

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Wilson High School

School Plan for Student Achievement
2024-2025

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-risk 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: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

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.

Progress and components of LBUSD's Strategic Plan, viewable at lbschools.net/departments/strategic-planning, are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

Goal 1: Reading: Proficiency

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

Goal 2: Reading: Acceleration

The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

Goal 3: Algebra Proficiency

In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

Goal 4: College & Career Readiness

In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

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

Recommendation 3: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

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. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318).

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

ELA Findings

Last year, our goal was: Increase A-G on track among Black/AA, Latinx, ML, and SPED students by 3% (to 57% overall). Our A-G on track rate increased, and we are continuing to prioritize our three focus groups: Black Students, Multilingual Learners, and Students with Disabilities. We are especially interested in our ABC rates in ELA. Our school wide focus on Understanding 5 (collective efficacy) will include PD on looking at data and engaging in peer visitation.

ELA Goals

With teachers receiving professional development on Learning Targets, Ellevation Strategies, and Culturally Responsive Instruction, and co-teaching, there will be an increase of the On-Track A-G rate by 3% (to 68.8%) by June 2025. For Multilingual Learners (ELs), the On-Track A-G rate will increase 3% (to 18%) and student with disabilities will increase 3% (to 24%). Progress monitoring will be conducted regularly through department meetings.

Comprehensive Needs Assessment: Mathematics

Math Findings

Last year, our goal was: Increase A-G among Black/AA, Latinx, ML, and SPED students by 3% (to 57% overall). Our A-G rate increased, and we are continuing to prioritize our three focus groups: Black Students, Multilingual Learners, and Students with Disabilities. We are especially interested in our ABC rates in ELA. Our school wide focus on Understanding 5 (collective efficacy) will include PD on looking at data and engaging in peer visitation.

Math Goals

With teachers receiving professional development on Learning Targets, Ellevation Strategies, and Culturally Responsive Instruction, there will be an increase of the A-G rate by 3% (to 68.8%) by June 2025. Progress monitoring will be conducted regularly through department meetings.

Comprehensive Needs Assessment: English Learners

English Learner Findings

Last years goal was to reclassify 30% of Multilingual Learners (ML) as Fluent English Proficient. We have struggled to reach this goal, and we have also not had success collecting this data with any consistency. This year we have a teacher out of the classroom for a couple of days a week to support our students. We will also completed our second annual listening sessions for Multilingual learners.

English Learner Goals

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 number of Multilingual Learners who achieve an overall performance of well developed on ELPAC by 5% (to 10%). Progress monitoring will be conducted regularly with the EL coordinator and multilingual team in their department meetings.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Last year, our goal was to increase Belonging among students by 7% as measured by CORE. We did not reach this goal. We have shown growth in some areas, but overall, we still have not met the goal. This year, our focus will be on the PULSE survey, rather than the CORE.

Culture/Climate Goals

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 among students by 5% as measured by PULSE (to 80%) by June 2025. Additionally, the suspension rates for Foster Youth/Homeless Youth will decrease by 3% (to 4.5%) and Black/African American students will decrease by 5% (to 4.1%) as measured by suspension rate by June 2025. Also, the sense of safety will increase among students by 5% as measured by the PULSE (to 60%) by June 2025. Lastly, attendance will increase overall by 3% (to 91.7%) by June of 2025. Progress monitoring will be conducted through Pulse survey review.

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) 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.	Goal Partially or Not Met	ABC Rate for 23-24 during semester 2 was 76.3%, which is 3.7%pts less than the goal and 3.8%pts less than the district. The gap between Wilson and the district decreased by 0.7%pts.	Continue to implement learning targets and culturally responsive teaching and learning. Host data meetings with teachers.
Math	1) 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.	Goal Partially or Not Met	ABC Rate for 23-24 during semester 2 was 59.5%, which is 12.5%pts less than the goal and 12.2%pts less than the district. The gap between Wilson and the district increased by 3%pts.	Continue to implement learning targets and culturally responsive teaching and learning. More data analysis with the math department and comparing ABC rates to assessment data

English Learner	1) 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.	Goal Partially or Not Met	<p>ELA ABC Rate for 23-24 during semester 2 was 68.0%, which is 10%pts higher than the goal and 2.7%pts higher than the district. The gap between Wilson and the district was closed by over 2.7%pts.</p> <p>Math ABC Rate for 23-24 during semester 2 was 41.7%, which is 16.3% lower than the goal and 10.5%pts less than the district. The gap between Wilson and the district decreased by 4.8%pts.</p>	Continue with listening sessions and co-teaching in English classes. Continue training interpreter aides. Continue PD for Ellevation Strategies and Culturally Responsive Instruction.
Culture/Climate	1) 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.	Goal Partially or Not Met	Positive responses on Sense of Belonging on the 2024 CORE Survey was 48%, which is 11%pts less than the goal and 4%pts less than the year before (2023).	<p>Implementing listening sessions with students with disabilities.</p> <p>Continue with listening sessions with multilingual learners and Black/African-American students</p> <p>Shift to using PULSE Survey data</p>

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate 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
College Aides will be hired to help ELD students in content area classes. (IN 2)	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)	(Does not apply to this goal)
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
Tutoring for Multilingual students (IN 5)	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)	(Does not apply to this goal)
Counselor will be compensated for supporting Black students outside his work day up to \$10,000 (IN 7)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact
Collaborative Co-Teachers will receive ongoing professional development and planning time. (PD 2)	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)	(Does not apply to this goal)
EL Coordinator will participate in monthly DLT meetings and QCI activities to support our WASC goal of reclassifying students by 30% (PD 3)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)
ELL teachers will get time to collaborate and learn about the curriculum and the strategies to support their students (PD 4)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)

PD for Algebra Teachers - facilitated by Stacie Alexander (PD 5)	Limited or no impact	Limited or no impact	Limited or no impact	(Does not apply to this goal)
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Accountability Measure 1: Increase Achievement

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) becomes 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 literature and non-fiction selections to provide for an ever-changing and highly motivational curriculum.</p> <p>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</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 Writing Tasks</p> <p>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:</p> <ul style="list-style-type: none"> • Unit and section introduction tasks: section overview activities, Launch Text activities • Making Meaning tasks: First Read & Close Read 	<p>My Perspectives, 2017, Pearson</p>

<p>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.</p> <p>Please see the full catalog of high school courses at: https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyzynk2e7i/HS-Course-Selection-Guide.pdf</p>	<p>guides, comprehension check, research to clarify and/or explore, close read the text, analyze the text, analyze craft and structure</p> <ul style="list-style-type: none"> • 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 <p>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:</p> <ul style="list-style-type: none"> • Brief quizzes and general comprehension checks • Thinking Maps • Selection Tests <p>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.</p>	
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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 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</p> <p>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</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 Writing Tasks</p> <p>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:</p> <ul style="list-style-type: none"> • 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 <p>Language Production through Speaking & Listening Tasks:</p>	<p>My Perspectives, 2017, Pearson</p>

<p>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.</p> <p>Please see the full catalog of high school courses at: https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nrxrvuswyeyznk2e7i/HS-Course-Selection-Guide.pdf</p>	<p>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:</p> <ul style="list-style-type: none"> • 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 	
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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 Precalculus.</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</p>	<p>Formative Assessment Lessons embedded into each Unit of Instruction</p> <p>End of Unit Assessment embedded into each Unit of Instruction</p> <p>First Semester Final End of Course (EOC) Assessment (Algebra AB, CD, Algebra 1, Geometry, Algebra 2, Precalculus)</p> <p>SBAC Summative Assessment (Grade 11)</p> <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 classrooms for class activities, homework, and</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>Precalculus: Precalculus, McGraw Hill, 2014</p> <p>Khan Academy</p>

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.

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 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.

assessment.

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 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.

Precalculus

Precalculus 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. Precalculus is not a required

course for A-G completion. See additional 4th year options below.

4th Year Options

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 (not A-G)
- Intro to Data Science (IDS)
- Functions, Statistics & Trigonometry (FST)
- Finite Math
- AP Statistics
- AP Calculus (AB or BC)

For other math offerings and the full catalog of high school courses, please visit:

<https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf>

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
ELD students need additional support in their classrooms to help with access to curriculum and earn successful grades. EL Reclassification 100	3 College Aides will be hired to help Multilingual learners in content area classes.	Other Targeted Students	LCFF \$35,390 College Student Aide (3) for 570 hours annually - LCFF 100%	09/01/2024 - 06/25/2025 Weekly	Admin supporting Multilingual Learners (Jimenez)	Admin supporting Multilingual Learners (Jimenez) EL Reclassification 100

Support for scheduling students with disabilities. D/F Rate 50, A-G Rate 50	During the summer, students are assigned their classes using a mass scheduler. The scheduler does not take into account the specific services and needs of our students with IEPs. Counselor and teachers need to come in to work on student placements.	Special Education	LCFF \$1,528 Teacher Hourly P Schedule (2) for 9 hours annually - LCFF 100%	07/01/2024 - 09/01/2024 Annually	Diana Cohn Rolando Saldivar	ABC rate and A-G rate D/F Rate 50, A-G Rate 50
Time for counselors and the ML team to cluster students for services A-G Rate 40, Other College Readiness Measures 20, EL Reclassification 40	During the summer, students are assigned their classes using a mass scheduler. The scheduler does not take into account the specific services and needs of our students with Multilingual Learner needs. Counselor and teachers need to come in to work on student placements.	English Learners	LCFF \$1,496 Teacher Hourly Extra Comp (2) for 8 hours annually - LCFF 100%	07/01/2024 - 09/01/2024 Annually	Guillermo Jimenez	Reviewing master schedule A-G Rate 40, Other College Readiness Measures 20, EL Reclassification 40
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 \$21,500 Teacher Hourly Extra Comp (2) for 115 hours annually - LCFF 100%	09/01/2024 - 06/20/2025 Daily	Herrera/Jimenez	Jimenez will take data and present to the SSC D/F Rate 50, EL Reclassification 50

Our data demonstrates that our teachers and students require skills to talk about race and identity. Culture-Climate Survey (Student-Staff) 100	A team of teachers will plan and deliver professional development to faculty related to racial justice and relationship centered schools.	All Staff, All Students	LCFF \$20,369 Teacher Hourly P Schedule (10) for 24 hours annually - LCFF 100%	07/01/2024 - 06/30/2025 Monthly	Suzanne Caverly	Caverly will facilitate the planning sessions Culture-Climate Survey (Student-Staff) 100
First Generation College Students Graduation/Drop-out Rate 100	AVID teachers will attend the Summer Institute as part of certification and professional development.	Identified At-Risk Students	LCFF \$5,721 Materials - LCFF 100%	07/01/2025 - 08/28/2025 Annually	Amy Leveque and Keith Roberson	Amy Leveque will take data and report to site council Graduation/Drop-out Rate 100
AVID students need extra support for academic success. Graduation/Drop-out Rate 50, A-G Rate 50	AVID Program is hiring 2 additional college aides to provide service to AVID classes. The college aides will work a max of 18 hours per week.	Other Targeted Students	LCFF \$26,822 College Student Aide (2) for 648 hours annually - LCFF 100%	08/29/2024 - 06/20/2025 Daily	Assistatnt Principal - Roberson	AVID teachers will analyze data and AVID student A-G rates. Math Collaborative will monitor progress of students. Graduation/Drop-out Rate 50, A-G Rate 50
We need support in our Intervention Specialist Office. Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Parent) 50	We need to supplement our 50% aide for a full time Bilingual Office Aide to support our front office and our Intervention Specialist Office for attendance and parent conferences.	All Students	LCFF \$48,341 Intermediate Office Assistant .5 FTE - LCFF 100%	08/20/2024 - 06/24/2025 Monthly	Principal	Principal and the Intervention Specialist Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Parent) 50

Culture Climate Student Supervision Culture-Climate Survey (Student-Staff) 100	2 Recreation Aides to support students with unscheduled classes and during lunch. Also to help with student supervision at the entrances on campus.	All Students	LCFF \$26,817 Hourly - Recreation Aide (2) for 680 hours annually - LCFF 100%	08/21/2024 - 06/25/2025 Daily	Assistant Principals	Guillermo Jimenez Culture-Climate Survey (Student-Staff) 100
Campus requires added supervision Suspension/Expulsion Rate 50, Culture-Climate Survey (Student-Staff) 50	An additional CSA is needed to help with supervision and safety of the Wilson campus.	All Students	LCFF \$51,234 Campus Staff Assistant .5 FTE - LCFF 100%	08/20/2024 - 06/25/2025 Daily	Assistant Principal	CORE survey, Safe and Civil Suspension/Expulsion Rate 50, Culture-Climate Survey (Student-Staff) 50

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
		Wilson High School ensures a smooth transition for incoming students and families through a comprehensive support system, starting with Link Crew Freshman Orientation Day, where students participate in a fun rally, meet school leaders, tour the campus, and receive their books and class schedules. Parents gain valuable insights during our Parent Night Orientation, which highlights academic pathways and programs to help them support their students' success. Additionally, our counselors collaborate closely with feeder middle schools, visiting students to assist with course selection and identifying any needed supports to foster a strong foundation before they arrive on campus.

Accountability Measure 2: 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					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Our collaborative co-teachers need more support D/F Rate 50, A-G Rate 50	Collaborative Co-Teachers will receive ongoing professional development and planning time.	LCFF \$20,861 Substitute teacher half day (20) for 2 days - LCFF 100% Teacher Hourly Extra Comp (20) for 8 hours annually - LCFF 100%	09/01/2024 - 06/24/2025 Annually	Diana Cohn	Diana Cohn will continue to monitor student achievement in classes that are collaboratively co-taught.

Describe Teacher Involvement

Accountability Measure 4: Parent & 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; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	268800

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

Midyear Adjustments:

The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. While there is often no difference in site allocations, LBUSD will notify affected principals who will announce any adjustment to the SSC.

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

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

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

Research/TISB 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.

Program Administration and Personnel to provide leadership:

- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

Centralized Services

Family Resource Centers

Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.

Youth Orchestra

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

Assistance to Schools**Counselors**

Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

Facilitators

Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

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.

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.

Foster Youth Transportation

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Rebecca Suzanne Caverly	06-15-2025
Staff	Classroom Teacher	Brandon Messina	06-15-2026
Staff	Classroom Teacher	Samantha Reams	06-15-2026
Staff	Classroom Teacher	Teela Smith	06-15-2026
Staff	Classroom Teacher	Oscar Hererra	06-15-2025
Staff	Other School Personnel	Lia Ladas	06-15-2026
Community	Parent/Community Member	██████ Trachy	06-15-2025
Community	Parent/Community Member	██████ Huff	06-15-2026
Community	Parent/Community Member	██████ Salem	06-15-2026
Community	Student	D ██████████	06-15-2025
Community	Student	S ██████████	06-15-2025
Community	Student	S ██████████	06-15-2025

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)	██████ Ayala
DELAC Representative	Parent of EL Student (required)	██████ Urrea
Principal or Designee	Staff Member (required)	Guillermo Jimenez
Secretary	Parent of EL Student (required)	██████████ Loeza

Name	Representing
██████ Cadena	
██████ Cadena	

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?	10/09/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	1. Communication with teachers (meetings, email, Canvas Observer) 2. Tutoring support in the library during free periods 3. Tutoring before school for students who participate in sports 4. Studentp-to-Student help 5. Bilingual teachers 6. Communication with parents in English AND home language (social media and email)
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students CELDT/ELPAC Results
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	10/22/2024
6. What was SSC's response to ELAC recommendations?	Thank you for your recommendations. We have currently provided some of these (Bilingual staff in office, tutoring before school, and student-to-student help). We will investigate tutoring in the library during free periods and staff communication.

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): 10/22/2024
2. The SSC approved the **Home-School Compact** on 10/22/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/22/2024
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:11/19/2024
6. The SPSA was approved at the following SSC Meeting: 12/17/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

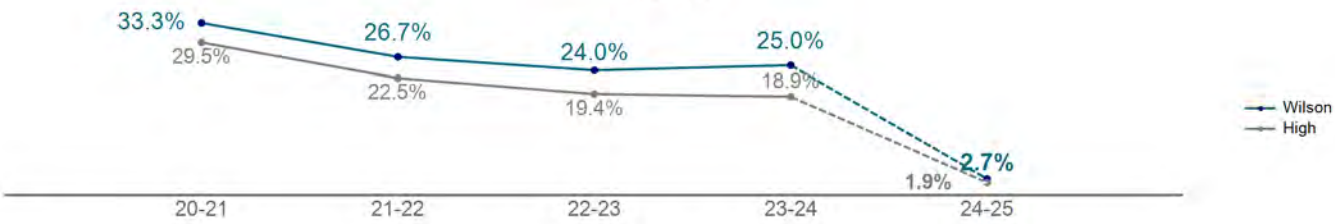
ELAC Chair: _____

Printed Name: _____ Date: _____

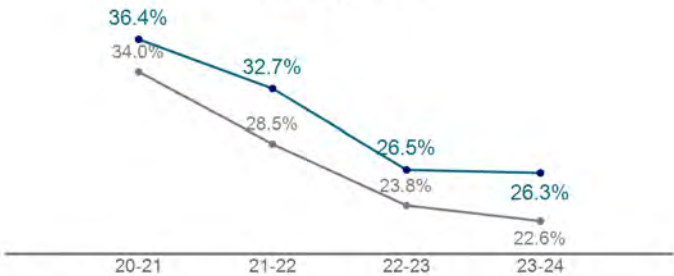
Semester 2 - D/F Rate

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

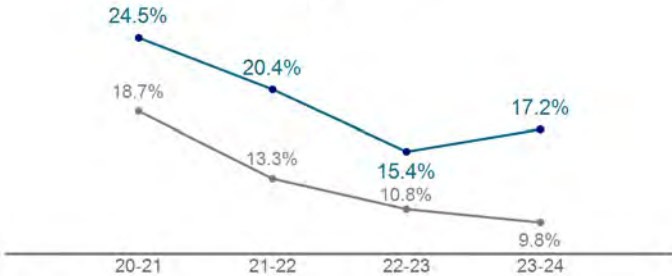
Wilson
All Students
N = 113



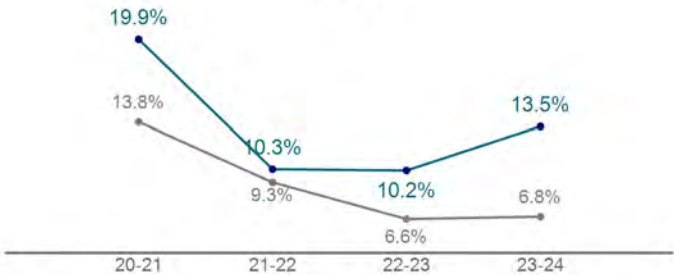
African American



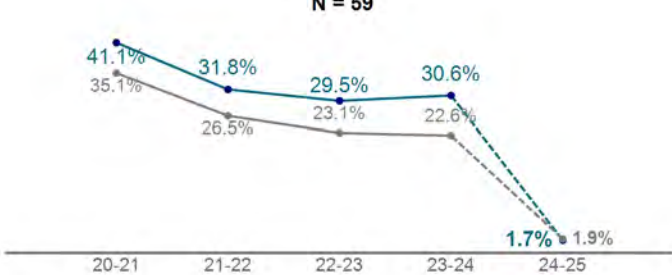
Asian



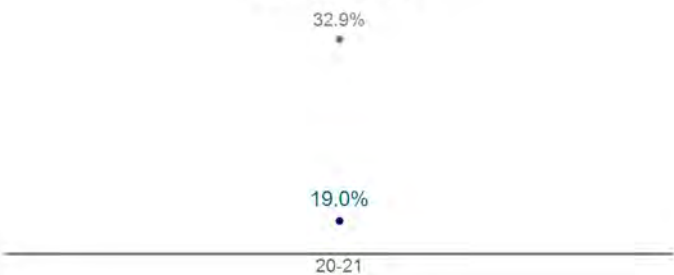
Filipino



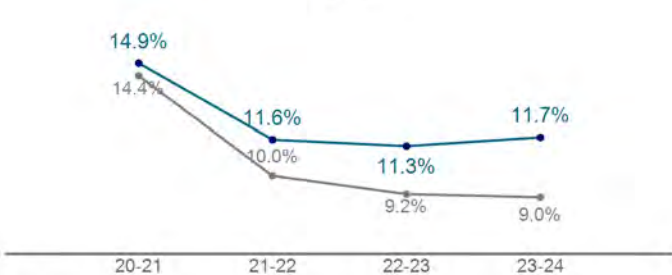
Hispanic
N = 59



Pacific Islander



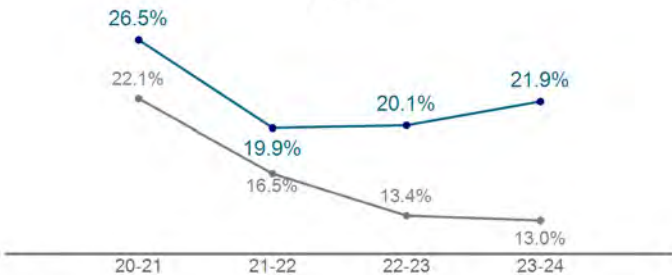
White



Native American

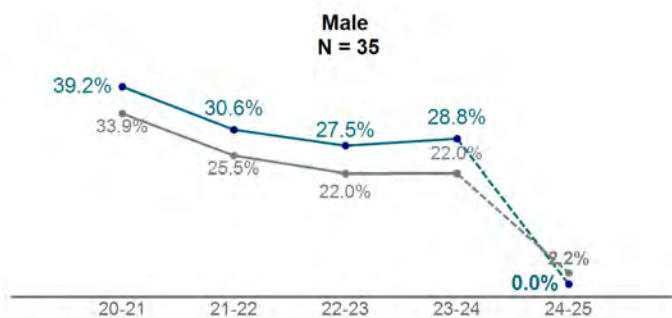
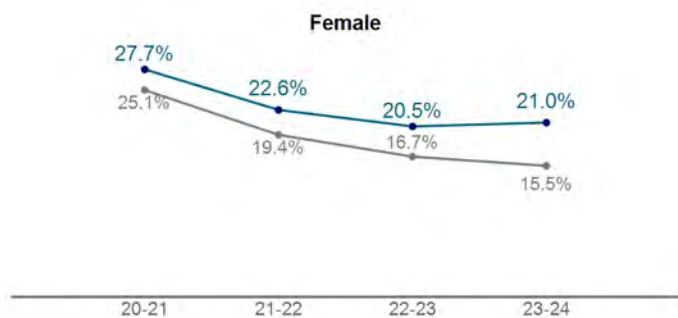
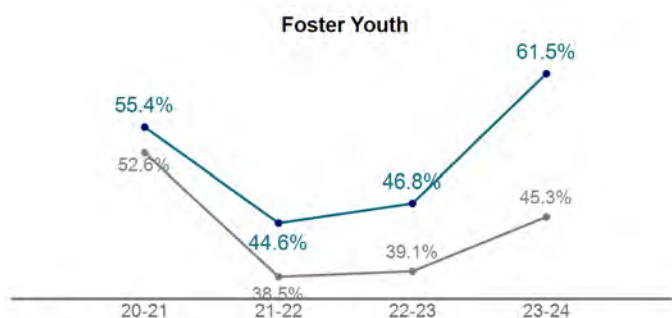
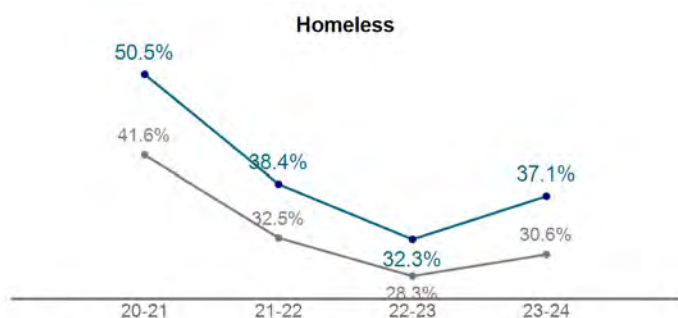
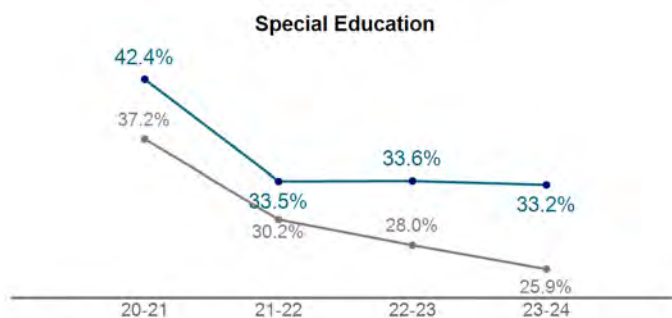
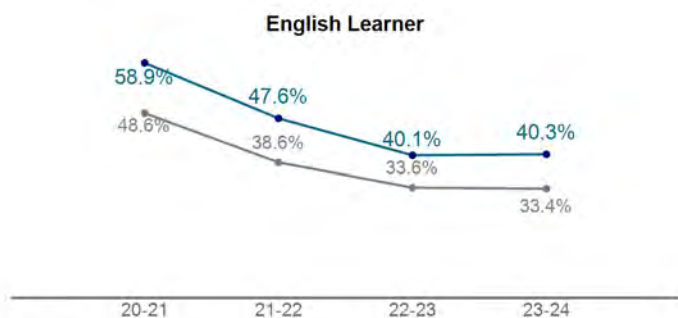
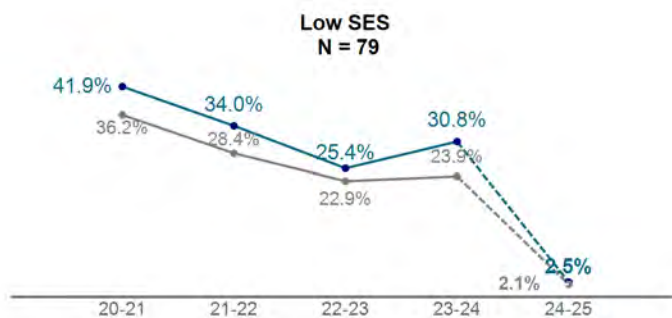
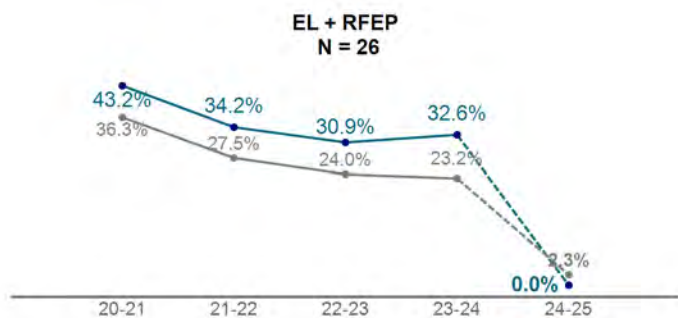
Subgroup with fewer than 20 total grades.

Other



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.
Subaroups 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 Plan for Student Achievement Addendum 2024-2025

Additional Targeted Support and Improvement (ATSI) -

Wilson High School -

If ATSI, identify subgroups:

- | | | |
|---|--|--|
| <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 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.

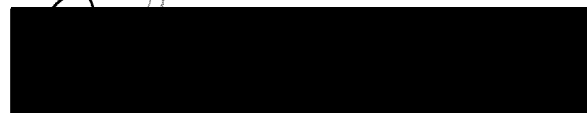
Date Approved by SSC 17 December 2024

Signature of Principal



12/17/24

Signature of SSC Chair



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.

Comments about Resource Inequities *(optional)*

We plan to address all inequities this year during our SSC meetings and to make amendments to the SPSA. We also plan to ask students what would be most beneficial to them.

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 and Expectations framework. Since 2014, LBUSD District staff in an effort to better support sites 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 educational partners. 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 requiring 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.
- 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.
- 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 allow site teams to reflect upon their collective efforts and engage colleagues from other schools and 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 (Level office staff, curriculum leaders, and other district support departments) develop an understanding of their priorities.
- **Classroom Visits:** School team members and visitors (Level office staff, curriculum leaders, and other district support departments) 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, the LROIX platform developed by LBUSD’s Research Office features tools that allow district and site leaders to monitor the progress of CSI schools and their students. LROIX functions enable district & site administrators and teachers to track students who are “at-promise” across a broad spectrum of measures, including chronic absenteeism, discipline, course grades, graduation requirements, iReady growth, 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.

LONG BEACH

UNIFIED • SCHOOL • DISTRICT

Plan Escolar para el Logro Estudiantil Anexo 2024-2025

Elija la designación ▾

Elija el nombre de la escuela ▾

Si es ATSI, identifique los subgrupos:

- | | | |
|---|---|---|
| <input type="checkbox"/> Afroamericanos | <input checked="" type="checkbox"/> Jóvenes en hogares de crianza | <input type="checkbox"/> Desfavorecidos socioeconómicamente |
| <input type="checkbox"/> Indio americanos | <input type="checkbox"/> Hispanos | <input type="checkbox"/> Estudiantes con discapacidades |
| <input type="checkbox"/> Asiático-americanos | <input type="checkbox"/> Sin hogar | <input type="checkbox"/> Dos o más razas |
| <input type="checkbox"/> Estudiante que está aprendiendo inglés | <input type="checkbox"/> Isleños del pacífico | <input type="checkbox"/> Blancos |
| <input type="checkbox"/> Filipinos | | |

Atestación:

El Concilio de Plantel Escolar (SSC, por sus siglas en inglés), durante el proceso de desarrollo de un Plan Escolar para el Logro Estudiantil (SPSA, por sus siglas en inglés), se aseguró de que se incluyan intervenciones y servicios de calidad para los estudiantes de bajo rendimiento en el SPSA, con especial atención en los grupos de estudiantes que llevaron a la identificación Apoyo y Mejora Integral (CSI, por sus siglas en inglés)/ Apoyo y Mejora Específica Adicional (ATSI, por sus siglas en inglés).

SSC participó en una evaluación exhaustiva de las necesidades, basada en datos, con el fin de dar prioridad a las necesidades de los estudiantes y analizar las intervenciones / servicios.

Además, el SSC participó en conversaciones sobre las desigualdades de recursos y fue informado sobre los apoyos enumerados en el Plan Local de Control y Rendición de cuentas (LCAP, por sus siglas en inglés) del Distrito con respecto a nuestra identificación como escuela CSI/ATSI. Las inequidades de recursos y la sección CSI del LBUSD se incluyen en este Anexo.

Al aprobar el SPSA para la escuela, el SSC agrega específicamente este Anexo al SPSA como parte de sus responsabilidades de CSI/ATSI.

Fecha de aprobación por el
SSC

17 diciembre 2024

Firma del director



Firma del presidente del
SSC



Inequidad de recursos

Las escuelas elegibles para CSI o ATSI deben identificar y describir cualquier inequidad de recursos identificada como resultado de la evaluación de necesidades requerida. La consideración de las inequidades de recursos puede informar la evaluación de la eficacia de las acciones en el SPSA y proporcionar una base para el establecimiento de metas y/o resultados esperados para los grupos de estudiantes a los que CSI/ATSI está dirigido.

En nuestro análisis de nuestros servicios SPSA, nuestro SSC encontró lo siguiente sobre las desigualdades de recursos para los grupos de estudiantes a los que CSI/ATSI está dirigido:

- ☐ **No hay inequidades de recursos presentes en nuestro SPSA.** Nuestros estudiantes a los que CSI / ATSI está dirigido son una prioridad y están recibiendo servicios / intervenciones apropiados a través de nuestro programa de toda la escuela.
- ☒ **Había evidencia de inequidad de recursos antes de que se aprobara el SPSA.** Nuestro SSC hizo ajustes al SPSA con el fin de corregir el problema, y el SPSA ahora está proporcionando servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.
- ☐ **Hay alguna evidencia de desigualdad de recursos en el SPSA actual.** Sin embargo, nuestro SSC continuó haciendo ajustes a la SPSA con el fin de asegurar que los estudiantes a los que CSI / ATSI está dirigido reciben servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.

Comentarios sobre la inequidad de recursos (*opcional*)

Apoyo para las escuelas según se identifica en el LCAP del LBUSD

Apoyo para Escuelas Identificadas

El apoyo a las escuelas está basado en asesoramiento y comunidades de formación profesional. El LBUSD ha pasado de prácticas de cumplimiento y supervisión a distancia a una orientación de asesoramiento profundamente arraigada, asociación para abordar problemas de logro estudiantil y un marcado énfasis en la instrucción de calidad en cada salón de clases, según lo definido por el marco del Continuo de Entendimientos del distrito. Desde 2014, el LBUSD ha buscado mejorar el tiempo dedicado a los planteles escolares, con líderes que dedican un promedio de tres a cinco horas al mes en cada plantel-visitas que incluyen observaciones en el salón de clases junto con el director, recopilación de datos relacionados con la implementación de la instrucción y orientación pedagógica para los maestros. Las escuelas de Apoyo y Mejora Integral (CSI) reciben un apoyo aún más intenso, particularmente en áreas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.

Un área crucial de apoyo se centra en la evaluación de necesidades a nivel escolar. La Oficina de Investigación Escolar del LBUSD proporciona datos en profundidad adaptados a cada plantel, que luego se utilizan para desarrollar intervenciones en consulta con las partes interesadas. Las medidas académicas incluyen los parámetros de ELA y matemáticas, las calificaciones en tiempo real (especialmente las D y F), y si los estudiantes están en camino a completar los requisitos de graduación, mientras que las medidas no académicas cubren el ausentismo crónico, las suspensiones y los incidentes disciplinarios. Con la ayuda de líderes del distrito, asesores de plan de estudios y otros expertos, las escuelas de CSI examinan a fondo por habilidad académica, por grupo de estudiantes y por factores logísticos (por ejemplo, la hora del día y la ubicación de las suspensiones). El personal del plantel escolar recibe herramientas y capacitación para crear “listas de vigilancia”, es decir, listas de salones de clases para supervisar de cerca y listas de estudiantes que requieren más intervenciones. Este último está conectado a sistemas de comunicación por teléfono, correo electrónico y texto que pueden ayudar a involucrar a las familias en el proceso.

Aquí hay apoyos específicos que el LBUSD presentó (y continuará proporcionando en el futuro) para ayudar a las escuelas de CSI a desarrollar sus planes:

- El personal de las oficinas por nivel pasó horas adicionales en las escuelas de CSI para ayudar a los directores a realizar análisis más profundos sobre el ausentismo crónico, las suspensiones, los incidentes disciplinarios y los datos de encuestas relacionados con la cultura y el ambiente escolar y el aprendizaje socioemocional. Dichos análisis fueron además de los realizados para medidas académicas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito les proporcionaron a las escuelas de CSI investigaciones sobre intervenciones exitosas basadas en evidencia en escuelas comparables, tanto en el LBUSD como en otros distritos de California. Dependiendo de los programas, la investigación incluyó estudios académicos o mejores prácticas. Esta información se combinó con la información presupuestaria, para que los programas puedan desarrollarse de manera sostenible.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a identificar las inequidades de recursos al proporcionar informes sobre los niveles actuales del personal, las cifras presupuestarias y los datos logísticos. Por medio de varias reuniones individuales, los planteles escolares fueron guiados por expertos en contenido para identificar brechas significativas en los recursos. Por ejemplo, una revisión de los apoyos para estudiantes que están aprendiendo inglés de un plantel escolar incorporaría los maestros adicionales que podrían ser necesarios, junto con los materiales de instrucción, el software tecnológico, el diseño de la programación de intervenciones y otros detalles que ayudarían a desarrollar el programa.
- Con base en la investigación y los análisis de “brechas” descritos en los dos puntos anteriores, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a elegir intervenciones basadas en evidencia. Entre los principios básicos que el LBUSD

promovió en este proceso de toma de decisiones está la sostenibilidad, la importancia de desarrollar programas de alto impacto que puedan implementarse en plazos de varios años. Dada la intensidad de las necesidades de los estudiantes, era esencial tener una perspectiva a largo plazo y hacer ajustes en el camino. LBUSD luego se aseguró de que las escuelas de CSI tuvieran capacitación para la implementación del programa.

- Por último, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a establecer sistemas de supervisión y evaluación. Los apoyos incluyeron capacitación sobre cómo identificar los datos apropiados para recopilar (por ejemplo, la participación de los estudiantes en las intervenciones, los resultados de las pruebas relacionadas, etc.), cómo usar el “rastreador de intervención” del LBUSD o un sistema similar, cómo programar análisis de datos junto con las visitas al plantel escolar descritas anteriormente, y cómo usar la retroalimentación para mejorar el programa. En algunos casos, el LBUSD proporcionó a las escuelas de CSI ejemplos de la encuesta de muestra para reunir perspectivas de estudiantes, padres de familia y personal. El LBUSD también emparejó las escuelas CSI con planteles asociados similares para que los datos puedan compararse y las prácticas prometedoras puedan compartirse.

Supervisión y evaluación de la eficacia

Para supervisar y evaluar la eficiencia de los planes CSI, se realizarán visitas trimestrales. Estas visitas formales permitirán a los equipos del plantel escolar reflexionar sobre sus esfuerzos colectivos e involucrar a colegas de otras escuelas o departamentos del distrito para obtener comentarios objetivos.

Las visitas trimestrales serán personalizadas por las escuelas, pero siguen una estructura común:

- **Instrucciones a todo el Grupo:** El equipo de la escuela (director, maestros y personal de apoyo) proporcionará antecedentes para la visita compartiendo sus planes de CSI. Destacarán los datos de su plantel escolar, las actividades de formación profesional y las intervenciones clave. Ayudarán a los visitantes a desarrollar una comprensión de sus prioridades.
- **Visitas al salón de clases:** Los miembros del equipo escolar y los visitantes observarán los salones de clases, recopilando datos y ejemplos que refuerzan los planes de CSI de la escuela. Tomarán notas, recolectarán imágenes y hablarán con los estudiantes para resumir sus observaciones.
- **Informe de Grupo Completo:** Los miembros del equipo escolar facilitarán un informe que les permita comprender y afirmar los esfuerzos de mejora continua del plantel escolar. Se centrarán no sólo en la entrega de contenido, las prácticas de enseñanza y las acciones de los estudiantes, sino también en las diversas intervenciones que se están implementando para apoyar a los estudiantes con dificultades.
- **Informe del director:** Los directores y/o supervisores de directores participarán en más conversaciones sobre los próximos pasos. Este diálogo se integrará en el trabajo de orientación regular descrito en la sección anterior.

En términos más generales, las herramientas del tablero de datos desarrolladas por la Oficina de Investigación Escolar del LBUSD incluirán “Listas de Vigilancia” que permiten a los líderes del distrito y del plantel escolar supervisar el progreso de las escuelas de CSI, sus maestros y sus estudiantes. La función “escuelas a observar” permitirá a las partes interesadas apropiadas rastrear el porcentaje de estudiantes que están “en riesgo”, “severamente en riesgo”, “de alto riesgo” y “cautelosamente en riesgo” a través de un amplio espectro de medidas, incluyendo absentismo crónico, disciplina, indicadores de nivel de lectura, operaciones matemáticas, etc. calificaciones del curso, requisitos de graduación y preparación para la escuela preparatoria la universidad (según corresponda). Estos datos en tiempo real se utilizarán para ajustar los planes de CSI y desarrollar intervenciones adicionales para los estudiantes con dificultades.



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

ESTUDIANTE-PADRE/TUTOR - COMPACTO - 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 LBUSD
- 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 LBUSD.

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 un 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) Asistir a tantas funciones escolares como sea posible, como eventos Pathway, noche de regreso a clases, jornada de puertas abiertas, reunión de la PTA, 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 LBUSD.

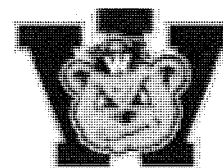


Como MAESTRA en Wilson High School, me esforzaré por:

- 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, estudiantes y padres/tutores de Wilson
- 5) Atender 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
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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 10/22/24 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, 2024. 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 10/22/24



Signature of Principal

(revised 10/16/2023)

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GUÍAS PARA LA PARTICIPACIÓN DE PADRES/TUTORES

La Escuela Secundaria Woodrow Wilson ha desarrollado junto con los miembros del Concilio Escolar y ha distribuido a los padres de los niños participantes, unas Guías para la Participación de los Padres/Tutores en la escuela, que contienen la información requerida por la sección 1118(b) de la Ley de Educación Primaria y Secundaria (ESEA). Las guías establecen las expectativas de Woodrow Wilson High School para la participación de los padres y describe 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 Guías para la 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 las Guías de participación de padres/tutores que la escuela y los padres de los niños participantes acuerden.
- Notificar a los padres sobre las Guías de participación de padres/tutores de la escuela de una manera comprensible. y en un formato uniforme y, siempre que sea posible, distribuir estas guías a los padres en un idioma que los padres puedan entender.
- Poner a disposición de la comunidad local las Guías de participación de padres/tutores de la escuela.
- Actualizar periódicamente las Guías de participación de padres/tutores de la escuela para satisfacer las necesidades cambiantes de los padres y la escuela. El Concilio Escolar (SSC) debe aprobar estas guías anualmente.
- Adoptar el pacto entre el hogar y la escuela de la escuela como componente de sus guías escolares para la participación de padres/tutores. El Concilio 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 GUÍAS PARA LA 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 guías escolares de participación de padres/tutores y su plan para toda la escuela bajo la Sección 1118(b) de la ESEA. La escuela actualizará periódicamente sus Guías 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. Sescuela Plan para el rendimiento estudiantil
 - v. Requisitos y mandatos del Título I (según corresponda)
- Reunión de planificación con el SSC y el Comité Asesor de Estudiantes de Inglés (ELAC-según sus siglas en inglés)(en un momento conveniente) para revisar los datos de las evaluaciones, el Plan Único para el Rendimiento Estudiantil y las Guías de Participación de los Padres del año anterior
 - i. Invitar a otros padres y partes interesadas a asistir a la reunión a través de volantes enviados a casa con estudiantes
 - ii. Anuncios en la Noche de Regreso a Clases
 - iii. Utilizar Teleparent/SchoolMessenger para anunciar fechas/lugares de reuniones
- En la reunión
 - i. Revisar el plan escolar, las Guías de participación de los padres y el Pacto entre el Hogar y la Escuela, conjuntamente cuando se realicen cambios (eliminaciones o adiciones) según sea necesario.
 - ii. El Concilio Escolar (SSC) debe votar para aprobar al padre/tutor Guías 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 camboyano.

2. Woodrow Wilson High School tomará las siguientes acciones para distribuir a los padres/tutores de los niños participantes y la comunidad local, las Guías de participación de padres/tutores:

- Reuniones del SSC y ELAC
- Sección del Boletín Informativo
- 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 del Boletín Informativo
- 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 de otras reuniones de padres/tutores (PTSA/Aldea de Padres de Sankofa), etc.)
- En la Noche de Regreso a Clases
- En el sitio web de la escuela
- A través de las sendas académicas (Pathways) 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 del 9º 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, enlaces a sitios web
- Reuniones de la PTSA / ELAC

6. Woodrow Wilson High School presentará al distrito cualquier comentario de los padres/tutores si el plan para toda la escuela según la sección (1114)(b)(2) no es satisfactorio para los padres/tutores de los niños participantes:

PARTE III

RESPONSABILIDADES COMPARTIDAS PARA UN 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 plantel 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 Guías de participación de padres/tutores en la escuela:

- Describe la responsabilidad compartida del hogar, la escuela y el estudiante en el ámbito académico.
- Desarrollado/revisado en las primeras reuniones del SSC y ELAC
- El Concilio Escolar debe votar para aprobar el pacto
- La discusión, distribución y recolección se realizará mediante la 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 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 en un formato uniforme, incluidos formatos alternativos si se solicitan, 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 GUIAS PARA LA DE PARTICIPACIÓN DE PADRES/TUTORES

NOTA: Las Guías 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, decide realizar para desarrollar la capacidad de participación de los padres/tutores en la escuela para apoyar el rendimiento académico de sus hijos. , como las siguientes actividades discrecionales enumeradas en la Sección 1118(e) de ESEA:

- pagar los gastos razonables y necesarios asociados con actividades para la participación de los padres/tutores, incluyendo costos de transporte y cuidado infantil, para permitir que las familias participen en reuniones y sesiones de capacitación relacionadas con la escuela;
- Informar a las familias para mejorar su participación;
- 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 Guías para la participación de padres/tutores de la escuela secundaria Woodrow Wilson have ha sido desarrollado conjuntamente y acordado por los padres/tutores, profesores y estudiantes. Las Guías fueron adoptadas por los miembros del Consejo Escolar el **10/22/24** y tendrá vigencia durante el período de **1 año**. La escuela distribuirá las Guías a todos los padres en la fecha o antes del 1 de diciembre de 2024. Escuela secundaria Woodrow Wilson, cuando sea posible, proporcionará una copia de estas Guías a los padres en un idioma que los padres/tutores puedan entender.

Susanne Caverly 10/22/24

Firma del director

(revisado el 10/16/2024)