

School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|--------------------|-----------------------------------|--|---------------------------|
| Wilson High School | 43-69674-4330247 | May 10, 2023 | June 8, 2023 |

Purpose and Description

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

Comprehensive Support and Improvement

Targeted Support and Improvement

This plan is to determine the spending of the allocated targeted funds. CSI funds are mostly determined with the support of district level administration and have been renewed for the 23-24 school year.

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

The school meets as needed with the SSC and the administrator is kept up to date with all requirements through the support of the district level administration.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Students, Parents and Staff are surveyed each year. The completed parent surveys this year, continue to be overwhelming positive as are the student surveys. Students and parents continue to feel that Wilson High is a safe environment and both groups wish they had began their attendance at Wilson earlier in their school careers. Many shared they wished they had known about Wilson earlier (69%). 73% of the students agreed that Wilson prepared them academically with another 25% saying we Somewhat prepared them, which leaves only 1% saying we didn't.

Classroom Observations

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

Classroom observations happen, informally, on a bi-weekly basis as the principal checks in to see if teachers/students are in need of support. Formal observations are conducted as part of the teacher evaluation process. Overall, teachers are engaging their students in learning and are, also, working individually with students to make sure they are succeeding with their independent study learning plans. The principal has an open door policy and is most often readily available for staff and students to stop in and discuss ideas and any concerns.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

All students are assessed using state-mandated and district-adopted assessments. Data is regularly analyzed by teachers and administrators to monitor student learning and improve instruction.

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

All students are assessed using multiple measures including site-based, classroom and curriculum-embedded assessments. Data is frequently analyzed by teachers and administrators to monitor student learning and improve instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of the teachers are highly qualified.

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

Teachers of core academic subjects possess the appropriate credential, authorization or intern credential and demonstrate subject matter knowledge and competence. The school/district provides professional development for teachers in all subject areas, grade levels, special education, ELD and technology that focus on full implementation of district-adopted curriculum, pacing guides, and California Standards.

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

All professional development is designed to support transition to and implement of the California Standards and 21st century teaching and learning practices.

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

Teachers receive support with instruction through ongoing professional development, coaching and collaboration. Instructional leadership providers include TOSAs, administrators, department chairpersons, grade level leads, teacher leaders, and outside consultants.

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

Designated time for teacher collaboration occurs on a regular basis.

Teaching and Learning

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

All instructional materials are aligned, or in the process of becoming aligned, to the California Standards (e.g., Common Core, Next Generation Science Standards, CTE Model Curriculum Standards, and ELA/ELD Framework).

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

The school complies with and monitors the daily implementation of recommended and required instructional time for all content areas including English Language Development, Language Arts, Mathematics and Physical Education.

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

Supporting struggling students is a priority across our TK-12 programs. In Secondary, building the master schedule is centered upon prioritization of support courses. In the independent study model, student schedules are made flexible due to their individual needs and support classes/groups are available in all student's schedules.

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

Every student has access to standards-based instructional materials as required by the Williams Act.

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

All teachers use instructional materials aligned to the California standards, including intervention materials to help differentiate instruction.

Opportunity and Equal Educational Access

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

Underperforming students are offered a range of supports including (for example) differentiated instruction, inclusion, intervention specialists, tutoring, wellness support, and academic lab support. Supports are based on individual student needs.

Evidence-based educational practices to raise student achievement

The district's teachers consistently use research-based educational practices to raise student achievement, including (for example) Reading/Writing Workshop, Reading Recovery, RIS, Balanced Literacy (shared and guided reading/writing), leveled readers/reading materials, direct instruction (including spelling, phonics and vocabulary development), Total Physical Response (TPR), oral language development, SDAIE, ALEKS, READ 180, target meetings, assessment walls, Marzano's Effective Strategies, Understanding by Design (UbD), and Gradual Release of Responsibility. At Wilson High School all teachers work closely with each student to determine academic levels and abilities before assigning coursework.

Parental Engagement

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

Programs that support at-risk students throughout the district include PIP, support classes, SOAR after school intervention, clubs, mentoring programs, tutoring, counseling, LIT, Reading Recovery, Extended Day, State Preschool, Before and After School Programs, sports, library, Healthy Play, summer school, alternative and opportunities programs, and educational options. At Wilson High School we utilize support from our Family Resource Center, licensed therapist, therapist interns, and wellness coordinator.

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

The School Site Council (SSC) annually determines the activities and services that will be implemented to support all students' academic achievement. As necessary throughout the year, the SSC and advisory committees monitor the school's SPSA.

Funding

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

The School Site Council (SSC) allocates funds towards activities, materials, staffing, and other services that accelerate learning for under-performing students. The Site Leadership Team provide recommendations to the SSC on the particular needs of at risk student groups.

Fiscal support (EPC)

The school's/district's general and categorical funds are coordinated, prioritized and allocated to align with the district's LCAP goals and the school's SPSA goals.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Staff Input is gathered through staff meetings and discussions throughout the year. Staff give input as to where the targeted funds would be most valuable for our students to succeed. The SPSA is reviewed at the end of the year SSC meeting for updates and approval.

Resource Inequities

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

There are none at this time.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 20-21 | 21-22 | 22-23 |
| Kindergarten | | 23 | |
| Grade 1 | | 34 | 3 |
| Grade 2 | | 31 | |
| Grade3 | | 25 | 3 |
| Grade 4 | | 29 | 2 |
| Grade 5 | | 18 | 1 |
| Grade 6 | | 24 | 1 |
| Grade 7 | | 18 | 3 |
| Grade 8 | 5 | 11 | 5 |
| Grade 9 | 1 | 20 | 6 |
| Grade 10 | 13 | 20 | 16 |
| Grade 11 | 31 | 30 | 36 |
| Grade 12 | 110 | 85 | 87 |
| Total Enrollment | 160 | 368 | 163 |

Conclusions based on this data:

1. First, our data that includes the 7th and 8th graders does not impact the spending of these targeted funds. Our CDE school code includes other programs that are not involved directly with Wilson High School. Also, some of our 9th and 10th grade enrollment is for another program that is not overseen by Wilson High School - this program will be removed for the 20-21 school year from our CDE school code - however this data has not been updated at the time of the creation of this document.
2. Additionally the Grade 12 enrollment includes the Post Secondary (18-22 year olds with disabilities) Program that uses the CDE code for Wilson High School (approximately 42 students in Post Secondary each year)
3. The enrollment data also shows that we have a high number of 12th graders and that number has grew significantly in the 18-19 school year and was a large number as well this past year. However, the overall enrollment numbers have stayed relatively consistent.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| English Learners | 36 | 77 | 34 | 22.50% | 20.9% | 20.9% |
| Fluent English Proficient (FEP) | 37 | 69 | 33 | 23.10% | 18.8% | 20.2% |
| Reclassified Fluent English Proficient (RFEP) | 2 | | | 5.6% | | |

Conclusions based on this data:

1. The overall number of EL students has stayed consistent over the past 3 years.
2. We had a change in our ELSAT staffing this year and when we went into school closures students were not able to be reclassified or assessed in the 19-20 school year.
3. Overall, Wilson tends to not enroll EL students due to the independent study nature of our school.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 11 | | | 11 | | | 11 | | | 100.0 | |
| Grade 4 | | 16 | | | 15 | | | 15 | | | 93.8 | |
| Grade 5 | | 9 | | | 9 | | | 9 | | | 100.0 | |
| Grade 6 | | 18 | | | 14 | | | 14 | | | 77.8 | |
| Grade 7 | * | 16 | | 0 | 13 | | 0 | 13 | | | 81.3 | |
| Grade 8 | 6 | 11 | | 0 | 9 | | 0 | 9 | | 0.0 | 81.8 | |
| Grade 11 | 28 | 45 | | 9 | 35 | | 8 | 35 | | 32.1 | 77.8 | |
| All Grades | 36 | 126 | | 9 | 106 | | 8 | 106 | | 25.0 | 84.1 | |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 2460. | | | 45.45 | | | 18.18 | | | 9.09 | | | 27.27 | |
| Grade 4 | | 2533. | | | 46.67 | | | 20.00 | | | 33.33 | | | 0.00 | |
| Grade 5 | | * | | | * | | | * | | | * | | | * | |
| Grade 6 | | 2588. | | | 35.71 | | | 21.43 | | | 28.57 | | | 14.29 | |
| Grade 7 | | 2621. | | | 53.85 | | | 23.08 | | | 7.69 | | | 15.38 | |
| Grade 8 | | * | | | * | | | * | | | * | | | * | |
| Grade 11 | * | 2574. | | * | 11.43 | | * | 31.43 | | * | 37.14 | | * | 20.00 | |
| All Grades | N/A | N/A | N/A | * | 28.30 | | * | 26.42 | | * | 28.30 | | * | 16.98 | |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | * | | | * | | | * | |
| Grade 4 | | * | | | * | | | * | |
| Grade 5 | | * | | | * | | | * | |
| Grade 6 | | * | | | * | | | * | |
| Grade 7 | | * | | | * | | | * | |
| Grade 8 | | * | | | * | | | * | |
| Grade 11 | * | 20.00 | | * | 71.43 | | * | 8.57 | |
| All Grades | * | 27.36 | | * | 60.38 | | * | 12.26 | |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | * | | | * | | | * | |
| Grade 4 | | * | | | * | | | * | |
| Grade 5 | | * | | | * | | | * | |
| Grade 6 | | * | | | * | | | * | |
| Grade 7 | | * | | | * | | | * | |
| Grade 8 | | * | | | * | | | * | |
| Grade 11 | * | 11.43 | | * | 54.29 | | * | 34.29 | |
| All Grades | * | 31.13 | | * | 45.28 | | * | 23.58 | |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | * | | | * | | | * | |
| Grade 4 | | * | | | * | | | * | |
| Grade 5 | | * | | | * | | | * | |
| Grade 6 | | * | | | * | | | * | |
| Grade 7 | | * | | | * | | | * | |
| Grade 8 | | * | | | * | | | * | |
| Grade 11 | * | 5.71 | | * | 91.43 | | * | 2.86 | |
| All Grades | * | 15.09 | | * | 80.19 | | * | 4.72 | |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | * | | | * | | | * | |
| Grade 4 | | * | | | * | | | * | |
| Grade 5 | | * | | | * | | | * | |
| Grade 6 | | * | | | * | | | * | |
| Grade 7 | | * | | | * | | | * | |
| Grade 8 | | * | | | * | | | * | |
| Grade 11 | * | 17.14 | | * | 68.57 | | * | 14.29 | |
| All Grades | * | 23.58 | | * | 67.92 | | * | 8.49 | |

Conclusions based on this data:

- Only 11th grade pertains to Wilson High School. Gateway and Opportunity are under Wilson's CDS code, but not under Wilson's direction. A large number of Wilson students tested are Wilson students that come to Wilson because they are credit deficient. This means that their scores will be lower than expected since they may not have covered the grade level content required for the assessment. This data reflects the at-risk nature of our students.
- In reading, 74% of our 11th grade students are above, at, or near standards with 26% of students actually being below standard - this was an increase of 16%.
In writing, 71.4% of our 11th grade students are above, at, or near standards with 28.6% of students actually being below standard - this was an increase of 34.9%!!
In listening, 83% of our 11th grade students are above, at, or near standards with 17% of students actually being below standard - this was an increase of 10%.
In research/inquiry, 65% of our students are above, at, or near standards with 35% of students actually being below standard - this stayed the same.
Overall, this data shows that our Wilson students are becoming more successful on their standardized tests.
- There will be no assessments for the 19-20 school year due to the school closures and remote learning. Testing resumed for the 20-21 school year, however there was a low number of students participating so the data is not available)

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 11 | | | 11 | | | 11 | | | 100.0 | |
| Grade 4 | | 15 | | | 14 | | | 14 | | | 93.3 | |
| Grade 5 | | 9 | | | 9 | | | 9 | | | 100.0 | |
| Grade 6 | | 18 | | | 14 | | | 14 | | | 77.8 | |
| Grade 7 | * | 16 | | 0 | 13 | | 0 | 13 | | | 81.3 | |
| Grade 8 | 6 | 11 | | 0 | 8 | | 0 | 7 | | 0.0 | 72.7 | |
| Grade 11 | 28 | 45 | | 6 | 30 | | 6 | 29 | | 21.4 | 66.7 | |
| All Grades | 36 | 125 | | 6 | 99 | | 6 | 97 | | 16.7 | 79.2 | |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 2436. | | | 27.27 | | | 27.27 | | | 9.09 | | | 36.36 | |
| Grade 4 | | 2538. | | | 64.29 | | | 14.29 | | | 14.29 | | | 7.14 | |
| Grade 5 | | * | | | * | | | * | | | * | | | * | |
| Grade 6 | | 2580. | | | 28.57 | | | 35.71 | | | 21.43 | | | 14.29 | |
| Grade 7 | | 2621. | | | 53.85 | | | 23.08 | | | 0.00 | | | 23.08 | |
| Grade 8 | | * | | | * | | | * | | | * | | | * | |
| Grade 11 | * | 2498. | | * | 3.45 | | * | 3.45 | | * | 24.14 | | * | 68.97 | |
| All Grades | N/A | N/A | N/A | * | 27.84 | | * | 16.49 | | * | 16.49 | | * | 39.18 | |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | * | | | * | | | * | |
| Grade 4 | | * | | | * | | | * | |
| Grade 5 | | * | | | * | | | * | |
| Grade 6 | | * | | | * | | | * | |
| Grade 7 | | * | | | * | | | * | |
| Grade 8 | | * | | | * | | | * | |
| Grade 11 | * | * | | * | * | | * | * | |
| All Grades | * | 31.96 | | * | 31.96 | | * | 36.08 | |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | * | | | * | | | * | |
| Grade 4 | | * | | | * | | | * | |
| Grade 5 | | * | | | * | | | * | |
| Grade 6 | | * | | | * | | | * | |
| Grade 7 | | * | | | * | | | * | |
| Grade 8 | | * | | | * | | | * | |
| Grade 11 | * | * | | * | * | | * | * | |
| All Grades | * | 23.71 | | * | 52.58 | | * | 23.71 | |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | * | | | * | | | * | |
| Grade 4 | | * | | | * | | | * | |
| Grade 5 | | * | | | * | | | * | |
| Grade 6 | | * | | | * | | | * | |
| Grade 7 | | * | | | * | | | * | |
| Grade 8 | | * | | | * | | | * | |
| Grade 11 | * | * | | * | * | | * | * | |
| All Grades | * | 24.74 | | * | 56.70 | | * | 18.56 | |

Conclusions based on this data:

- Only 11th grade pertains to Wilson High School. Gateway and Opportunity are under Wilson's CDS code, but not under Wilson's direction. A large number of Wilson students tested are Wilson students come to Wilson because they are credit deficient. This means that their scores will be lower than expected since they may not have covered the grade level content required for the assessment. This data reflects the at-risk nature of our students and there was a low number of students participating in 20-21 so the data is not available.

2. We continue to have a majority of the students below standard on this assessment.
3. Math continues to be a focus on our WASC goals as students come to Wilson behind grade level and need remediation support to complete the required Algebra 1 coursework.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|--|---------|-------|-------|---------------|-------|-------|------------------|-------|-------|---------------------------|-------|-------|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 8 | * | * | | * | * | | * | * | | 4 | * | |
| 10 | * | * | | * | * | | * | * | | * | * | |
| 11 | * | * | | * | * | | * | * | | 4 | 4 | |
| 12 | 1219.3 | * | | 1225.2 | * | | 1213.3 | * | | 16 | * | |
| All Grades | | | | | | | | | | 26 | 28 | |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 8 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 10 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 11 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 12 | 13.33 | * | | 0.00 | * | | 0.00 | * | | 86.67 | * | | 15 | * | |
| All Grades | 16.67 | 40.74 | | 16.67 | 33.33 | | 12.50 | 25.93 | | 54.17 | 0.00 | | 24 | 27 | |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 8 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 10 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 11 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 12 | 13.33 | * | | 0.00 | * | | 0.00 | * | | 86.67 | * | | 15 | * | |
| All Grades | 29.17 | 48.15 | | 16.67 | 44.44 | | 0.00 | 7.41 | | 54.17 | 0.00 | | 24 | 27 | |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 8 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 10 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 11 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 12 | 0.00 | * | | 13.33 | * | | 0.00 | * | | 86.67 | * | | 15 | * | |
| All Grades | 4.17 | 22.22 | | 20.83 | 33.33 | | 8.33 | 40.74 | | 66.67 | 3.70 | | 24 | 27 | |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 8 | * | * | | * | * | | * | * | | * | * | |
| 10 | * | * | | * | * | | * | * | | * | * | |
| 11 | * | * | | * | * | | * | * | | * | * | |
| 12 | 6.67 | * | | 6.67 | * | | 86.67 | * | | 15 | * | |
| All Grades | 12.50 | 29.63 | | 33.33 | 62.96 | | 54.17 | 7.41 | | 24 | 27 | |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 8 | * | * | | * | * | | * | * | | * | * | |
| 10 | * | * | | * | * | | * | * | | * | * | |
| 11 | * | * | | * | * | | * | * | | * | * | |
| 12 | 13.33 | * | | 0.00 | * | | 86.67 | * | | 15 | * | |
| All Grades | 37.50 | 70.37 | | 8.33 | 29.63 | | 54.17 | 0.00 | | 24 | 27 | |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 8 | * | * | | * | * | | * | * | | * | * | |
| 10 | * | * | | * | * | | * | * | | * | * | |
| 11 | * | * | | * | * | | * | * | | * | * | |
| 12 | 0.00 | * | | 13.33 | * | | 86.67 | * | | 15 | * | |
| All Grades | 4.17 | 25.93 | | 29.17 | 59.26 | | 66.67 | 14.81 | | 24 | 27 | |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 8 | * | * | | * | * | | * | * | | * | * | |
| 10 | * | * | | * | * | | * | * | | * | * | |
| 11 | * | * | | * | * | | * | * | | * | * | |
| 12 | 0.00 | * | | 13.33 | * | | 86.67 | * | | 15 | * | |
| All Grades | 4.17 | 25.93 | | 33.33 | 70.37 | | 62.50 | 3.70 | | 24 | 27 | |

Conclusions based on this data:

1. There are a small number of students (20) tested in the ELPAC, which makes a lot of the data omitted due to a small sample size with no data to compare for the 18-19 school year. Data has not been updated, but this is consistent year to year.
2. This makes a lot of this data unusable due to the small sample size.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

| 2021-22 Student Population | | | |
|--|--|--|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 368 | 36.1 | 20.9 | 0.5 |
| Total Number of Students enrolled in Wilson High School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2021-22 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 77 | 20.9 |
| Foster Youth | 2 | 0.5 |
| Homeless | 3 | 0.8 |
| Socioeconomically Disadvantaged | 133 | 36.1 |
| Students with Disabilities | 92 | 25.0 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 9 | 2.4 |
| American Indian | 2 | 0.5 |
| Asian | 120 | 32.6 |
| Filipino | 17 | 4.6 |
| Hispanic | 130 | 35.3 |
| Two or More Races | 19 | 5.2 |
| Pacific Islander | | |
| White | 68 | 18.5 |

Conclusions based on this data:

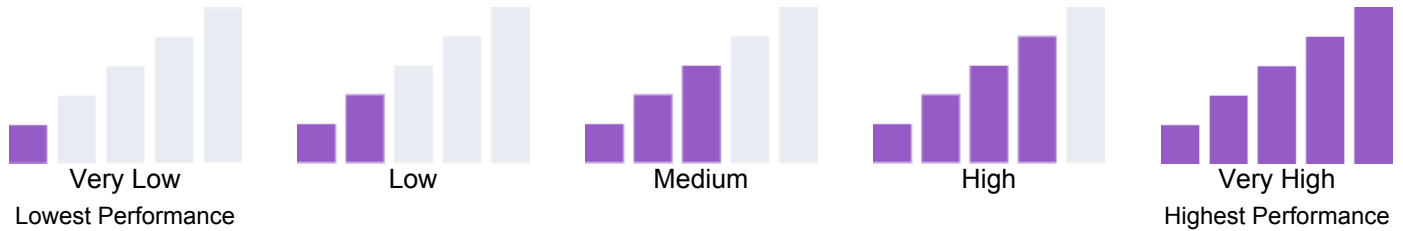
1. This data depicts our school as a whole well. We see a high % of Foster and Homeless youth compared to the comprehensive high schools. We work very closely with our district liaisons for these students.
2. We have a high % of students that are socioeconomically disadvantaged at 58%. This means we have students with significant needs that we work hard to meet. This is consistent year to year.
3. It is hard to decipher through this data which students attend Wilson High and which students attend Gateway and Opportunity. However, overall it is still a sound representation of Wilson High School.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|--|--|
| English Language Arts Medium | Graduation Rate Low | Suspension Rate Very Low |
| Mathematics Medium | Chronic Absenteeism High | |
| English Learner Progress No Performance Level | | |
| College/Career Not Reported in 2022 | | |

Conclusions based on this data:

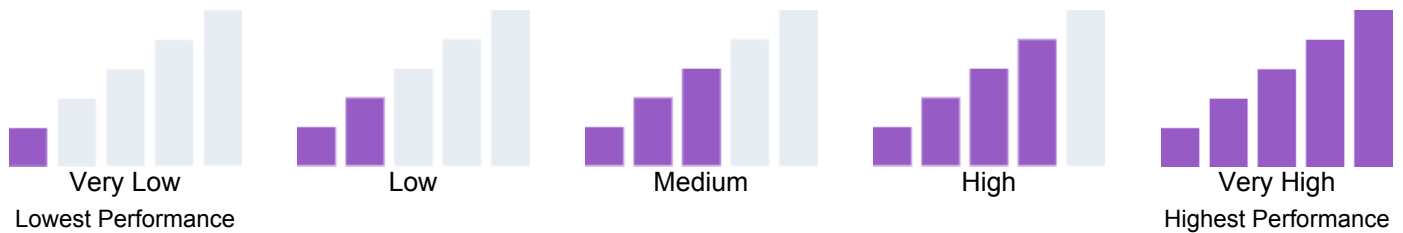
1. Wilson High should be green in our suspension rates since we often do not suspend students. We work hard to have restorative practices for our students that do break Ed.Codes. Also, being an independent study school, suspension is not an effective consequence. The Orange color reflects the other two programs in our CDS code - Gateway and Opportunity.
2. Graduation Rates are a large focus for our school. We work hard to have our students succeed academically to achieve their HS diplomas, but often we need to work on their mental and physical health before (and while) we work on their academics. We often enroll students that are credit deficient and cannot graduate on time so they stay enrolled at Wilson for at least one more year to graduate. These students have counted negatively toward the graduation rate, but we often graduate them the next year as 5th year students - this has been changed in the 19-20 school year and we have seen an increase.
3. Our CCI score is in the Orange zone for a similar reason to above (#2), and we will focus more on the qualifying factors to increase our CCI score for next year. We have many students that had 1/2 or 2/3 of the qualifying criteria so we need to work on that final piece for each student.

School and Student Performance Data

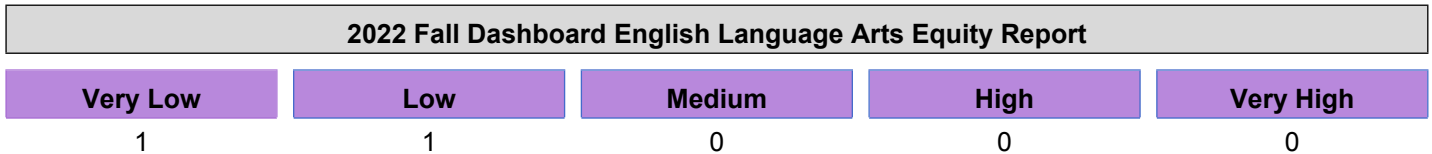
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

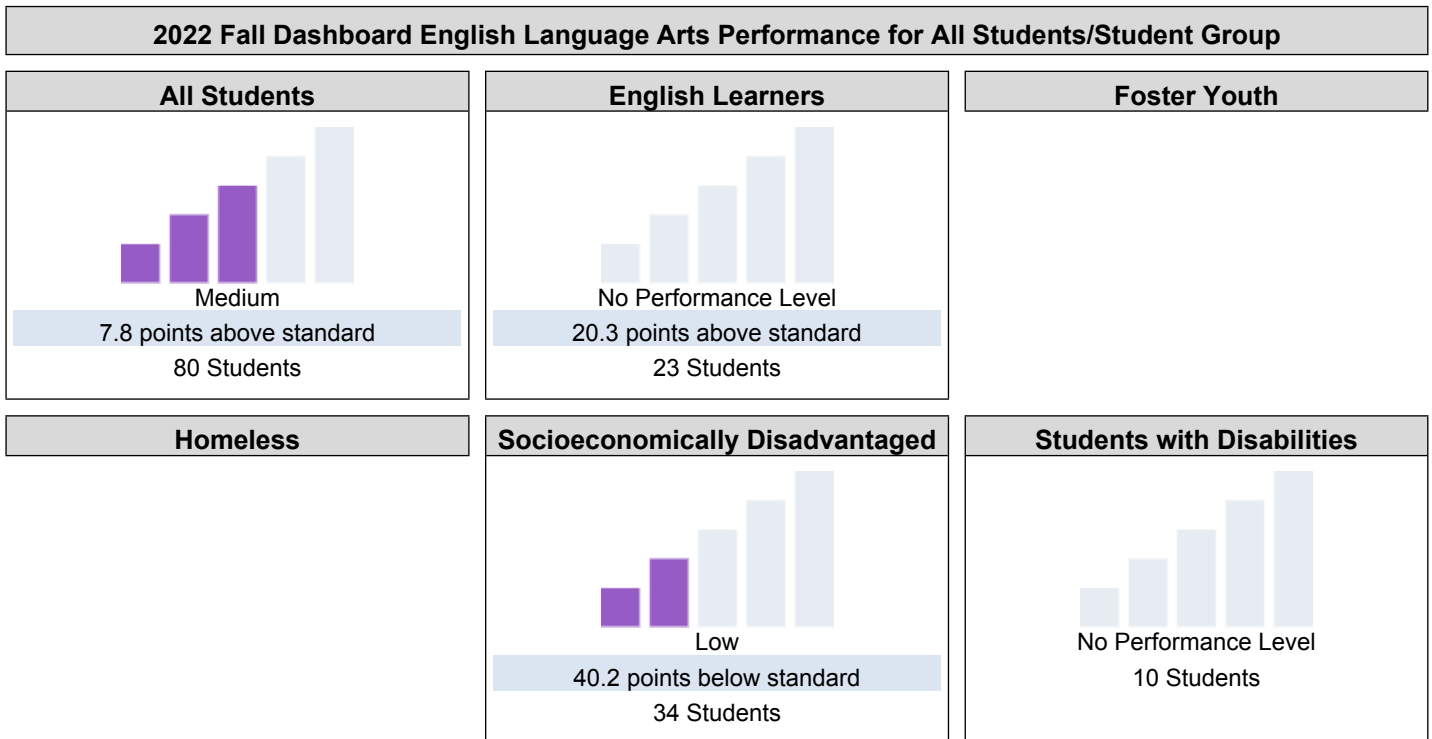
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



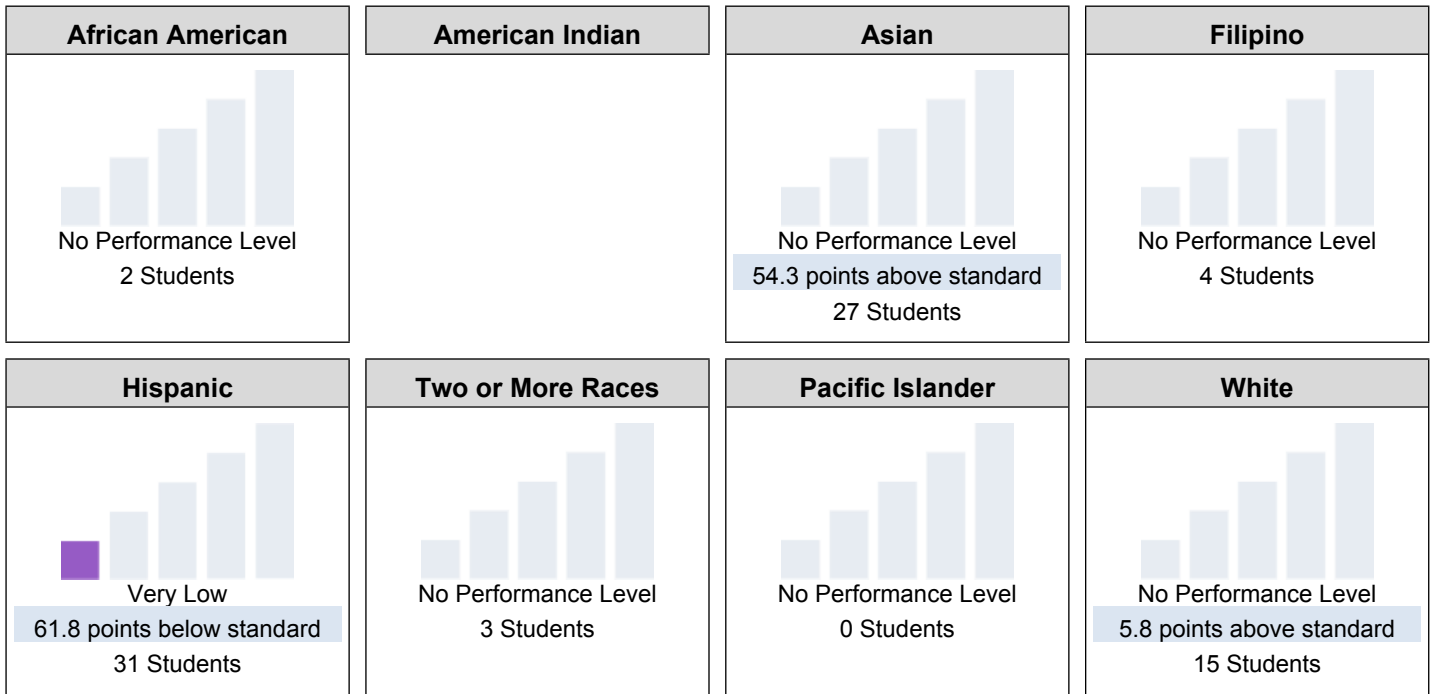
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|-------------------------|---|---|
| 9 Students | 79.4 points above standard 16 Students | 10.2 points below standard 47 Students |

Conclusions based on this data:

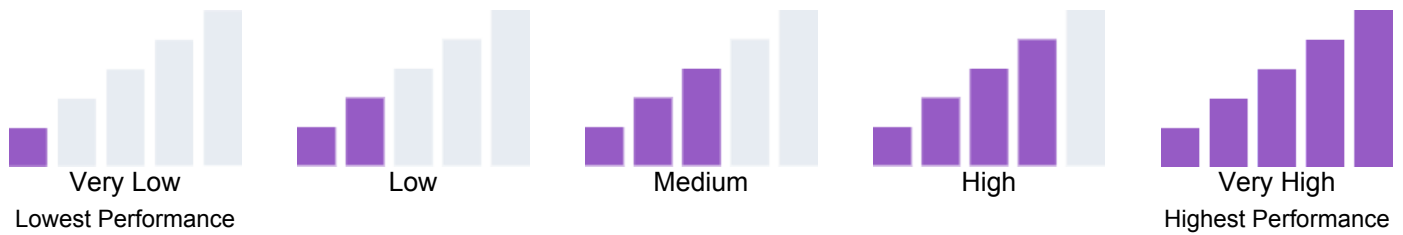
1. We do not have Performance Colors in many areas due to a statistically insignificant number of students participating. This is consistent year to year.
2. Overall, we work closely with our students to increase their academic levels, however they often arrive to our school as Juniors already far below grade level, which greatly impacts their ability to score proficiently on these standardized tests.
3. We are pleased to see a significant increase in our overall scores and our scores for our Socioeconomically Disadvantaged students. We did see a decline in our Hispanic student scores and they are always a focus at Wilson since they comprise of over 50% of our population.

School and Student Performance Data

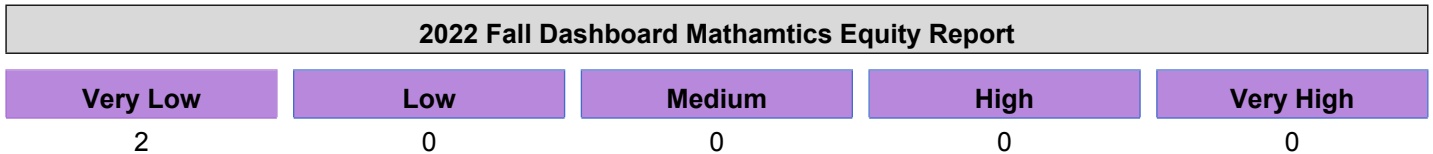
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

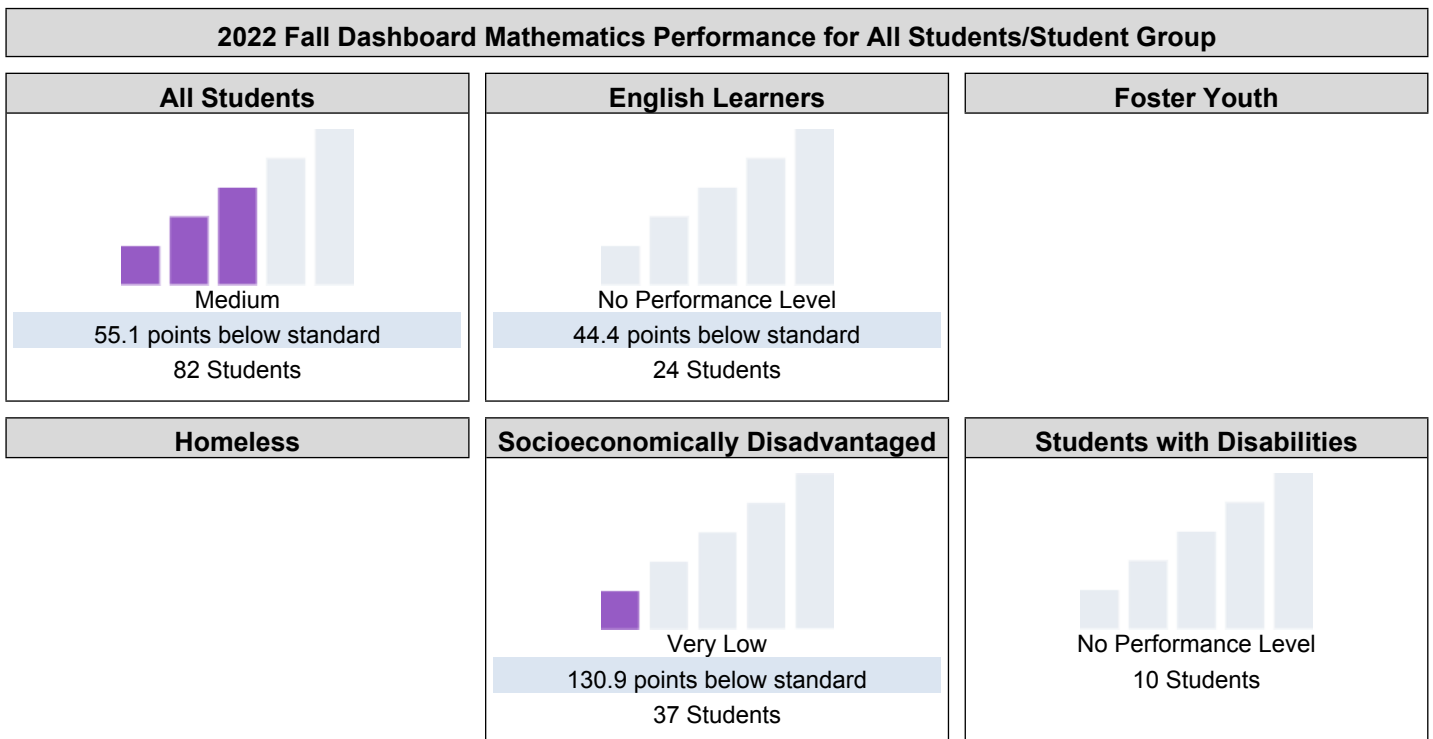
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



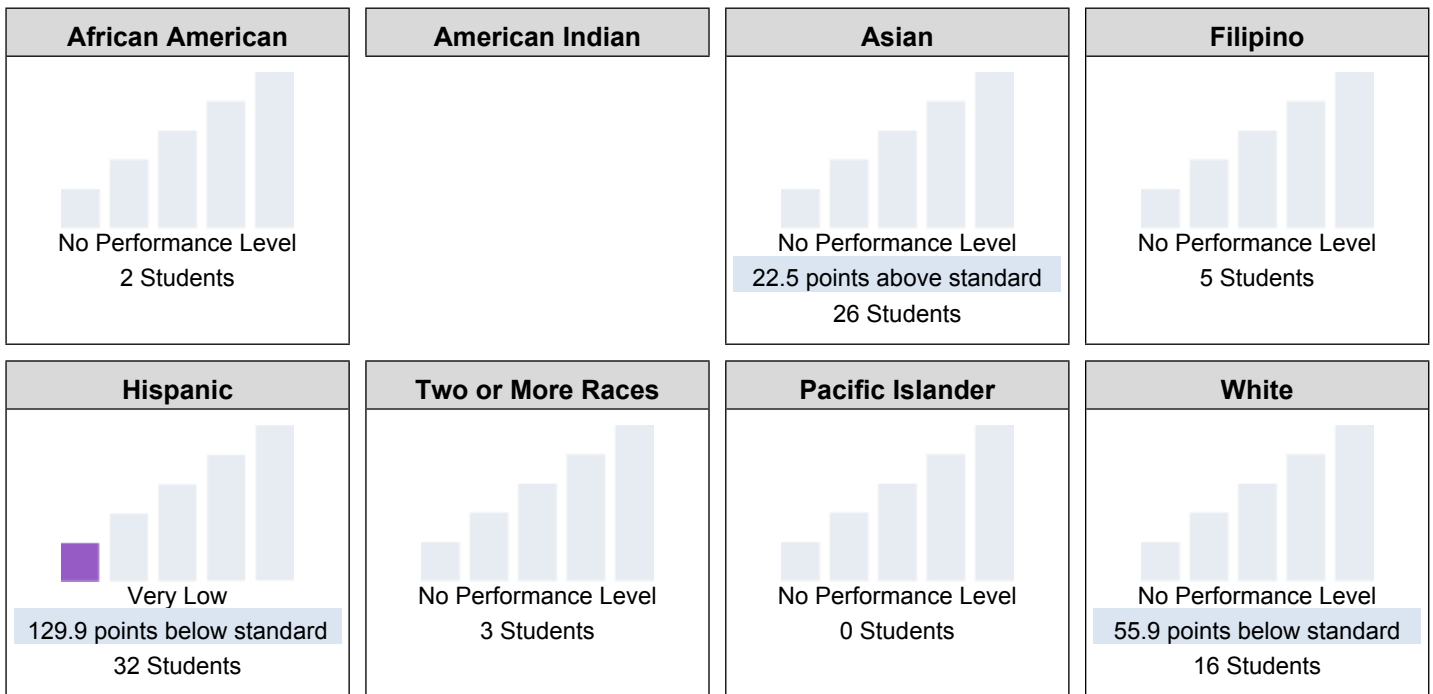
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|-------------------------|---|---|
| 9 Students | 16.8 points above standard 15 Students | 78.1 points below standard 48 Students |

Conclusions based on this data:

1. Overall, we work closely with our students to increase their academic levels, however they often arrive to our school as Juniors already far below grade level, which greatly impacts their ability to score proficiently on these standardized tests. This is consistent year to year.
2. We do not have Performance Colors in many areas due to a statistically insignificant number of students participating.
3. We saw a slight increase in our overall scores, but also a slight decrease for our Hispanic population. Math is always a focus at Wilson for all of our students.

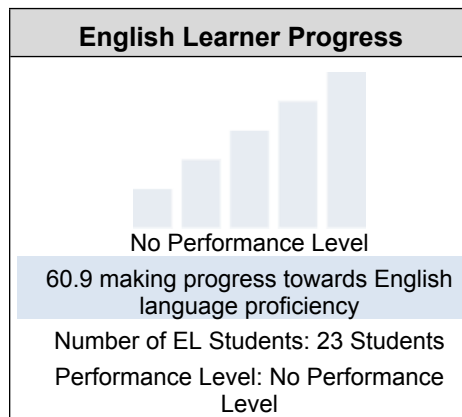
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 26.1% | 13.0% | 8.7% | 52.2% |

Conclusions based on this data:

1. We often do not accept students in the Level 1 stage in EL due to the large amount of reading required in Independent Study. The high percentage of students in the Level 1 stage are due to new students assigned to Wilson that then are assessed by our staff. Often these students are referred to another school that has direct ELD instruction available for their students. Data has not been updated, but this is consistent year to year.
2. It is hard to distinguish which EL students are attending Wilson High School or are attending one of the other two programs on our CDS code (Gateway or Opportunity). They both provide direct instruction and could therefore have a higher number of the ELs listed here. Typically at Wilson High we have no more than 15 EL students enrolled.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

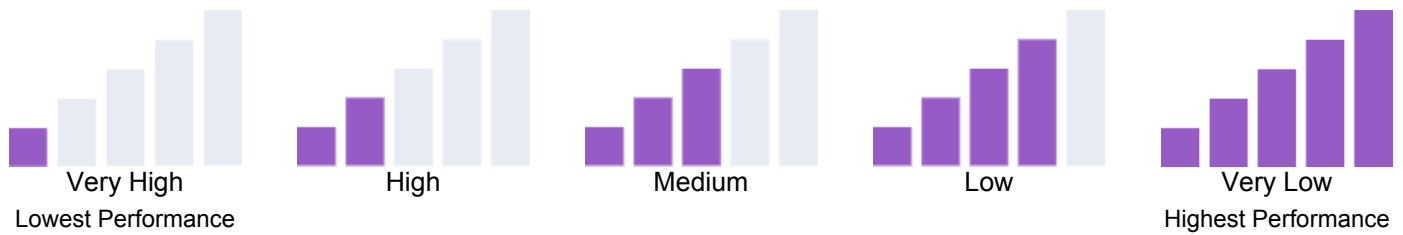
1. We serve over 60% of students with low SES and over %60 of students with disabilities. We also serve over 50% Hispanic students.
2. Now that we have a better understanding of what is needed to qualify as College Career prepared, our counseling staff will be working more closely with individual students to achieve proper preparedness.

School and Student Performance Data

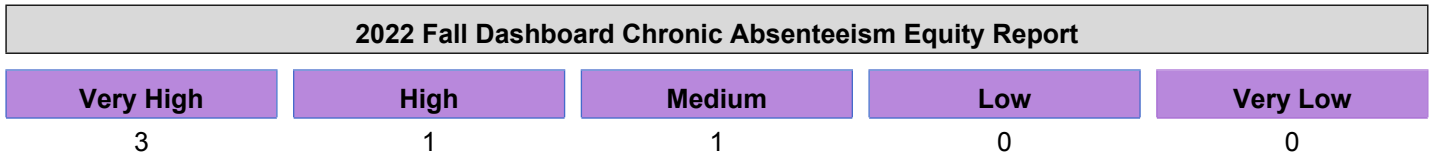
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

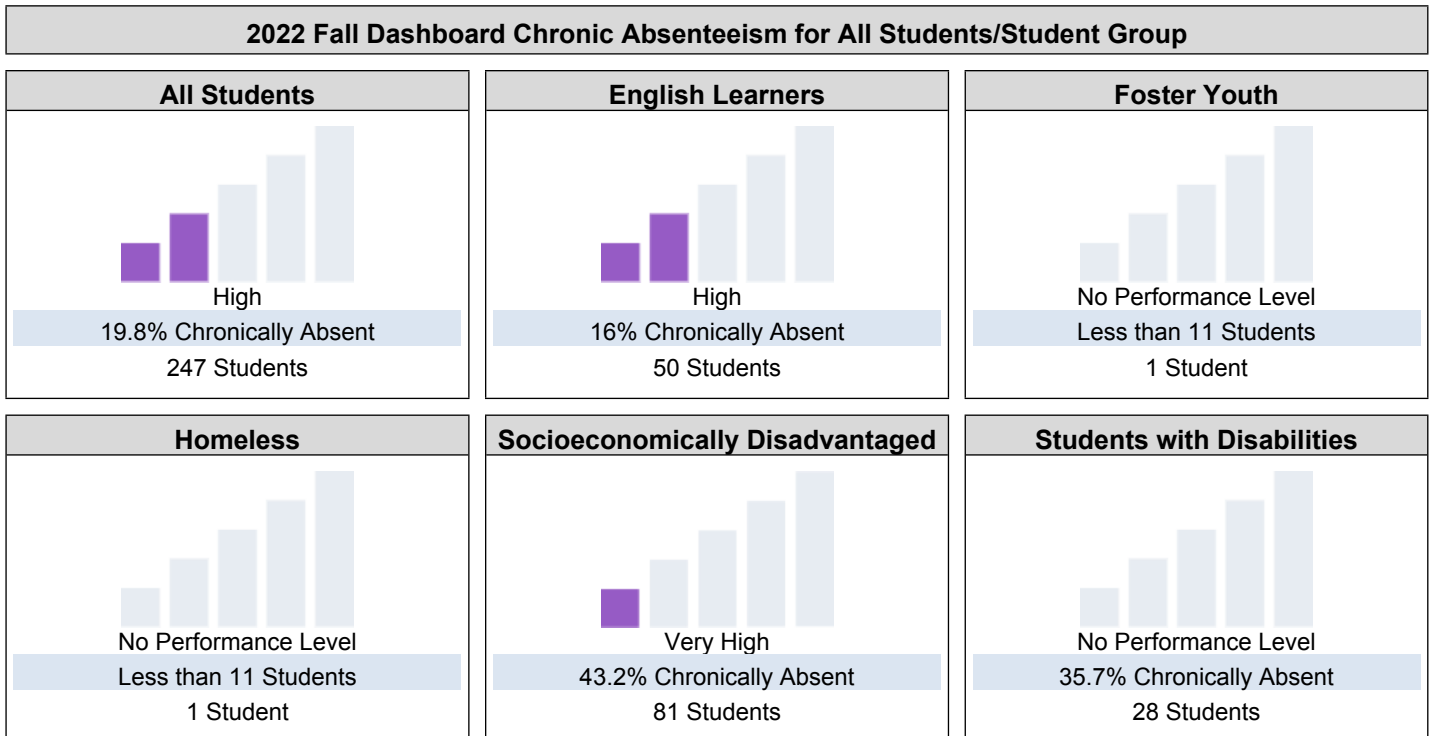
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



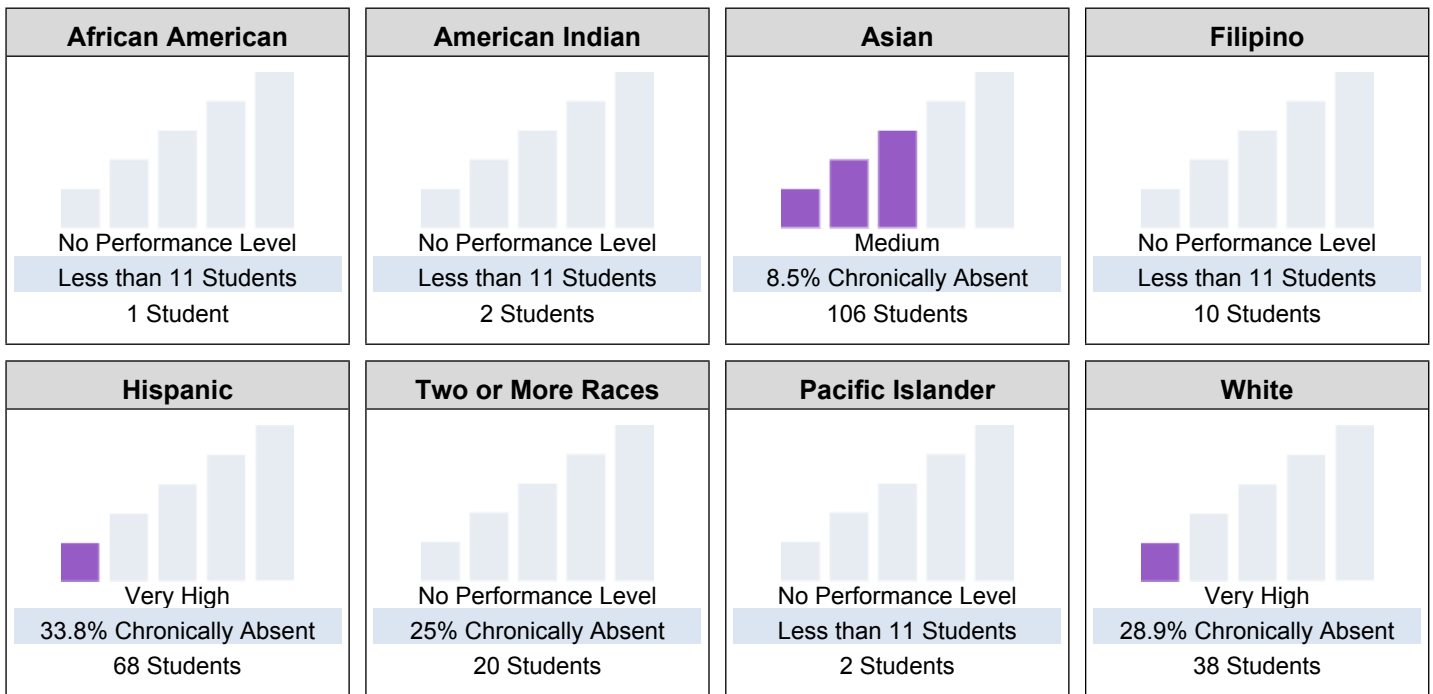
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



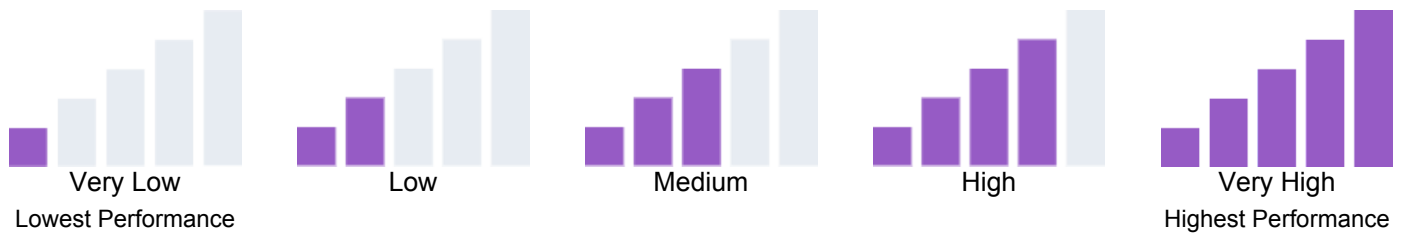
Conclusions based on this data:

1. At Wilson High School our attendance is based on work productivity and not if they physically attend school. The data provided here are for the other programs on our CDS code, not for Wilson High School.

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



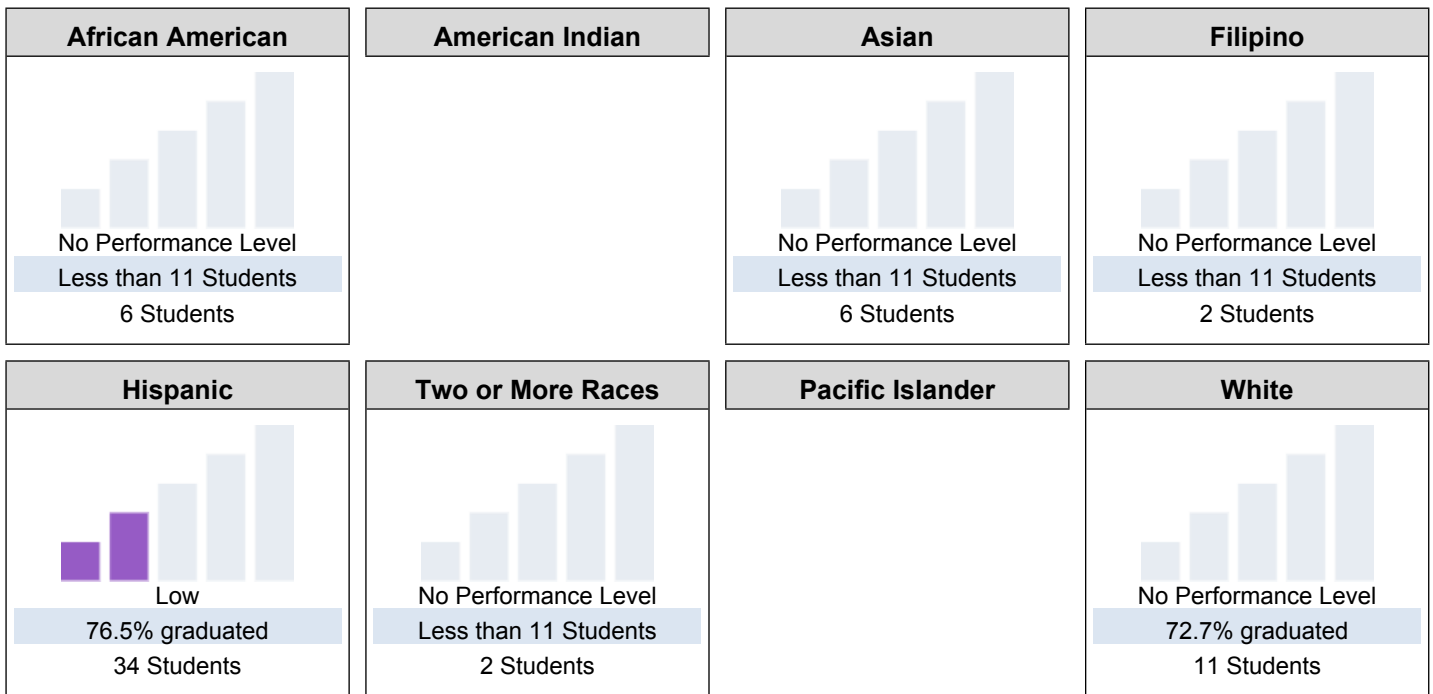
This section provides number of student groups in each level.

| 2022 Fall Dashboard Graduation Rate Equity Report | | | | |
|---|------------|---------------|-------------|------------------|
| Very Low | Low | Medium | High | Very High |
| 0 | 2 | 0 | 0 | 0 |

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

| 2022 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|--|---|---|
| All Students | English Learners | Foster Youth |
| Low 72.1% graduated 61 Students | No Performance Level Less than 11 Students 9 Students | No Performance Level Less than 11 Students 2 Students |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
| No Performance Level Less than 11 Students 7 Students | Low 74.4% graduated 43 Students | No Performance Level 54.2% graduated 24 Students |

2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

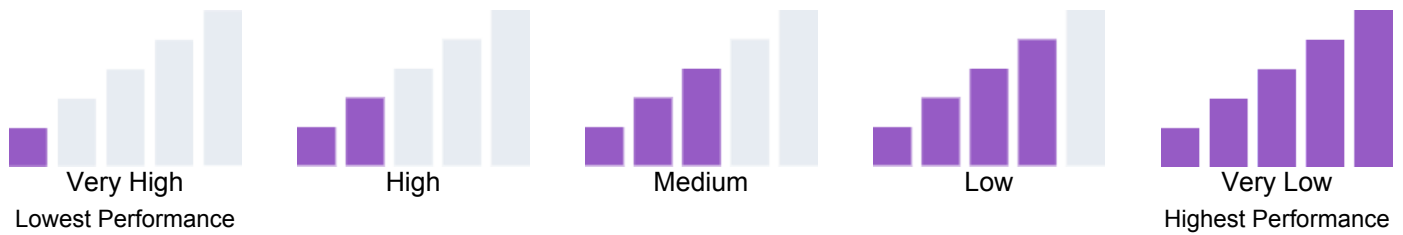
1. Graduation rate was 57.5% and we are pleased with that given the pandemic and its impact.
2. it should be noted that the graduation reporting now includes 5th year students into the calculated rates - I am not sure why the data pulled says 0 for 5th year graduates.
3. Overall, we are striving for a 65% graduation rate each year.

School and Student Performance Data

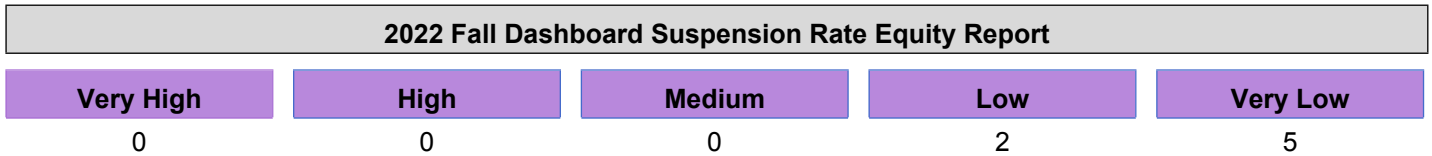
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

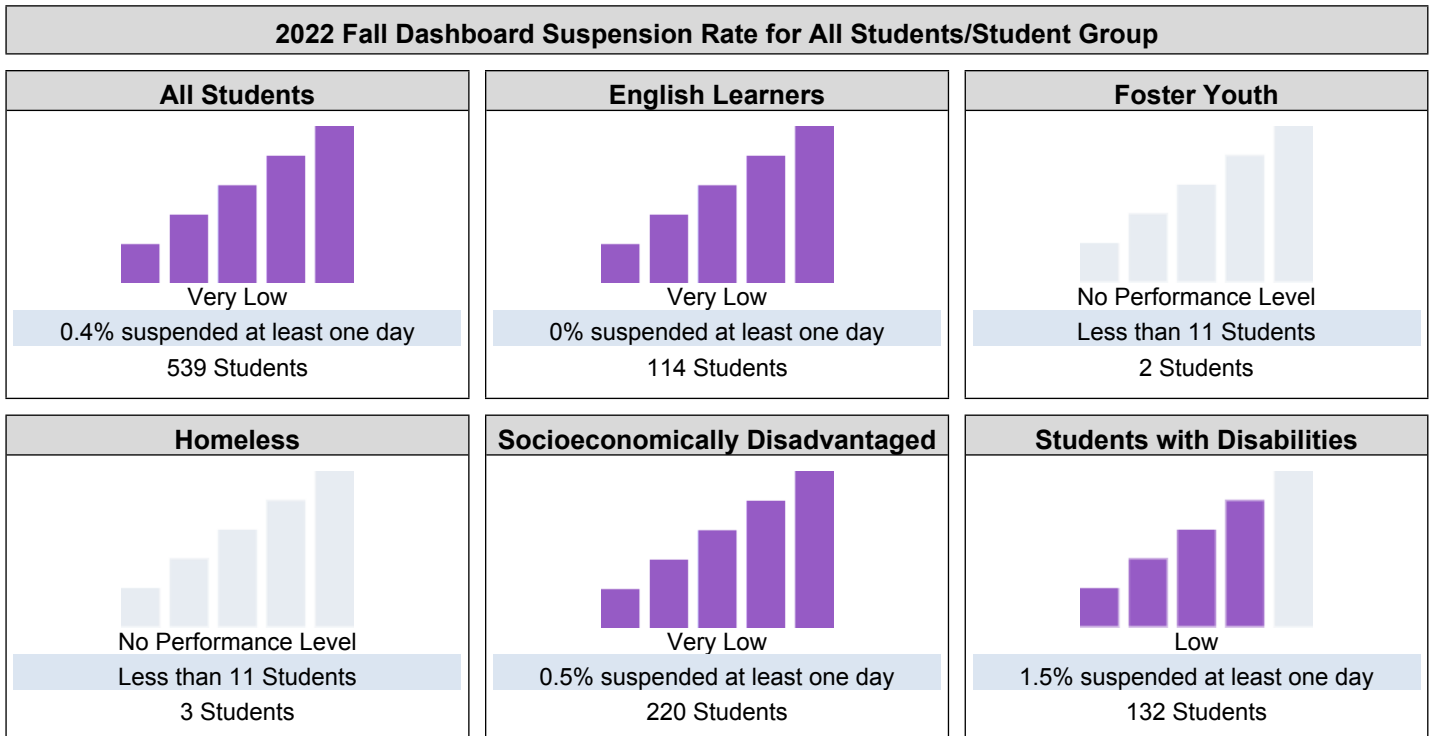
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



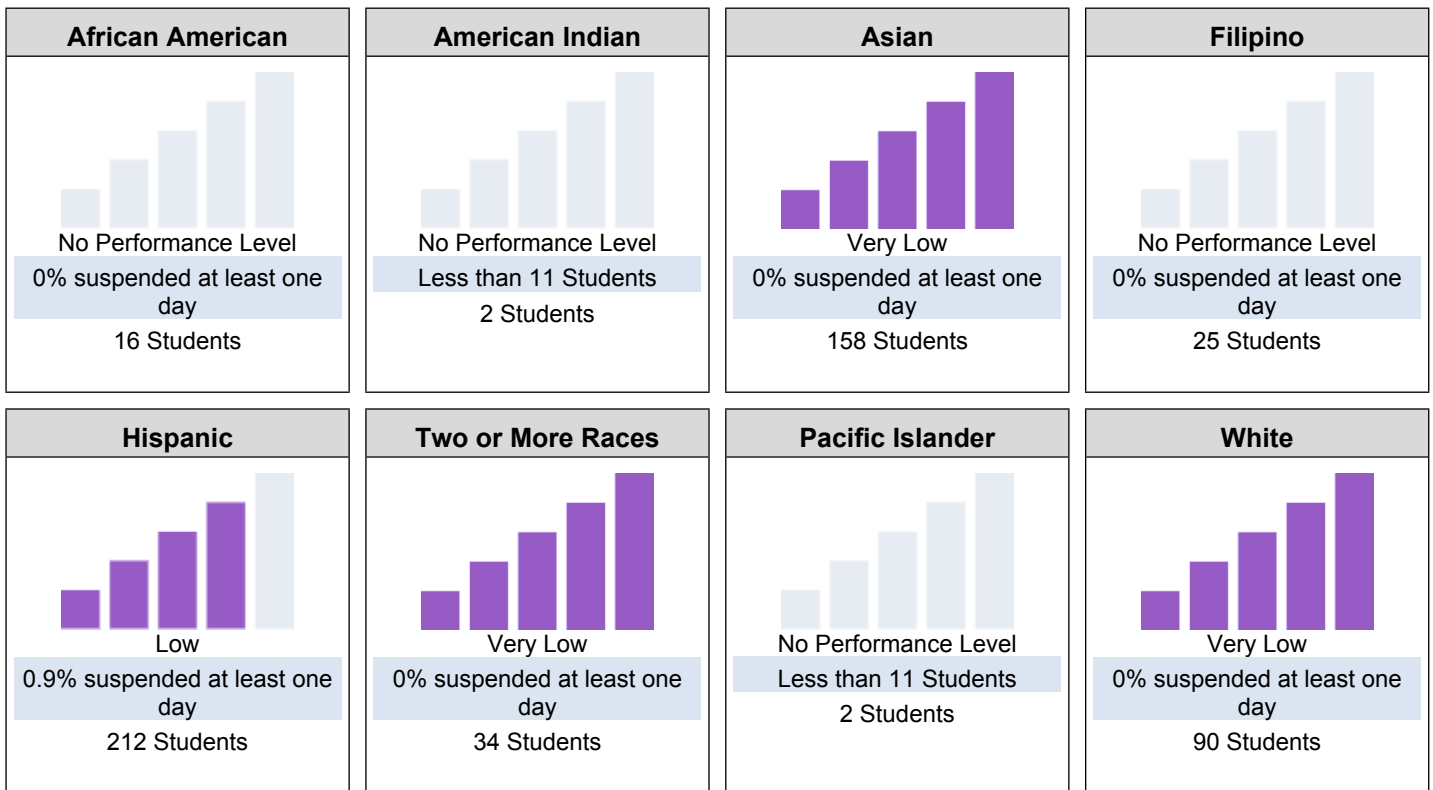
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- The data in this section is in reference to Gateway and the Opportunity program that is under our same CDS code - this is not reflective of Wilson High School's data for suspension.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

WASC - Implement PBIS and Graduation Rates

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 1

School Goal : Graduation Rates

Continue to determine data that is pertinent to Wilson High and collaborate with the district on the collection of the data and use results to improve individual and schoolwide programs to increase student achievement, graduation rates and college and career readiness. Use this data to work with individual and groups of students to make effective progress. Create, based on data, a tiered level of interventions to best support students.

WASC Goal #3:

Implement coordinated support system (PBIS) to address student academics & social-emotional well-being

Identified Need

Graduation rates continue to be below the state expectation of 67%.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|---|--|
| Graduation Rates | 72% current graduation rate *class of 2022 had 130 credits as graduation requirement | 67% and maintained for 3 years consecutively |
| PBIS TFI metrics | Currently at 86% of fidelity implementation (TFI metric) | Implement Tier 2 with Fidelity (70% minimum) |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

A new master schedule was created for the 21-22 school year to include additional subject specific lab/support. This will, hopefully, engage more students and create a stronger school community that encourages students to attend more and produce more work. An extra day of counseling is needed to support this aspect of the scheduling and support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

28500

Source(s)

CSI FUNDS: 20% counselor salary

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Maintain and regularly analyze data in order to monitor the progress of our student target groups and to assist individual student success. Create an MTMDSS model to structure the resources/supports available and provided to students. Utilize PBIS training and coach to create this model.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000

Source(s)

CSI FUNDS: Teacher time (hourly paid) to create and produce the structure for implementation of PBIS

7000

Targeted Allocation

Carryover + CSI FUNDS: Materials and supplies for the implementation of PBIS model (signage, posters, mural commission, etc)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

During the past two school years we had an extra day of guidance counseling and it was a great support to the staff and students. We hope that this continues to support our students in graduating.

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

PBIS needs to be continually funded to provide support for the staff and students for implementation.

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

We will continue to work towards implementing PBIS for the 21-22 school year so staff work time and materials will be needed.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

WASC - Proficiency in Reading/Language Arts

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 2

School Goal : Curriculum Alignment

Wilson will continue to develop and enrich curriculum based on common core standards that will incorporate relevancy, improve student learning and achievement and include digital and online media.

WASC Goal #1:

Develop a comprehensive reading recovery program that can help students learn to read and achieve progress toward grade level ELA standards.

Identified Need

Students arrive to WHS below grade level in reading and all areas of ELA.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|--|
| Pre/Post SRI test scores and CAASPP ELA scores | changes yearly due to fluctuation of student enrollment, but consistently over 50% below standard | Increase to 50% or more meeting or above standard in ELA scores. And, increase in post-SRI scores from pre-test results. |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students below grade level on SRI pre-test will be assigned a reading assessment and platform.

Strategy/Activity

Use and pilot iReady online curriculum and reading assessment and/or Edmentum courseware

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 1500 | CSI Funds: Teacher time, training as needed on chosen platform |
| 15000 | Targeted Allocation SRI, iReady, or Edmentum software; or other software as necessary (licensing agreements) |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Ongoing review and assessment of existing curriculum for use of current technology and real-world application. Determine any changes.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 5000 | Targeted Allocation Teacher time to create/enhance |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students will benefit, but especially those with trauma

Strategy/Activity

Provide PD for teaching staff on how to best support struggling readers/writers and students with trauma.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 0 | TOSA PD and support for staff |
| 9184 | Targeted Allocation conferences, workshops, materials (books for staff reading) |

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The district will be providing iReady assessment of grades 9-12. This is potentially the direction WHS will take to provide support for students struggling in ELA.

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

There were no major differences to note.

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

Conferences will be a great way for staff to hear other ideas and expand their current knowledge and practices.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

WASC - Post-Secondary Plan for Every Student

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 3

School Goal: Post-secondary plan for every student

Provide students with greater exposure to post-high school opportunities and facilitate the development and implementation of a post-secondary plan for every student prior to high school graduation.

WASC Goal 3:

Increase student progress towards graduation through coordinated and effective academic and social-emotional support systems.

Identified Need

WHS students need to be College and Career ready once graduating from our school

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|--|-----------------------------|
| CCI scores | Orange Performance color on the CA Dashboard | Yellow by 23-24 school year |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, especially juniors and seniors

Strategy/Activity

Provide students with greater exposure to post-high school opportunities and facilitate the development and implementation of a post-secondary plan for every student prior to high school graduation using the district Naviance program. Partner with outside agencies for support for our

students. Counselors provide workshops for students in all grade levels to support their post high school school planning,

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

15000

Source(s)

Targeted Allocation

Counselors to provide virtual tours/sessions with students to create a post secondary plan and "visit" other colleges/places. funds to purchase materials/technology needed or new Chromebooks for in-school use during Counselor classes/trainings with the students.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Provide additional day of counseling support to provide time for counselors to meet with students 1:1 to create a post secondary plan.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

20% counselor (already noted in other SPSA goal)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This is still an area of growth. There has been progress and we anticipate further progress over the next couple of school years as a new counselor settles into their full-time position and we implement a PBIS framework.

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

One major change will be our implementation of the PBIS framework process continuing in the 22-23 school year. This continues to be an area of growth and development for our staff.

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

Similar to above, we are also provided additional funding through the state (CSI funds) to support our needs.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

WASC - Student Engagement

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 4

School Goal : Student Engagement and Success

Improve means and methods of engaging students and parents in existing support services and increase student participation in those services that build emotional, social and academic strength.

WASC Goal 3:

Increase student progress towards graduation through coordinated and effective academic and social-emotional support systems.

Identified Need

Student attendance/productivity rates directly relate to their credit achievement - both need to increase

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-----------------------------------|---|--|
| Attendance and Productivity rates | Overall school average is 70% yearly; this past year was 70%-85%. | 85% overall average in the 23-24 school year |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continue to improve the school structure to increase student attendance, productivity, retention and access to the curriculum. (new schedule created for 21-22 school year to include two daily support labs/clubs/groups)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Whole staff collaboration and review of schedule implementation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Refine and monitor the student attendance policy and awards certificate process and follow the created PBIS flow chart/structure for rewards/recognition for students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000

Source(s)

Targeted Allocation
PBIS rewards/recognition supplies following matrix/structure

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, especially those that have been through trauma in their lives.

Strategy/Activity

Pursue opportunities for staff development in Independent Study "Best Practices" by attending workshops and/or conferences. Also provide opportunities for learning more about supporting students with trauma.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

| | |
|------|---|
| 5000 | Targeted Carryover CSI and/or Targeted FUNDS: Teacher time, conferences, books for staff to read, professional development materials |
|------|---|

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

| |
|---|
| Students needing Therapy, socio-emotional support, academic support |
|---|

Strategy/Activity

| |
|---|
| Provide a Licensed therapist daily on campus for students needing therapeutic support and 3 times a week through an Intern. |
|---|

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 77000 | CSI FUNDS: Licensed Therapist to be funded through CSI Funds for 23-24 school year |
| 45000 | CSI FUNDS: Therapist Interns or (bilingual) paraeducator for support to be funded through CSI Funds for 23-24 school year |

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|-----------|
|-----------|-----------|

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Our attendance rates, which are productivity data, have increased significantly in the 2021-2022 school year. We were averaging between 79-85% monthly attendance compared to 65-75% rates in the previous two years. Our implementation of PBIS Universal Supports and the inclusion of virtual students may have contributed to the increase but we will be determining that through further data analysis in the 22-23 school year as we implement Tier 2 and 3 practices within PBIS. 85% goal for 22-23 year

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

We have consistently been paying for our Licensed Therapist through our Targeted Funds. Given that we are a CSI school, we will be using that funding to provide additional hours for our therapist on our campus through that budget.

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

We added Therapist Interns to our campus this past year - and will continue in the following year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

WASC - Proficiency in Mathematics

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 5

School Goal:

Continue to study our core curriculum to insure that Common Core Standards are embedded in the curriculum.

WASC Goal 2:

Develop a comprehensive mathematics remediation program to support students in meeting the Algebra 1 requirement for graduation.

Identified Need

Students arrive below grade level in mathematics and without the Algebra 1 requirement met (often as juniors and seniors).

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--------------------|-------------------------|--------------------|
| CAASPP Math scores | over 60% below standard | 50% below standard |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

students entering WHS without their Alg 1 requirement met

Strategy/Activity

Pilot and use Edmentum math assessments to see pre/post data in mathematics.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Targeted Allocation

teacher time, possible training needs for Edmentum usage (funding in conjunction with other SPSA goal)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Assign teachers to evaluate and update courses to include common core and more relevant assignments. Expand materials, software and technology in curriculum and instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000

Source(s)

CSI FUNDS: materials, software, technology, teacher time, conference attendance as relevant/needed

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

all students taking a mathematics course

Strategy/Activity

expand the opportunities for students to receive 1:1 support based on their specific needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

| | |
|---|--|
| | |
| 0 | expand the subject specific lab times for Alg 1 to allow more staff to support more students (no budget expense) |

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Overall we are always looking for ways to better support our students' needs in mathematics. This is a work in progress and we will continue to seek new avenues to support our students.

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

We plan to offer Algebra 1 as a course with a teacher with some direct instruction - more than usual or expected at an IS school. There are no expected expenses for this, but there are expected expenses for IS conference attendance or if teachers want to work extra hours in updating course curriculum

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

we will be adding the partnership with SCU for the 22-23 school year and are modifying our student schedule to include additional lab time.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

District Priorities/LCAP Goals/District Focus Areas Alignment

Goal 6

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

None Specified

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

District Priorities/LCAP Goals/District Focus Areas Alignment

Goal 7

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$ |
| Total Federal Funds Provided to the School from the LEA for CSI | \$157000 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$216,184.00 |

Other Federal, State, and Local Funds

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

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
|------------------|-----------------|

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

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

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
| | \$157,000.00 |
| Targeted Allocation | \$54,184.00 |
| Targeted Carryover | \$5,000.00 |

Subtotal of state or local funds included for this school: \$216,184.00

Total of federal, state, and/or local funds for this school: \$216,184.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|---------------------|--------|---------|
| Targeted Allocation | 54184 | 0.00 |
| Targeted Carryover | 5000 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|---------------------|------------|
| | 157,000.00 |
| Targeted Allocation | 54,184.00 |
| Targeted Carryover | 5,000.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|------------------|--------|
|------------------|--------|

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|------------------|---------------------|------------|
| | | 157,000.00 |
| | Targeted Allocation | 54,184.00 |
| | Targeted Carryover | 5,000.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 37,500.00 |
| Goal 2 | 30,684.00 |
| Goal 3 | 15,000.00 |

Goal 4

130,000.00

Goal 5

3,000.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 0 Secondary Students

| Name of Members | Role |
|--------------------|----------------------------|
| Pamela Galano | Principal |
| April Jacobs-Arias | Other School Staff |
| Tim Pacheco | Classroom Teacher |
| Jessica Wenzel | Other School Staff |
| Donna Saar | Classroom Teacher |
| Tracy Simon | Parent or Community Member |
| Sarah Corwin | Parent or Community Member |
| Julie Hall | Parent or Community Member |

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on May 10, 2023.

Attested:



Principal, Pamela Galano on 5/10/2023



SSC Chairperson, Donna Saar on 5/10/2023