

Comprehensive Support and Improvement (CSI) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Wilson High School	43-69674-4330247	April 22, 2025	June 12, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Wilson High School for meeting ESSA's planning requirements for Comprehensive Support and Improvement (CSI) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement	3
Resource Inequities	3
Comprehensive Needs Assessment Components	3
California School Dashboard (Dashboard) Indicators.....	4
Other Needs.....	4
School and Student Performance Data	5
Student Enrollment.....	5
CAASPP Results.....	8
ELPAC Results	13
Student Population.....	17
Overall Performance	19
Academic Performance.....	21
Academic Engagement	28
Conditions & Climate.....	32
Goals, Strategies, & Proposed Expenditures.....	34
Goal 1.....	34
Goal 2.....	36
Goal 3.....	38
Goal 4.....	40
Goal 5.....	43
Budget Summary	45
Budget Summary	45
Other Federal, State, and Local Funds	45
Budgeted Funds and Expenditures in this Plan	46
Funds Budgeted to the School by Funding Source.....	46
Expenditures by Funding Source	46
Expenditures by Budget Reference	46
Expenditures by Budget Reference and Funding Source	46
Expenditures by Goal.....	47
School Site Council Membership	48
Recommendations and Assurances	49

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Comprehensive Support and Improvement (CSI) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The school meets as needed with the SSC and the administrator is kept up to date with all requirements through the support of the district level administration. Administration works closely with district administration regarding CSI requirements and goals. Plans and goals are developed based on data analysis with input from various stakeholders. The school plan is in alignment with the district's LCAP goals to improve student achievement in support of underserved students. WHS utilizes a continuous cycle of inquiry to reflect annually and create improvements and modifications based on evolving student needs.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Staff Input is gathered through staff meetings, surveys, and discussions throughout the year. Staff give input as to where the targeted funds would be most valuable for our students to succeed based on data points reviewed monthly at Data/Collaboration Staff Meetings. The SPSA is reviewed as needed throughout the year through SSC (School Site Council) meetings for updates and approval. The school site leadership team meets monthly to review goals and progress. Parents and students are invited to SSC meetings for input however they rarely attend. Student voice is heard through surveys and our Spirit and Leadership group (SAL) on campus. SPSA was discussed at two SSC Meetings this school year: 11/20/2024 and 4/22/2025. Due to a low percentage of EL students, an ELAC committee is not a requirement for Wilson HS.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI only.

Wilson High School is currently identified for Comprehensive Support and Improvement (CSI) due to low graduation rates. Through our needs assessment, we identified several resource inequities that contribute to this outcome.

Students at Wilson often face significant social-emotional and mental health challenges, yet access to wellness and therapeutic services has historically been limited. Until recently, the school had only part-time counseling and wellness support, which impacted our ability to provide early, sustained interventions for students at risk of falling off track for graduation. Limited availability of a school therapist and reduced counseling staffing meant that some students did not receive the timely academic guidance or emotional support necessary to stay engaged and complete graduation requirements.

In addition, access to credit recovery and consistent academic interventions has been inconsistent over time, especially for students who transfer mid-year, have gaps in coursework, or face external challenges like housing instability or trauma. These students often experience delays in getting the academic and wraparound services they need.

Current CSI funding is helping to address some of these inequities by funding an on-site therapist, an additional day of counseling services focused on college and career readiness, and paraeducator/tutoring support for students. However, these are critical services that should be part of the school's baseline support system, rather than dependent on temporary funding. As a school community, we are working to create long-term solutions that ensure every student has the support they need to graduate.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Chronic Absenteeism has no performance color this past year despite typically being in the Red category. Graduation Rate was 54.5% and ELA was 150.3 points below standard and both are in the RED category. Math was 221.7 points below standard and is in the Orange category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Due to a low number of all students on the dashboard, many subgroups are not quantified. Wilson is in the Red category in the Socioeconomically Disadvantaged and Hispanic subgroups in Graduation Rates. In other categories in the Red and Orange range above, the subgroups are not quantified.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

The mental health support that Wilson students need is above average. This is difficult to quantify, however our wellness staff work with 100% of our students in some capacity and over 40% of our students receive regular sessions and check ins. 80% of our students are referred by a staff member for wellness support. 17% of our students have an Emotional Disturbance diagnosis; which requires additional support and attention. Over 70% of our students self-determine that they suffer with Anxiety while over 40% admit to issues with motivation and concentration. During counseling sessions students disclose that they are dealing with trauma (over 70%).

It is evident that additional mental health support is needed at Wilson and will be provided through soft funding (CSI). However, it should become a baseline level of support for staffing at Wilson and not reliant on soft-funding that could not be provided the following year.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Wilson High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.54%	0%	1.27%	2	0	2
African American	2.45%	2.45%	3.16%	9	4	5
Asian	32.61%	14.72%	11.39%	120	24	18
Filipino	4.62%	4.91%	2.53%	17	8	4
Hispanic/Latino	35.33%	50.31%	53.80%	130	82	85
Pacific Islander	%	0%	0.63%		0	1
White	18.48%	18.4%	22.15%	68	30	35
Multiple/No Response	5.16%	7.98%	4.43%	19	13	7
Total Enrollment				368	163	158

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	23		
Grade 1	34	3	
Grade 2	31		
Grade3	25	3	
Grade 4	29	2	
Grade 5	18	1	
Grade 6	24	1	
Grade 7	18	3	2
Grade 8	11	5	4
Grade 9	20	6	2
Grade 10	20	16	17
Grade 11	30	36	33
Grade 12	85	87	100
Total Enrollment	368	163	158

Conclusions based on this data:

1. First, our data that includes K-8th graders that does not impact the spending of these targeted funds. Our CDE school code includes other programs that are not involved directly with Wilson High School (ie: Community Day).
2. Additionally, the K-5 program ended in 2023 and the 6-8 program closed at the end of the 2024 school year. The high enrollment numbers are due to the online learning platform that was offered due to the pandemic. The 23-24 data is the most accurate for Wilson HS with over 50% of the students enrolled being in the 12th grade.
3. The enrollment data also shows that we have a high number of 12th graders and that number has continued to be the largest enrollment number at Wilson as it also includes our 5th year students. In general the overall enrollment numbers have stayed relatively consistent with numbers and ethnicity (Latinx being the majority of our HS student population at over 50%).

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	77	34	32	22.50%	20.9%	20.3%
Fluent English Proficient (FEP)	69	33	37	23.10%	18.8%	23.4%
Reclassified Fluent English Proficient (RFEP)	43	28	34	5.6%	11.7%	21.5%

Conclusions based on this data:

1. The overall number of EL students has stayed consistent over the past 3 years. (21-22 data includes the virtual K-8 program which is not a part of WHS). However, this data includes programs that do not include WHS, such as our Post Secondary program that currently has about 5 of the students counted in this count for 23-24.
2. Wilson HS has a lower percentage of EL students enrolled - approximately 12% - rather than the 20.3% provided through state data.
3. Overall, Wilson tends to not enroll EL (level 1) students due to the independent study nature of our school and the reliance on English language (reading and writing) for access to the curriculum. Primarily our EL students are enrolled in our YPC (Young Parents Center) due to their higher need for childcare and young parenting support with more limited EL supports.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11	*		11	*		11	*		100.0		
Grade 4	16	*		15	*		15	*		93.8		
Grade 5	9	*		9	*		9	*		100.0		
Grade 6	18	5		14	5		14	5		77.8	100.0	
Grade 7	16	*	5	13	*	4	13	*	4	81.3		80
Grade 8	11	8	6	9	6	4	9	6	4	81.8	75.0	66.7
Grade 11	45	49	39	35	29	24	35	29	24	77.8	59.2	61.5
All Grades	126	70	50	106	46	32	106	46	32	84.1	65.7	64

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2460.	*		45.45	*		18.18	*		9.09	*		27.27	*	
Grade 4	2533.	*		46.67	*		20.00	*		33.33	*		0.00	*	
Grade 5	*	*		*	*		*	*		*	*		*	*	
Grade 6	2588.	*		35.71	*		21.43	*		28.57	*		14.29	*	
Grade 7	2621.	*	*	53.85	*	*	23.08	*	*	7.69	*	*	15.38	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	2574.	2572.	2535.	11.43	17.24	12.50	31.43	34.48	25.00	37.14	20.69	25.00	20.00	27.59	37.50
All Grades	N/A	N/A	N/A	28.30	21.74	12.50	26.42	32.61	28.13	28.30	19.57	21.88	16.98	26.09	37.50

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	20.00	*	*	71.43	*	*	8.57	*	*
All Grades	27.36	23.91	12.50	60.38	56.52	59.38	12.26	19.57	28.13

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	11.43	*	*	54.29	*	*	34.29	*	*
All Grades	31.13	23.91	12.50	45.28	47.83	46.88	23.58	28.26	40.63

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	5.71	*	*	91.43	*	*	2.86	*	*
All Grades	15.09	15.22	3.13	80.19	73.91	87.50	4.72	10.87	9.38

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	17.14	*	*	68.57	*	*	14.29	*	*
All Grades	23.58	17.39	15.63	67.92	65.22	68.75	8.49	17.39	15.63

Conclusions based on this data:

1. Only 11th grade pertains to Wilson High School. K-8 programs are under Wilson's CDS code, but not under Wilson's direction/funding. A large number of Wilson students tested are Wilson students that come to Wilson because they are credit deficient. This means that their scores will be lower than expected since they may not have covered the grade level content required for the assessment. This data reflects the at -risk nature of our students.
2. There was a 14.2% decrease in the percentage of 11th graders that met or exceeded the ELA test - this aligns with our SPSA and WASC goal to increase literacy in our students and continues to be a focus for our WASC goals as well.
3. Without consistent enrollment from years prior to the testing (they were not Wilson students typically before their Junior year), it is difficult to compare yearly results with fidelity. However, it is always a focus for WHS to meet the needs of the students currently attending our school. Literacy continues to be a focus and goals are created with student literacy in mind.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11	*		11	*		11	*		100.0		
Grade 4	15	*		14	*		14	*		93.3		
Grade 5	9	*		9	*		9	*		100.0		
Grade 6	18	5		14	5		14	5		77.8	100.0	
Grade 7	16	4	5	13	*	4	13	*	4	81.3		80
Grade 8	11	7	6	8	5	4	7	5	4	72.7	71.4	66.7
Grade 11	45	49	38	30	27	23	29	27	23	66.7	55.1	60.5
All Grades	125	70	49	99	43	31	97	43	31	79.2	61.4	63.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2436.	*		27.27	*		27.27	*		9.09	*		36.36	*	
Grade 4	2538.	*		64.29	*		14.29	*		14.29	*		7.14	*	
Grade 5	*	*		*	*		*	*		*	*		*	*	
Grade 6	2580.	*		28.57	*		35.71	*		21.43	*		14.29	*	
Grade 7	2621.	*	*	53.85	*	*	23.08	*	*	0.00	*	*	23.08	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	2498.	2472.	2448.	3.45	0.00	4.35	3.45	11.11	0.00	24.14	14.81	21.74	68.97	74.07	73.91
All Grades	N/A	N/A	N/A	27.84	6.98	12.90	16.49	13.95	0.00	16.49	13.95	19.35	39.18	65.12	67.74

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	23.71	6.98	12.90	52.58	53.49	48.39	23.71	39.53	38.71

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	24.74	4.65	6.45	56.70	65.12	54.84	18.56	30.23	38.71

Conclusions based on this data:

1. Only 11th grade pertains to Wilson High School. K-8 is under Wilson's CDS code, but not under Wilson's direction/funding. A large number of Wilson students tested are Wilson students come to Wilson because they are credit deficient. This means that their scores will be lower than expected since they may not have covered the grade level content required for the assessment. This data reflects the at -risk nature of our students.
2. We continue to have a majority of the students below standard on this assessment: this past year 0% met standards however 4.35% exceeded standards. Students continue to struggle in the area of mathematics and WHS has provided more tutoring and support sessions for our students to try to close this gap.
3. Math continues to be a focus on our WASC goals as students come to Wilson behind grade level and need remediation support to complete the required Algebra 1 coursework. Overall, there was a decrease in students meeting or exceeding the Math assessment by 6.76%.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://elpac.org) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
1	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	6	*	*
10	*	*	*	*	*	*	*	*	*	*	6	*
11	*	*	*	*	*	*	*	*	*	4	6	8
12	*	*	*	*	*	*	*	*	*	*	5	*
All Grades										28	22	15

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
1	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
7		*	*		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.74	40.00	46.67	33.33	30.00	13.33	25.93	20.00	26.67	0.00	10.00	13.33	27	20	15

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
1	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
7		*	*		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	48.15	60.00	60.00	44.44	30.00	20.00	7.41	5.00	13.33	0.00	5.00	6.67	27	20	15

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
1	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
7		*	*		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.22	0.00	0.00	33.33	30.00	20.00	40.74	45.00	46.67	3.70	25.00	33.33	27	20	15

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
1	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.63	15.00	26.67	62.96	75.00	46.67	7.41	10.00	26.67	27	20	15

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
1	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	70.37	95.00	73.33	29.63	0.00	20.00	0.00	5.00	6.67	27	20	15

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
1	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.93	15.00	0.00	59.26	35.00	53.33	14.81	50.00	46.67	27	20	15

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
1	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.93	10.00	6.67	70.37	80.00	66.67	3.70	10.00	26.67	27	20	15

Conclusions based on this data:

1. There are a small number of students tested in the ELPAC, which makes a lot of the data omitted due to a small sample size with little data to compare. This tends to be consistent year to year.
2. This makes a lot of this data unusable due to the small sample size.
3. Historically, our EL Level 1 and 2 students tend to be students enrolled in the Young Parents Center program due to being pregnant or a parenting mother or father. This accounted for 7 students last year (23-24).

School and Student Performance Data

Student Population

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
158	46.8%	20.3%	1.9%
Total Number of Students enrolled in Wilson High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	32	20.3%
Foster Youth	3	1.9%
Homeless	1	0.6%
Socioeconomically Disadvantaged	74	46.8%
Students with Disabilities	67	42.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	3.2%
American Indian	2	1.3%
Asian	18	11.4%
Filipino	4	2.5%
Hispanic	85	53.8%
Two or More Races	7	4.4%
Pacific Islander	1	0.6%
White	35	22.2%

Conclusions based on this data:

1. This data includes our Post Secondary program (18-22 year olds with disabilities) but still overall depicts our school as a whole well. We see a high % SPED students compared to the comprehensive high schools (45 students are in

the PS program, that still leaves WHS with 22 students at 19.5%). This is a goal to work with the SPED department to provide additional supports for the students with IEP goals attending an independent study school.

2. Typically WHS has a high percentage of students that are socioeconomically disadvantaged at 50% or more. This means we have students with significant needs that we work hard to meet. This is consistent year to year.
3. Ethnic enrollment has been consistent yearly with the majority of the students being Hispanic at over 50%. Again, the PS data skews the data slightly and there are more Hispanic students at WHS than the PS and the average is still over 50%.

School and Student Performance Data

Overall Performance

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2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	Graduation Rate  Red	Suspension Rate  Yellow
Mathematics  Orange	Chronic Absenteeism  No Performance Color	
English Learner Progress  No Performance Color		
College/Career  Yellow		

Conclusions based on this data:

1. Wilson High is very low in our suspension rates since we often do not suspend students (suspension data is shared with other programs in our district that are under the CDS code). We work hard to have restorative practices for our students that do break Ed. Codes. Also, being an independent study school, suspension is not an effective consequence.
2. Graduation Rates (54.5% in 2024) are a large focus for our school. We work hard to have our students succeed academically to achieve their HS diplomas, but often we need to work on their mental and physical health before (and while) we work on their academics. We often enroll students that are credit deficient and cannot graduate on time so they stay enrolled at Wilson for at least one more year to graduate. These students have counted negatively toward the graduation rate, but we often graduate them the next year as 5th year students.
3. See other sections regarding the low testing scores and the connection to students enrolled that are credit deficient and haven't passed the standards connected to the testing. Subgroup data is non-existent due to low numbers to provide statistically significant data.

School and Student Performance Data

Academic Performance English Language Arts

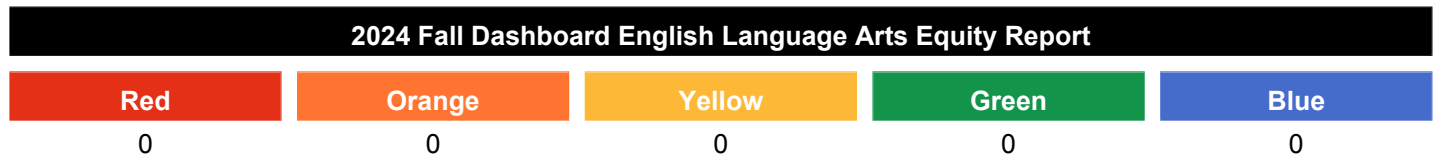
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Red 150.3 points below standard Declined 9.2 points 38 Students	English Learners  No Performance Color Less than 11 Students 9 Students	Long-Term English Learners  No Performance Color Less than 11 Students 4 Students
Foster Youth  No Performance Color Less than 11 Students 1 Student	Homeless  No Performance Color Less than 11 Students 1 Student	Socioeconomically Disadvantaged  No Performance Color 177.7 points below standard Increased 16.7 points 20 Students

Students with Disabilities  No Performance Color Less than 11 Students 8 Students	African American  No Performance Color Less than 11 Students 0 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color Less than 11 Students 1 Student	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 172.5 points below standard Increased 4.8 points 27 Students
Two or More Races  No Performance Color Less than 11 Students 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students 10 Students

Conclusions based on this data:

1. We do not have Performance Levels in many areas due to a statistically insignificant number of students participating. This is consistent year to year.
2. Overall, we work closely with our students to increase their academic levels, however they often arrive to our school as Juniors already far below grade level, which greatly impacts their ability to score proficiently on these standardized tests.
3. While there was an overall decrease for all students (9.2 points), it should be noted that there were increases for our Hispanic (4.8 points) and low SES (16.7 points) students. These subgroups are the majority of our students enrolled at Wilson.

School and Student Performance Data

Academic Performance Mathematics

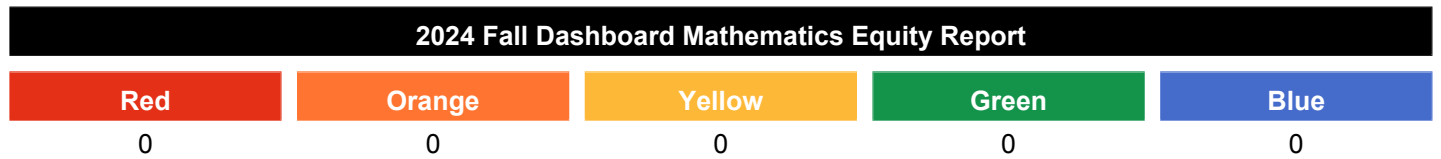
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 221.7 points below standard Increased 3.8 points 37 Students	English Learners  No Performance Color Less than 11 Students 9 Students	Long-Term English Learners  No Performance Color Less than 11 Students 4 Students
Foster Youth  No Performance Color Less than 11 Students 1 Student	Homeless  No Performance Color Less than 11 Students 1 Student	Socioeconomically Disadvantaged  No Performance Color 248.1 points below standard Increased 16.3 points 20 Students

Students with Disabilities  No Performance Color Less than 11 Students 8 Students	African American  No Performance Color Less than 11 Students 0 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color Less than 11 Students 1 Student	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 248.6 points below standard Increased 19.4 points 27 Students
Two or More Races  No Performance Color Less than 11 Students 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students 9 Students

Conclusions based on this data:

1. Overall, we work closely with our students to increase their academic levels, however they often arrive to our school as Juniors already far below grade level, which greatly impacts their ability to score proficiently on these standardized tests. This is consistent year to year.
2. We do not have Performance Levels in many areas due to a statistically insignificant number of students participating.
3. Math is always a focus at Wilson for all of our students and it is celebrated that there was a slight increase of 3.8 points in our overall scores in mathematics and within the specific subgroups of low SES (16.3 points) and Hispanic (19.4 points). These are the largest subgroups at Wilson and always a focus for improvement.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 48.1% making progress. Number Students: 27 Students	 No Performance Color 68.8% making progress. Number Students: 16 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
3.7%	14.8%	3.7%	25.9%

Conclusions based on this data:

1. We often do not accept students in the Level 1 stage in EL due to the large amount of reading required in Independent Study.
2. It is hard to distinguish - from this data provided - which EL students are attending Wilson High School or are attending the Post Secondary or other programs on our CDS code. Additionally, which students are in our Young Parents Center program due to pregnancy or parenting.
3. We do know 7 students at Wilson were in the YPC program, as stated in a previous section, and our Post Secondary students with disabilities with an EL status are often making slight progress until they take the Alternate ELPAC for reclassification.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

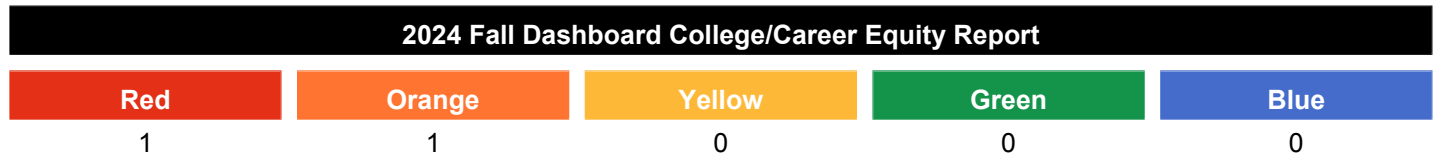
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students  Yellow 17.2 Prepared Increased 2.7 64 Students	English Learners  No Performance Color 0 Prepared Declined 7.7 13 Students	Long-Term English Learners  No Performance Color 0 Prepared 0 12 Students
Foster Youth  No Performance Color Less than 11 Students 0 2 Students	Homeless  No Performance Color Less than 11 Students 0 4 Students	Socioeconomically Disadvantaged  Orange 15.2 Prepared Maintained 1.8 46 Students

Students with Disabilities  No Performance Color 0 Prepared Declined 14.3 20 Students	African American  No Performance Color Less than 11 Students 0 6 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 0 6 Students	Filipino  No Performance Color Less than 11 Students 0 2 Students	Hispanic  Red 9.1 Prepared Maintained 1.8 33 Students
Two or More Races  No Performance Color Less than 11 Students 0 6 Students	Pacific Islander  No Performance Color Less than 11 Students 0 1 Student	White  No Performance Color Less than 11 Students 0 10 Students

Conclusions based on this data:

1. We do not have Performance Levels in many areas due to a statistically insignificant number of students participating. This is consistent year to year.
2. This is a focus for Wilson within our WASC goals and SPSA goals. The additional day of school counseling focused on college and career preparedness will support this. It is progress to see a slight increase of 2.7 points for the 23-24 school year.
3. However, there are rigid expectations to be considered "prepared" on the CCI. This is difficult to attain for many students arriving at WHS credit deficient and focused on just completing HS to move on to their next steps - which often include community college. This is a work in progress for WHS staff and students.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  No Performance Color 45.5% Chronically Absent Increased 9.1 11 Students	English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Socioeconomically Disadvantaged  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students

Students with Disabilities  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students

Conclusions based on this data:

1. At Wilson High School our attendance is based on work productivity and not if they physically attend school.
2. WHS is actively working on our tiered interventions and supports to better meet the needs of our CA students. We often are the last placement for students and work diligently to get them back on track with their education.
3. WHS increased overall by 9.1% for chronically absent students. Oftentimes we continue to keep students on our enrollment while they attend to their medical and mental health needs while supporting them behaviorally instead of academically.

School and Student Performance Data

Academic Engagement Graduation Rate

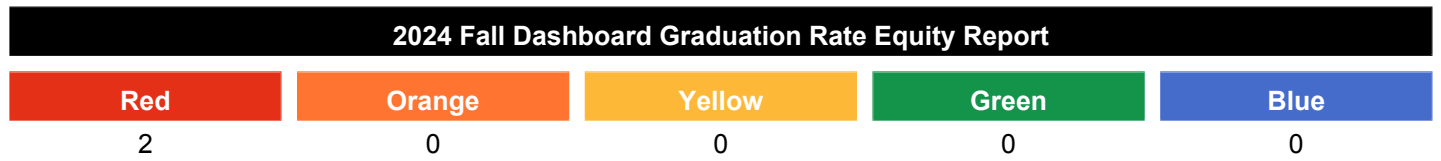
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Red 54.5% graduated Increased 16.5% 66 Students	English Learners  No Performance Color 64.3% graduated Increased 21.4% 14 Students	Long-Term English Learners  No Performance Color 58.3% graduated 12 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Socioeconomically Disadvantaged  Red 51.1% graduated Increased 14% 47 Students

Students with Disabilities  No Performance Color 19% graduated Declined 16.7% 21 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Hispanic  Red 54.3% graduated Increased 19.4% 35 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students

Conclusions based on this data:

1. Graduation rates overall increased to 54.5% (increase of 16.5%) this past school year with a solid increase within our Hispanic community of 19.4%.
2. It should be noted that the graduation reporting should include 5th year students and students that graduate with an Adult Education Diploma into the calculated rates as well. Also, post secondary students should not be included in the overall count. Getting accurate graduation rates has proven to be consistently difficult.
3. Overall, we are striving for a 67% graduation rate each year and for 3 years consistently to be removed from being labeled a CSI school.

School and Student Performance Data

Conditions & Climate Suspension Rate

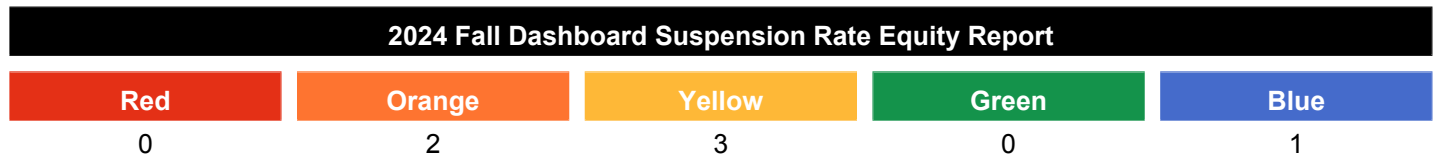
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 1.9% suspended at least one day Increased 1.9% 215 Students	English Learners  Yellow 2.2% suspended at least one day Increased 2.2% 46 Students	Long-Term English Learners  Orange 2.8% suspended at least one day Increased 2.8% 36 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Socioeconomically Disadvantaged  Yellow 1.7% suspended at least one day Increased 1.7% 115 Students

Students with Disabilities  Yellow 2.2% suspended at least one day Increased 2.2% 91 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  No Performance Color 0% suspended at least one day Maintained 0% 21 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	Hispanic  Orange 3.4% suspended at least one day Increased 3.4% 117 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 16 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Blue 0% suspended at least one day Maintained 0% 43 Students

Conclusions based on this data:

1. It's very rare for WHS to suspend students - only for serious offences. Due to the independent study nature of the program, it is not beneficial to suspend students - rather we work with restorative practices.
2. There was an increase in suspension data due to a fight on campus during the 23-24 school year - the first in the past decade. This resulted in both students receiving official suspensions in our database while also working on restorative practices with our site teams.
3. Other suspension data is attributed to other programs, not Wilson HS.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Attendance and Graduation Rates

School Goal and WASC Goal #1:

Systematically work towards increasing average productivity attendance rate by 5-7% monthly (yearly average increase by 10%) by fostering a culture of regular attendance and engagement among students while implementing targeted interventions and support systems to help students overcome barriers to attendance

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals (updated in 2024-2025 school year):

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Attendance and productivity rates continue to be below average. Staff continually discuss ways to engage students to attend school and complete work. Direct instruction courses were created and additional courses were approved to start utilizing in the 25-26 school year - the goal is by increasing elective offerings to better engage students, that more students will attend and be engaged with their school work.

We partner with the adult education garden community to build a garden to engage our students in hands on activities on campus. Additionally we partner with Donors Choose to provide supplies for our blossoming garden.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rates	54% last year, 38% prior year graduation rate	67% for the 24-25 school year and maintained for 3 years consecutively
Monthly productivity attendance	Currently averaging around 60% school wide each month	Increase to 70% average monthly attendance

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

1.1	An extra day of counseling is needed to support our students with their post high school planning along with attendance tracking.	All Students, especially those expected to graduate	35000 Title I Part A: Targeted Assistance Program 1000-1999: Certificated Personnel Salaries CSI FUNDS: 20% counselor salary
1.2	Maintain and regularly analyze data in order to monitor the progress of our student target groups and to assist individual student success. Create a clear 3-tiered system of interventions to provide targeted supports for students. Utilize PBIS training and coach to create this model.	All students with a focus on those not meeting attendance and work production expectations - our Tier 2 and 3 students.	2000 Title I Part A: Targeted Assistance Program 1000-1999: Certificated Personnel Salaries CSI FUNDS: Teacher time (hourly paid) to create and produce the structure for attendance intervention (PBIS Tiers 2 and 3) 7454 Targeted Allocation 4000-4999: Books And Supplies Carryover + CSI FUNDS: Materials and supplies for the implementation of PBIS model (signage, posters, mural commission, etc)
1.3	Extra support through 1:1 and small group tutoring is needed for our students. A tiered intervention support that the staff has recognized is an additional part time instructional aide.	Targeted Students selected through decision rules in our Tier 2 and 3 meetings	40000 Title I Part A: Targeted Assistance Program 2000-2999: Classified Personnel Salaries CSI Funds: Instructional Aide

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

There has been slow progress in this goal as various strategies have been implemented years prior to determine what effectively works. The staff feel confident that our plan for the upcoming school year will be more thorough and robust to meet the needs of students more consistently.

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

There were no major differences.

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

The wording of the goal was changed from prior years to directly match the WASC goal created during the self-study process. But, the overarching goal of attendance and graduation rates remain.
Staff is currently in progress of discussing changes to our bell schedule and direct instruction courses offered to better engage students, this is a work in progress.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Proficiency in Reading/Language Arts

School Goal and WASC Goal #3:

For credit deficient students, increase credit completion from their previous semester through strategies such as: developing innovative curriculum, non a-g course creation, direct instruction options, and flexible scheduling.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals (updated in 2024-2025 school year):

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students arrive to WHS below grade level in reading and all areas of ELA and typically deficient in credits towards graduation.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Research a reading intervention program for students to access for online and independent support.	Students below grade level on STAR Reading test will be assigned a reading assessment and platform.	1500 Title I Part A: Targeted Assistance Program 1000-1999: Certificated Personnel Salaries CSI Funds: Teacher time, training as needed on chosen platform

			6500 Targeted Allocation 5000-5999: Services And Other Operating Expenditures purchase software as necessary (licensing agreements)
1.2	Ongoing review and assessment of existing curriculum for use of current technology and real-world application. Determine any changes.	All students	6102 Targeted Allocation 1000-1999: Certificated Personnel Salaries Teacher time to create/enhance
1.3	Provide PD for teaching staff on how to best support struggling readers/writers and students with trauma. Continue using KhanMigo and look for other ways to support students.	All students will benefit, but especially those with trauma.	0 15000 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures conferences, workshops, materials (books for staff reading)

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

With a revolving door of students enrolled at Wilson it is difficult to find consistent and longitudinal data. However there is progress in this goal as the staff is now prepared to update curriculum in the upcoming school year.

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

No major changes. The focus will be on curriculum updates and development this upcoming school year.

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

STAR Reading began being utilized in the 24-25 school year and this year is our baseline year with our new reading assessment (due to SRI no longer being provided as an assessment tool).

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Post-Secondary Plan for Every Student

School Goal and WASC Goal 3:

Work towards achieving a minimum 67% graduation rate annually, ensuring that a majority of students successfully complete their high school education and create post-secondary opportunities.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals (updated in 2024-2025 school year):

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

WHS students need to be College and Career ready once graduating from our school. However it is difficult to reach the milestones expected in the CCI indicators. For our students, we work towards those indicators, but focus on their plans post high school graduation. That would include FAFSA completion, scholarship applications, college applications, or trade school research and applications.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CCI scores	Orange Performance color on the CA Dashboard for 2024	Increase for the 25-26 school year

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide students with greater exposure to post-high school opportunities and facilitate the development and implementation of a post-secondary plan for every student prior to high school graduation using the district provided program. Partner with outside agencies for support for our students. Counselors provide workshops for students in all grade levels to support their post high school school planning,	All students, especially juniors and seniors	2250 Targeted Allocation None Specified Counselors to provide virtual or in person tours/sessions with students to create a post secondary plan and visit other colleges/places. Funds to purchase

			materials/technology needed, transportation needs, or food for special events (career day, speaker panels, etc).
1.2	Provide additional day of counseling support to provide time for counselors to meet with students 1:1 to create a post secondary plan.	all students	0 20% counselor (already noted in other SPSA goal)

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

There was slight growth in this goal from last year. The structure of the counseling team for the 23-24 school year was revamped to have the part time counselor focus on college/career and post high school planning. This proved effective and will continue to improve the process for the upcoming school year.

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

See above for the counseling structure change, and the plan to continue that for the upcoming years.

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

CCI will be more looked at and discussed in the school counseling team as a focus and goal now that we have completed a full year with the new structure and plan to continue for the upcoming school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Engagement

School Goal : Student Engagement and Success

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

WASC Goal 1:

Systematically work towards increasing average productivity attendance rate by 5-7% monthly (yearly average increase by 10%) by fostering a culture of regular attendance and engagement among students while implementing targeted interventions and support systems to help students overcome barriers to attendance.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals (updated in 2024-2025 school year):

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance and Productivity rates	Overall school average is typically 70% yearly; this past year was 65%.	75% overall average in the 24-25 school year

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Continue to improve the school structure to increase student attendance, productivity, retention and access to the curriculum.	All students	0 Whole staff collaboration and review of schedule implementation

1.2	Refine and monitor the student attendance policy and awards certificate process and follow the created PBIS flow chart/structure for rewards/recognition for students	All students	5000 Targeted Carryover 4000-4999: Books And Supplies PBIS rewards/recognition supplies following matrix/structure
1.3	Pursue opportunities for staff development in Independent Study "Best Practices" by attending workshops and/or conferences. Also provide opportunities for learning more about supporting students with trauma.	All students, especially those that have been through trauma in their lives.	5000 Title I Part A: Targeted Assistance Program 1000-1999: Certificated Personnel Salaries CSI and/or Targeted FUNDS: Teacher time, conferences, books for staff to read, professional development materials
1.4	Provide a Licensed therapist daily on campus for students needing 1:1 therapeutic support (substance abuse, domestic violence, gang affiliation, etc).	Students needing Therapy, socio-emotional support, academic support	85000 Title I Part A: Targeted Assistance Program 2000-2999: Classified Personnel Salaries CSI FUNDS: Licensed Therapist to be funded through CSI Funds for 24-25 school year
1.5	Provide an additional two days of Wellness Coordinator staffing (to get to 5 full days of WC staffing) to increase the ability to create student small groups and targeted sessions for specific topics of need (substance abuse, domestic violence, gang affiliation, etc). **While this is a need and was approved by the SSC, it was determined that the staff member would lose their full time status and rights if they were to accept this soft-funding. The money will remain allocated in case it is determined otherwise for this staff member to retain FTE status with soft-funding allocation. ***Updated 5/7/25***	Targeted students needing small group and families needing resource support	35000 Title I Part A: Targeted Assistance Program 2000-2999: Classified Personnel Salaries CSI FUNDS: Extend the days for our Wellness Coordinator to provide WC support for all 5 days of the school week (rather than only 3).

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This has been an effective goal as we have seen a slight increase in engagement and attendance. The licensed therapist is fully utilized and an invaluable member of the WHS staff. The additional days of the Wellness Coordinator will be invaluable if it can get approved.

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

Last year there was an intent to use funding towards interns however this was covered by our Student Services department. The major change is to consider using extra funding now for an additional 2 days of Wellness Coordinator support.

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

The team has been implementing the Tier 2 and 3 interventions through our PBIS process and this will provide additional structures and supports for our students not meeting attendance requirements. Data is still being collected on the efficiency of these tiered interventions. Data will be reviewed at the end of the school year and shared out at the beginning of the 25-26 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Proficiency in Mathematics

School Goal:

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

WASC Goal 2:

For credit deficient students, increase credit completion from their previous semester through strategies such as: developing innovative curriculum, non a-g course creation, direct instruction options, and flexible scheduling.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals (updated in 2024-2025 school year):

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math scores	over 80% below standard	50% below standard

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Pilot and use Edmentum math assessments to see pre/post data in mathematics.	students entering WHS without their Alg 1 requirement met	1000 Targeted Carryover 1000-1999: Certificated Personnel Salaries teacher time, possible training needs for Edmentum usage

			(funding in conjunction with other SPSA goal)
1.2	Assign teachers to evaluate and update courses to include common core and more relevant assignments. Expand materials, software and technology in curriculum and instruction.	all students	1000 Targeted Carryover 5800: Professional/Consulting Services And Operating Expenditures Targeted Carryover + CSI FUNDS: materials, software, technology, teacher time, conference attendance as relevant/needed
1.3	expand the opportunities for students to receive 1:1 support based on their specific needs through certificated teacher courses or with the Instructional Aide to be hired (see previous goal)	all students taking a mathematics course	0 0 Expand the subject specific lab times for Alg 1 to allow more staff to support more students (no budget expense) and hire Instructional Aide for tutoring support (budget expensed in previous goal)

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall there is progress in this goal as more students completed their Alg 1 requirements towards graduation.

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

State testing as a metric is difficult to use and credit completion will be an added metric as we navigate best practices to collecting and analyzing that data effectively (still a work in progress). Other than that, no major differences.

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

See above and we continue to discuss ways to support our students with their math gaps of knowledge. An assessment is still a need for incoming students.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$247,806.00
Total Federal Funds Provided to the School from the LEA for CSI	\$300,000.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Targeted Assistance Program	\$203,500.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$203,500.00

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

State or Local Programs	Allocation (\$)
	\$0.00
Targeted Allocation	\$37,306.00
Targeted Carryover	\$7,000.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$44,306.00

Total of federal, state, and/or local funds for this school: \$247,806.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Targeted Allocation	37,306.00	0.00
Targeted Carryover	7,000.00	0.00
Title I Part A: Targeted Assistance Program	203, 500	

Expenditures by Funding Source

Funding Source	Amount
	0.00
Targeted Allocation	37,306.00
Targeted Carryover	7,000.00
Title I Part A: Targeted Assistance Program	203,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	50,602.00
2000-2999: Classified Personnel Salaries	160,000.00
4000-4999: Books And Supplies	12,454.00
5000-5999: Services And Other Operating Expenditures	6,500.00
5800: Professional/Consulting Services And Operating Expenditures	16,000.00
None Specified	2,250.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

1000-1999: Certificated Personnel Salaries	Targeted Allocation	6,102.00
4000-4999: Books And Supplies	Targeted Allocation	7,454.00
5000-5999: Services And Other Operating Expenditures	Targeted Allocation	6,500.00
5800: Professional/Consulting Services And Operating Expenditures	Targeted Allocation	15,000.00
None Specified	Targeted Allocation	2,250.00
1000-1999: Certificated Personnel Salaries	Targeted Carryover	1,000.00
4000-4999: Books And Supplies	Targeted Carryover	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Targeted Carryover	1,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Targeted Assistance Program	43,500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Targeted Assistance Program	160,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	84,454.00
Goal 2	29,102.00
Goal 3	2,250.00
Goal 4	130,000.00
Goal 5	2,000.00

School Site Council Membership

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

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

Name of Members	Role
Pamela Galano	Principal
April Jacobs-Arias	Other School Staff
Tim Pacheco	Classroom Teacher
Jessica Wenzel	Other School Staff
Donna Saar	Classroom Teacher
Parent could not attend	Parent or Community Member
(student could not attend)	Parent or Community Member Secondary Student
Rochelle Kelly	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on April 22, 2025.

Attested:



Principal, Pamela Galano, Ed.D. on 4/22/2025



SSC Chairperson, Donna Saar on 4/22/2025