, school and student in academic achievement
 - Developed/reviewed at first SSC and ELAC meetings
 - School Site Council must vote to approve compact
 - Discussion, distribution, and collection will be done by Pre-Registration.
3. Woodrow Wilson High School will provide assistance to parents in understanding:
 - The State's Common Core State Standards (CCSS)
 - The State and local academic assessments including alternate assessments
4. Woodrow Wilson High School will, with the assistance of its district and parents/guardians, educate its teachers and other staff, in how to reach out to, communicate with, and work with parents as equal partners and build ties between parents/guardians and schools by:
 - Teacher/Staff in-services
 - Teacher/staff/parent/guardians meetings
5. Woodrow Wilson High School will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent/guardian programs, meetings, and other activities, is sent to the families of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language families can understand.
 - There will be Parent/Guardian Information and Orientation Meetings

PART IV.

**DISCRETIONARY SCHOOL PARENTAL/GUARDIAN INVOLVEMENT GUIDELINES
COMPONENTS**

NOTE: The school Parental/Guardian Involvement Guidelines may include additional paragraphs describing other discretionary activities that the school, in consultation with its parents/guardians, chooses to undertake to build parents'/guardians' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under Section 1118(e) of the ESEA:

- paying reasonable and necessary expenses associated with parental/guardian involvement activities, including transportation and child care costs, to enable families to participate in school-related meetings and training sessions;
- training families to enhance their involvement;
- adopting and implementing model approaches to improving parental/guardian involvement;
- establishing a district wide parent/guardian advisory council to provide advice on all matters related to parental/guardian involvement in Title I, Part A programs;
- providing other reasonable support for parental/guardian involvement activities under section 1118 as parents/guardians may request.

PART V.

ADOPTION

These Woodrow Wilson High School Parental/Guardian Involvement Guidelines have been developed jointly with, and agreed upon by, parents/guardians, teachers and students. The Guidelines were adopted by the School Site Council members on 10/16/23 and will be in effect for the period of 1 year. The school will distribute the Guidelines to all parents on or before December 1, 2023. Woodrow Wilson High School, when feasible, will provide a copy of these Guidelines to parents in a language the parents/guardians can understand.

Suzanne Caverly 10/16/23

Signature of Principal



(revised 10/16/2023)

ESCUELA SECUNDARIA WILSON
4400 East Tenth Street, Long Beach, California 90804
(562) 433-0481 FAX (562) 433-2731



PAUTAS DE PARTICIPACIÓN DE PADRES/TUTORES

La Escuela Secundaria Woodrow Wilson ha desarrollado, junto con los miembros del Consejo Escolar y distribuido a los padres de los niños participantes, unas Pautas de participación de los padres en la escuela, que contienen la información requerida por la sección 1118(b) de la Ley de Educación Primaria y Secundaria (ESEA). Las Pautas establecen las expectativas de la Escuela Secundaria Woodrow Wilson para la participación de los padres y describen cómo la escuela implementará una serie de actividades específicas de participación de los padres. El pacto entre el hogar y la escuela está incorporado en las Pautas de participación de padres/tutores.

PARTE I

Woodrow Wilson High School se compromete a implementar los siguientes requisitos:

- Desarrollar conjuntamente con los padres y distribuir a los padres de los niños participantes unas pautas escolares para la participación de padres/tutores que la escuela y los padres de los niños participantes acuerden.
- Notificar a los padres sobre las pautas de participación de padres/tutores de la escuela de una manera comprensible, y formato uniforme y, siempre que sea posible, distribuir estas pautas a los padres en un idioma que los padres puedan entender.
- Poner a disposición de la comunidad local las pautas de participación de padres/tutores de la escuela.
- Actualizar periódicamente las Pautas de participación de padres/tutores de la escuela para satisfacer las necesidades cambiantes de los padres y la escuela. El Consejo Escolar (SSC) debe aprobar estas pautas anualmente.
- Adoptar el pacto entre el hogar y la escuela como componente de las pautas de participación de padres y tutores de la escuela. El Consejo Escolar debe aprobar el pacto anualmente.
- Se rige por la siguiente definición estatutaria de participación de los padres y lleva a cabo programas, actividades y procedimientos de acuerdo con esta definición.

PARTE II

DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LAS PAUTAS DE PARTICIPACIÓN DE PADRES/TUTORES

1. Woodrow Wilson High School tomará las siguientes acciones para involucrar a los padres en el desarrollo conjunto y acuerdo conjunto de sus Pautas de Participación de Padres/Tutores de la escuela y su plan para toda la escuela bajo la Sección 1118(b) de la ESEA. La escuela actualizará periódicamente sus Pautas de participación escolar de los padres para satisfacer las necesidades cambiantes de los padres y la escuela:

- Asistencia a una de las capacitaciones del distrito o capacitación en el sitio escolar:
 - i. Responsabilidades y funciones del Consejo Escolar (SSC) y sus miembros
 - ii. Composición del SSC
 - III. Consideraciones presupuestarias
 - IV. Plan Escolar para el Rendimiento Estudiantil
 - v. Requisitos y mandatos del Título I (según corresponda)

los padres del SSC y del Comité Asesor de Estudiantes de Inglés (ELAC) (en un momento conveniente) para revisar los datos de las evaluaciones, el Plan Único para el Rendimiento Estudiantil y las Pautas de Participación de los Padres del año anterior.

- i. Invite a otros padres y partes interesadas a asistir a la reunión mediante un folleto enviado a casa.
con estudiantes

yo yo . Anuncio en la noche de regreso a clases

yo ii . Utilice teleparent/SchoolMessenger para anunciar fechas/lugares de reuniones

- En la reunión

i. Revisar el plan escolar, las pautas de participación de los padres y la educación en el hogar

Compacto. Como grupo, realice cambios (eliminaciones o adiciones) según sea necesario.

ii. El Consejo Escolar (SSC) debe votar para aprobar al padre/tutor

Pautas de participación y pacto entre el hogar y la escuela. Este voto deberá constar en el acta de la reunión.

III. Traducciones orales y escritas disponibles para español y jemer. padres/tutores.

2. La Escuela Secundaria Woodrow Wilson tomará las siguientes medidas para distribuir a los padres/tutores de los niños participantes y a la comunidad local las Pautas de participación de padres/tutores de la escuela :

- Reuniones del SSC y ELAC
- Sección de Newsletter
- Reunión Anual de Título I (según corresponda)
- Mostrador de la oficina principal
- Noche de regreso a clases
- Sitio web de la escuela

3 . Woodrow Wilson High School proporcionará información oportuna sobre los programas de Título I (como aplicable) a los padres/tutores de los niños participantes de manera oportuna:

- Sección de Newsletter
- En la Reunión Anual de Título I (según corresponda)
- En el mostrador de la oficina principal
- En el SSC, el Comité Asesor Comunitario del Distrito (DCAC), las reuniones de ELAC, PTSA y otras reuniones de padres/tutores (PTSA/ Sankofa Parent Village) , etc.)
- En la noche de regreso a clases
- En el sitio web de la escuela

- A través de SLC y programas especiales de extensión
- 4 . Woodrow Wilson High School proporcionará a los padres de los niños participantes una descripción y explicación del plan de estudios que se utiliza en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes:
 - Noche de información para estudiantes, padres y tutores, orientación para noveno grado
 - Reuniones informativas para padres/tutores sobre los requisitos de graduación, SAT, ACT, etc.
 - Boletines escolares
 - 5 . Woodrow Wilson High School brindará a los padres/tutores de los niños participantes, si así lo solicitan, oportunidades de reuniones periódicas para formular sugerencias y participar, según corresponda, en decisiones relacionadas con la educación de sus hijos:
 - Conferencias de padres/tutores-maestros, llamadas telefónicas, correo electrónico, Canvas
 - Reuniones de PTSA / ELAC
 - 6 . Woodrow Wilson High School presentará al distrito cualquier comentario de los padres/tutores si el plan escolar bajo la sección (1114)(b)(2) no es satisfactorio para los padres/tutores de los niños participantes:

PARTE III

RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES

1. La Escuela Secundaria Woodrow Wilson desarrollará la capacidad para una fuerte participación de los padres/tutores con el fin de garantizar una asociación efectiva entre padres/tutores entre la escuela y mejorar el rendimiento académico de los estudiantes, a través de las siguientes actividades que se describen específicamente a continuación:
 - Conferencias de padres/tutores y maestros
 - Capacitaciones del distrito y del sitio ofrecidas para padres/tutores y personal
 - Establecer un centro para padres/tutores
 - Centro de Carreras Universitarias, grupos de apoyo para padres/tutores
 - Talleres de la Conferencia de California para la Igualdad y la Justicia (CCEJ)
 - Reuniones de DCAC y ELAC
 - Recursos del sitio web del distrito: haga clic en "P" para participación de los padres
 - Soporte proporcionado a través de AVID/
 - Voluntarios en Escuelas Públicas (VIPS) apoyan la logística y lo académico de la escuela
 - Apoyar la asociación con la YMCA para brindar capacitación y clases a padres/tutores
2. Woodrow Wilson High School incorporará el Pacto Hogar-Escuela como un componente de sus Pautas de participación de padres/tutores en la escuela:
 - Describe la responsabilidad compartida del hogar, la escuela y el estudiante en lo académico. logro
 - Desarrollado/revisado en las primeras reuniones del SSC y ELAC
 - El Consejo Escolar debe votar para aprobar el pacto

- La discusión, distribución y recolección se realizará mediante Preinscripción.
3. La Escuela Secundaria Woodrow Wilson brindará asistencia a los padres para que comprendan:
- Los Estándares Estatales Básicos Comunes (CCSS) del Estado
 - Las evaluaciones académicas estatales y locales, incluidas evaluaciones alternativas.
4. La Escuela Secundaria Woodrow Wilson, con la ayuda de su distrito y los padres/tutores, educará a sus maestros y demás personal sobre cómo comunicarse con los padres, comunicarse con ellos y trabajar con ellos como socios iguales y construir vínculos entre los padres/tutores. y escuelas por:
- Servicios internos para docentes y personal
 - Reuniones de maestros/personal/padres/tutores
5. Woodrow Wilson High School, en la medida de lo posible y apropiado, tomará las siguientes acciones para garantizar que la información relacionada con la escuela y los programas, reuniones y otras actividades de padres/tutores se envíe a las familias de los niños participantes de una manera comprensible. y formato uniforme, incluidos formatos alternativos a pedido y, en la medida de lo posible, en un idioma que las familias puedan entender .
- Habrá reuniones de orientación e información para padres/tutores

PARTE IV.

COMPONENTES DE LAS DIRECTRICES PARA LA PARTICIPACIÓN DE LOS PADRES/GUARDIANES EN LA ESCUELA DISCRECIONAL

NOTA: Las Pautas de participación de padres/tutores de la escuela pueden incluir párrafos adicionales que describan otras actividades discrecionales que la escuela, en consulta con sus padres/tutores, decida realizar para desarrollar la capacidad de participación de los padres/tutores en la escuela para apoyar el desempeño académico de sus hijos. logro, como las siguientes actividades discrecionales enumeradas en la Sección 1118(e) de ESEA:

- pagar los gastos razonables y necesarios asociados con la participación de los padres/tutores actividades, incluidos costos de transporte y cuidado infantil, para permitir que las familias participen en reuniones y sesiones de capacitación relacionadas con la escuela;
- formar a las familias para mejorar su implicación;
- adoptar e implementar enfoques modelo para mejorar la participación de los padres/tutores;
- establecer un consejo asesor de padres/tutores en todo el distrito para brindar asesoramiento sobre todos los asuntos relacionados con la participación de los padres/tutores en los programas del Título I, Parte A;
- Proporcionar otro apoyo razonable para las actividades de participación de los padres/tutores según la sección 1118, según lo soliciten los padres/tutores.

PARTE V. **ADOPCIÓN**

Estas pautas para la participación de padres/tutores de la escuela secundaria Woodrow Wilson han sido desarrolladas conjuntamente y acordadas por padres/tutores , maestros y estudiantes. Las Directrices **fueron adoptadas por los miembros del** Consejo Escolar el **1 0/16/2 3** y tendrá vigencia

por el período de 1 año. La escuela distribuirá las Pautas a todos los padres el 1 de diciembre de 2023 o antes . Woodrow Wilson High School , cuando sea posible, proporcionará una copia de estas pautas a los padres en un idioma que los padres/tutores puedan entender.

Suzanne Caverly 16/10/23

A black rectangular redaction box covering the signature of Suzanne Caverly.

Firma del director

(revisado el 16/10/2023)