



Wilson High School

School Plan for Student Achievement
2025-2026

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

Needs Assessment-

- School Demographics
- English Language Arts (ELA)
- Mathematics
- English Learners (EL)
- 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
- School Site Council (SSC) Membership
- English Learner Advisory Committee (ELAC) Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Strategic Plan and the Local Control Accountability Plan (LCAP) of the Long Beach Unified School District (LBUSD) into the SPSA. The LCAP Goals are presented at: <https://www.lbschools.net/lcap>. The LCAP Federal Addendum is presented at: <https://www.lbschools.net/departments/chief-academic-office/state-and-federal-programs/state-and-federal-required-plans>

California Education Code § 52062(a)(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 <https://www.lbschools.net/departments/vision-2035/strategic-plan>, 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 (Smarter Balanced Assessment System) 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):

Past DCAC Recommendations:

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

Past DELAC Recommendations:

Provide parent workshops to build capacity on specific topics such as the Local Control Funding Formula (LCFF), LCAP and SSC to better understand how each functions; ways to support English Learners in order to reclassify sooner; tips on effectively communicating and partnering with school staff.

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 United States Code (U.S.C.) § 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.
California Education Code § 11503; 20 U.S.C. § 6318

When the district's Title I, Part A allocation exceeds the amount specified in 20 U.S.C. § 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 U.S.C. § 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 U.S.C § 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: A-G Rate: Increase A-G rate by 3% by June 2025. Our A-G rate fell, and we are continuing to prioritize our three focus groups: Black Students, Multilingual Learners, LTEL Students, and Students with Disabilities. Through SBAC scores and the data in the 2023 Dashboard populations noted in Red were the following: EL, Students with disabilities, and Hispanic. In the 2025 Dashboard populations noted in red were: African American. In 2025, populations listed in orange were English Learners, Long Term English Learner, and Students with disabilities. We are especially interested in our ABC rates in ELA. Our school wide foci are Formative Assessment and Engagement through Criticality. We continue to have high expectations for Learning Targets, PDSA cycles, and Gholdy Muhammads Five Pursuits.

ELA Goals

Increase A-G rate (12th grade) by 3% (to 63%) by June 2026 with a focus on the following groups: English Learners, Students with disabilities, Hispanic, African American and Long Term English Learners. Wilson will meet this goal in supporting all students and identified subgroups (English Learners, Students with disabilities, Hispanic, African American, and Long Term English Learners) through the follow actions and monitoring steps listed:

- Site Professional Development Strategies
- Classroom observations in English classes with targeted feedback
- Grading Policy Professional Development
- Review of Syllabi for Grading Policy guidelines
- Review of ABC Rates at each quarter and semester grading periods
- Review of placement in current PDSA cycle
- Continued PD on Culturally Responsive Instruction
- Admin Visitation with specific “look for’s” related to Gholdy Muhammad
- Courageous Conversations PD group

Comprehensive Needs Assessment: Mathematics

Math Findings

Last year, our goal was: A-G Rate: Increase A-G rate by 3% by June 2025. Our A-G rate fell, and we are continuing to prioritize our three focus groups: Black Students, Multilingual Learners, and Students with Disabilities. As note in Math SBAC scores and the 2023 dashboard, the following groups were listed in orange: African American, English Learners, Homeless Youth, and Students with disabilities. In the 2025 dashboard, the following groups were noted in orange: African American, English Learners, Long Term English Learners, Homeless Youth, Socioeconomically Disadvantaged, Hispanic, students with two races,, and students with disabilities. We are especially interested in our ABC rates in ELA. Our school wide foci are Formative Assessment and Engagement through Criticality. We continue to have high expectations for Learning Targets, PDSA cycles, and Gholdy Muhammads Five Pursuits.

Math Goals

Increase A-G rate (12th grade) by 3% (to 63%) by June 2026. Increase the number of students that have met the Algebra A-G requirement by the end of 9th grade by 3% (to 72%) by June 2026.

Wilson will meet this goal and support the following groups: African American, English Learners, Homeless Youth, and Students with disabilities, through the follow actions and monitoring steps listed:

- Algebra (Prove it) Professional Development
- Classroom observations for Algebra with targeted feedback
- Grading Policy Professional Development
- Review of Syllabi for Grading Policy guidelines
- Review of ABC Rates at each quarter and semester grading periods

Comprehensive Needs Assessment: English Learners

English Learner Findings

Last years goal was to increase the number of Multilingual Learners (ML) as well developed. We found, as we moved into the work of the year, that this goal was not an effective way to measure our progress. 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 third annual listening sessions for Multilingual learners. Data from the 2023 and 2025 Dashboard showed the ELPI and ELPAC levels maintained the same percentage at 28.9% of students moving towards English proficiency. Our goal will be focused on the percentage of students who access the ELPAC.

English Learner Goals

Increase the number of students noted in the 2035 and 2025 Dashboard under ELPI and ELPAC levels and progress in the overall ELPAC tested by 5% (to 96%) by June of 2026.

Wilson will meet this goal through the follow actions and monitoring steps:

- Communications with and engagement with ELAC community
- Review of Syllabi for Grading Policy guidelines
- Multilingual Aides for Translation Support
- Tutoring Support for Multilingual Learners
- Streamlining the ELPAC exam: notifying students in advance of test date and location
- Classroom observations with targeted feedback
- Grading Policy Professional Development

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Last year, Sense of Belonging: Increase Sense of Belonging among students by 5% as measured by PULSE (to 80%) by June 2025. We grew 3% last year. This year, we will continue our work with Black students, Students with Disabilities, and Multilingual Learners through listening sessions and other racial affinity opportunities. We also had a goal for Safety: Increase Sense of Safety among students by 5% as measured by the PULSE (to 60%) by June 2025. We met this goal, and we did not set another Safety goal. Furthermore, we had a goal for Attendance: Increase overall Attendance rate by 3% (to 91.7%) by June of 2025. We did not reach this goal, but our attendance increased by .5% overall. This year, we will continue to provide a truancy sweep structure, and other interventions to improve attendance school wide and within the following groups listed in the 2023 and 2025 Dashboard findings: African American, Foster Youth, Homeless Youth, Asian, English Learners, Hispanic, Students with 2+ ethnicities, and low Socio Economic Status. We will also focus on our Graduation Rate, as a site for all students, but also for the following groups listed in orange in the 2023 and 2025 Dashboard findings: African American, Asian, English Learners, Long Term English Learners, students with low Socio Economic Status, students with disabilities, Hispanic, and Homeless Youth. As well as student populations that listed in the low category for College and Career/A-G Course of Study: African American, English Learners, Long Term English Learners, students with low socio economic status, Homeless Youth, Hispanic, and Students with disabilities. Lastly, our suspension rate will aim to support all students including our groups of Foster Youth, Homeless Youth, African American, students with low socio economic status, students with disabilities, Asian, Filipino, Hispanic, and White students.

Culture/Climate Goals

Increase positive PULSE responses for overall Sense of Belonging by 5% (to 83%) and by 7% for Black students (to 83%) by June 2026. Decrease Black Student Suspension by 3% (to 11.7%) and Foster Youth by 5% (to 9.7%) by June 2026. Increase Attendance rate by 3% (to 92.2%) by June 2026. A focus will also be on supporting populations listed in red/orange in the 2023 and 2025 Dashboard findings: African American, Foster Youth, Homeless Youth, Asian, English Learners, Hispanic, Students with 2+ ethnicities, and Socio Economic Status. We will also focus on our Graduation Rate, as a site, but also for the following groups listed in orange in the 2023 and 2025 Dashboard findings: African American, Asian, and Homeless Youth, as well as student populations that listed in the low category for College and Career/A-G Course of Study: African American, English Learners, Homeless Youth, and students with disabilities.

Wilson will meet this goal through the follow actions and monitoring steps:

- Classroom observations with targeted feedback
- Grading Policy Professional Development
- Continued PD on Culturally Responsive Instruction
- Admin Visitation with specific “look for’s” related to Gholdy Muhammad
- Courageous Conversations PD group
- Racial Affinity clubs and activities

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, 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.	Goal Partially or Not Met	Overall On-Track A–G Rate:62.0% EL Students: 36% (growth of +5.4%) Students with Disabilities: 50% (growth of +3.3%) The overall rate did not exceeded the target of 68.8%. EL students increased by 5.4%, surpassing the goal of 3% growth. SWD students increased by 3.3%, meeting and slightly exceeded the growth target.	Regular progress monitoring through department meetings also supported timely intervention and alignment. Continued work with Learning Targets, Ellevation Strategies, Culturally Responsive Instruction, and co-teaching instructional practices.
Math	1) 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.	Goal Partially or Not Met	ABC Rate for 24-25 during Semester 2 was 64.6%, which is 4.2% less than the goal and 6.4% points less than the district. The gap between Wilson High school the overall district increased by 5% points.	Continue to implement learning targets ad 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 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.	Goal Partially or Not Met	<p>The goal was to increase the percentage of Multilingual Learners who achieve a Well Developed overall performance level on the ELPAC to 10%. Based on the most recent assessment data, 23 out of 253 students (9%) scored at the Well Developed level.</p> <p>Although the goal was not fully met, the data indicate continued progress toward higher language proficiency. The percentage of students scoring Well Developed increased to 9%, which is within one percentage point of the target and represents a gain that can be built upon.</p>	<p>Ongoing professional development in Culturally Responsive Instruction and Ellevation strategies, combined with instructional support from College Aides, contributed to this improvement. Regular progress monitoring conducted by the EL Coordinator and multilingual team provided timely guidance to teachers and ensured instructional adjustments throughout the year.</p> <p>The team will continue these supports in the upcoming year and refine instructional practices to help additional students advance to the Well Developed level.</p>
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 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	Goal Partially or Not Met	<p>Foster Youth Students: Actual Result (2024–25): Suspended: 13% of foster youth Not suspended: 87% Goal: 4.5% suspension Actual: 13% suspension The suspension rate did not meet the goal. It is 8.5 percentage points higher than the target. The goal was to reduce the suspension rate for foster youth to 4.5% during the 2024–25 school year. Data show that 13% of foster youth were suspended, meaning the goal was not met.</p>	While the goal was not achieved, tracking suspension data allows for targeted interventions, such as restorative practices, behavior supports, and counseling services, to reduce future suspension rates. Continued progress monitoring and support will remain a focus to improve equitable outcomes for foster youth.

	<p>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.</p>	<p>African American Students: Actual Result (2024–25): Suspended: 15% Not suspended: 85% Goal Evaluation: Target: 4.1% Actual: 15% Difference: 15% – 4.1% = 10.9 percentage points above the goal. The goal for the 2024–25 school year was to decrease the suspension rate for Black/African American students to 4.1%. The actual suspension rate was 15%, meaning the goal was not met.</p>	
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
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. (IN 5)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)
3 College Aides will be hired to help Multilingual learners in content area classes. (IN 2)	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)	(Does not apply to this goal)

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
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. (IN 8)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)
Collaborative Co-Teachers will receive ongoing professional development and planning time. (PD 1)	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)	(Does not apply to this goal)
2 Recreation Aides to support students with unscheduled classes and during lunch. 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
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. (IN 6)	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)	(Does not apply to this goal)
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. (IN 4)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Somewhat Impactful
A team of teachers will plan and deliver professional development to faculty related to racial justice and relationship centered schools. (IN 10)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Tutoring for Multilingual students (IN 9)	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)	(Does not apply to this goal)
AVID teachers will attend the Summer Institute as part of certification and professional development. (IN 7)	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)	(Does not apply to this goal)

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
An additional CSA is needed to help with supervision and safety of the Wilson campus. (IN 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful

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) become an extension of experiences developed through reading literary and nonfiction works. Students also receive instruction in the conventions of written language, effective oral communication, and research techniques.</p> <p>Reading activities are based on contemporary themes in 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</p>	<p>Interim Assessments</p> <p>End of learning assessments to demonstrate competency in comprehension, analysis, synthesis, evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following:</p> <ul style="list-style-type: none"> • Interim district assessment • Unit tests • Portfolios <p>Reading & Writing Tasks: Making Meaning, Language Development, and Effective Expression</p> <p>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</p>	<p>My Perspectives, 2017, Pearson</p>

yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. Students who take this course by CSU ERWC Certified Teacher and who receive a grade of “C” or better in the course will be deemed ready for college level coursework in English by the CSU. ERWC meets the CSU English proficiency exam requirement.

Please see the full catalog of high school courses at: <https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf>

include scaffolded supports. Some examples include the following:

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

Formative Assessments/Quizzes

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

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

Brief quizzes and general comprehension checks
Thinking Maps
Selection Tests

Homework

This independent practice reinforces or extends the instruction or learning done in class. Teachers use the data to determine areas of focus for student

intervention (reteach) and/or acceleration (move on). The work should be checked for completion, but not graded for mastery: it is practice in a skill.

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</p>	<p>Interim Assessments End of learning assessments to demonstrate competency in comprehension, analysis, synthesis, evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following:</p> <ul style="list-style-type: none"> • Interim district assessment • Unit tests • Portfolios <p>Reading & Writing Tasks: Making Meaning, Language Development, and Effective Expression Writing Tasks These tasks provide students with opportunities to “attempt” or “discover” multiple strategies in their 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 	<p>My Perspectives, 2017, Pearson</p>

assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. Students who take this course by CSU ERWC Certified Teacher and who receive a grade of “C” or better in the course will be deemed ready for college level coursework in English by the CSU. ERWC meets the CSU English proficiency exam requirement.

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- Short constructed response, Cornell notes, double entry journals, journal quick writes
- Teacher modeled writing lesson activities

Language Production through Speaking & Listening Tasks:

- Preparation and participation in effective collaborative conversations that are built around important content ensures that students may show competency in contributing appropriately and analyzing and synthesizing a multitude of ideas from a variety of sources. Some examples include the following:
- Performance Task: Speaking and Listening Focus (small group presentation)
 - Effective Expression Speaking & Listening tasks
 - Everyday classroom participation, active participation activities, collaborative conversations, Socratic seminars, peer feedback and critiques, reader’s theater, choral response, recitations

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</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>Quarter Assessments (Algebra AB, CD, Algebra 1, Geometry, Algebra 2, Precalculus)</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>

formalize and extend the mathematics that students learned in the middle grades. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, and Statistics and Probability. Successful completion of Algebra 1, or an equivalent sequence, is a graduation requirement. Instructional time focuses on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend.

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)

SBAC Summative Assessment (Grade 11)

Precalculus: Precalculus, McGraw Hill, 2014

establish criteria for congruence of triangles based on rigid motions; (2) establish criteria for similarity of triangles based on dilation and proportional reasoning; (3) informally develop explanations of circumference, area, and volume formulas; (4) apply the Pythagorean Theorem to the coordinate plane; and (5) prove basic geometric theorems.

Algebra 2

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include logarithmic, polynomial, rational, and radical functions in the Algebra 2 course. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Students work closely with the expressions that define the functions, competently manipulate algebraic expressions, and continue to expand 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
Students need support in Algebra Graduation/Drop-out Rate 50, Algebra Participation/Pass 50	Three college aides will be hired to work with our Algebra classes to support us in our goals.	Other Targeted Students	LCFF \$10,462 College Student Aide (3) for 162 hours annually - LCFF 100%	03/16/2026 - 06/20/2026 Annually	Crockett	We will monitor our Algebra grades and scores Graduation/Drop-out Rate 50, Algebra Participation/Pass 50
We need support in our Intervention Specialist Office. Culture-Climate Survey (Parent) 50, Other 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, All Parents	LCFF \$49,888 Intermediate Office Assistant .5 FTE - LCFF 100%	08/01/2025 - 07/01/2026 Monthly	Principal	Principal and the Intervention Specialist Culture-Climate Survey (Parent) 50, Other 50

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
Motivation for student performance in high level courses Graduation/Drop-out Rate 50, A-G Rate 50	Graduation Regalia is an important part of our students' motivation to take high level classes and perform well in classes. We will purchase graduation regalia for the 2026 graduation ceremony.	All Students	LCFF \$30,000 Materials - LCFF 100%	02/15/2026 - 06/20/2026 Annually	Nadia Jones	Graduation Graduation/Drop-out Rate 50, A-G Rate 50
Digital ID Culture-Climate Survey (Student-Staff) 100	Minga Program for our student IDs, hall passes, and other functions. This program greatly enhances our ability to track our students and improve safety on our campus.	All Students	LCFF \$9,700 Services - LCFF 100%	07/01/2025 - 07/01/2026 Annually	Erin Fekjar	Erin Fekjar regularly provides data on use. Culture-Climate Survey (Student-Staff) 100

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
graduation Graduation/Drop-out Rate 100	Busses to take graduates to middle schools to inspire future graduates. In addition, many Wilson graduates keep moving forward in their studies, carrying the memory of Wilson graduates visiting their schools in caps and gowns.	All Students	LCFF \$3,520 Materials - LCFF 100%	05/30/2026 - 06/20/2026 Annually	Joel Jelinowicz	grade rate Graduation/Drop-out Rate 100
Our data demonstrates that our teachers and students require skills to talk about race and indentity. 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 Students, All Staff	LCFF \$11,690 Teacher Hourly P Schedule (12) for 11 hours annually - LCFF 100%	07/01/2025 - 06/01/2026 Monthly	Suzanne Caverly	Caverly will facilitate the planning sessions Culture-Climate Survey (Student- Staff) 100

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. D/F Rate 50, A-G Rate 50	3 College Aides will be hired to help Multilingual learners in content area classes.	Other Targeted Students	LCFF \$41,334 College Student Aide (3) for 640 hours annually - LCFF 100%	07/01/2025 - 06/25/2026 Weekly	Admin supporting Multilingual Learners (Danks)	Admin supporting Multilingual Learners D/F Rate 50, A-G Rate 50
Our multilingual students need extra support. Requested by our ELAC group. Graduation/Drop-out Rate 50, A-G Rate 50	Tutoring for Multilingual students	English Learners	LCFF \$24,797 Teacher Hourly P Schedule (2) for 140 hours annually - LCFF 100%	09/01/2025 - 06/20/2026 Daily	Herrera/Danks	Danks will take data and present to the SSC Graduation/Drop-out Rate 50, A-G Rate 50
Time for counselors and the ML team to cluster students for services 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 Multilingual Learner needs. Counselor and teachers need to come in to work on student placements.	English Learners	LCFF \$2,834 Teacher Hourly P Schedule (2) for 16 hours annually - LCFF 100%	07/01/2025 - 06/25/2026 Annually	Erin Danks	Reviewing master schedule D/F Rate 50, A-G Rate 50

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
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 \$27,892 Hourly - Recreation Aide (2) for 680 hours annually - LCFF 100%	07/01/2025 - 06/20/2026 Daily	Assistant Principals	Will Safotu Culture-Climate Survey (Student-Staff) 100

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 A-G Rate 50, Other 50	Collaborative Co-Teachers will receive ongoing professional development and planning time.	LCFF \$24,403 Substitute teacher half day (40) for 4 days - LCFF 100%	08/20/2025 - 06/20/2026 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: DELAC and EL Intervention; Reading Intervention/Private Schools; Research LROIX Development	n/a
Centralized Services Share	Counselors, Equitable Services, Foster Youth Transportation, Literacy Teachers, Travel/Conferences, Technology Additional reservation for Parent Involvement (over 1% requirement)	n/a

State Programs *	Allocation
LCFF	\$277,900

* *In the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA (even though LCFF funding is district-directed)*

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. When these adjustments occur, LBUSD will notify affected principals who will then notify their SSCs.

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 and 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.

Literacy Teachers

Provides targeted reading instruction to students struggling with literacy, typically through small-group or individual sessions

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

Foster Youth Transportation

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Children and Family Services

Data Day

Opportunity for Title I school staff to analyze student data, collaborate, and plan on next steps to address identified needs

Technology

One-time supplemental technology devices and support to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Suzanne Caverly	06-15-2026
Staff	Classroom Teacher	Teela Smith	06-15-2026
Staff	Classroom Teacher	Brandon Messina	06-15-2026
Staff	Classroom Teacher	Samantha Reams	06-15-2026
Staff	Classroom Teacher	Marc Prager	06-15-2027
Staff	Other School Personnel	Lia Ladas	06-15-2026
Community	Parent/Community Member	██████ Loeza	06-15-2027
Community	Parent/Community Member	██████ Huff	06-16-2026
Community	Parent/Community Member	██████████ Poling	06-15-2026
Community	Student	D ██████████	06-15-2026
Community	Student	C ██████████	06-15-2026
Community	Student	A ██████████	06-15-2026

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)	██████ Cadena
Principal or Designee	Staff Member (required)	Oscar Herrera
Secretary	Parent of EL Student (required)	██████████ Loeza

Name	Representing
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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?	10/23/2025
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<p>To have a designated period for EL students to have direct practice for ELPAC preparation.</p> <p>Designated math courses for EL students (math methodology is different for students coming from other countries)</p> <p>Continuing services for ELD-designated courses.</p> <p>Continuing to provide college aides for ML students.</p> <p>To have specific ELD support services for ML students who are Seniors.</p> <p>BHB (Bruins Helping Bruins) tutoring services to continue.</p> <p>To have a brief orientation to guide students on the importance of taking the ELPAC exam before the initial ELPAC for new students.</p> <p>To provide an informational flyer for new ML students to understand the expectations of each step of the reclassification process.</p> <p>To continue having translator aides but expand the program to SPED classrooms.</p> <p>To provide training to students who need to take the alternative ELPAC testing.</p> <p>To inform and guide our students who receive Special Education services who will be taking the alternative ELPAC exam.</p> <p>To provide co</p>

Question	Answer
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	EL Student Grades Reclassification Data Language Census Data
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	11/04/2025
6. What was SSC's response to ELAC recommendations?	<p>SSC Response:</p> <ul style="list-style-type: none"> Work with Administrator and ELAC Coordinator on video and flyer Presentations conducted in ELD classes College aides will continue Audit the SPED students to consider an MLL college aid for them Work with Counselor about Sr. Support Math course support - Principal will speak to Dept chairs about who may have CLAD credential to help Improve communication to make sure students understand the overall importance of the test and revive the significance of the ELPAC in our community, including teachers. Work with Vice Principal to better support Students with Disabilities who are also multilingual learners Coordinate with More for Students regarding incentives.

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 school resources. 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. SSC received and considered **ELAC recommendations** at its meeting on 11/04/2025
2. SSC approved the **Home-School Compact** on 11/04/2025
3. SSC approved the **Parent Involvement Guidelines** on 11/17/2025
4. For Title 1 Schools: Our School held **two Title I Annual Parent Meetings** on ,
5. SSC Participated in the **Annual Evaluation** of the SPSA on 12/09/2025
6. The SPSA was approved at its meeting on 12/19/2025

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____

Acronym and Terms

for School Site Councils and English Learner Advisory Committees

- AM 1-4 Accountability Measures 1 - 4:** components of the School Plan for Student Achievement that provide plan details: needs, goals, progress monitoring, interventions, and supports.
- CAASPP California Assessment of Student Performance and Progress:** state-based assessment system measuring annual student progress in language arts and math, beginning in third grade. Science is also assessed at intervals beginning in 5th grade. Alternative assessments for students with cognitive disabilities and assessments in Spanish for newcomers are also part of the system.
- Categorical Funds:** financial support from state and federal governments targeted for particular categories of students, special programs, or special purposes. This support is in addition to school district general purpose revenue, is beyond the basic educational program, and most often has restrictions on its use.
- CCSS Common Core State Standards:** Academic standards adopted by multiple states to help ensure all students get a good education, even if they change schools or move to a different state. “Teachers, parents, and education experts designed the CCSS to prepare students for success in college and the workplace.”
- CDE California Department of Education:** state agency responsible for overseeing “the state's diverse public school system... in charge of enforcing education law and regulations and continuing to reform and improve public school programs.” [from the [CDE home page](#)].
- CIE Continuous Improvement Expenditure Plan:** District tool to summarize the school’s allocations and expenditures to address student needs. Line items become part of the SPSA once approved by SSC (if needed) and various district offices [[school CIE Plans](#)].
- DCAC District Community Advisory Committee:** parent advisory committee focused on topics related to Title I, including making recommendations to the Board of Education about programs and services to support student achievement as part of a schoolwide Title I program. Non-Title I schools are also invited to take part in DCAC.
- DELAC District English Learner Advisory Committee:** Parents of English Learners participate in district meetings about English Learner (EL) services which include establishing district programs, goals and objectives for EL programs and services, reclassification process, and how EL funds are used to implement academic services for English Learners.

EL/ELL English Language Learner: a student with a primary language other than English

ELA English Language Arts: basically reading and writing

ELAC English Learner Advisory Committee: In schools with more than 21 ELs, there must be an ELAC, which is the parent group “responsible for advising the principal and staff on programs and services for English Learners and the School Site Council on the development of the Single Plan for Student Achievement (SPSA).” ELAC also works to make parents aware of the need for consistent school attendance and to solicit input from parents regarding school needs.

ELOP Expanded Learning Opportunities Program: California initiative providing funding for afterschool and summer school enrichment programs, to address TK-6th grade students’ academic, social, emotional, and physical needs.

ELPAC English Language Proficiency Assessments for California: language acquisition assessments for students learning English as a second language, testing their English Language Proficiency (ELP) in reading, writing, listening, and speaking. One assessment is for the initial identification of students as English learners (ELs), and a second is for the annual summative assessment to measure a student’s progress in learning English and identify the student’s ELP level.

EONA Educational Opportunities for Native Americans: program whose purpose is to meet the special educational and culturally-related academic needs of the district’s K-12 Native American students.

ESSA Every Student Succeeds Act: The Every Student Succeeds Act (ESSA) was signed by then-President Obama in 2015 and represents “good news for our nation’s schools. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation’s national education law, and longstanding commitment to equal opportunity for all students. The... law builds on key areas of progress... made possible by the efforts of educators, communities, parents, and students across the country.”

FEP Fluent English Proficient: a designation used when an English Learner achieves specified academic targets and is considered to have language skills comparable to those of a student whose primary language is English. Students can be considered **IFEP** (initially FEP) if they achieve those targets upon first entry into a California school or **RFEP** (reclassified FEP) if they achieve the targets after one or more years of instruction.

FINSYS: LBUSD’s Financial System

FPM Federal Program Monitoring: School districts that receive funding for certain programs may be chosen for a review by the state. The review’s purpose is to ensure that funding is spent as required by law. At the end of each review, the state will complete a report that details any findings of non-compliance and informs the district how to correct the findings. The California Department of Education (CDE) works to provide a coordinated and transparent monitoring process.

Within the CDE, the Federal Program Monitoring (FPM) office has been designated to supervise the reviews, which take place either in person or online.

FRSA Foundational Reading Skills Assessment: district assessment used to test letter and sound knowledge, phonological awareness, and phonics (TK-2)

IEP Individual Education Plan: an individualized plan for students qualifying for Special Education Services

LCAP Local Control Accountability Plan: “The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs.”

LCFF Local Control Funding Formula: “hallmark legislation that fundamentally changed how all local educational agencies (LEAs) in the state are funded, how they are measured for results, and the services and supports they receive to allow all students to succeed to their greatest potential.” This model began in 2013-2014.

LEA Local Educational Agency: this term has multiple uses depending on whether the LEA is a school, district, or county office of education.

MTSS Multi-Tiered System of Support: an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success.

NGSS Next Generation Science Standards: adopted by the State of CA in September 2014, these standards are created around a set of performance expectations that require students to integrate content knowledge with application along a continuum from Kindergarten through 12th grade. 1. Science and Engineering Practices, 2. Crosscutting Concepts, and 3. Disciplinary Core Ideas.

PD Professional Development: learning activities designed to increase the instructional knowledge and skills of all staff members. PD can be site-based, district-wide, or outside.

PTA Parent-Teacher Association: a group of parents and teachers that work together to enrich the education of all students. A local PTA is aligned with state and national organizations and operates under a set of bylaws that are in accord with those organizations.

RTI Response to Intervention (or sometimes, Response to Instruction): RTI is the beginning level of interventions designed to support students who are struggling to meet academic proficiency or behavioral goals. The RTI process begins in the

classroom between the teacher and parents.

SBAC Smarter Balanced Assessment System: computer-based tests and performance tasks that allow students to show what they know and are able to do. It is based on the Common Core State Standards (CCSS) for English language arts/literacy (ELA) and mathematics and has three components designed to support teaching and learning throughout the year: the summative assessments, the interim assessments, and the Tools for Teachers formative assessment resources.

SEL Social-emotional learning: “the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” [from CASEL, at <http://www.casel.org/what-is-sel/>.]

SFP State & Federal Programs Office: oversees compliance requirements and provides site and department support as they relate to categorical programs such as Title I

SPSA School Plan for Student Achievement: “A plan of action to improve student academic performance by coordinating all educational services and resources.”

SPV Sankofa Parent Village: community of care and support for Parents and Caregivers of Black children

SSC School Site Council: the group responsible at the local school level for the creation and monitoring of the annual School Plan. SSC’s must be composed of parents, teachers, and other school staff members. They are governed by bylaws that align with the requirements posted by the California Department of Education.

SST Student Success Team: a team of educators who work with parents to support learning for students facing challenges in the school environment. SST meetings are called when in-class interventions are not enabling students to succeed in desired ways or when parents request a closer look at their student’s progress and needs.

TDRs Time Distribution Reports: documentation to support the costs of salaries charged to categorical funds (federal or state) in which an employee works. If the employee is paid in part or in full by categorical funds then TDRs are required by law, and the employee must demonstrate that they worked on behalf of that specific funding source(s) with the time matching the position’s funding percentage.

Title I is a section of the ESEA (or ESSA) that “provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.”

Title III is also a section of the ESEA, which provides funding that supports supplemental language instruction and academic support for students who are English Learners.

TOSA Teacher on Special Assignment: can refer to teachers working outside a classroom-based instructional role but are still classified as teachers. Some TOSAs serve as site-based coaches or as district-level coaches.

Subject to change and updates

Acrónimo y términos

para los consejos escolares y los comités asesores de estudiantes de inglés

AM 1-4 Medidas de Responsabilidad 1 - 4: componentes del Plan Escolar para el Rendimiento Estudiantil que proporcionan detalles del plan: necesidades, metas, seguimiento del progreso, intervenciones y apoyos.

CAASPP Evaluación de California del rendimiento y progreso estudiantil: sistema de evaluación estatal que mide el progreso anual de los estudiantes en artes del lenguaje y matemáticas, comenzando en tercer grado. Las ciencias también se evalúan en intervalos a partir del quinto grado. También forman parte del sistema evaluaciones alternativas para estudiantes con discapacidades cognitivas y evaluaciones en español para recién llegados.

Fondos categóricos: apoyo financiero de los gobiernos estatal y federal destinado a categorías particulares de estudiantes, programas especiales o propósitos especiales. Este apoyo se suma a los ingresos para fines generales del distrito escolar, va más allá del programa educativo básico y, en la mayoría de los casos, tiene restricciones en su uso.

CCSS - Estándares Estatales Básicos Comunes: Estándares académicos adoptados por múltiples estados para ayudar a garantizar que todos los estudiantes obtengan una buena educación, incluso si cambian de escuela o se mudan a un estado diferente.

"Maestros, padres y expertos en educación diseñaron el CCSS para preparar a los estudiantes para el éxito en la universidad y el lugar de trabajo".

CDE Departamento de Educación de California: agencia estatal responsable de supervisar "el diverso sistema de escuelas públicas del estado... a cargo de hacer cumplir las leyes y regulaciones educativas y continuar reformando y mejorando los programas de las escuelas públicas". [[de la página de inicio del CDE](#)].

CIE - Plan de gastos de mejora continua: herramienta del distrito para resumir las asignaciones y gastos de la escuela para abordar las necesidades de los estudiantes. Los artículos de línea pasan a formar parte del SPSA una vez aprobados por el SSC (si es

necesario) y varias oficinas del distrito [[planes CIE escolares](#)].

DCAC - Comité Asesor Comunitario del Distrito: comité asesor de padres enfocado en temas relacionados con el Título I, incluyendo hacer recomendaciones a la Junta de Educación sobre programas y servicios para apoyar el rendimiento estudiantil como parte de un programa de Título I en toda la escuela. Las escuelas que no pertenecen al Título I también están invitadas a participar en DCAC.

DELAC - Comité Asesor de Estudiantes de Inglés del Distrito: Los padres de estudiantes de inglés participan en reuniones del distrito sobre los servicios para estudiantes de inglés (EL), que incluyen el establecimiento de programas, metas y objetivos del distrito para los programas y servicios de EL, el proceso de reclasificación y cómo se utilizan los fondos de EL para implementar servicios académicos para estudiantes de inglés.

EL/ELL Estudiante del idioma inglés: un estudiante con un idioma principal distinto del inglés.

ELA Artes del lenguaje inglés: básicamente lectura y escritura

ELAC - Comité Asesor de Estudiantes de Inglés: En las escuelas con más de 21 EL, debe haber un ELAC, que es el grupo de padres “responsable de asesorar al director y al personal sobre programas y servicios para estudiantes de inglés y al Consejo Escolar sobre el desarrollo del Plan Único de Aprovechamiento Estudiantil (SPSA)”. ELAC también trabaja para concienciar a los padres sobre la necesidad de una asistencia escolar constante y para solicitar opiniones de los padres con respecto a las necesidades escolares.

ELOP - Programa de Oportunidades de Aprendizaje Ampliadas: Iniciativa de California que proporciona fondos para programas de enriquecimiento escolar después de la escuela y en el verano, para abordar las necesidades académicas, sociales, emocionales y físicas de los estudiantes desde jardín de infantes hasta sexto grado.

ELPAC - Evaluaciones de dominio del idioma inglés para California: evaluaciones de adquisición del idioma para estudiantes que aprenden inglés como segundo idioma, evaluando su dominio del idioma inglés (ELP) en lectura, escritura, comprensión auditiva y expresión oral. Una evaluación es para la identificación inicial de los estudiantes como estudiantes de inglés (EL), y la segunda es para la evaluación sumativa anual para medir el progreso de un estudiante en el aprendizaje de inglés e identificar el nivel ELP del estudiante.

EONA Oportunidades Educativas para Nativos Americanos: programa cuyo propósito es satisfacer las necesidades educativas especiales y académicas relacionadas con la cultura de los estudiantes nativos americanos del distrito K-12.

ESSA - Cada Estudiante Triunfa: La Ley Cada Estudiante Triunfa (ESSA) fue firmada por el entonces presidente Obama en 2015 y representa “buenas noticias para las escuelas de nuestra nación”. Esta medida bipartidista reautoriza la Ley de Educación Primaria y Secundaria (ESEA), de 50 años de antigüedad, la ley de educación nacional del país y el compromiso de larga data con la igualdad

de oportunidades para todos los estudiantes. La... ley se basa en áreas clave de progreso... posibles gracias a los esfuerzos de educadores, comunidades, padres y estudiantes de todo el país”.

FEP Competente en inglés con fluidez: una designación utilizada cuando un estudiante de inglés logra objetivos académicos específicos y se considera que tiene habilidades lingüísticas comparables a las de un estudiante cuyo idioma principal es el inglés. Los estudiantes pueden ser considerados IFEP (inicialmente FEP) si logran esos objetivos al ingresar por primera vez a una escuela de California o RFEP (FEP reclasificado) si logran los objetivos después de uno o más años de instrucción.

FINSYS: Sistema financiero LBUSD

FPM - Monitoreo del programa federal : los distritos escolares que reciben fondos para ciertos programas pueden ser elegidos para una revisión por parte del estado. El propósito de la revisión es garantizar que los fondos se gasten según lo exige la ley. Al final de cada revisión, el estado completará un informe que detalla cualquier hallazgo de incumplimiento e informa al distrito cómo corregir los hallazgos. El Departamento de Educación de California (CDE) trabaja para proporcionar un proceso de monitoreo coordinado y transparente. Dentro del CDE, la oficina de Monitoreo de Programas Federales (FPM) ha sido designada para supervisar las revisiones, que se llevan a cabo en persona o en línea.

FRSA - Evaluación de habilidades de lectura fundamentales: evaluación del distrito utilizada para evaluar el conocimiento de las letras y los sonidos, la conciencia fonológica y la fonética (TK-2)

IEP - Plan de educación individual: un plan individualizado para estudiantes que califican para servicios de educación especial

LCAP - Plan de Responsabilidad de Control Local: “El LCAP es un plan de tres años que describe las metas, acciones, servicios y gastos para apoyar resultados positivos de los estudiantes que abordan las prioridades estatales y locales. El LCAP brinda una oportunidad para que las agencias educativas locales (LEA) compartan sus historias sobre cómo, qué y por qué se seleccionan programas y servicios para satisfacer sus necesidades locales”.

LCFF - Fórmula de financiación de control local: “legislación distintiva que cambió fundamentalmente la forma en que se financian todas las agencias educativas locales (LEA) en el estado, cómo se miden los resultados y los servicios y apoyos que reciben para permitir que todos los estudiantes alcancen su mayor potencial. .” Este modelo comenzó en 2013-2014.

LEA - Agencia educativa local: este término tiene múltiples usos dependiendo de si la LEA es una escuela, un distrito o una oficina de educación del condado.

MTSS - Sistema de apoyo de múltiples niveles: un marco integrado e integral que se centra en CCSS, instrucción básica, aprendizaje diferenciado, aprendizaje centrado en el estudiante, necesidades individualizadas de los estudiantes y la alineación de los sistemas necesarios para el éxito académico, conductual y social de todos los estudiantes. .

NGSS - Estándares científicos de próxima generación: adoptados por el estado de CA en septiembre de 2014, estos estándares se crean en torno a un conjunto de expectativas de desempeño que requieren que los estudiantes integren el conocimiento del contenido con la aplicación a lo largo de un continuo desde el jardín de infantes hasta el 12.º grado. 1. Prácticas de ciencia e ingeniería, 2. Conceptos transversales y 3. Ideas centrales disciplinarias.

PD - Desarrollo profesional: actividades de aprendizaje diseñadas para aumentar el conocimiento y las habilidades de instrucción de todos los miembros del personal. El desarrollo profesional puede realizarse en el sitio, en todo el distrito o en el exterior.

PTA - Asociación de Padres y Maestros: un grupo de padres y maestros que trabajan juntos para enriquecer la educación de todos los estudiantes. Una PTA local está alineada con organizaciones estatales y nacionales y opera bajo un conjunto de estatutos que están de acuerdo con esas organizaciones.

RTI - Respuesta a la intervención (o, a veces, Respuesta a la instrucción): RTI es el nivel inicial de intervenciones diseñadas para apoyar a los estudiantes que tienen dificultades para alcanzar el dominio académico o las metas de comportamiento. El proceso RTI comienza en el aula entre el maestro y los padres.

SBAC - Sistema de evaluación Smarter Balanced: pruebas por computadora y tareas de desempeño que permiten a los estudiantes demostrar lo que saben y son capaces de hacer. Se basa en los Estándares Estatales Básicos Comunes (CCSS) para artes del lenguaje/alfabetización en inglés (ELA) y matemáticas y tiene tres componentes diseñados para apoyar la enseñanza y el aprendizaje durante todo el año: las evaluaciones sumativas, las evaluaciones provisionales y las Herramientas para Maestros. Recursos de evaluación formativa.

SEL - Aprendizaje socioemocional: “el proceso a través del cual niños y adultos adquieren y aplican efectivamente los conocimientos, actitudes y habilidades necesarias para comprender y gestionar las emociones, establecer y alcanzar metas positivas, sentir y mostrar empatía por los demás, establecer y mantener relaciones positivas, y tomar decisiones responsables”. [de CASEL, en <http://www.casel.org/what-is-sel/>.]

SFP - Oficina de Programas Estatales y Federales: supervisa los requisitos de cumplimiento y brinda apoyo al sitio y al departamento en lo que se refiere a programas categóricos como el Título I.

SPSA - Plan Escolar para el Rendimiento Estudiantil: “Un plan de acción para mejorar el rendimiento académico de los estudiantes mediante la coordinación de todos los servicios y recursos educativos”.

SPV - Sankofa Parent Village: comunidad de cuidado y apoyo para padres y cuidadores de niños negros

SSC - Consejo Escolar: el grupo responsable a nivel escolar local de la creación y seguimiento del Plan Escolar anual. Los SSC deben estar compuestos por padres, maestros y otros miembros del personal de la escuela. Se rigen por estatutos que se alinean

con los requisitos publicados por el Departamento de Educación de California.

SST - Equipo de éxito estudiantil: un equipo de educadores que trabajan con los padres para apoyar el aprendizaje de los estudiantes que enfrentan desafíos en el entorno escolar. Las reuniones de SST se convocan cuando las intervenciones en clase no permiten que los estudiantes tengan éxito en la forma deseada o cuando los padres solicitan una mirada más cercana al progreso y las necesidades de sus estudiantes.

TDR - Informes de Distribución de Tiempo: documentación que respalda los costos de salarios con cargo a los fondos categóricos (federales o estatales) en los que labora un empleado. Si al empleado se le paga total o parcialmente con fondos categóricos, la ley exige TDR y el empleado debe demostrar que trabajó en nombre de esa fuente de financiamiento específica y que el tiempo coincidió con el porcentaje de financiamiento del puesto.

El **Título I** es una sección de ESEA (o ESSA) que “brinda asistencia financiera a agencias educativas locales (LEA) y escuelas con un alto número o porcentajes altos de niños de familias de bajos ingresos para ayudar a garantizar que todos los niños cumplan con los desafiantes estándares académicos estatales. .”

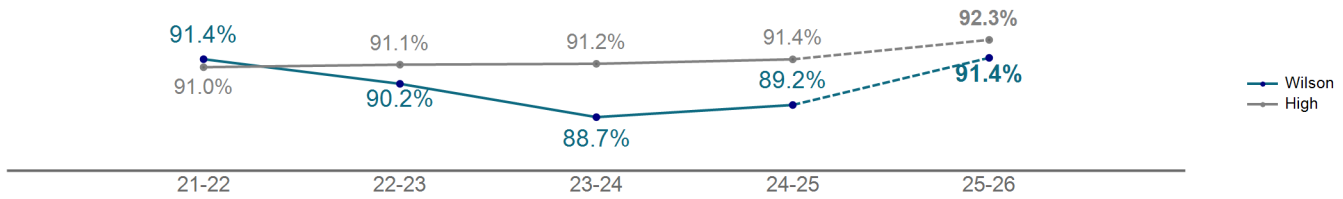
El **Título III** también es una sección de la ESEA, que proporciona fondos que respaldan la enseñanza suplementaria del idioma y el apoyo académico para los estudiantes que están aprendiendo inglés.

TOSA - Maestro en Asignación Especial: puede referirse a maestros que trabajan fuera de una función de instrucción en el aula, pero aún están clasificados como maestros. Algunos TOSA sirven como entrenadores en el sitio o como entrenadores a nivel de distrito.

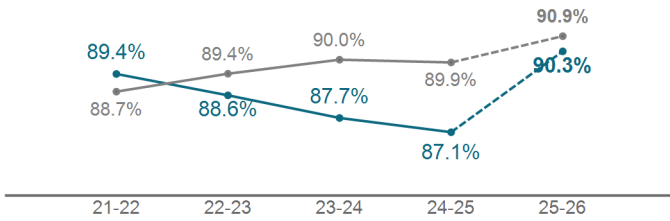
Sujeto a cambios y actualizaciones. La traducción se realizó a través de Google.

Attendance Rate

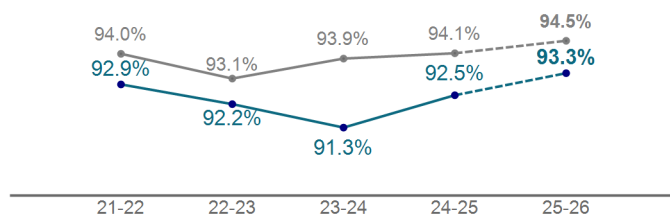
Wilson
All Students
N = 3,359



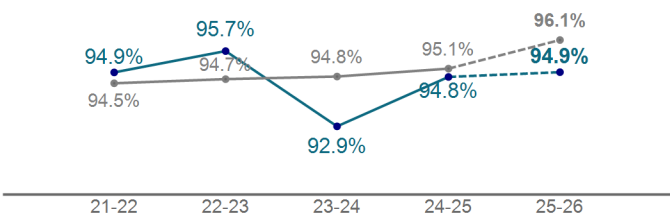
African American
N = 407



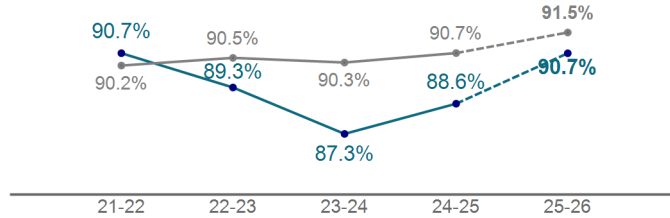
Asian
N = 175



Filipino
N = 43



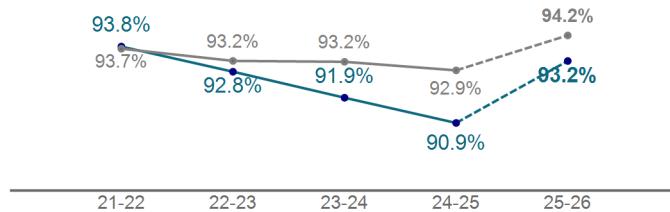
Hispanic
N = 1,936



Pacific Islander

Subgroup with fewer than 20 students.

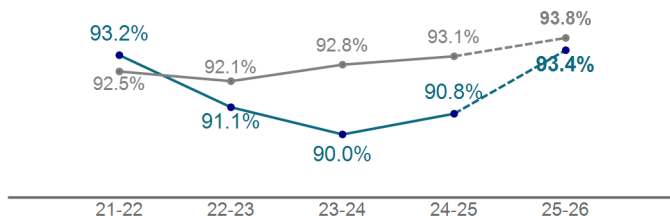
White
N = 576



Native American

Subgroup with fewer than 20 students.

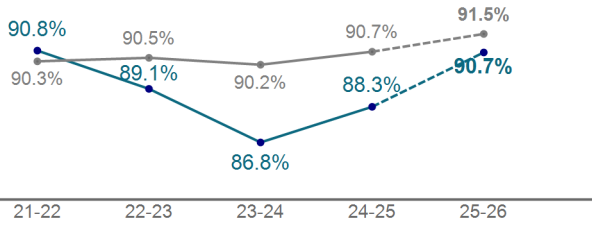
Other
N = 202



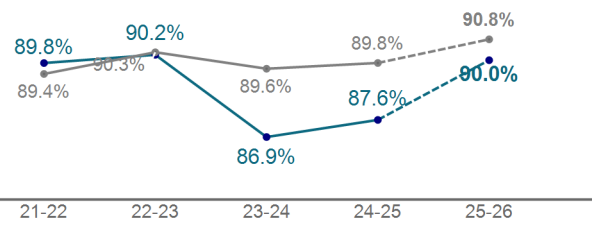
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Attendance Rate

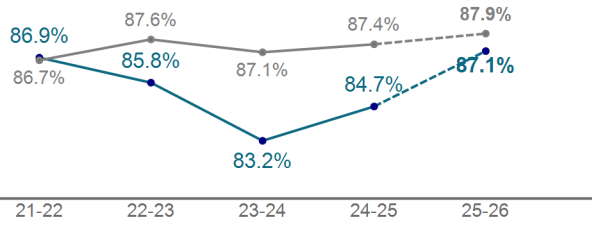
EL + RFEP
N = 1,140



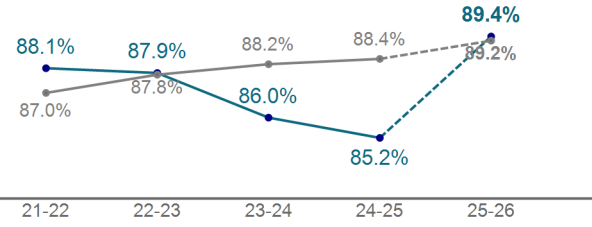
Low SES
N = 1,862



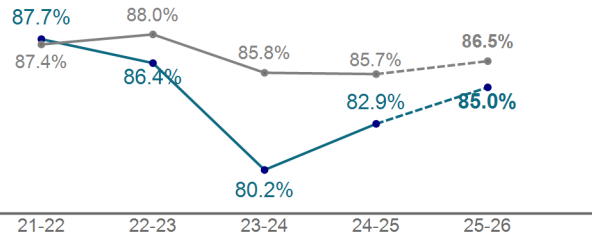
English Learner
N = 325



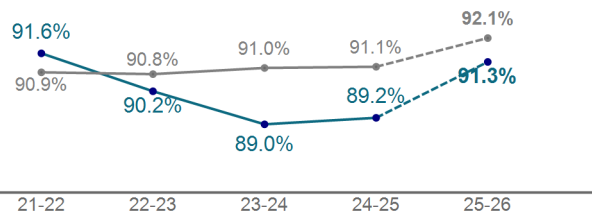
Special Education
N = 401



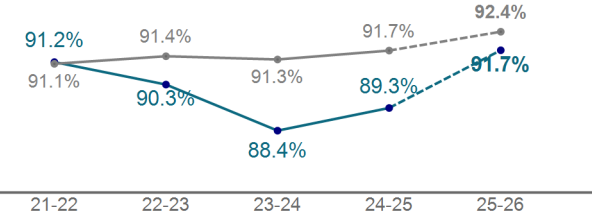
Homeless or Foster Youth
N = 156



Female
N = 1,676



Male
N = 1,668



N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Chronic Absence by Attendance Bands School Data by Subgroup Wilson 2024-2025

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Category	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate	HS Chronic Rate	
		Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance					
All Students	3,420	3,420	15	18	13	20	34	33.1%	33.0%	46.5%	27.0%
Grade	Gr. 09	894	15	18	13	19	35	33.1%	32.3%	46.1%	24.8%
	Gr. 10	879	19	19	12	22	28	38.1%	31.0%	49.7%	26.9%
	Gr. 11	856	11	14	12	20	42	25.8%	33.0%	38.1%	26.0%
	Gr. 12	791	15	20	17	17	30	35.5%	35.9%	52.7%	30.6%
Ethnicity	African American	418	21	22	12	18	27	42.8%	38.7%	55.0%	36.1%
	American Indian	7	14	14	57	14		28.6%	33.3%	85.7%	26.9%
	Asian	162	9	15	4	15	56	24.7%	23.9%	29.0%	17.3%
	Cambodian	144	10	15	7	19	49	25.0%	28.4%	31.9%	20.6%
	Filipino	42	2	12	7	26	52	14.3%	16.3%	21.4%	10.6%
	Hispanic	1,979	16	19	14	19	31	35.4%	36.3%	49.6%	29.3%
	Pacific Islander	13	15	15	23	23	23	30.8%	13.3%	53.8%	38.3%
	White	607	11	14	14	23	38	24.5%	23.1%	39.0%	19.3%
	Other	192	16	11	12	19	42	27.1%	32.2%	39.1%	18.8%
Gender	Female	1,650	15	19	14	21	31	34.4%	32.8%	48.2%	28.5%
	Male	1,754	16	16	13	19	36	31.9%	32.9%	44.8%	25.6%
	Nonbinary	16	25	19	19	19	19	43.8%	52.9%	62.5%	33.3%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Data by Subgroup Wilson 2024-2025

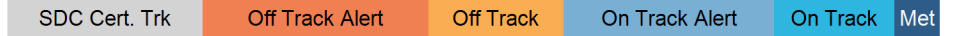
Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Subgroup	Total	Attendance Bands					Attendance Rates				
		Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance	Severely Chronic	Moderately Chronic	At Risk Chronic	Overall Rate	
Special Populations	Low SES	1,930	19	20	12	18	31	38.8%	39.1%	51.1%	33.1%
	ELL	338	25	17	13	17	28	41.7%	43.0%	54.7%	38.7%
	RFEP	867	14	19	13	18	36	32.8%	33.6%	45.8%	24.8%
	EL + RFEP	1,205	17	18	13	18	34	35.3%	36.3%	48.3%	28.8%
	Special Ed.	453	25	18	14	14	29	42.8%	39.3%	57.2%	35.8%
	Spec Ed. Speech/RSP	266	25	19	15	14	27	43.6%	38.2%	58.6%	32.8%
	Homeless/Foster	228	32	19	9	14	25	51.8%	53.0%	61.0%	45.8%
	Foster	23	39	30	4	13	13	69.6%	70.8%	73.9%	52.8%
	Homeless	205	32	18	10	15	26	49.8%	51.3%	59.5%	45.0%
	GATE/Excel	637	8	13	12	23	45	20.3%	20.9%	32.0%	16.7%
SLC	Browning	3	100					100.0%	100.0%	100.0%	46.2%
	Browning - BRN	1	100					100.0%	100.0%	100.0%	29.1%
	Cabrillo - SACMAA	1	100					100.0%	100.0%	100.0%	39.5%
	Jordan - LEAP	1						0.0%		0.0%	35.2%
	Lakewood - ATM	2	50	50				50.0%		100.0%	25.3%
	Mcbride - ENGM	1	100					100.0%		100.0%	10.9%
	Millikan - SEGA	1	100					100.0%		100.0%	19.0%
	Poly - MEDS	1	100					100.0%	100.0%	100.0%	35.7%
	Wilson - ARTS	948	18	20	14	19	30	37.8%	36.0%	51.5%	38.1%
	Wilson - LPS	652	11	21	15	23	31	31.4%	32.6%	46.3%	31.7%
	Wilson - MED	651	13	18	15	19	35	31.0%	33.1%	46.4%	31.2%
	Wilson - TECH	717	18	17	13	18	33	35.3%	35.7%	48.3%	35.6%
	Wilson - WAVE	347	2	7	10	25	55	9.2%	10.6%	19.3%	9.2%

The percentages may not equal 100% due to rounding.

On/Off Track for Graduation 2024-2025 :: School Data by Subgroup Wilson

Legend



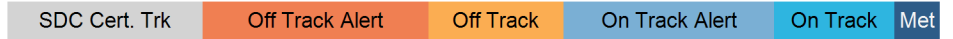
Category		# Students	Percent by Category				
All Students	3,375	3375	1	36	47	15	
Grade	Gr. 09	920		31	69		
	Gr. 10	863	1	2	43	54	
	Gr. 11	818	1	37	61		
	Gr. 12	769	2	31	66		
Ethnicity	African American	416	1	2	40	40	17
	Asian	162		27	54	19	
	Cambodian	143		30	57	13	
	Filipino	42		7	17	57	19
	Hispanic	1928	1	40	44	14	
	White	618	1	27	55	17	
	Other	188	1	2	24	58	15
Gender	Female	1634		36	48	14	
	Male	1726	2	36	46	16	
Special Populations	Low SES	1841	1	41	43	13	
	ELL	325	3	2	59	30	6
	RFEP	842		36	47	16	
	EL + RFEP	1167	1	42	42	13	
	Special Ed.	428	9	40	38	12	
	Spec Ed. Speech/RSP	246		42	46	11	
	Homeless/Foster	227	1	3	55	29	12
	Foster	26	4	4	69	23	
	Homeless	201	3	53	29	14	
	GATE/Excel	636		22	63	15	
SLC	Wilson - ARTS	940	3	1	40	42	14
	Wilson - LPS	649		43	43	13	
	Wilson - MED	649		31	52	16	
	Wilson - TECH	721	1	1	35	45	17
	Wilson - WAVE	347		6	74	20	

On/Off Track for A to G

2024-2025 :: School Data by Subgroup

Wilson

Legend



Category		# Students	Percent by Category				
All Students	3,393	3393	1	2	47	38	12
Grade	Gr. 09	935		2	41	57	
	Gr. 10	864	1	4	51	44	
	Gr. 11	819	1		51	46	1
	Gr. 12	770		2	45	52	
Ethnicity	African American	425	1	5	50	31	12
	Asian	163			36	45	18
	Cambodian	144			42	47	11
	Filipino	42		7	26	55	12
	Hispanic	1933	1	4	55	32	11
	White	621		1	30	52	16
	Other	188		1	2	34	52
Gender	Female	1639		1	43	42	14
	Male	1739	2	2	51	35	11
Special Populations	Low SES	1850	1	2	55	32	10
	ELL	329	3	2	80	13	1
	RFEP	847		1	48	36	14
	EL + RFEP	1176	1	2	57	30	10
	Special Ed.	435	9		67	18	4
	Spec Ed. Speech/RSP	250		2	63	29	6
	Homeless/Foster	232	1	6	67	19	6
	Foster	27	4	7	81	7	
	Homeless	205		6	65	21	7
	GATE/Excel	638			27	58	14
SLC	Wilson - ARTS	948	3	2	56	30	10
	Wilson - LPS	653		2	47	38	13
	Wilson - MED	652		1	45	40	13
	Wilson - TECH	724	1	2	53	33	11
	Wilson - WAVE	347				4	76



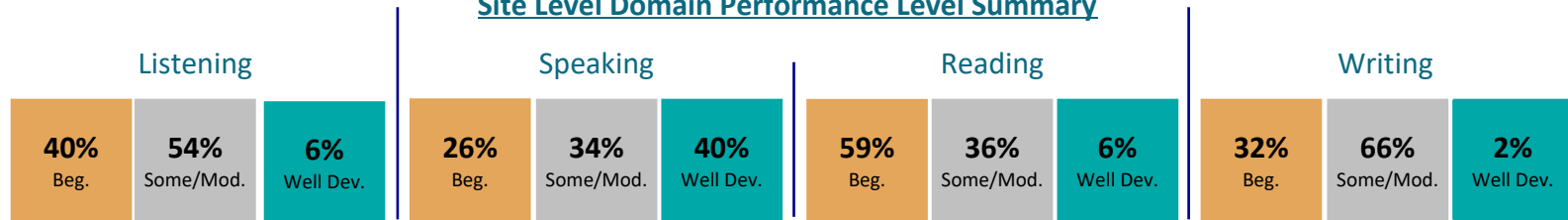
ELPAC Summative Assessment Grade Level Summary 2024-2025

Site :: Wilson

Site Level Overall Performance Level Summary



Site Level Domain Performance Level Summary

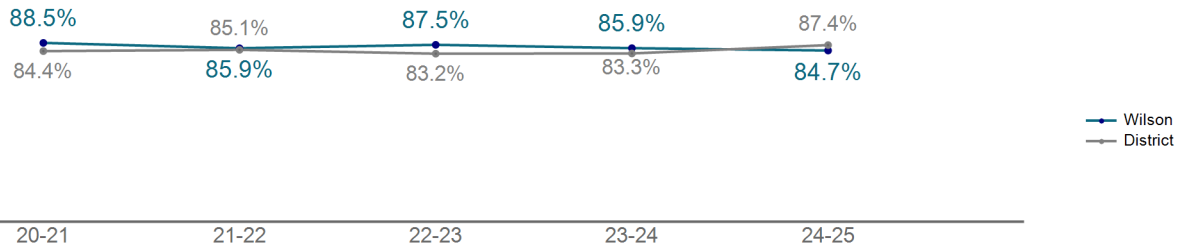


Grade Level Performance Summary (Overall and by Domain)

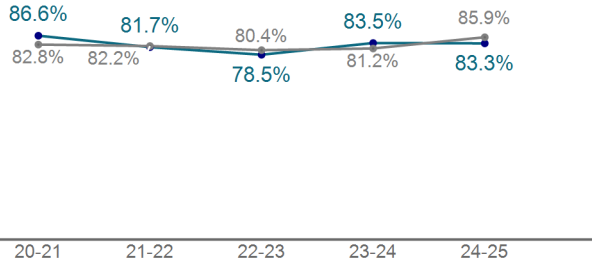
Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
09	21%	35%	35%	9%	30%	51%	17%	14%	34%	49%	58%	34%	5%	13%	81%	4%
10	43%	35%	20%	1%	43%	50%	1%	23%	40%	30%	56%	34%	4%	32%	61%	0%
11	37%	39%	17%	7%	34%	61%	2%	27%	38%	32%	57%	30%	10%	38%	58%	1%
12	42%	22%	30%	6%	46%	43%	3%	33%	15%	43%	49%	42%	1%	37%	52%	3%
13	100%	0%	0%	0%	100%	0%	0%	75%	0%	0%	100%	0%	0%	75%	25%	0%

Cohort Graduation Rate

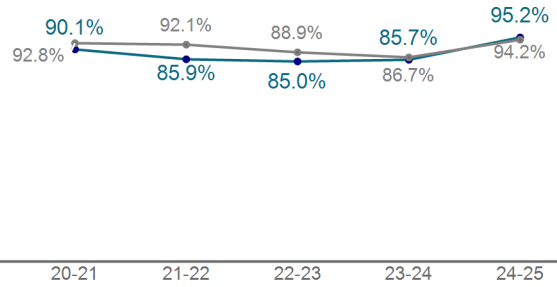
**Wilson
All Students**



African American



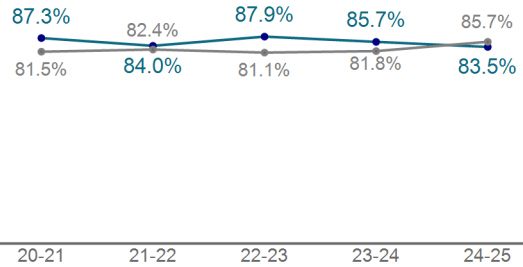
Asian



Filipino

Subgroup with fewer than 20 students.

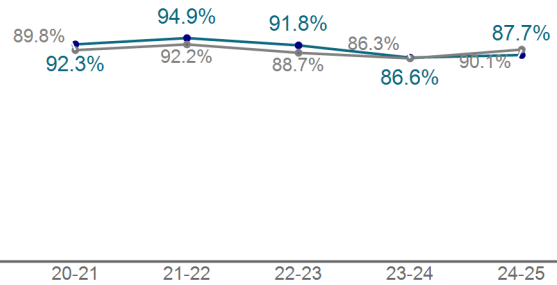
Hispanic



Pacific Islander

Subgroup with fewer than 20 students.

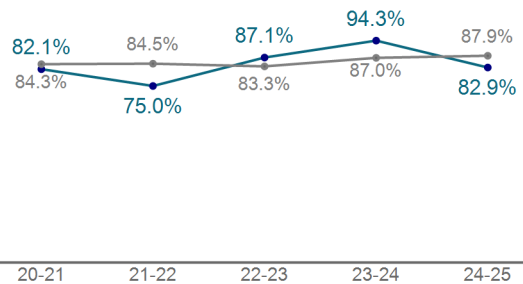
White



Native American

Subgroup with fewer than 20 students.

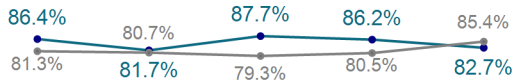
Other



N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

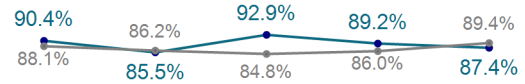
Cohort Graduation Rate

EL + RFEP



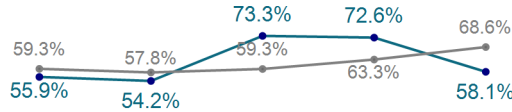
20-21 21-22 22-23 23-24 24-25

Low SES



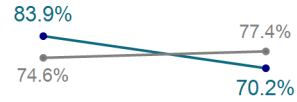
20-21 21-22 22-23 23-24 24-25

English Learner



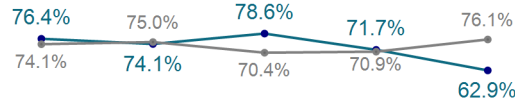
20-21 21-22 22-23 23-24 24-25

Special Education



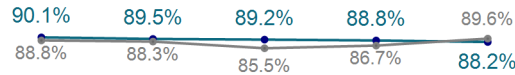
23-24 24-25

Homeless or Foster Youth



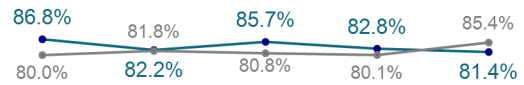
20-21 21-22 22-23 23-24 24-25

Female



20-21 21-22 22-23 23-24 24-25

Male



20-21 21-22 22-23 23-24 24-25

N's are from the current year.
 Dashed line represents data for current year still in progress.
 Subgroups under 20 students are not included.

School Plan for Student Achievement

Addendum 2025-2026

Additional Targeted Support and Improvement (ATSI) -

Wilson High School -

If TSI/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 above 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/TSI 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/TSI responsibilities.

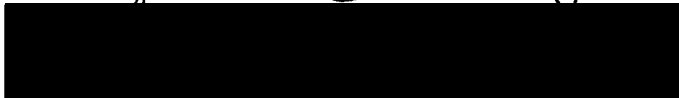
Date Approved by SSC

2/24/24

Signature of Principal



Signature of SSC Chair



Resource Inequities

Schools eligible for CSI, TSI, 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/TSI targeted student groups.

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

- There are no resource inequalities in our SPSA.** Our CSI/ATSI/TSI targeted students are a priority and receive 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/TSI targeted students are being given appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities *(optional)*



LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Plan Escolar para el Logro Estudiantil Anexo 2025-2026

Apoyo y Mejora Específica Adicional (ATSI) ▾

Wilson High School ▾

Si es TSI o ATSI, identifique los subgrupos:

- Afroamericanos
- Jóvenes en hogares de crianza
- Desfavorecidos socioeconómicamente
- Indio americanos
- Hispanos
- Estudiantes con discapacidades
- Asiático-americanos
- Sin hogar
- Dos o más razas
- Estudiante que está aprendiendo inglés
- Isleños del pacífico
- Blancos
- 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)* / Apoyo y Mejora Específica Adicional (ATSI)* / Apoyo y Mejora Específica (TSI)*.

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/TSI. Las inequidades de recursos y la sección CSI del LBUUSD 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/TSI.

**por sus siglas en inglés*

Fecha de aprobación por el SSC

2/24/26

Firma del director

[Redacted signature]

Firma del presidente del SSC

[Redacted signature]

Inequidad de recursos

Las escuelas elegibles para CSI, TSI 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/TSI 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/TSI está dirigido:

- No hay inequidades de recursos presentes en nuestro SPSA.** Nuestros estudiantes a los que CSI/ATSI/TSI 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/TSI está dirigido reciben servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.

Comentarios sobre la inequidad de recursos *(opcional)*





WILSON HIGH SCHOOL

4400 East Tenth Street, Long Beach, California 90804

Phone: (562) 433-0481/ Fax: (562) 433-2731

WILSON HOME SCHOOL COMPACT STUDENT – PARENT/GUARDIAN - TEACHER

(Revised 11/4/25)

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 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](#)
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](#).



ESCUELA SECUNDARIA WILSON

4400 East Tenth Street, Long Beach, California 90804

Teléfono: (562) 433-0481 / Fax: (562) 433-2731

PACTO DE EDUCACIÓN EN EL HOGAR DE WILSON ESTUDIANTE – PADRE/TUTOR - PROFESOR

((Revisado el 11/4/25))

Como ESTUDIANTE de la Escuela Secundaria Wilson, me esforzaré por:

1. Mantener un promedio mínimo de 2.0.
2. Completa y devuelve las tareas y trabajos.
3. Aclarar toda ausencia justificable
4. Recuperar el trabajo que me pierdo cuando no estoy en la escuela
5. Respeta al personal, a tus compañeros y a las instalaciones escolares.
6. Asumo la responsabilidad de lo que digo y hago.
7. Ser una influencia positiva e inclusiva en mis compañeros.
8. Cumpla con las Directrices Generales de Vestimenta y Arreglo Personal del Distrito que se encuentran en el Directrices [para Padres y alumnos](#)
9. Llegar puntualmente a la escuela todos los días con mis materiales para la clase.
10. Llega puntual a todas las clases todos los días.
11. Utiliza Canvas para completar y dar seguimiento a las tareas.
12. Regístrate en Parchment y StudentVUE
13. Cumpla con el Código de Integridad Académica y todas las normas y reglamentos de la escuela secundaria.
14. Cumpla con todas las normas y reglamentos del LBUSD.
15. Aprovecha los programas de apoyo estudiantil de Wilson cuando los necesites.
16. No participar en ningún tipo de acoso, incluido el ciberacoso.
17. Afirmar la identidad de todos los estudiantes de manera inclusiva en cuanto a raza, género, capacidad y estatus migratorio, nacionalidad, etnia, sexualidad y religión, en consonancia con la Excelencia [y excelencia de LBUSD Política de equidad.](#)

Como PADRE/TUTOR de un estudiante de la escuela secundaria Wilson, me esforzaré por:

1. Conozca y haga cumplir las Directrices Generales del Distrito sobre Vestimenta y Arreglo Personal que se encuentran en el [Pautas para padres y alumnos](#)
2. Asegúrate de que mi hijo llegue a tiempo, bien descansado y listo para aprender todos los días.
3. Respeta al personal, a los estudiantes y a los demás padres/tutores de Wilson.
4. Regístrese en ParentVUE y Canvas, y revise periódicamente la cuenta de mi hijo para supervisar lo, asistencia a la escuela, progreso y tareas
5. Proporcionar un ambiente hogareño para el trabajo escolar
6. Revisar las tareas y trabajos con mi hijo/a, según sea necesario
7. Busque ayuda de los maestros, consejeros y el administrador del programa si mi hijo tiene dificultades
8. Asiste a la mayor cantidad posible de eventos escolares, como los Eventos Pathway y la Noche de Regreso a Clases, Jornada de puertas abiertas, reunión de la AMPA, Noche Universitaria y reuniones de diversos grupos de apoyo para padres/tutores organizaciones.

9. Afirmar la identidad de los demás de manera inclusiva en cuanto a raza, género, capacidad, estatus migratorio y nacionalidad, etnia, sexualidad y religión, en consonancia con la [Política de Excelencia y Equidad del Distrito Escolar Unificado de Long Beach \(LBUSD\)](#).

Como PROFESOR en la escuela secundaria Wilson, me esforzaré por:

1. Proporcionar un entorno de aprendizaje seguro y equitativo que valore la voz del estudiante
2. Impartir instrucción de acuerdo con los marcos estatales, el contenido de LBUSD y Linked Estándares de aprendizaje, Estándares Estatales Básicos Comunes e integración de los estándares de la industria de la CTE donde sea posible.
3. Diseñar e impartir clases en un entorno de aprendizaje eficaz en el que todos los estudiantes participen de forma constante desafiados a sobresalir
4. Respetar al personal, a los estudiantes y padres/guardianes en Wilson
5. Atender las necesidades de todos los estudiantes mediante la instrucción diferenciada
6. Sé un modelo a seguir positivo para todos los estudiantes y crea un clima escolar positivo en consonancia con [Política 5137 del Distrito Escolar Unificado de Long Beach \(LBUSD\): Clima Escolar Positivo](#)
7. Incluir expectativas claras en el programa del curso; proporcionar retroalimentación constante sobre el trabajo de los estudiantes.
8. Apoye las expectativas de comportamiento de Wilson y haga cumplir el código de vestimenta del distrito general. Las pautas de aseo personal que se encuentran en las Pautas [para padres y alumnos](#)
9. Mantener una comunicación fluida entre el profesor y la familia
10. Proporcionar intervenciones para satisfacer las necesidades de los estudiantes
11. Participa en el desarrollo profesional para fortalecer tus habilidades y conocimientos.
12. Comunique de manera efectiva las expectativas de la tarea, ya sea en plataformas digitales, por ejemplo, Canvas, o en clase a diario
13. Afirmar la identidad de todos los estudiantes, personal, padres y tutores, incluyendo raza, género y capacidad y estatus migratorio, nacionalidad, etnia, sexualidad y religión, en consonancia con la [Política de Excelencia y Equidad del LBUSD](#).



Woodrow Wilson High School 25-26 Family Involvement Guidelines For Non-Title I School



Woodrow Wilson High School recognizes that families are their children's first and most influential teachers and that continued family involvement in the education of children contributes greatly to student achievement and a positive school environment. In order to engage families positively in their children's education, Woodrow Wilson High School will:

1. Help families develop parenting skills and provide home environments that support their children's academic efforts and their development as responsible members of society.
2. Inform families that they can directly affect the success of their children's learning and provide them with techniques and strategies that they may use to improve their children's academic success and help their children in learning at home.
3. Initiate consistent and effective two-way communication between the home and school so that families may know when and how to help their children in support of classroom learning activities.
4. Provide training for staff that fosters effective and culturally sensitive communication with the home, including training on how to communicate with non-English speaking families and how to give families opportunities to assist in the instructional process both at school and at home.
5. Encourage families to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles.
6. Include families of English Language Learners in the development, implementation, and evaluation of core and categorical programs for English learners. Inform families about how they can be involved in the education of their children and be active participants in assisting their children to achieve English proficiency, achieve at high levels in core academic subjects and meet challenging state academic standards expected of all students.
7. Ensure that all notices, reports, statements or records sent to the family will be translated in the appropriate language. In addition, oral translations of materials will be provided upon the request of the family, if necessary.

School plans shall delineate specific measures that shall be taken to increase family involvement with their children's education, including measures designed to involve families with cultural, language or other barriers which may inhibit such participation.

* * * * *

ADOPTION

Woodrow Wilson High School Family Involvement Guidelines have been developed jointly with, and agreed upon by, families at the school. The Guidelines were adopted by the site's School Site Council members on 11/17/2025 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 12/01/2025. Woodrow Wilson High School, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.



R. Suzanne Caverly - Principal

12-11-25

Date



Woodrow Wilson High School 2025 - 2026



Guía de Participación Escolar para las Familias para escuelas que no reciben financiamiento del programa Title I

Wilson High School reconoce que las familias son los primeros maestros y los maestros más influyentes de sus hijos, y la participación continua de los padres en la educación de sus hijos contribuye enormemente al rendimiento estudiantil y a tener un ambiente positivo en la escuela. Para que las familias puedan participar de manera positiva en la educación de sus hijos, Wilson High School:

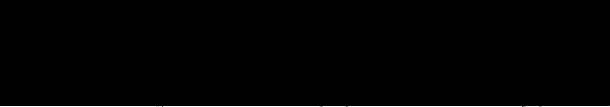
1. Ayudará a las familias a desarrollar sus habilidades como padres y a brindar un ambiente en casa que apoye los esfuerzos académicos de sus hijos y su desarrollo como miembros responsables de la sociedad.
2. Informará a las familias que ellos pueden directamente afectar el éxito del aprendizaje de sus hijos, y les brindará las técnicas y estrategias que pueden usar para mejorar el éxito académico de sus hijos y ayudarlos con el aprendizaje en casa.
3. Iniciará con consistencia y eficacia la comunicación bilateral entre el hogar y la escuela para que las familias puedan saber cuándo y cómo ayudar a sus hijos a apoyar las actividades de aprendizaje en el salón de clase.
4. Recibirá capacitación para que el personal fomente la comunicación eficaz y culturalmente sensible con el hogar, incluyendo la preparación de cómo comunicarse con las familias que no hablan inglés y cómo darles a las familias oportunidades para ayudar en el proceso instructivo tanto en la escuela como en la casa.
5. Alentará a las familias a servir como voluntarios en las escuelas, a asistir a las presentaciones estudiantiles y reuniones escolares, y a participar en los concilios del plantel escolar, concilios asesores, y a otras actividades en las cuales pueden comprometerse a asumir funciones relacionadas a la administración, asesoramiento, y abogar por servicios para estudiantes.
6. Incluirá a las familias del Estudiantado que Está Aprendiendo Inglés en el desarrollo, implementación y evaluación de los programas principales y categóricos para el Estudiantado que Está Aprendiendo Inglés. La Escuela informará a las familias acerca de cómo pueden participar en la educación de sus hijos y ser participantes activos para ayudar a sus hijos a lograr el dominio del idioma inglés, a lograr altos niveles de rendimiento en las materias académicas centrales y a cumplir con las expectativas desafiantes de los estándares académicos estatales para todos los estudiantes.
7. Garantizará que todos los anuncios, reportes, declaraciones o archivos enviados a las familias sean traducidos en el idioma apropiado. Además, la traducción oral de los materiales se proporcionará cuando las familias las soliciten, de ser necesario.

Los planes escolares estarán delineados a las medidas específicas que se considerarán para incrementar la participación de las familias en la educación de sus hijos, incluyendo las medidas designadas a incluir a las familias con las barreras culturales, del idioma u otras barreras que puedan impedir dicha participación.

* * * * *

ADOPCIÓN

La Guía de Participación Escolar para las Familias Escolares se ha desarrollado junto con, y de acuerdo por, las familias en la Wilson High School. La Guía fue adoptada por los miembros del Concilio del Plantel Escolar de la Escuela el 11/17/2025 y estarán vigentes por un periodo de un ciclo escolar. La Escuela distribuirá la Guía a las familias el 12/01/2025 o antes. Wilson High School cuando sea factible, proporcionará una copia de esta Guía a las familias en el idioma que puedan entender los mismos.



R. Suzanne Caverly - Directora

12-11-25

Fecha