



School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Wilson Elementary	39686766042804	12/03/2024	12/17/2024

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Wilson's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds. The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP) and as the Additional Targeted Support Improvement (ATSI) plan.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Wilson staff meet regularly with our School Site Council (SSC) to review CA Dashboard, I-Ready, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a say in what Wilson's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- July 24, 2023
- September 26, 2023
- November 13, 2023
- January 29, 2024
- February 26, 2024
- April 22, 2024
- December 3, 2024

Parents were engaged in the SPSA review and development during the following meetings and days:

- Title 1 Parent Meeting this year August 15, 2024
- English Language Advisory Committee on September 19, 2023
- English Language Advisory Committee on November 8, 2023
- English Language Advisory Committee on January 26, 2024
- English Language Advisory Committee on February 24, 2024
- English Language Advisory Committee on April 23,, 2024
- English Language Advisory Committee on May 21, 2024
- English Language Advisory Committee on October 25, 2024
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Staff were engaged in SPSA review and development during the following meetings and days:

- Leadership Meeting on September 18, 2023
- Leadership Meeting on October 24, 2023
- Leadership Meeting on November 28, 2023
- Leadership Meeting on January 23, 2024
- Leadership Meeting on February 6, 2024
- Leadership Meeting on March 26, 2024
- Staff Meeting on October 1, 2024

Resource Inequities (CSI and ATSI Only)

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

Differentiated Assistance: Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)

Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)

Homeless Youth: Suspension Rate, College Career(HS)

Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)

American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Wilson, the student groups identified for Differentiated Assistance are performing as follows on the CA School Dashboard for 2023:

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
English Learner	101.4 points below standard (red)	116.7 points below standard (orange)	X	X	X	N/A
Foster Youth	population too small, no indicator	population too small, no indicator	X	X	N/A	N./A
Homeless Youth	X	X	population too small, no indicator	X	X	N/A
Students with Disabilities	population too small, no indicator	population too small, no indicator	2.6% suspended at least one day (green)	X	N/A	N/A
American Indian/ Alaskan Native	population too small, no indicator	population too small, no indicator	population too small, no indicator	population too small, no indicator	N/A	N/A

Wilson has a high number of new or intern teachers which creates inequities for student access to high quality first instruction. Wilson's student population is effected by gang violence which create a need for student mental health services and grief support.

Comprehensive Needs Assessment

Comprehensive Needs Assessment Summary

The Administrative Team met with the Leadership Team, Parent Coffee Hour parents, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), I-Ready Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. "The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
All Students	99.3 points below standard (red)	110.3 points below standard (red)	4% suspended at least one day (orange)			
Foster Youth						
English Learner	101.4 points below standard (red)	116.7 points below standard (orange)	3.8% suspended at least one day (orange)	39.5% chronically absent (orange)		
Long Term English Learner						
Homeless Youth						
Socioeconomically Disadvantaged	98.1 points below standard (red)	113.5 points below standard (red)				
Student with Disabilities			2.6% suspended at least one day (green)	43.2% chronically absent (orange)		
African American			9.8% suspended at least one day (red)	59.5% chronically absent (orange)		
American Indian/Alaskan Native						
Asian						
Filipino						
Hispanic	102.9 points below standard (red)	104.3 points below standard (orange)	4.1% suspended at least one day (orange)			
Two or More Races						

Pacific Islander/Native Hawaiian						
White				40.6% chronically absent (orange)		

No major gaps were observed between student groups on the CA Dashboard Indicators for Wilson School. Trend data was also reviewed year over year which resulted in observing that all student groups were consistently performing in the red and orange indicators on the dashboard with minor growth in the positive direction. Data was reviewed utilizing a Decision-Making Matrix to identify specific areas of need. The 5 Why's procedure was conducted with Educational Partners to identify the specific needs of our students. In this process, we identified teacher professional development as an area of focus for this 2024-2025 school year due to the high number of new and/or inexperienced teachers. When using the 5 Whys technique to analyze the decline in math performance, we discovered the following strategies to support schoolwide improvement:

- Professional Development
- Collaboration using the Professional Learning Communities Model
- Family engagement events focused on learning as a community

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	English Language Arts (ELA) Smart Goal: By June 2025, per I-Ready Diagnostic 3 Results, the percent of students performing 2 or more levels below will decrease by 5 percentage points. The percent of students performing at or above grade level will increase by 5 percentage points.
	English Learner Development (ELD) SMART Goal: By June 2025, per ELPAC, the number of students to be reclassified will increase by 5 students.
	Math SMART Goal: By June 2025, per I-Ready Diagnostic 3 Results, the percent of students performing 2 or more levels below will decrease by 5 percentage points. The percent of students performing at or above grade level will increase by 5 percentage points.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent/Number of students performing 2 or more grade levels below	ELA 44.3% (149 Students) Math 43.8% (145 Students)	ELA 39.9% (132 Students) Math 33.8% (128 Students)
English Learners making progress towards English language proficiency	44.7% (21 students)	55% (26 Students)
Percent/Number of students performing at or above grade level	ELA 37% (128 Students) Math 29% (98 Students)	ELA 42% (142 Students) Math 34% (114 Students)

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	<p>Career & Technical Education</p> <p>Teachers will enhance NGSS (Science) curriculum through hands-on Science experiments integrating Project Lead the Way (PLTW) and Science Technology. Engineering Mathematics (STEM) projects to include PLTW/STEM project materials. Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Science specific project materials such as slides, 3D printers and plastic filament, Robotic materials and Project Lead the Way specific project materials. Equipment would include laptops that runs PLTW and STEM required software. Field Trips for grade levels to provide students with hands on experiential learning opportunities and application of NGSS standards through guest speakers, traveling exhibits, and STEM activities. Destinations may include: Exploratorium, Zoos, Parks, Museums, Theater other educational settings.</p> <p>Title I Funding Allocation: Instructional Materials: \$10,000 Pupil Fees: \$2,925</p> <p>LCAP 1.1 Career & Technical Education: Field Trip Transportation: \$10,800 Pupil Fees: \$3,000</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	<p>\$10,000</p> <p>\$10,800</p> <p>\$3,000</p> <p>\$2,925</p>	<p>3010 - Title I</p> <p>0100 - LCFF/S&C (site)</p> <p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I</p>
1.1.2	<p>College Readiness</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.2 College Readiness: No additional site LCFF is being allocated for this strategy.</p>			
1.1.3	<p>A-G High School Courses</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.3 A-G High School Courses: No additional site LCFF is being allocated for this strategy.</p>			

1.1.4	<p>Bilingual Instructional Support</p> <p>Bilingual Assistant (District Funded) provide extra support after school tutoring through LDO MASP Program.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.4 Bilingual Instructional Support: No additional site LCFF is being allocated for this strategy.</p>	English Learners		
1.1.5	<p>English Learner Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.5 English Learner Professional Development: No additional site LCFF is being allocated for this strategy.</p>			
1.1.6	<p>English Learner Programs and Supports</p> <p>English Learners will be provided additional access to the LEXIA website program to support their English language development at each students' individual pace.</p> <p>Title I Funding Allocation: License Agreement: \$ 7,700</p> <p>LCAP 1.6 English Learner Programs and Supports: No additional site LCFF is being allocated for this strategy.</p>	English Learners	\$7,700	3010 - Title I

1.1.7	<p>Teacher Collaboration, Professional Development, & Academic Support</p> <p>Teachers will be provided professional learning and support from District Specialists, Consultants, and through peer collaboration in ELA, Mathematics and ELD instruction through training, coaching cycles, and professional development in the areas of ELA, ELD, AVID and Mathematics. Activities will include, but not be limited to, the following; co-teaching events demo lessons, observations of classroom instruction, teachers receiving coaching targeted professional development (AVID, Solution Tree, Curriculum Training, Curriculum Associates, Brandon Leake CEO of Called To Move) classroom observations. Consultants- Guest speakers or on-site presentations to deepen classroom instruction, provide social emotional learning opportunities, and enrich the educational experience of our students. We will utilize sub support for training during the day, and additional compensation for planning time.</p> <p>Title I Funding Allocation: Consultants: \$45,000 Additional Substitute Teacher Compensation: \$10,000 Additional Teacher Compensation: \$5,625</p> <p>LCAP 1.7 Teacher Collaboration, Professional Development, & Academic Support: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$45,000 \$10,000 \$5,625	3010 - Title I 3010 - Title I 3010 - Title I
1.1.8	<p>School Site Administrators Leadership Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.8 School Site Administrators Leadership Professional Development: No additional site LCFF is being allocated for this strategy.</p>			

1.1.9	<p>Professional Learning Community Implementation, Professional Learning & Curriculum Implementation</p> <p>Solution Tree Consultants (District Funded) will be utilized for coaching sessions in implementation of Professional Learning Communities (PLC) and developing efficacy in collaborative practices to improve instruction and build positive school culture. Teachers and staff will collaborate and participate in academic conferences during the day and after school to improve instructional practices, conduct data analysis, and improve school culture.</p> <p>Title I Funding Allocation: Additional Substitute Teacher Compensation: \$4,800 Additional Teacher Compensation: \$5,625</p> <p>LCAP 1.9 Professional Learning Community Implementation, Professional Learning & Curriculum Implementation: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$4,800</p> <p>\$5,625</p>	<p>3010 - Title I</p> <p>3010 - Title I</p>
1.1.10	<p>Data Analysis and Evaluation</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.10 Data Analysis and Evaluation: No additional site LCFF is being allocated for this strategy.</p>			
1.1.11	<p>Access to Foundational & Outdoor Learning Spaces</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.11 Access to Foundational & Outdoor Learning Spaces: No additional site LCFF is being allocated for this strategy.</p>			

1.1.12	<p>Acceleration of Learning</p> <p>SIPPS early literacy foundational reading curriculum will support Tier 2 and Tier 3 support for phonics instruction and phonemic awareness. It will also support intervention and small group support needs of ATSI subgroups (African American, Students with Disabilities, White, and Two or More Races) Lexia Learning. Due to the magnitude of learning loss and the importance of Reading intervention, we will continue this subscription which includes Core5/PowerUp, Lexia Academy and Site Success Partnership. Core-5 supports educators in providing differentiated literacy instruction for students of all abilities in grades K-5. Lexia's research-proven program provides systematic, explicit, personalized learning in the six areas of Reading instruction, targeting skill gaps as they emerge. The PowerUp literacy program provides a personalized literacy learning experience for struggling and nearly proficient readers in grades 6 and up. Annual outcome: Every classroom student makes progress on I-Ready ELA diagnostics from fall to spring.</p> <p>Teacher collaboration and planning outside of contractual hours for SIPPS implementation Teachers will be provided release time to participate in professional development focused on high quality first instruction in ELA. Additional storage space is required to house the intervention curriculum to ensure the longevity of the program, a storage solution will be researched and utilized to provide a safe place to store curriculum when not in use and to remove excess materials from classroom to allow space for small group instruction.</p> <p>Title I Funding Allocation: Additional Teacher Compensation: \$1,500 License Agreement: \$12, 420 Additional Substitutes Teacher Compensation: \$3,000</p> <p>LCAP 1.12 Acceleration of Learning: License Agreements: \$5,663</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	<p>\$1,500</p> <p>\$12,420</p> <p>\$3,000</p> <p>\$5,663</p>	<p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>0100 - LCFF/S&C (site)</p>
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<p>1.1.13</p>	<p>Literacy and Library Supports</p> <p>Library Media Assistants (0.375 FTE - District Funded) support student literacy by oversight of the school library through the acquisition, circulation, maintenance and distribution of library books and instructional materials at an assigned school site; assist students and teachers in the selection, location and use of library materials and equipment. Maintaining library functionality at the school site increases and improves unduplicated pupils' access to current and culturally relevant reading materials that support increased and improved student achievement.</p> <p>Library Media Assistant will support implementation of supplemental programs for Early Literacy and Reading and Reading Comprehension. Through monitoring vocabulary, fluency, and reading level data the Library Media Assistant will inform teachers and students of targeted needs to achieve ELA goals. The Library Media Assistant will conduct small group read aloud; facilitate student use of Lexia, etc., and support literacy/ELA assessment. The Library Media Assist will support school functions such as textbook check out, book fair, and other activities outside of their contractual hours. New books will be selected to purchase for students to be offered opportunities to read a wide variety of genres. Program Specialist, Intervention teacher, and Library Media Assistant will work with students who are struggling and being considered for retention or testing.</p> <p>Title I Funding Allocation: Books & References: \$9,000</p> <p>LCAP 1.13 Literacy and Library Supports: Additional Library Media Assist Compensation: \$5,850</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$5,850</p> <p>\$9,000</p>	<p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I</p>
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<p>1.1.14</p>	<p>Advancement Via Individual Determination (AVID)</p> <p>AVID Training/Summer Institute: Site team will attend training and plan focus areas for WICOR strategy implementation and development of AVID Certification. Provide students with hands on experiential learning opportunities to supplement core instruction and promotion of college/career/community readiness. Advancement Via Individual Determination (AVID) will be implemented schoolwide. We continue to have the AVID elective for 7th and 8th graders who apply and successfully the interview and select process. Life Level Leaders have created college readiness goals and expectations for each grade level that will integrate well with the curriculum. Leaders will prepare a training to focus on grade level organization, note-taking, planners, and activities to enhance the college mindset on campus. AVID project instructional materials include but are not limited to: College banners, T-Shirts, Note-taking paper/ templates, pencil pouches, dividers, planners, novels/books, whiteboards, clipboards, dry erase markers various colors, flashcards, games, TPR, copy paper (white and colored), folders/sleeves, pencils, pocket folders, multi-colored construction paper, color printer, color printer ink, printer paper, Post-It specific chart paper, glue sticks, multi-sized envelopes including 10"x 13" & 5" x 7", colored pencils, scissors, markers, whiteboard erasers, graph paper, index cards, erasers, Post-it notes (sticky notes), binder tab inserts, binders, 2 pocket folders, draft stamp, blue masking tape, file folders, multi-colored file folders, rolls of multi-colored butcher paper, fadeless colored paper, pencil sharpener, chalk, fasteners (brads), tissue paper, white-out, white-out tape, clear tape, metal rings, paper clips, binder clips, rubber bands, permanent markers, rulers, compass, wet erase markers, crayons, journals, highlighters, sentence strips, and composition books, sheet protectors, bottle glue, generic sticky chart paper, regular chart paper, small thin highlighters, large highlighters, highlighter sets, staples and stapler, binder paper college ruled, binder paper regular, spiral notebooks college ruled, spiral notebooks regular ruled, black/blue/red ballpoint pens, colored pencils, Flair specific pens, goldenrod copy paper, adhesive labels various sizes, plastic pocket folders, zip storage bags multi size, pocket charts, masking tape, scotch tape. Teachers will enhance NGSS (science) curriculum through hands-on science experiments. Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, science specific project materials - glue sticks, glitter, Plaster-of-Paris, popsicle sticks, specific paper for projects such as origami, dirt, sand, rubber bands, jars, poster paper and poster boards, masking tape, markers, pipe cleaners, 3-ring binders, 5-6 colored tab subject dividers, zipper pouches, pens, pencils, highlighters, dry erase markers, notebook paper, notebooks, calculators, 6 and 12 in rulers, 3-ring whole punch, multiple size post-it notes. Wilson will seek and utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$40,394</p> <p>\$6,000</p> <p>\$8,400</p>	<p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p>
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	<p>collaboration and training. Consultants may include Solution Tree, AVID, SJCOE, PCE Solutions, and others.</p> <p>Title I Funding Allocation: Conferences: \$8,400 Instructional Materials: \$40,394 Transportation: \$6,000</p> <p>LCAP 1.14 Advancement Via Individual Determination (AVID): No additional site LCFF is being allocated for this strategy.</p>			
1.1.15	<p>Recapturing Learning Loss</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.15 Recapturing Learning Loss: No additional site LCFF is being allocated for this strategy.</p>			
1.1.16	<p>Outdoor Education/Science Camp</p> <p>Outdoor Education/Science Camp (District Funded): Students from all SUSD schools have the opportunity to attend science camp either at Sky Mountain Science Camp (SJCOE property) or another camp that the site arranges. Bussing, cabin leaders, teachers, and students' fees. The purpose of Science Camp for all is to ensure equity for all our students, providing an opportunity for all our students to attend Science Camp and participate in the same experiences as the rest of our students.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.16 Outdoor Education/Science Camp: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>		

Annual Review

SPSA Year Reviewed: 2023-2024

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

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Strategy/Activity 1.1.1 - Professional Development Instructional Coach: Wilson School did not receive an Instructional Coach for 23-24 school year, making this strategy ineffective. Strategy/Activity 1.1.2 - Parent-Student-Teacher Conferencing: Only 3 Teachers met with parents/students throughout the school year, beyond there contracted conferencing. Strategy/Activity 1.1.3 - Reading Achievement Night: We will continue to work on this strategy and increase the participation and planning. Strategy/Activity 1.1.4 - AVID Schoolwide: AVID Schoolwide initiatives were not fully implemented during the 2023-2024 school year due to support personnel, 1/2 AP and priority of administrator duties. AVID was minimally implemented. AVID conferences, summer institute, materials and training will continue to be implemented with Title 1 and LCFF funds, as CSI funds are no longer available. Strategy/Activity 1.1.5 The Lexia program and AR was implemented fully in only 3 grade levels. This strategy was ineffective due to lack of participation and instructional support in it's implementation, training and scheduling. Strategy/Activity 1.1.6 - Lexia English license The Lexia program for EL's was not fully implemented. This strategy was ineffective due to lack of participation and instructional support in it's implementation, training and scheduling. Strategy/Activity 1.1.7 SUPPORT PERSONNEL Program Specialist Wilson School did not receive a Program Specialist for 23-24 school year, making this strategy ineffective. Strategy Activity 1.1.8 EXTRA ACADEMIC SUPPORT This strategy was not utilized. ELOP provided afterschool academic support Strategy/Activity 1.1.9 STUDENT ACHIEVEMENT Ten Days in June This strategy was ineffective due to low attendance and follow up with the staff as a whole. Strategy/Activity 1.1.10 Primary Grade Sub Support Extra Academic Student Support This strategy was ineffective. Extra academic support was provided through ELOP. Strategy/Activity 1.1.11 AVID STUDENT ACHIEVEMENT AVID Schoolwide initiatives were not fully implemented during the 2023-2024 school year due to support personnel, 1/2 AP and priority of administrator duties. AVID was minimally implemented. AVID conferences, summer institute, materials and training will continue to be implemented with Title 1 and LCFF funds, as CSI funds are no longer available. Strategy/Activity 1.1.12 : SUPPLEMENTAL READING OPPORTUNITIES Accelerated Reader(AR) This strategy was ineffective due to lack of participation and instructional support in it's implementation, training and scheduling. CSI funds are no longer available.

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

The differences between the intended implementation and the budgeted expenditures to implement the strategies was the limited participation and instructional support in it's implementation, training and scheduling.

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

*Based on usage data, Accelerated Reader and Lexia programs will not be purchased next year. *Extra Academic Support will be provided through ELOP and LDO. *Extra parent conferencing will not get extra funding to due lack of participation.

Goal 2.1

Goal #	Description
Goal 2.1	By the end of June 30, 2025, the percent of unduplicated student suspensions will decrease by 30% from the previous year as measured by Discipline cumulative reports. By June 2025, reduce chronic absenteeism by 10 percentage points.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Suspension	100 Suspensions	30% from the previous year
Chronic Absenteeism Rate	37.8% (161 student at 10% or more)	33.1% (141 student at 10% or more)

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	Educational Equity, Diversity, and Inclusion Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.1 Educational Equity, Diversity, and Inclusion: No additional site LCFF is being allocated for this strategy.			

2.1.2	<p>Ethnic Studies Program</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy.</p>			
2.1.3	<p>Equity and Inclusion Training and Workshops</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy.</p>			
2.1.4	<p>Cultural Relevance, Outreach, and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.4 Cultural Relevance, Outreach, and Support: No additional site LCFF is being allocated for this strategy.</p>			
2.1.5	<p>Positive Behavior Interventions and Support (PBIS)</p> <p>Monthly PBIS meetings are held with teachers, counselors, administration, and mental health. The PBIS team will meet monthly after school to examine and analyze quantitative and qualitative data gathered from discipline, attendance, formative assessments, instructional rounds, and site-based surveys.</p> <p>Title I Funding Allocation: Additional Teachers Compensation: \$2,923 Additional Counselor Compensation: \$1,170 Additional Counselor PBIS Compensation: \$2,340 Additional Classified Staff Compensation: \$780</p> <p>LCAP 2.5 Positive Behavior Interventions and Support (PBIS): No additional site LCFF is being allocated for this strategy.</p>	<p>Low Income, Foster Youth, English Learners, All Students, Students with Disabilities</p>	<p>\$2,923</p> <p>\$1,170</p> <p>\$780</p> <p>\$2,340</p>	<p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p>

2.1.6	<p>Student Assistance Program Support (SAP)</p> <p>Wilson's counselor will work with all staff to ensure students achieve at high levels and come to class ready to learn. She will work with families to support students' social-emotional needs and provide supports for students in all areas. She supports instruction through classroom based lessons and observations to support student interventions. The counselor will work outside of contractual time to communicate with parents and staff on student needs and plan for classroom based lessons and small group counseling sessions.</p> <p>Title I Funding Allocation: Additional Counselor Compensation: \$7,650</p> <p>LCAP 2.6 Student Assistance Program Support (SAP): No additional site LCFF is being allocated for this strategy.</p>	Foster Youth, Students with Disabilities, Low Income, English Learners, All Students	\$7,650	3010 - Title I
2.1.7	<p>Behavior Support Services</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.7 Behavior Support Services: No additional site LCFF is being allocated for this strategy.</p>			
2.1.8	<p>New Teacher Training and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.8 New Teacher Training and Support: No additional site LCFF is being allocated for this strategy.</p>			
2.1.9	<p>Social Service Supports for Families in Transition</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy.</p>			

2.1.10	<p>Central Enrollment Direct Services to Families</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy.</p>			
2.1.11	<p>Student Attendance and Truancy</p> <p>Weekly attendance team meetings are a part of the Wilson's Multi-Tiered System of Support (MTSS) . The purpose of the meeting is to meet weekly with Counselors, Administrators, CWA, and Mental Health to review chronic absenteeism data and create caseloads for team follow-up. Establish programs and procedures for addressing chronic absenteeism. Team will monitor attendance data, conduct conferences and SSTs, and create incentive programs to improve student attendance and connection with campus. Team consists of Counselor, CWA, Admin, MHC.</p> <p>Title I Funding Allocation: No additional Title I is being allocated for this strategy.</p> <p>LCAP 2.11 Student Attendance and Truancy: No additional site LCFF is being allocated for this strategy.</p>	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students		
2.1.12	<p>Health and Wellness Services and Supports</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.12 Health and Wellness Services and Supports: No additional site LCFF is being allocated for this strategy.</p>			
2.1.13	<p>Mental Health Resources and Supports for Students</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.13 Mental Health Resources and Supports for Students: No additional site LCFF is being allocated for this strategy.</p>			

2.1.14	<p>Social Emotional and Restorative Practices and Responsive Schools</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools : No additional site LCFF is being allocated for this strategy.</p>			
2.1.15	<p>School Connectedness</p> <p>Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities (e.g., ASSIST or Sports for Learning a lunchtime sports program that focuses on grades k-8, students are taught skills, rules, and how to play a variety of sports with the guidance of coaches, etc.), to improve student behavior and attendance. PBIS team to attend a conference with topics to include (but not limited to) PBIS, behavior, classroom management, attendance, school improvement. The PBIS team will collaborate to improve school climate. Conference with the PBIS Team (Administration, Program Specialist, Counselor, and Teachers).</p> <p>Title I Funding Allocation: Additional Substitute Teacher Compensation: \$3,000</p> <p>LCAP 2.15 School Connectedness: Conference: \$30,000 Consultants: \$</p>			
2.1.16	<p>Assistant Principal Restoration at TK-8th Grade School Sites</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites: No additional site LCFF is being allocated for this strategy.</p>			

2.1.17	<p>Additional School Site Support</p> <p>Program Specialist (1.0 FTE - District Funded) to provide support to teachers, administration, struggling students and English learner programs. The Program Specialist and Instructional Coach responsibilities or duties will include but are not limited to the following: Assist with providing professional development and co-teaching opportunities to individual and grade level teachers. Additionally, they will support all teachers with full implementation of the ELA, ELD, and mathematics curricula by accessing resources such as AVID, SIPPS, NGSS, and MTSS to support all components curriculum and instruction. They will work with teachers during and/or after school to assist with planning, collaboration, and the data cycle for analyzing student assessment results. They will plan, facilitate, and/or assist with teacher academic conferences with all grade levels and provide support to English learners during the instructional day. They will ensure timely monitoring of EL and RFEP students and coordinate all state and district assessments such as I-Ready, ELPAC, CAASPP, and PSAT. They will work together to ensure teachers and students have required core materials and manage instructional materials/inventories through Destiny. They will provide technical support for instructional technology and software. The Program Specialist will work with the Bilingual Assistant to support identification and monitoring of EL progress resulting in reclassification. The Program Specialist and Instructional Coach will work collaboratively with teachers to identify areas of need to support EL students.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.17 Additional School Site Support: No additional site LCFF is being allocated for this strategy.</p>	All Students, Students with Disabilities, Low Income, Foster Youth, English Learners		
2.1.18	<p>Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.18 Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy.</p>			

2.1.19	<p>Technology and Innovation Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.19 Technology and Innovation Support: No additional site LCFF is being allocated for this strategy.</p>			
2.1.20	<p>Instructional Technology</p> <p>Increase and/or improve unduplicated pupil access to learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allows teachers to remotely monitor student learning. Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of common core state standards. Such equipment to use or purchase may include, but no limited to, student laptops, tablet devices, E-readers, projectors, document readers/ cameras, interactive SMART boards, printers, copiers, laminators, poster makers, wireless audio components, and other instructional ancillary devices. Replace old/broken equipment.</p> <p>Other services and operational costs associated with plan implementation maintenance agreements. Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment. Duplicating (teacher handbooks and planners) to support instructional and AVID strategies implementation and student organization. Maintenance agreements will ensure the equipment is available and usable to provide a print rich environment. Annual outcome: Every classroom student makes progress on I-Ready ELA & Math diagnostics from fall to spring. School/Teachers will use duplicating services for Planners, banners, and curriculum implementation.</p> <p>Title I Funding Allocation: Equipment: \$5,000 Duplicating: \$1,000</p> <p>LCAP 2.20 Instructional Technology: Maintenance Agreements: \$3,900</p>	<p>Students with Disabilities, Low Income, Foster Youth, English Learners, All Students</p>	<p>\$5,000</p> <p>\$3,900</p> <p>\$1,000</p>	<p>3010 - Title I</p> <p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I</p>

2.1.21	<p>Instruction and Teacher Staffing</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.21 Instruction and Teacher Staffing: No additional site LCFF is being allocated for this strategy.</p>			
2.1.22	<p>Recruit, Hire, Retain High Qualified Staff</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff: No additional site LCFF is being allocated for this strategy.</p>			
2.1.23	<p>School Facilities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.23 School Facilities: No additional site LCFF is being allocated for this strategy.</p>			
2.1.24	<p>Student and Campus Safety</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.24 Student and Campus Safety: No additional site LCFF is being allocated for this strategy.</p>			

Annual Review

SPSA Year Reviewed: 2023-2024

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

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Strategy/Activity 2.1.1 - School Climate Technology Night for Parents: This strategy was ineffective due to lack of planning. Strategy/Activity 2.1.2 - School Climate Technology Training for Staff: This strategy was effective, however no funds were needed as we trained during contract hours. Strategy/Activity 2.1.3 - Attendance Team: We will continue to work on this strategy. We lacked the planning and support for this strategy this year. Student Support Services Strategy/Activity 2.1.4 - Multi-Tiered Systems of Support (MTSS): Counselor is the coordinator for this strategy. This strategy was effective, however we did not need the funds, as this was conducted during contract hours. Strategy/Activity 2.1.5 - Positive Behavior and Intervention Support (PBIS) Training: PBIS Rewards System Program - This strategy was ineffective. This program was not purchased. Strategy/Activity 2.1.6 Classroom Management (CM) System We will continue to work on this strategy. Wilson did not get an instructional coach this year to support this strategy. We will be at about 30% uncredentialed teachers, who are brand new the site. We will provide the support as needed. Strategy/Activity 2.1.7 School Climate Conference This conference was effective and we will continue to offer this to staff. We were able to gain new knowledge on school climate and signs of school violence.

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

The differences between the intended implementation and the budgeted expenditures to implement the strategies was the limited instructional support in it's implementation, training and scheduling.

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

We will not continue with Strategy/Activity 2.1.5. This program was attempted two years in a row. We will not pursue this program going forward.

Goal 3.1

Goal #	Description
Goal 3.1	

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Parent Attendance	15%	40%
Number of Parent Events/ Workshops/Trainings offered	1 Parent Events/ Workshops/Trainings	3 Parent Events/ Workshops/Trainings

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	Student Engagement and Leadership Opportunities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.1 Student Engagement and Leadership Opportunities: No additional site LCFF is being allocated for this strategy.			

3.1.2	Youth Engagement Activities and Athletic Programs Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.2 Youth Engagement Activities and Athletic Programs: No additional site LCFF is being allocated for this strategy.			
3.1.3	Arts Programming Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.3 Arts Programming: No additional site LCFF is being allocated for this strategy.			
3.1.4	Expanded Learning and Enrichment Opportunities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.4Expanded Learning and Enrichment Opportunities: No additional site LCFF is being allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024

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

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Strategy/Activity 3.1.2 - Meaningful Partnerships: Title I Parent Involvement Funds - This strategy is effective and utilized appropriately to support our parent involvement.

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

This strategy was implemented and funds were used. We will continue to develop this strategy going forward.

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

We will not be making any changes to this strategy.

Goal 4.1

Goal #	Description
Goal 4.1	By June 2025, increase the average parent attendance to school events by 35% as measured by sign in sheets. By June 2025, offer 3 different Parent Events/ Workshops/Trainings as documented on the master calendar.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Parent Attendance	15%	40%
Number of Parent Events/ Workshops/Trainings offered	1 Parent Events/ Workshops/Trainings	3 Parent Events/ Workshops/Trainings

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	<p>Family and Community Communication, Empowerment, and Engagement</p> <p>Provide parents with support and resources that empowers them be engaged in their student's learning to increase student academic learning and performance by enhancing the quality and quantity of parent-teacher communication and interaction, communication, after school academic focused activities, etc. Parent Meeting: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do. Books - Title I Parent: Books will be utilized to provide parents with current strategies around positive parenting, ELA & math strategies to support their children at home. Parents will utilize the books to gain understanding and learn positive parenting skills. These skills will transfer to the parents' ability to help their children at home and provide a positive environment that is conducive to learning.</p> <p>Parent Assemblies, Presenter, Consultants, Parent Coffees and Parent ELAC meetings will require supplies, snacks, drinks etc. We will contact the Family Resource Center for support in this area. We will conduct multiple surveys, and communicate with Wilson families about attendance, academic performance, volunteerism, students social and emotional learning, and school policies/ procedures. We will conduct training and provide parents opportunities to be more involved with their child's educational journey. License agreement to provide a virtual platform for staff and parents to hold productive meetings.</p> <p>Title I Funding Allocation: Meeting Expenses: \$1,000 - Title I Parent Books and Reference Materials: \$1,000 - Title I Parent Consultants: \$2,267 - Title I Parent</p> <p>LCAP 4.1 Family and Community Communication, Empowerment, and Engagement: License Agreements: \$150</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$1,000</p> <p>\$1,000</p> <p>\$2,267</p> <p>\$150</p>	<p>3010 - Title I - Parent</p> <p>3010 - Title I - Parent</p> <p>3010 - Title I - Parent</p> <p>0100 - LCFF/S&C (site)</p>

4.1.2	<p>District Strategic Planning and Communication</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.2 District Strategic Planning and Communication: No additional site LCFF is being allocated for this strategy.</p>			
4.1.3	<p>Community Schools Supports and Resources</p> <p>Parent and student involvement activities, such as (but not limited to) Literacy Night, Book Fair, Science night, STEM Night, AVID Night, Math Night, Multicultural night, Parent Assemblies, Presenters, and Consultants. Non-Instructional Materials - Title I Parent- These materials are essential to provide hands-on activities for our families to learn together and build a community of learning.</p> <p>Teachers will hold parent-teacher conferences above and beyond the required time allotted in their contracts to focus on student growth and academic achievement.</p> <p>Title I Funding Allocation: Non-Instructional Materials: \$5,000 Additional Teacher Compensation: \$20,250 Additional Counselor Compensation: \$4,050</p> <p>LCAP 4.3 Community Schools Supports and Resources: No additional site LCFF is being allocated for this strategy.</p>	<p>Students with Disabilities, Low Income, Foster Youth, English Learners, All Students</p>	<p>\$5,000</p> <p>\$20,250</p> <p>\$4,050</p>	<p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p>
4.1.4	<p>Parent Advisory Committee Supports and Resources</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.4 Parent Advisory Committee Supports and Resources: No additional site LCFF is being allocated for this strategy.</p>			

Annual Review

SPSA Year Reviewed: 2023-2024

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

left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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

Goal 5.1

Goal #	Description
Goal 5.1	.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy.			
5.1.2	Developing Student Individual Transition Plans Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy.			

5.1.3	<p>Accelerate Learning for all SPED Students</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.3 Accelerate Learning for all SPED Students: No additional site LCFF is being allocated for this strategy.</p>			
5.1.4	<p>Culturally Responsive Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.4 Culturally Responsive Professional Development: No additional site LCFF is being allocated for this strategy.</p>			
5.1.5	<p>Meaningful Student Experiences and Opportunities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy.</p>			
5.1.6	<p>Recruit, Hire and Retain Student Support Personnel</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy.</p>			
5.1.7	<p>Parent and Family Supports and Resources</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy.</p>			

5.1.8	Enhancing School Engagement and Attendance for Students with Disabilities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024

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

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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

Goal 6.1

Goal #	Description
Goal 6.1	.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6.1.1	Student Achievement Plan Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy.			
6.1.2	Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA) Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy.			

6.1.3	<p>Educator Gap Equity Plan</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy.</p>			
6.1.4	<p>BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy</p> <p>Wilson will provide culturally relevant books that allow students to view themselves as the characters of the stories to increase student interest and engagement in non-fictional stories to increase overall student achievement.</p> <p>Title I Funding Allocation: Books and Reference Materials: \$1,000</p> <p>LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy: No additional site LCFF is being allocated for this strategy.</p>	All Students	\$1,000	3010 - Title I
6.1.5	<p>BSAP Community Partnerships</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy.</p>			
6.1.6	<p>Development of an African American Studies Course</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy.</p>			

6.1.7	BSAP School Climate & Wellness Personnel Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.7 BSAP School Climate & Wellness Personnel Support: No additional site LCFF is being allocated for this strategy.			
6.1.8	BSAP Community -Based Safety Pilots Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.8 BSAP Community-Based Safety Pilots: No additional site LCFF is being allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024

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

Analysis

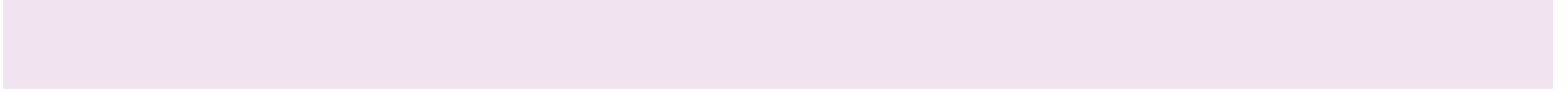
An Analysis of how this goal was carried out in the previous year.

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

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

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

where those changes can be found in the SPSA.



Budget Summary

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

Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	\$227,819.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$257,182.00

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
3010 - Title I	\$223,552.00
3010 - Title I - Parent	\$4,267.00

Subtotal of additional federal funds included for this school: \$227,819.00

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

State or Local Programs	Allocation (\$)
0100 - LCFF/S&C (site)	\$29,363.00

Subtotal of state or local funds included for this school: \$29,363.00

Total of federal, state, and/or local funds for this school: \$257,182.00

Addendums

2024-25 School Plan for Student Achievement

Recommendations and Assurances

Site Name: _____

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

Date of Meeting

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

English Learner Advisory Committee

Date of Meeting

5. The SSC reviewed the content requirements for school plans of programs included in the SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
6. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive coordinated plan to reach stated school goals to improve student academic performance.

2024-25 SPSA was adopted by the SSC at a public meeting on _____.
Date of Meeting

(Optional)

Other committees included in the Comprehensive Needs Assessment and SPSA review include:

Committee

Date of Meeting

Attested:

Typed Name of School Principal

Signature of School Principal

Date

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside CDE Source)
CalWORKS	California Work Opportunity and Responsibility to Kids

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description
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I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description
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K

Acronym	Description
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L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description
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MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description
---------	-------------

R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
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S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	Western Association of Schools and Colleges (Outside CDE Source)
WestEd	WestEd (Outside CDE Source)
WIC	Women, Infants, and Children (Outside CDE Source)

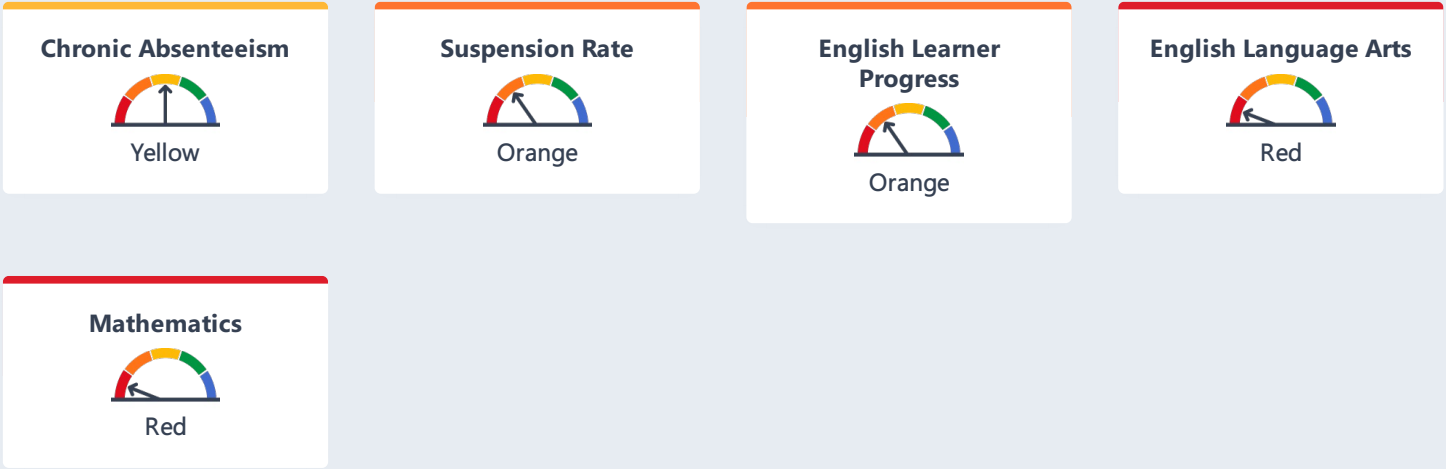
X, Y, Z

Acronym	Description
YRE	Year-round Education

Questions: Felicia Novoa | fnovoa@cde.ca.gov

Wilson Elementary

Explore the performance of Wilson Elementary under California's Accountability System.

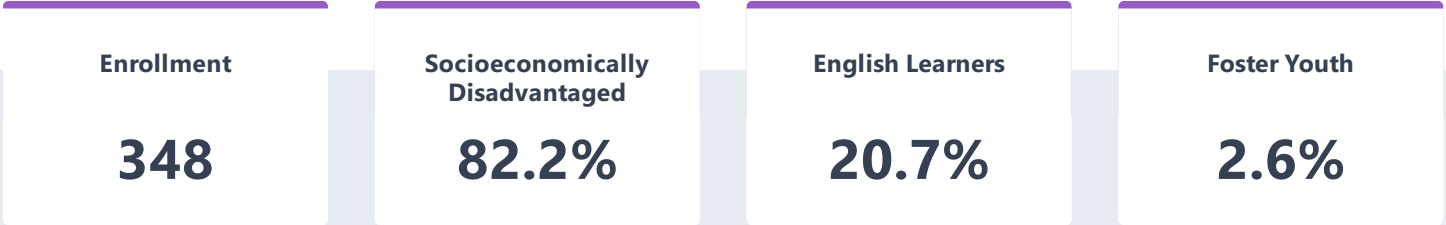


School Details

<div>NAME</div> Wilson Elementary	<div>ADDRESS</div> 150 East Mendocino Avenue Stockton, CA 95204-3400	<div>WEBSITE</div> N/A	<div>GRADES SERVED</div> K-8
<div>CHARTER</div> No	<div>DASHBOARD ALTERNATIVE SCHOOLS STATUS</div> No		

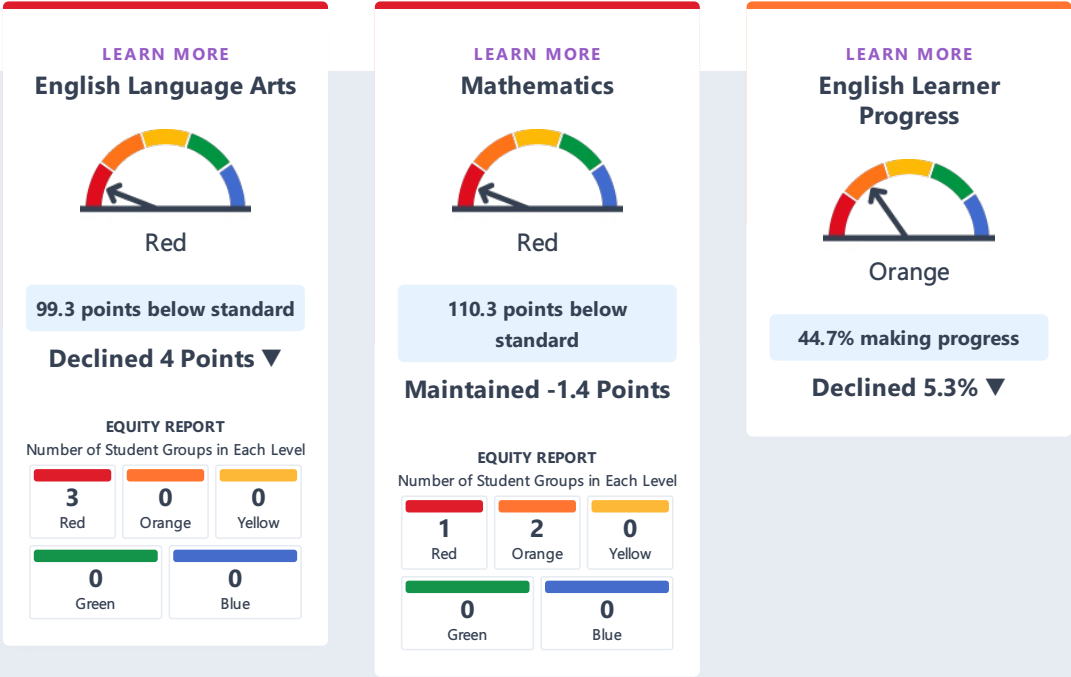
Student Population

Explore information about this school's student population.



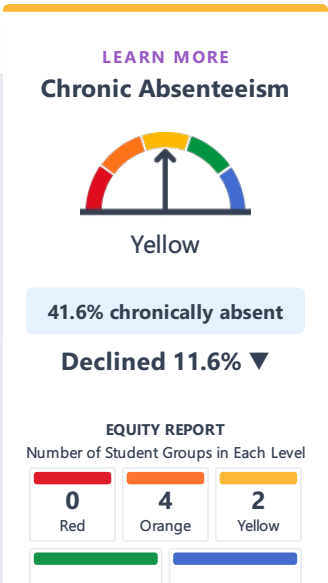
Academic Performance

View Student Assessment Results and other aspects of school performance.



Academic Engagement

See information that shows how well schools are engaging students in their learning.



0

Green

0

Blue

WILSON ELEMENTARY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate



Orange

4% suspended at least one day

Increased 0.6% ▲

EQUITY REPORT

Number of Student Groups in Each Level

1

Red

3

Orange

0

Yellow

1

Green

1

Blue

Academic Performance


View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

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

All Students



Red

99.3 points below standard

Declined 4 Points ▼

Number of Students: 205

Student Group Details

All Student Groups by Performance Level

12 Total Student Groups




Red

English Learners


Hispanic

Socioeconomically Disadvantaged




Orange

No Student Groups




Yellow

No Student Groups




Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Students with Disabilities

White

African American



No Performance Color

117.2 points below standard

Increased 22.9 Points ▲

Number of Students: 21

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian



No Performance Color

121.2 points below standard

Increased 31.2 Points ▲

Number of Students: 11

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Homeless



No Performance Color

99 points below standard

Maintained 2.1 Points

Number of Students: 13

Two or More Races



No Performance Color

88.5 points below standard

Declined 13.1 Points ▼

Number of Students: 15

Students with Disabilities



No Performance Color

172.8 points below standard

Maintained 0.4 Points

Number of Students: 19

White



No Performance Color

104.9 points below standard

Declined 62.3 Points ▼

Number of Students: 19

English Learners



Red

101.4 points below standard

Maintained -2.1 Points

Number of Students: 37

Hispanic



Red

102.9 points below standard

Maintained -2.1 Points

Number of Students: 135

Socioeconomically Disadvantaged



Red

98.1 points below standard

Maintained 0 Points

Number of Students: 172

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2022

2023

All Students

95.3 points below standard

99.3 points below standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.


Current English Learners	Recently Reclassified English Learners	English Only
126.8 points below standard Declined 12.3 Points ▼ Number of Students: 28	Less than 11 students - data not displayed for privacy Number of Students: 9	104.2 points below standard Declined 8 Points ▼ Number of Students: 152

Mathematics

All Students

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

All Students



Red






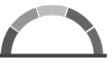
110.3 points below standard

Maintained -1.4 Points

Number of Students: 208

Student Group Details

All Student Groups by Performance Level

12 Total Student Groups		
 <p>Red</p> <p>Socioeconomically Disadvantaged</p>	 <p>Orange</p> <p>English Learners</p> <p>Hispanic</p>	 <p>Yellow</p> <p>No Student Groups</p>
 <p>Green</p> <p>No Student Groups</p>	 <p>Blue</p> <p>No Student Groups</p>	 <p>No Performance Color</p> <p>African American</p> <p>American Indian</p> <p>Asian</p>

Filipino
Foster Youth
Homeless
Two or More Races
Students with Disabilities
White

● ○ ○ ○ ○ ○

African American



No Performance Color

176.7 points below standard

Increased 8.7 Points ▲

Number of Students: 21

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian



No Performance Color

92.9 points below standard

Increased 65.3 Points ▲

Number of Students: 11

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Homeless



No Performance Color

117.9 points below standard

Declined 3.3 Points ▼

Number of Students: 13

Two or More Races



No Performance Color

104 points below standard

Declined 37.2 Points ▼

Number of Students: 15

Students with Disabilities



No Performance Color

184.2 points below standard

Declined 4.5 Points ▼

Number of Students: 19

White



No Performance Color

134.9 points below standard

Declined 74.8 Points ▼

Number of Students: 19

Socioeconomically Disadvantaged



Red

113.5 points below standard

Maintained 0.8 Points

Number of Students: 174

English Learners



Orange

116.7 points below standard

Increased 12.9 Points ▲

Number of Students: 38

Hispanic



Orange

104.3 points below standard

Increased 10.3 Points ▲

Number of Students: 137

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	108.9 points below standard	110.3 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

Current English Learners

134.3 points below standard

Increased 21.5 Points ▲

Number of Students: 29

Recently Reclassified English Learners

Less than 11 students - data not displayed for privacy

Number of Students: 9

English Only

113.7 points below standard

Declined 7.9 Points ▼

Number of Students: 154


English Learner Progress Indicator

All English Learner Students

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

LEARN MORE

English Learner Progress



Orange

44.7% making progress towards English language proficiency

Declined 5.3% ▼

Number of EL Students: 47

Student English Language Acquisition Results

Summative ELPAC

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

Academic Engagement


View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: <https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=39686766042824&year=2022-23>

All Students



Yellow

41.6% chronically absent


Declined 11.6% ▼

Number of Students: 375

Student Group Details


All Student Groups by Performance Level

12 Total Student Groups



Red

No Student Groups




Orange

African American

English Learners

Students with Disabilities


White



Yellow


Hispanic

Socioeconomically Disadvantaged




Green

No Student Groups



Blue

No Student Groups



No Performance Color

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

○ ● ○ ○ ○ ○ ○

American Indian

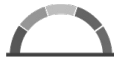


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Asian



No Performance Color

52.9% chronically absent

Increased 0.8% ▲

Number of Students: 17

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth



No Performance Color

30.8% chronically absent

Number of Students: 13

Homeless



No Performance Color

54.2% chronically absent

Declined 12.5% ▼

Number of Students: 24

Two or More Races



No Performance Color

46.2% chronically absent

Declined 9.8% ▼

Number of Students: 26

African American



Orange

59.5% chronically absent

Declined 14.7% ▼

Number of Students: 37

English Learners



Orange

39.5% chronically absent

Declined 10.5% ▼

Number of Students: 76

Students with Disabilities



Orange

43.2% chronically absent

Declined 17.4% ▼

Number of Students: 37

White



Orange

40.6% chronically absent

Declined 5.1% ▼

Number of Students: 32

Hispanic



Yellow

38.2% chronically absent

Declined 12.4% ▼

Number of Students: 254

Socioeconomically Disadvantaged



Yellow

44.8% chronically absent

Declined 9.7% ▼

Number of Students: 317

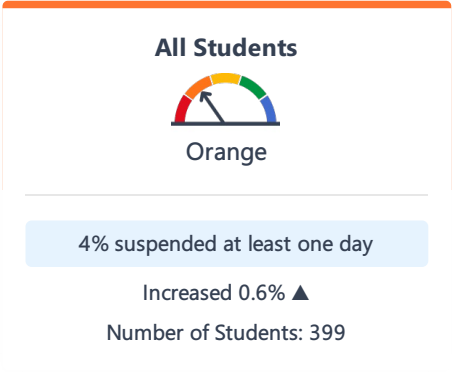
Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

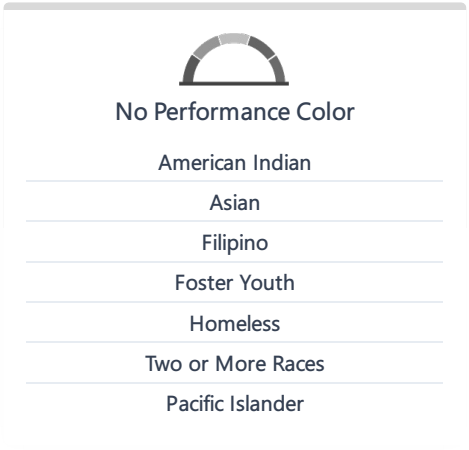
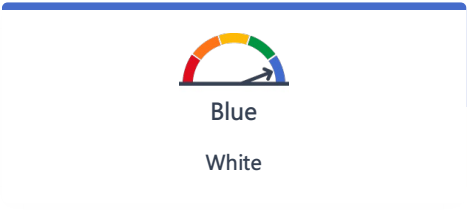
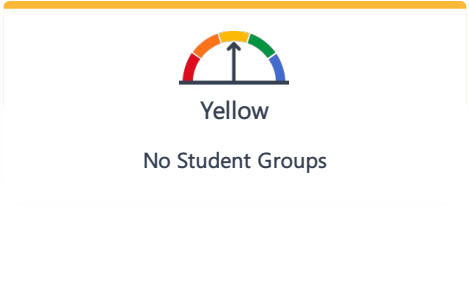
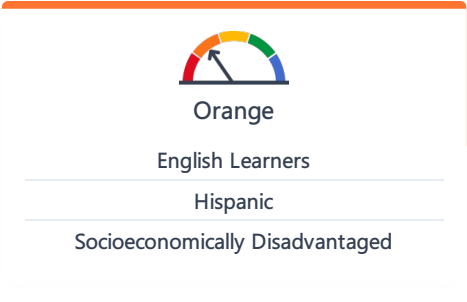
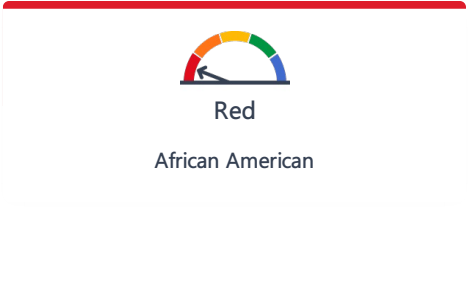
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.



Student Group Details

All Student Groups by Performance Level

13 Total Student Groups



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Asian



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 19

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth



No Performance Color

13.3% suspended at least one day

Declined 4.8% ▼

Number of Students: 15

Homeless



No Performance Color

7.7% suspended at least one day

Declined 5.9% ▼

Number of Students: 26

Two or More Races



No Performance Color

3.7% suspended at least one day

Declined 6.6% ▼

Number of Students: 27

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

African American



Red

9.8% suspended at least one day

Increased 7.1% ▲

Number of Students: 41

English Learners



Orange

3.8% suspended at least one day

Increased 1.1% ▲

Number of Students: 79

Hispanic



Orange

4.1% suspended at least one day

Increased 0.4% ▲

Number of Students: 267

Socioeconomically Disadvantaged



Orange

4.8% suspended at least one day

Increased 1.2% ▲

Number of Students: 334

Students with Disabilities



Green

2.6% suspended at least one day

Declined 8.8% ▼

Number of Students: 38

White



Blue

0% suspended at least one day

Maintained 0%

Number of Students: 35

Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	3.4%	4%

Wilson Data Review

March 2024

Summary



Research and Accountability Department

Empowering with data.

Accountability

- Wilson's current ESSA Status is **ATSI** with the subgroup African American/Black identified for Suspensions ([slide 10](#))
- Wilson's State Indicators for **Chronic Absenteeism, Suspension, and ELPI** were the same as the district ([slide 12](#))
- Wilson's State Indicators for **ELA and Math** were Red, lower than the district ([slide 12](#))
- Chronic Absenteeism decreased last year from prior year. Days absent this year are slightly higher ([slides 13 and 14](#))

Demographics

- Wilson's demographics are highly **Hispanic** at 69% of the student population, matching the district ([Slide 5](#))
- Wilson has 26% of students as **Ever-ELs** (either English Learners currently or have been Reclassified) with less percent of students as English Learners than the district, but increasing over the last 5 years ([slide 8](#))

State Assessments

- Percent of students **meeting or exceeding** standards on ELA ([slide 15](#)) and Math ([slide 17](#)) decreased versus prior year
- Number of **students tested with ELPAC** decreased slightly from 2022 to 2023 by 2 students ([slide 19](#))
- Percent of students scoring at **Level 3** increased by 12% ([slide 19](#))

Local Assessments

- i-Ready ([slides 22-27](#)): Wilson's on grade level for **Reading and Math** increased at the end of year 2022-23 from prior year
- **Engagement in curriculum** (Benchmark, Ready Math) is mixed across the grade levels ([slides 28- 34](#))

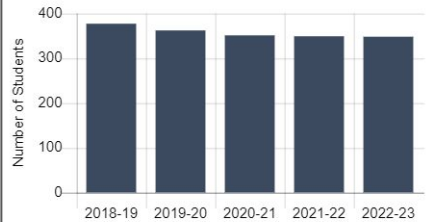
Grade Level Analysis

- Available for ELA and Math starting on [slide 39](#)

Demographics

Enrollment

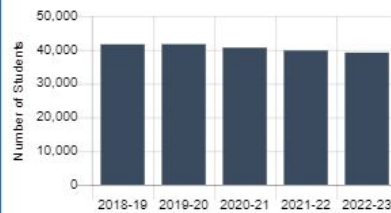
Wilson



View Table Data

Census Day Enrollment	2018-19	2019-20	2020-21	2021-22	2022-23
Total	377	362	351	349	348

SUSD



View Table Data

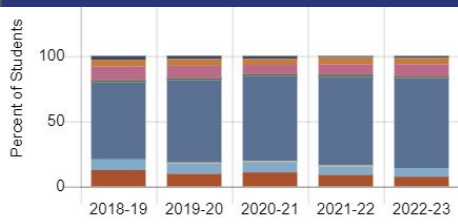
Census Day Enrollment	2018-19	2019-20	2020-21	2021-22	2022-23
Total	41,634	41,679	40,627	39,803	39,169

- **Wilson's** enrollment has remained steady over the last 3 years
- Current enrollment (based on Synergy data as of 3/26/24 for K - 8) was 352 students
- Wilson's **stability rate** (percent of students who start and end the school year at the school) is **79.7%**, nearly 10% lower than the district (87%)

Sources: Enrollment: EdData, [Wilson](#)
Stability Rate: [DataQuest](#)

Demographics

Wilson



Census Day Enrollment by Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23	SUSD 2022-23
American Indian or Alaska Native	2.9 %	2.5 %	2.3 %	0.9 %	1.4 %	0.7 %
Asian	5.3 %	5.2 %	4.6 %	5.7 %	4.9 %	8.8 %
Black or African American	10.3 %	9.4 %	7.1 %	7.7 %	9.5 %	9.2 %
Filipino	1.6 %	1.4 %	1.4 %	1.7 %	1.1 %	3.3 %
Hispanic or Latino	59.2 %	63.3 %	65.2 %	67.9 %	69 %	69.6 %
Native Hawaiian or Pacific Islander	0 %	0.6 %	0.6 %	0.6 %	0 %	0.5 %
None Reported	0 %	0 %	0 %	0 %	0 %	0.3 %
Two or More Races	8.2 %	8 %	8 %	6.6 %	6.6 %	3.5 %
White	12.5 %	9.7 %	10.8 %	8.9 %	7.5 %	4.1 %

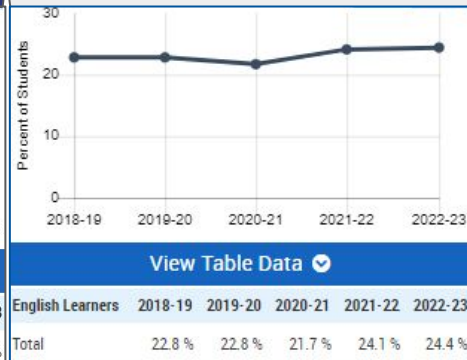
- **Wilson's population is majority Hispanic, with 69% of the student population**
- **This is similar to the district, at 69.6%**

English Learners

Wilson



SUSD



- **Wilson averaged 15% English Learners over the last 5 years**
- **Most current data is 20.7% of the student population are English Learners, a 7% increase in 5 years**
- **The percent of English Learners is lower than the district (between 21% and 25% over the last 5 years)**

English Learners' Language

Wilson

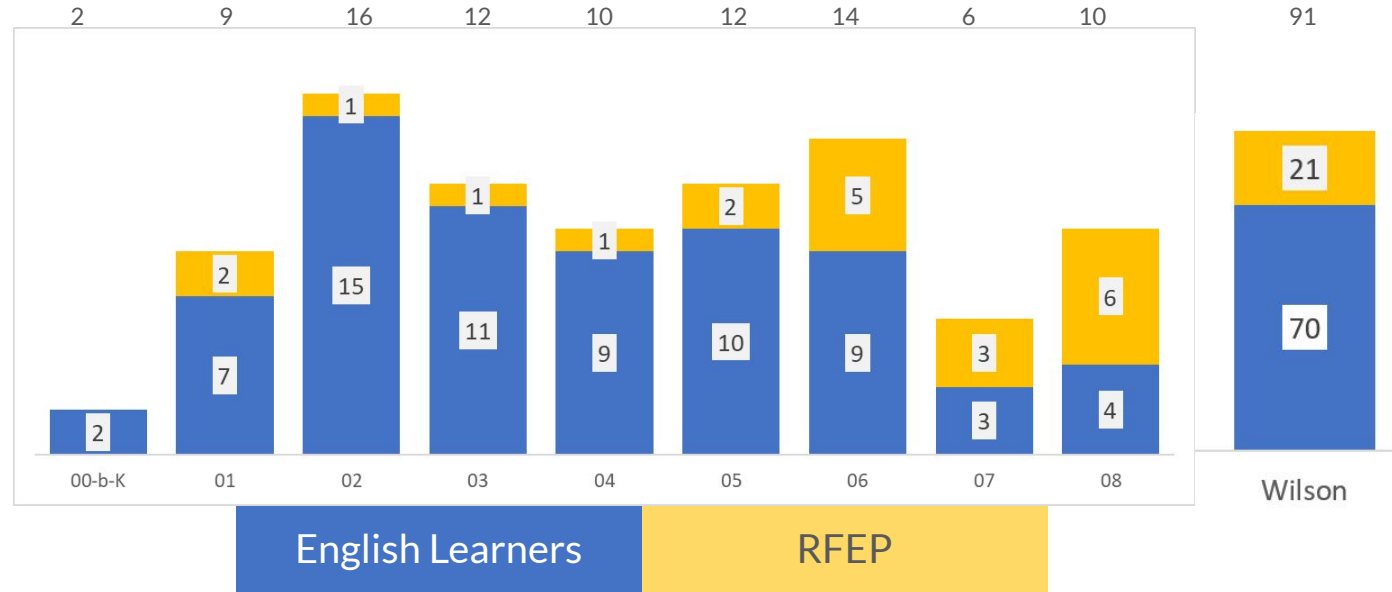
Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Khmer (Cambodian)		0.3 %	0.6 %	1.1 %	1.1 %
Lao		0.3 %	0.3 %	0.3 %	
Spanish	13 %	12.7 %	11.4 %	15.2 %	19.5 %

SUSD

Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
All Other	1.2 %	1.3 %	1.2 %	1.4 %	1.4 %
Arabic	0.3 %	0.2 %	0.2 %	0.3 %	0.3 %
Filipino (Pilipino or Tagalog)	0.3 %	0.3 %	0.3 %	0.3 %	
Hmong	0.6 %	0.5 %	0.5 %	0.5 %	0.5 %
Khmer (Cambodian)	0.5 %	0.5 %	0.4 %	0.4 %	0.4 %
Punjabi					0.2 %
Spanish	19.9 %	20.1 %	19.1 %	21.2 %	21.7 %

- **Spanish** is the majority language of English Learners
- This is in line with the district as the top language for ELs

ELs and RFEPs by Grade Level



- Wilson has 70 **English Learners** and 21 **RFEP** students*
- **9 RFEP students** are currently eligible for monitoring (RFEP within the last 4 years)
- **26% of Wilson's student population** is currently or were at one time English Learners (Ever-EL's)
- **Second grade** has the highest number of English Learners at 15

**Source: Synergy, local data as of 3/26/24*

State Assistance & Indicators

2023 ESSA Support



Research and Accountability Department
Empowering with data.

- Wilson's current status is **ATSI** (see next slide for history)
- The subgroup identified is **African American/Black for Suspension**, moving from Yellow in 2022 (a level 3) to Red (a level 1) in 2023

2023-24 ESSA SUBGROUPS		African American / Black	American Indian	Asian	English Learner	Filipino	Foster	Hispanic	Homeless	Multiple Races	Pacific Islander	SED	SWD	White						
		1	0	0	0	0	0	0	0	0	0	0	0	0						
Subgroups	ALL	African American / Black	American Indian	Asian	English Learner	Filipino	Foster	Hispanic	Homeless	Multiple Races	Pacific Islander	SED	SWD	White						
		If you are CSI, check the ALL subgroups. If you are ATSI, review the change from last year to this year for each subgroup.																		
Indicator	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022						
ELA	1	1	0	1	0	0	0	1	1	1	0	0	0	0	1	1	0	1	0	2
Math	1	1	0	1	0	0	0	1	2	1	0	0	0	0	2	1	0	2	1	2
Absenteeism	3	1	2	1	0	0	0	1	2	1	0	0	0	0	3	1	2	1	2	1
Suspension	2	2	1	3	0	0	0	5	2	3	0	0	0	1	2	2	0	1	0	5
ELPI	2	2							2	2										

Source: [ESSA 2023](#), visually on [2023 Indicator Dashboard](#)

2023 ESSA Support



Research and Accountability Department
Empowering with data.

- Wilson did not change ESSA status from prior year (ATSI)
- Wilson increased Absenteeism from Red (Level 1) to Yellow (Level 3)
- All other indicators remained unchanged

Year	Status	Area	Current Indicator	Previous Indicator
Current (2023)	ATSI	ELA	1 - Red	1 - Red
2022	ATSI	Math	1 - Red	1 - Red
2021	CSI	Absenteeism	3 - Yellow	1 - Red
2020	CSI	Suspension	2 - Orange	2 - Orange
2019	CSI	ELPI	2 - Orange	2 - Orange
2018	No Status			

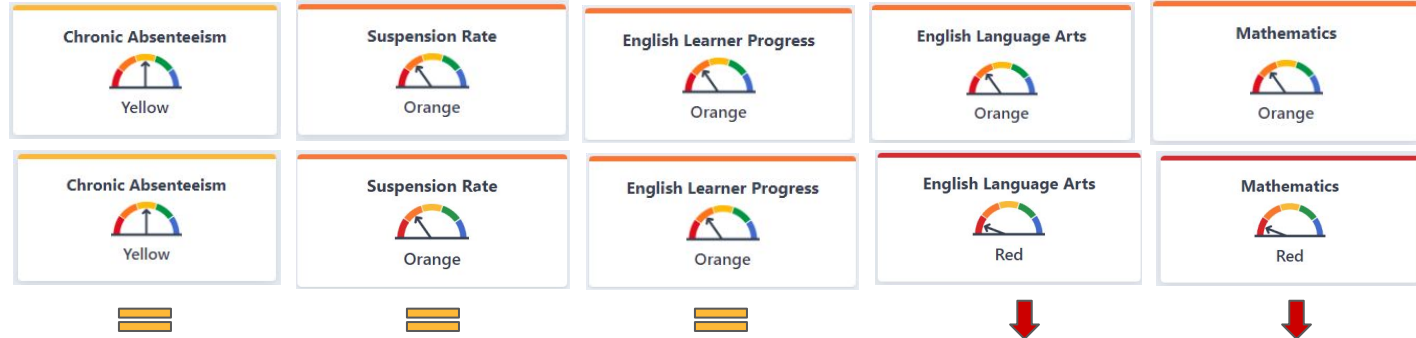


Note: These are the color indicators on the California School Dashboard (see next slide)

Source: [ESSA 2023](#), visually on [2023 Indicator Dashboard](#)

California School Dashboard

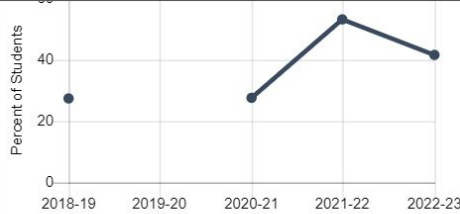
Stockton Unified



- **Absenteeism** was the highest indicator at Yellow matching the district
- **Suspension and ELPI** also matched the district at Orange
- **The Academic Indicators (ELA and Math)** were lower than the district and both Red

Chronic Absenteeism Historical

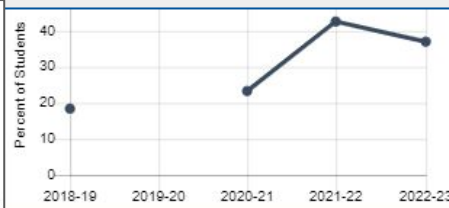
Wilson



View Table Data

Chronic Absenteeism Rate	2018-19	2019-20	2020-21	2021-22	2022-23
All Students	27.4 %	N/A	27.6 %	53.2 %	41.6 %

SUSD



View Table Data

Chronic Absenteeism Rate	2018-19	2019-20	2020-21	2021-22	2022-23
All Students	18.4 %	N/A	23.3 %	42.6 %	37 %

- Last year, Wilson decreased the percent of Chronic Absenteeism from 53.2% to 41.6%
- This was higher than the district's absenteeism rate at 37%

Source: EdData, [Wilson](#)

Chronic Absenteeism



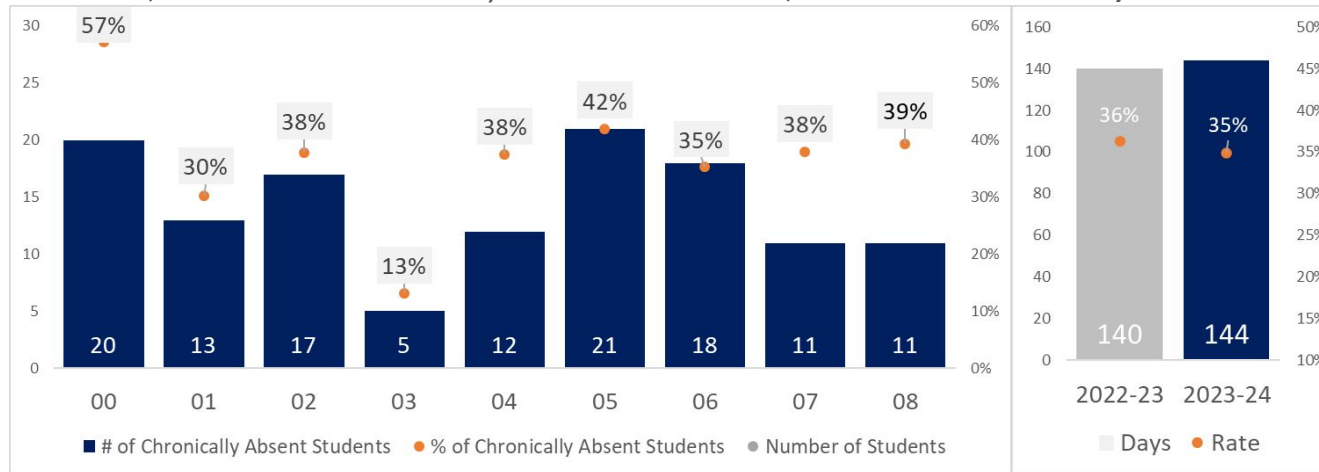
Yellow

Chronic Absenteeism

Current Year

Wilson Chronic Absenteeism through February

2023-24 Percent of Chronically Absent Students by Grade Level
 (# of students Chronically Abs / Total Students)



- The number of days absent increased by 4 but percent of days absent decreased from 36% to 35% (through February)
- Kinder has the highest chronically absent rate at 57%

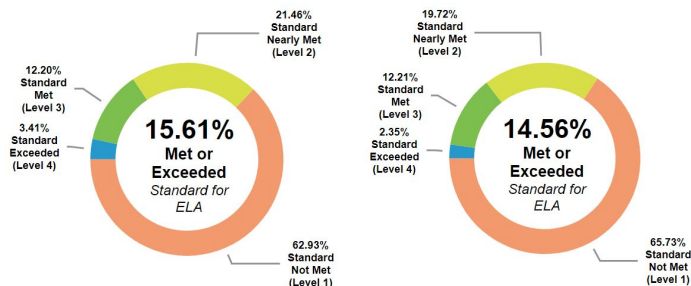
Source: Synergy, local data provided by Student Support services, February

CAASPP ELA 2 years

2021-2022

2022-2023

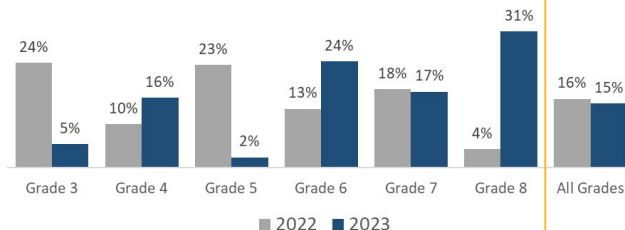
Percent of students within each achievement level Percent of students within each achievement level



Percent Met or Exceeded Standards by Grade Level



CAASPP Percent of Student Met or Exceeded Standards
2023 and 2022



Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Standard Not Met (Level 1)	68%	70%	91%	41%	62%	45%	65.7%
Standard Nearly Met (Level 2)	26%	14%	7%	34%	21%	24%	19.7%
Standard Met (Level 3)	5%	11%	2%	21%	17%	24%	12.2%
Standard Exceeded (Level 4)	0%	5%	0%	3%	0%	7%	2.4%
Number of Students With Scores	38	44	44	29	29	29	213

- **14.56%** of students met or exceeded ELA standards (13% lower than the district at 27.78%)
- **8th grade** had the highest percent on grade level and the highest increase versus prior year
- **5th grade** had the lowest percent on grade level and a decrease from prior year

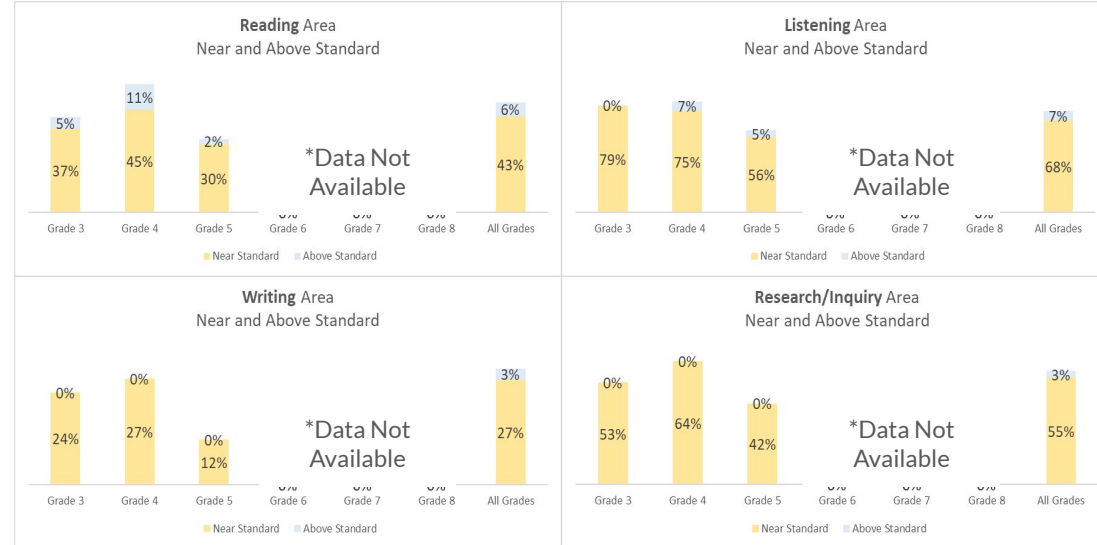
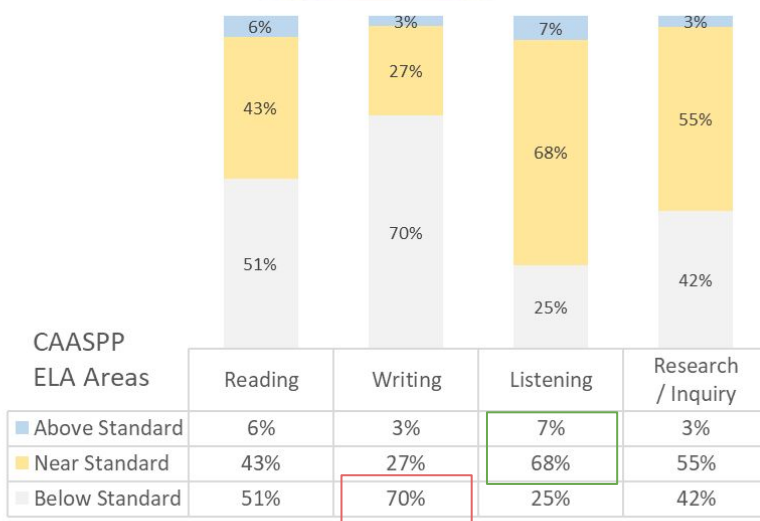
English Language Arts



Red

CAASPP ELA 2022-2023

By Area



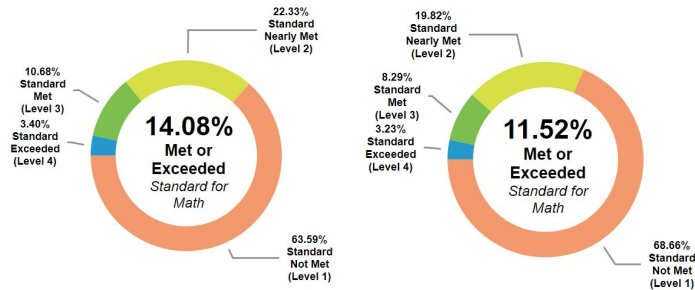
- **Listening** had the highest near and above standard at 75%
- **Writing** had the highest below standard at 70%, particularly low in 5th grade with 0% above standard and only 12% near standard

CAASPP Math 2 years

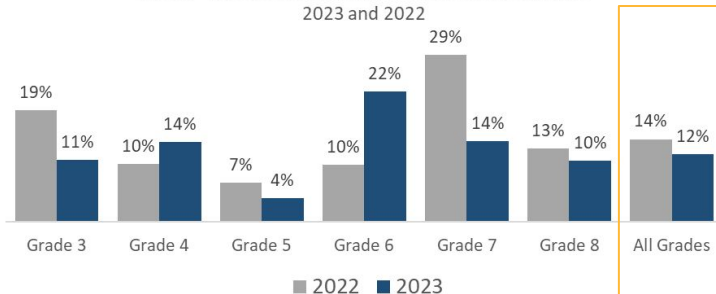
2021-2022

2022-2023

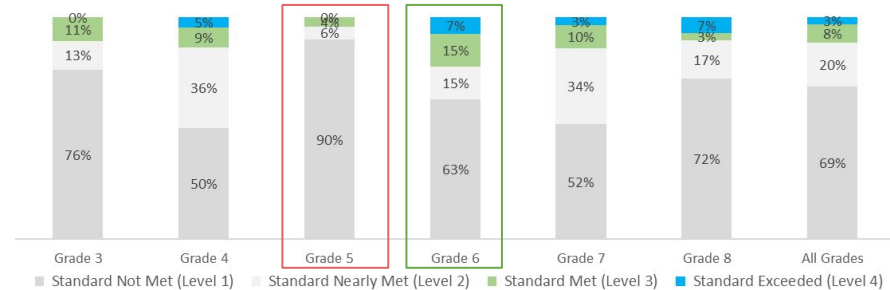
Percent of students within each achievement level



CAASPP Percent of Student Met or Exceeded Standards
2023 and 2022



Percent Met or Exceeded Standards by Grade Level



Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Standard Not Met (Level 1)	76%	50%	90%	63%	52%	72%	69%
Standard Nearly Met (Level 2)	13%	36%	6%	15%	34%	17%	20%
Standard Met (Level 3)	11%	9%	4%	15%	10%	3%	8%
Standard Exceeded (Level 4)	0%	5%	0%	7%	3%	7%	3%
Number of Students With Scores	38	44	50	27	29	29	217

- **11.52%** of students met or exceeded Math standards (5% lower than the district at 16.76%)
- This was a 2% decrease versus previous year
- **6th grade** was the highest at 22% met or exceeded standards
- **5th grade** was the lowest with no students on grade level

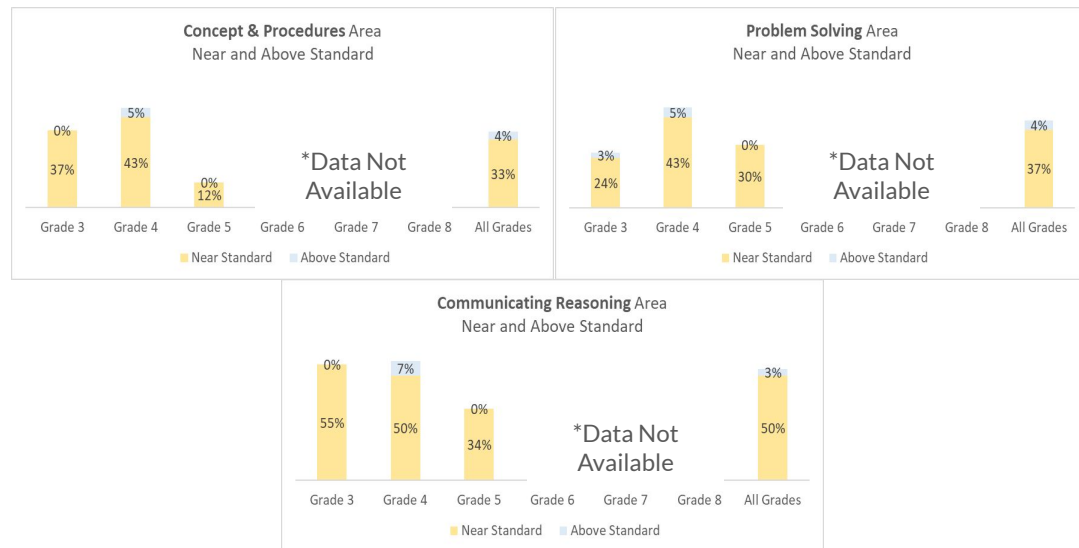
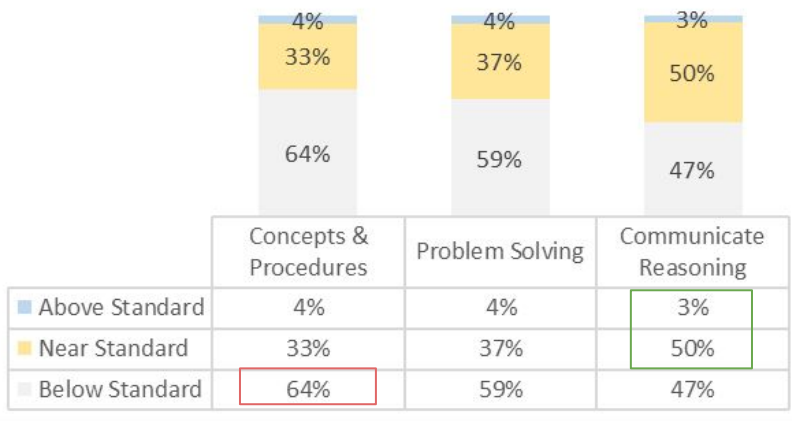
Mathematics



Red

CAASPP Math 2022-2023

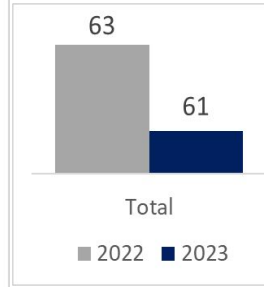
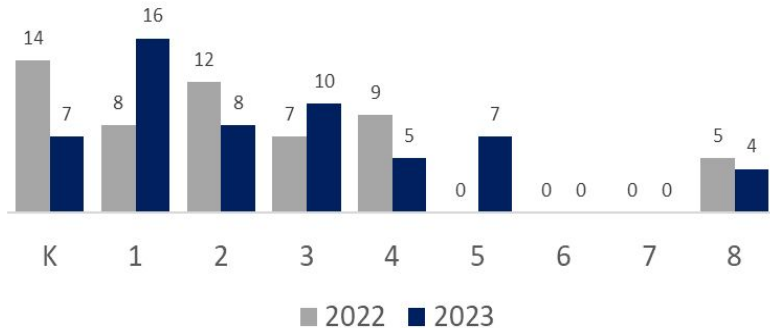
By Area



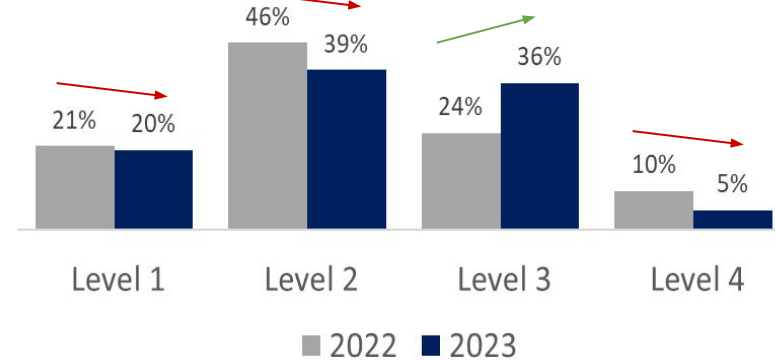
- Near/Above grade level, **Communicating Reasoning** was the strongest at 53%
- **Concepts & Procedures** had the highest percent below standard at 64%

ELPAC 2 Years Overview

Number of Students Tested With ELPAC
2022 and 2023

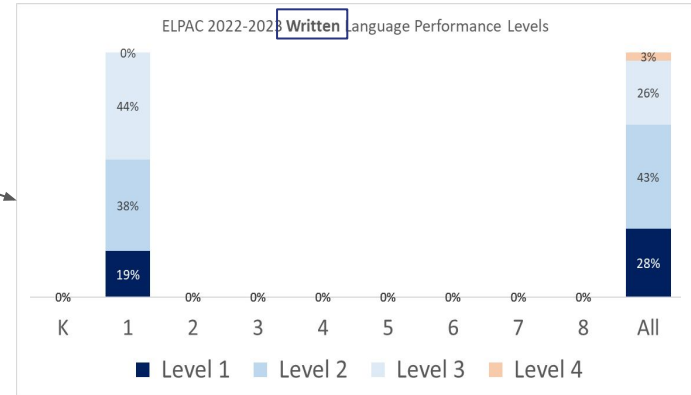
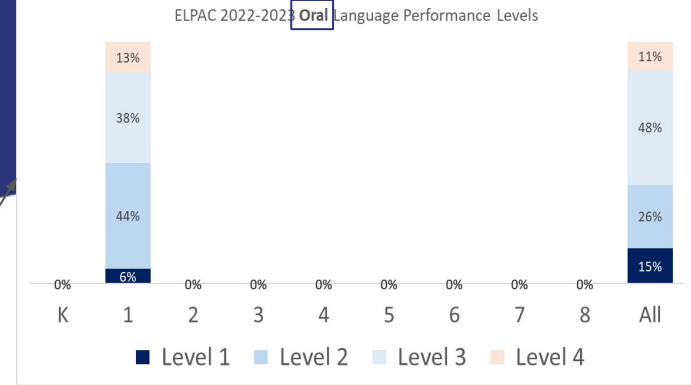
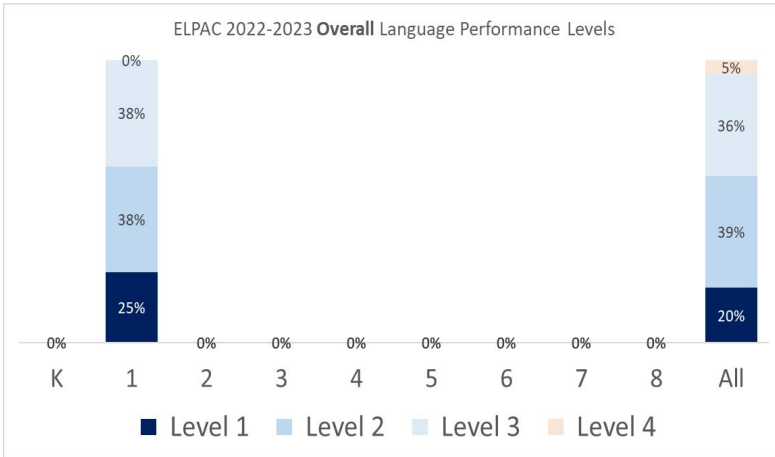


Percent of ELPAC Levels
2022 and 2023



- Number of students taking the ELPAC decreased slightly by 2 from 63 to 61
- The number of students increased significantly in 1st grade and 5th grade

ELPAC 2022-2023 Overall Results



PL	K	1	2	3	4	5	6	7	8	All
Level 1	*	4	*	*	*	*	*	*	*	12
Level 2	*	6	*	*	*	*	*	*	*	24
Level 3	*	6	*	*	*	*	*	*	*	22
Level 4	*	0	*	*	*	*	*	*	*	3
Total	7	16	8	10	5	7	*	*	4	61

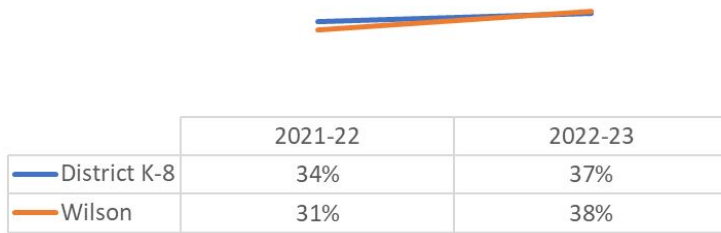
- 61 students took the ELPAC in 2022-2023
- 1st grade had the highest number of students at 16
- 6th and 7th grades had less than 4 students (*)
- Score breakdowns are not provided with 10 or less students



i-Ready

i-Ready Reading

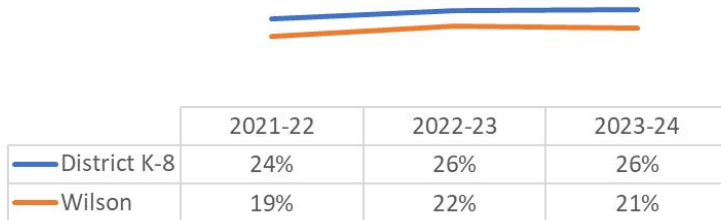
% on Grade Level Diagnostic 3



Diagnostic 3 - End of Year

- Wilson increased the percent of students on grade level from the end of 2021-22 to 2022-23, ending the year with 38% of students on grade level, higher than the district

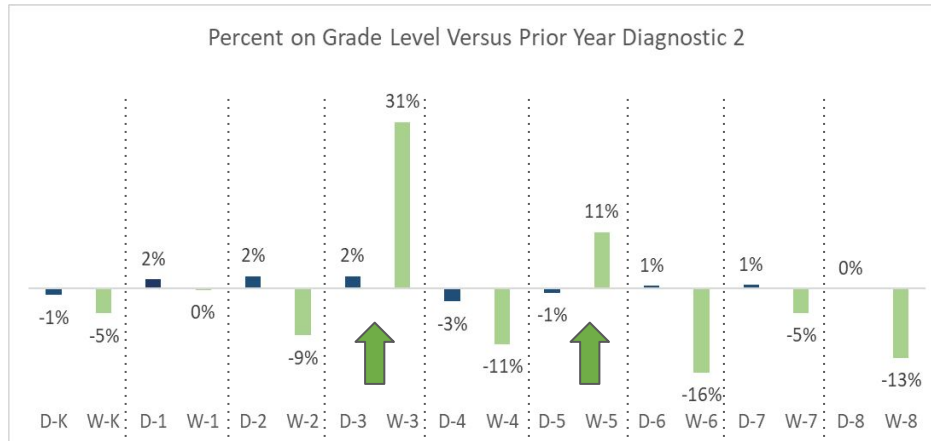
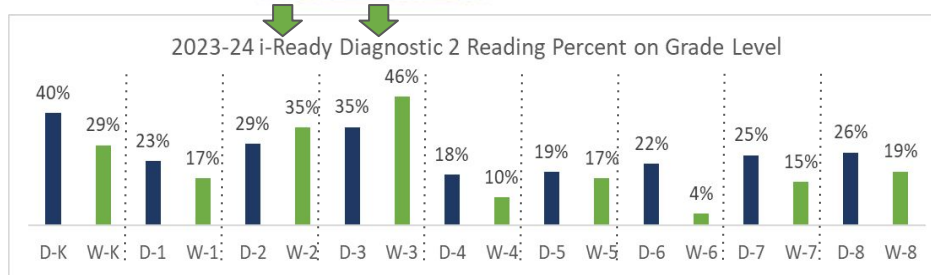
% on Grade Level Diagnostic 2



Diagnostic 2 - Most Current

- Based on the most recent diagnostic (Winter, Diagnostic 2), Wilson decreased slightly at -1% of students on grade level

i-Ready Diagnostic 2 Reading On Grade Level



Strengths

- 2nd and 3rd grades have a higher percent of students on grade level than the district
- 3rd grade and 5th grade show an increase in students at grade level versus prior year and had a higher growth than the district

Opportunities

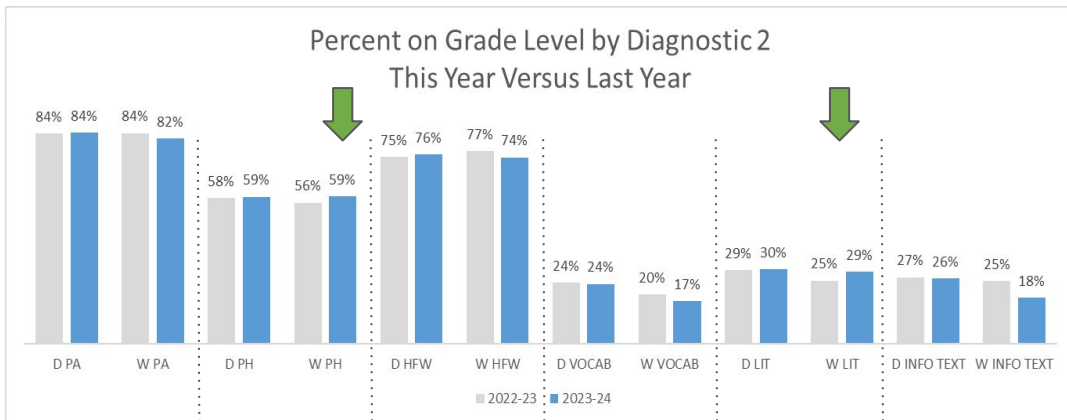
- 6th grade and 8th grade showed the highest declines in percent on grade level and gaps to the district

D = District
W = Wilson

i-Ready Reading Domains Percent on Grade Level

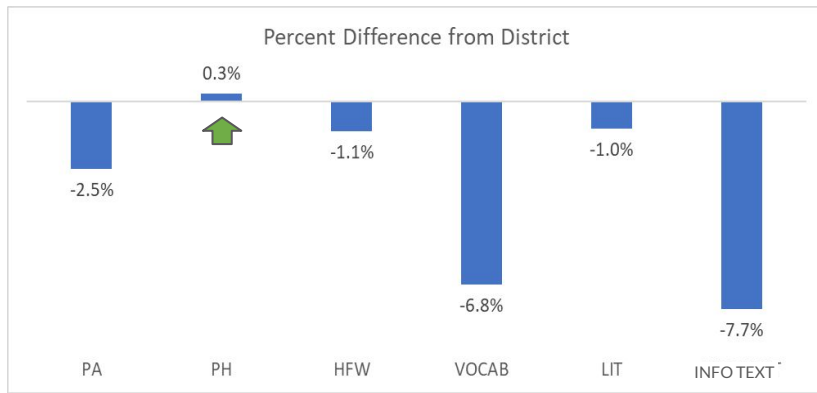
Strengths

- **Percent on grade level** increased for Phonics and Literature
- **Phonics** has closed the gap to the district for percent of students on grade level



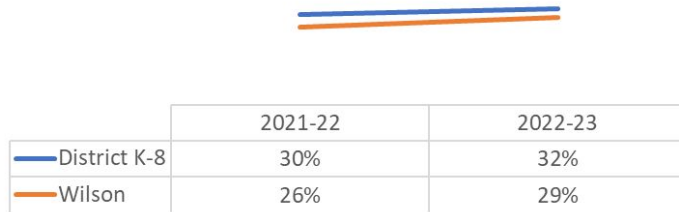
Opportunities

- **Informational Text** has the largest gap to the district for percent of students on grade level



D = District
 W = Wilson
 PA = Phonological Awareness
 PH = Phonics
 HFW = High-Frequency Words
 VOCAB = Vocabulary
 LIT = Literature
 INFO TEXT = Informational Text

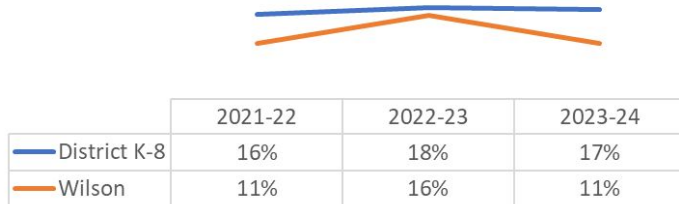
% on Grade Level Diagnostic 3



Diagnostic 3 - End of Year

- Last year, Wilson ended the year with 29% of students on grade level, an increase of 3% from prior year

% on Grade Level Diagnostic 2

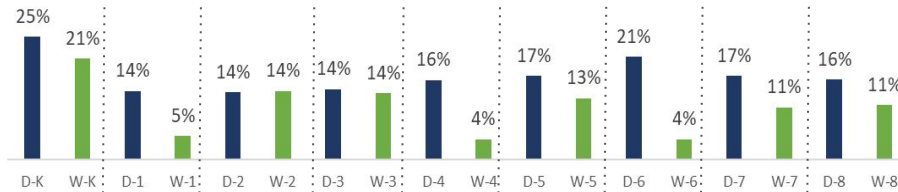


Diagnostic 2 - Most Current

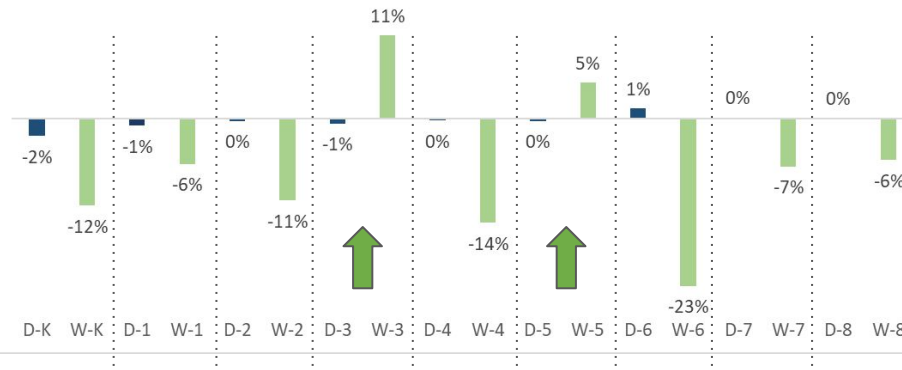
- For the most current diagnostic, 11% of Wilson's students were on grade level
- This was a decline of 5% on grade level versus prior year

i-Ready Diagnostic 2 Math On Grade Level

2023-24 i-Ready Diagnostic 2 Reading Percent on Grade Level



Percent on Grade Level Versus Prior Year Diagnostic 2



Strengths

- 3rd grade and 5th grade show an increase in students at grade level versus prior year

Opportunities

- 6th grade had the largest decline and has a 17% gap to the district

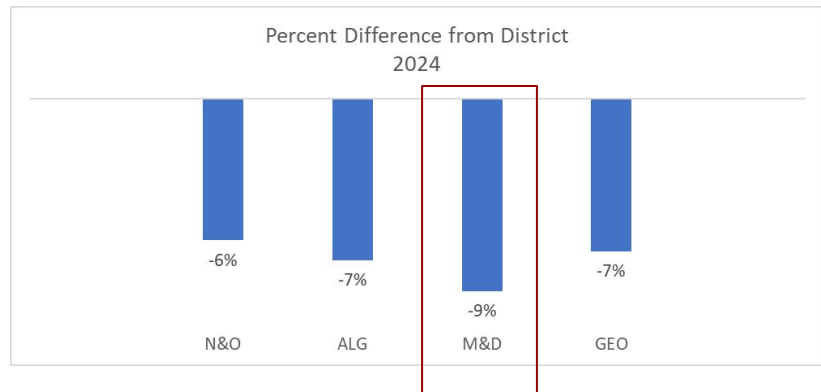
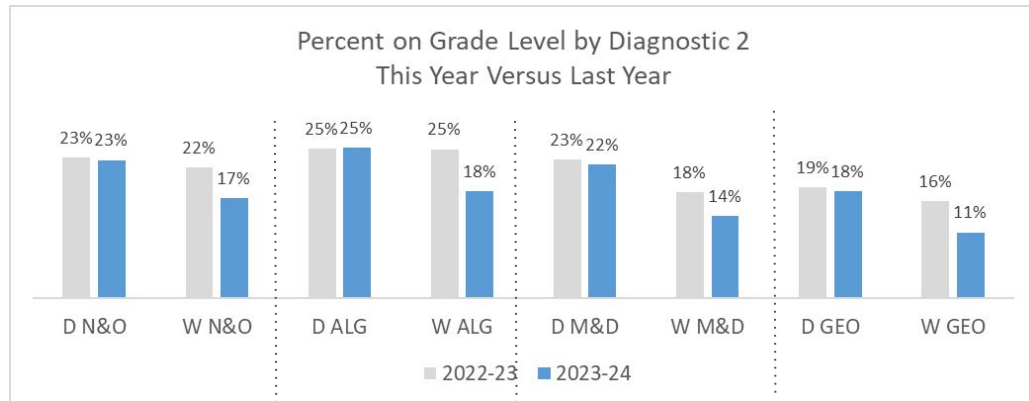
D = District

W = Wilson

i-Ready Math Domains Percent on Grade Level

Opportunities

- All domains still show a percent of students on grade level gap to the district, with the largest being Measurement & Data
- All domains showed a percent on grade level decrease versus the prior year



D = District
W = Wilson
N&O = Numbers and Operations
ALG = Algebra and Algebraic Thinking
M&D = Measurement & Data
GEO = Geometry

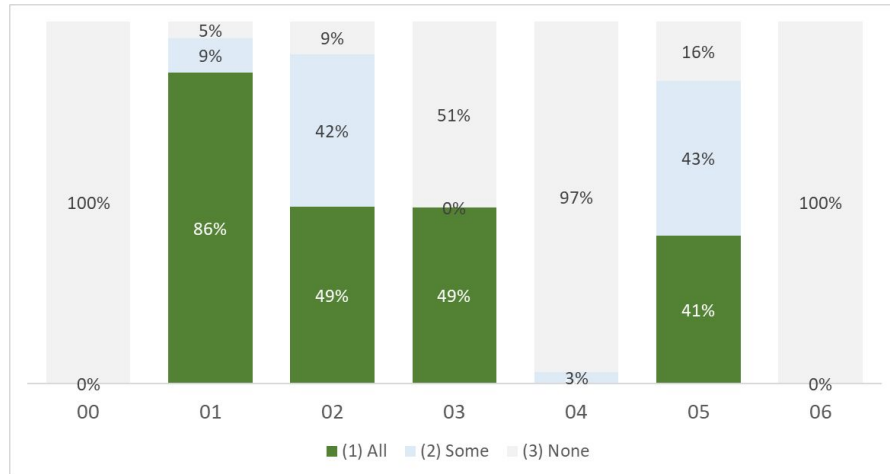
Curriculum Engagement and Results

Benchmark

Benchmark Engagement

K-6 ELA Curriculum

Wilson
Percent of Benchmark Unit Assessments Administered
2023-2024



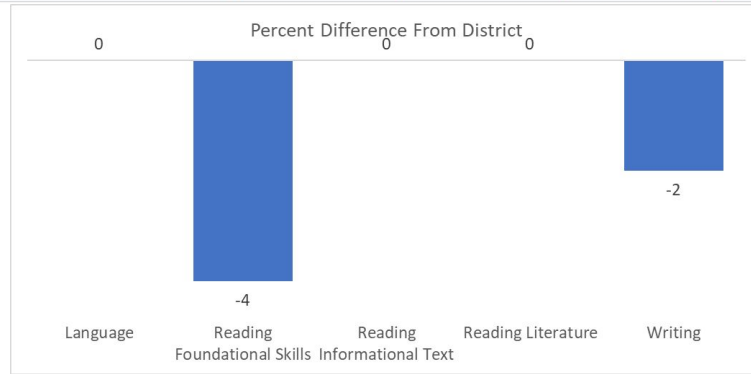
- At this point in the year, 5 Benchmark unit assessments were on the Assessment calendar
- Engagement in the Benchmark Unit Assessments is **mixed**:
 - ➔ **High Engagement**
 - 1st grade has most students with all assessments
 - ➔ **Some Engagement**
 - 2nd, 3rd, and 5th grades have at least some students with all assessments
 - ➔ **No Engagement**
 - Kinder, 4th, and 6th have no unit assessments

**Data included is for online administered assessments*

Benchmark Standards Performance Overall

Wilson

Strand	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
School	52	60	43	50	44
Grade 1	63	74	61	75	57
Grade 2	48	54	45	47	40
Grade 3	40	60	40	45	41
Grade 4	64	65	42	43	00
Grade 5	43	54	37	40	39
Grade 6	49	61	31	33	-



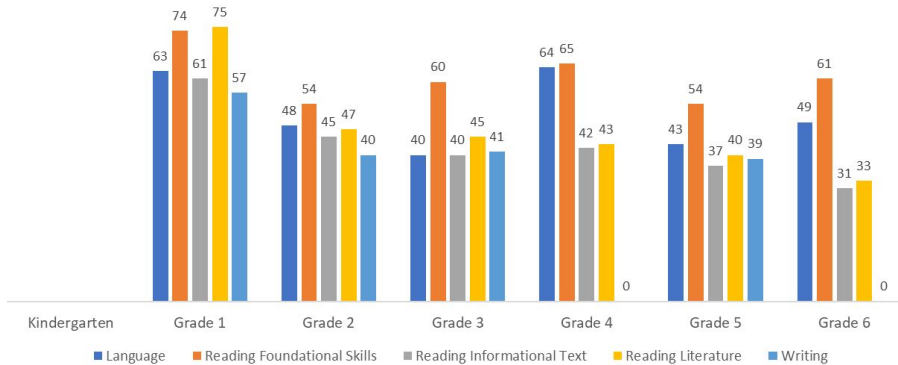
SUSD

Strand	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
District	52	64	43	50	46
Grade k	74	83	55	66	-
Grade 1	57	72	56	67	50
Grade 2	53	61	52	51	43
Grade 3	47	59	41	45	50
Grade 4	51	60	40	47	40
Grade 5	48	58	43	45	45
Grade 6	55	61	42	53	48

- **Reading foundational skills** has the highest percent correct at 60%, but is 4% below the district (the largest gap)
- **Informational text** was the lowest at 43% correct
- **Writing** also had a slight gap to the district at 2%

Benchmark Standards Performance By Grade Level

Average Percent Correct by Strand and Grade Level



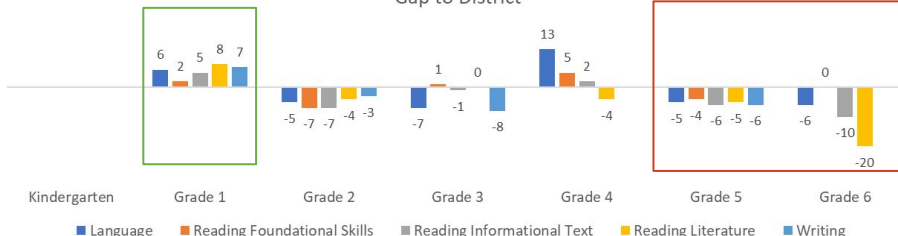
Strengths

- **1st grade** is outperforming the district in all standards
- **Reading Foundational Skills** is the highest standard across all grade levels (slight exception in 1st)

Opportunities

- **2nd grade, 5th grade, and 6th grade** are behind the district in all standards
- **6th grade** had the largest gap to the district in Literature

Gap to District

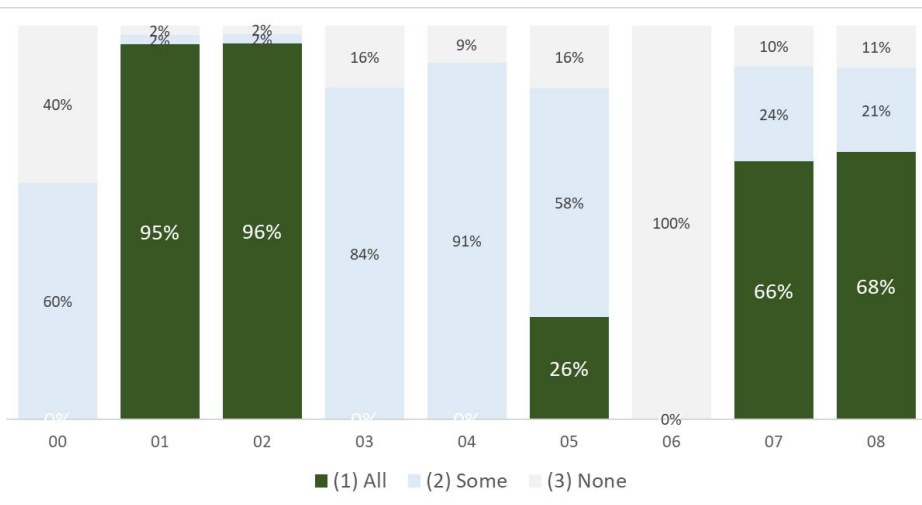


Curriculum Engagement and Results

Ready Math

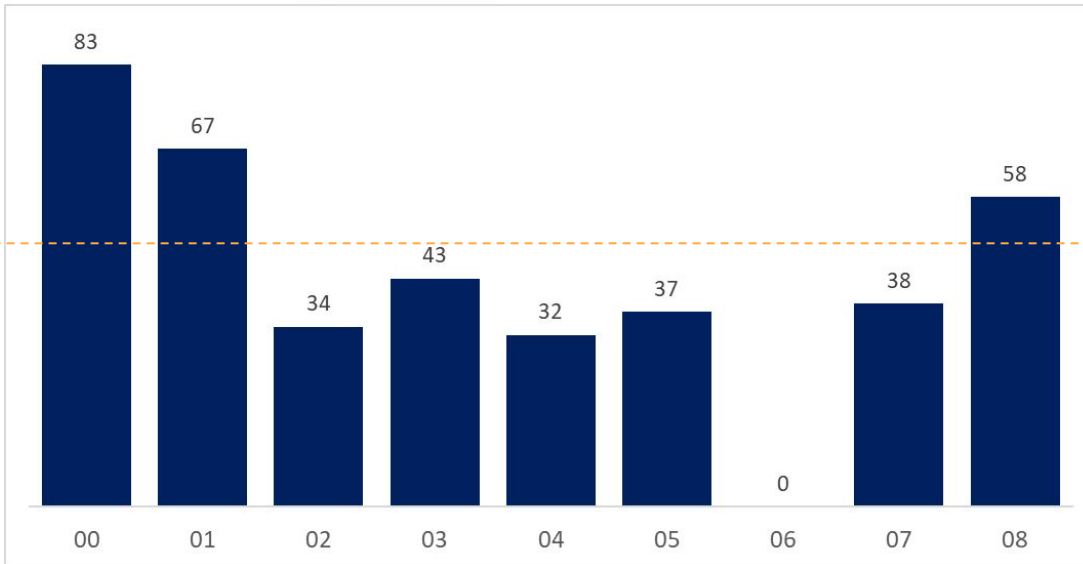
Ready Math Engagement

Wilson
Percent of Ready Math Unit Assessments Administered
2023-2024



- Engagement in the Ready Math Unit Assessments is **mixed**:
 - **High Engagement**
 - 1st, 2nd, 7th, and 8th are highly engaged with most of their students have all assessments
 - **Some Engagement**
 - Kinder, 3rd, 4th, 5th are somewhat engaged with students having at least one assessments
 - **No Engagement**
 - 6th grade has no unit assessments

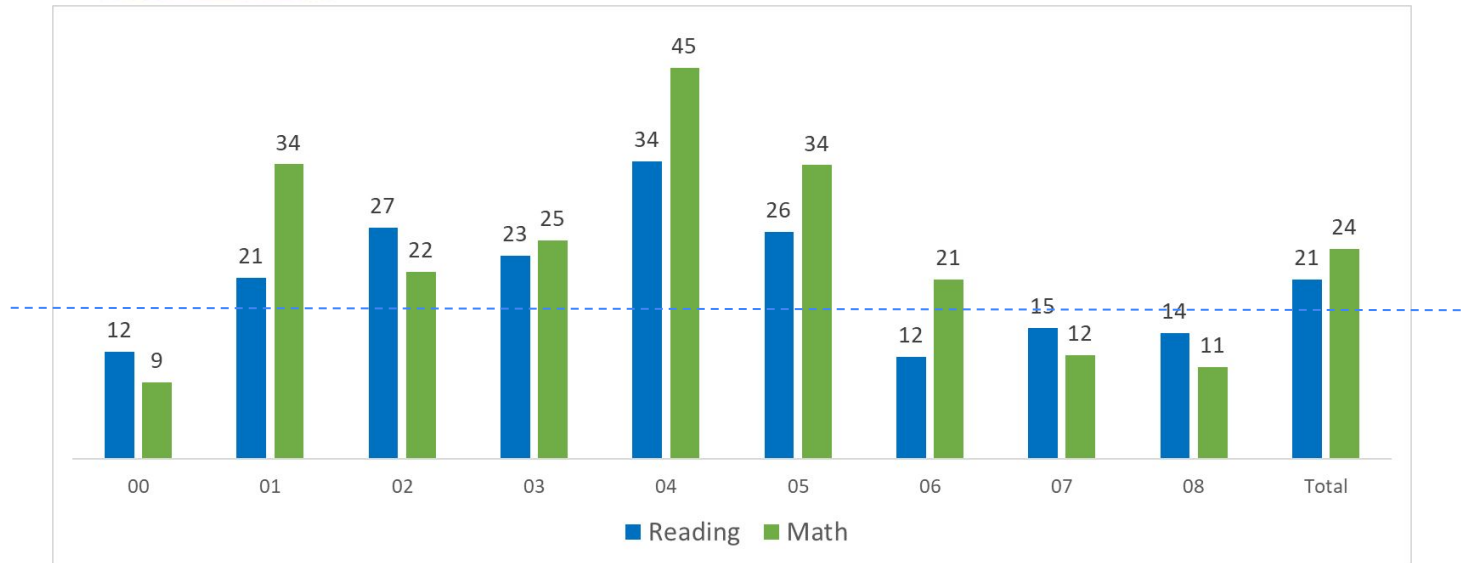
Ready Math By Grade



- Average percent correct for Ready Math Unit Assessments was **47%** for Wilson (indicated by the orange line and column)
- **Kinder, 1st and 8th** are above this average

i-Ready Lessons

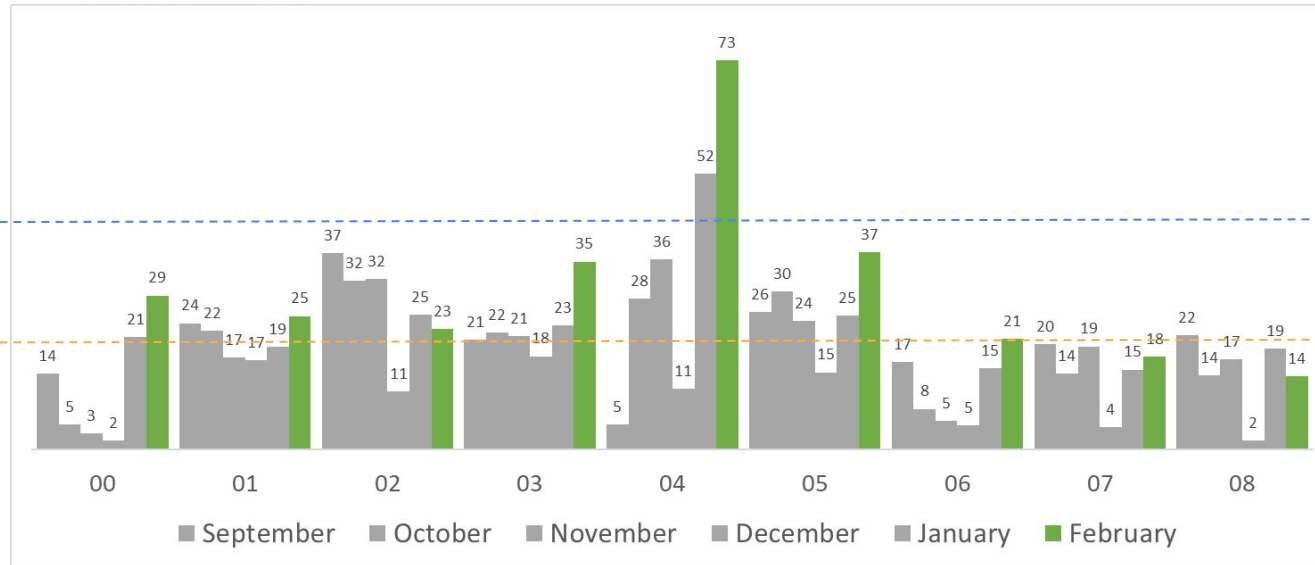
Average Minutes - i-Ready Lessons



*i-Ready recommends a minimum 45 minutes per week per subject (blue dashed line)

- **Overall**, the average year-to-date minutes 21 for reading and 24 for math
- 4th grade has the highest average at a combined 79 minutes (45 for reading and 34 for math)
- Kinder has the lowest minutes on average at 12 minutes for Reading and 9 minutes for math
- On average, only 4th grade math has met the recommended 45 minutes per week

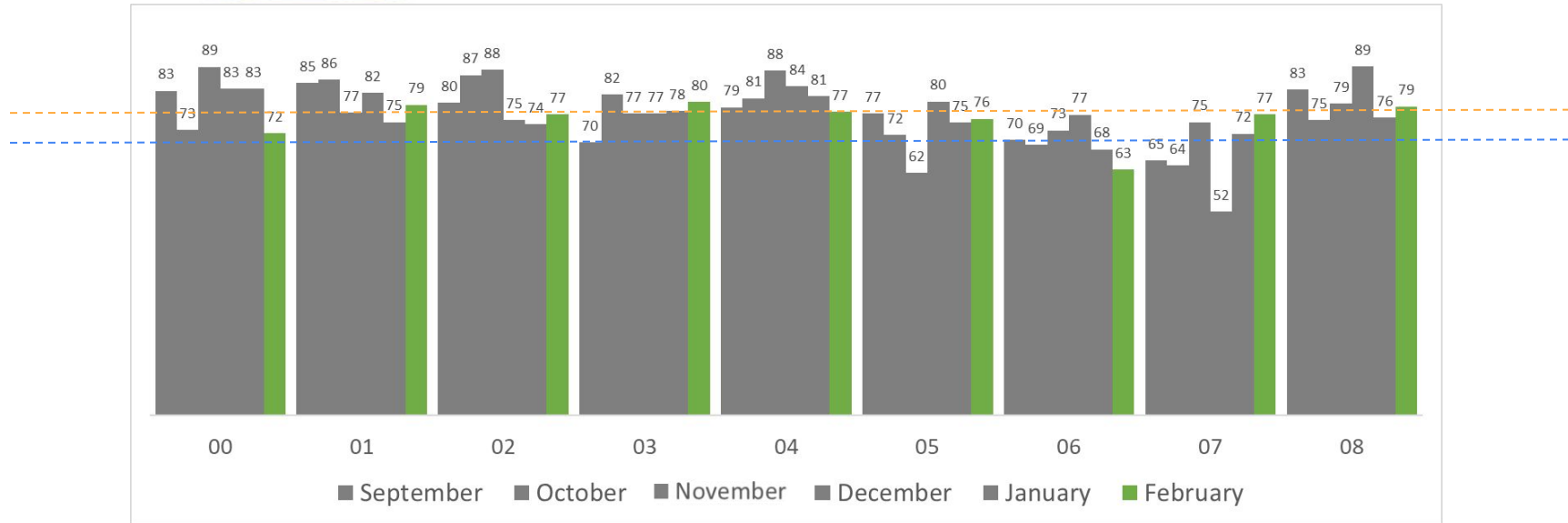
i-Ready Pathway Data- Avg Minutes Reading



**i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)*

- For Wilson, **21 minutes** were spent on average in i-Ready **Reading** (orange line)
- There is a high fluctuation in the number of minutes by grade level, ranging from 14 minutes for 8th grade and 73 minutes in 4th grade for the latest month (February)

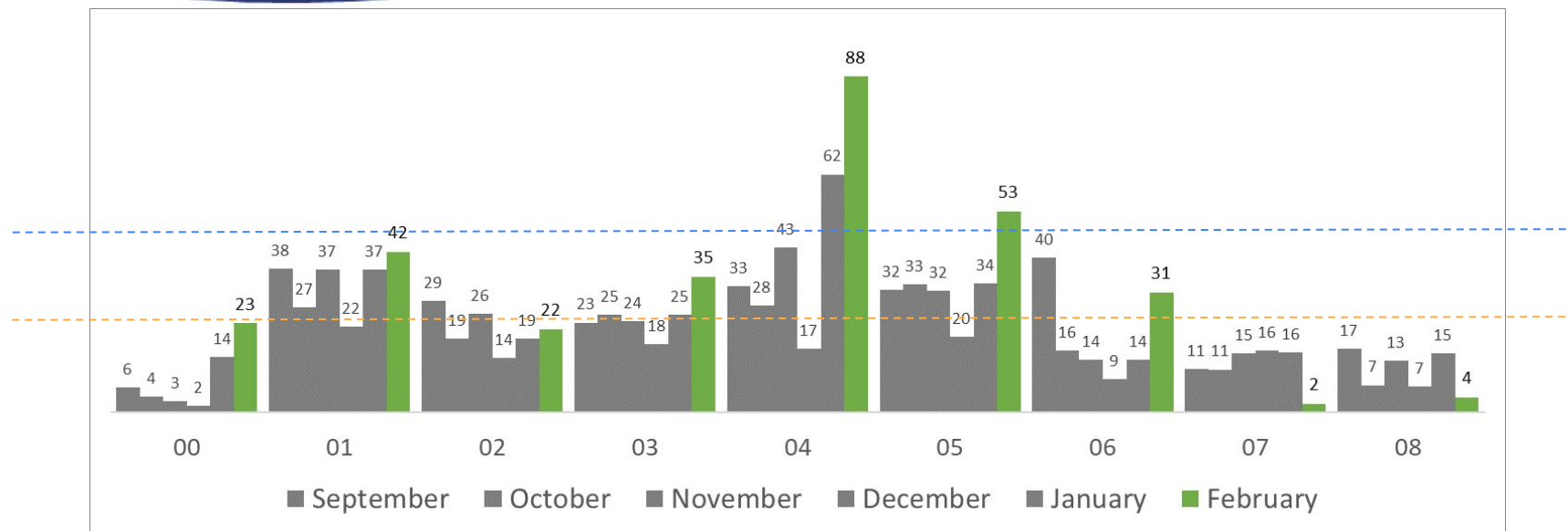
i-Ready Pathway Data- % Correct Reading



**i-Ready recommends 70% for passing lessons (blue line)*

- For Wilson, average was 77%, above the target
- On average, all grades have met the 70% target with the exception of 7th grade, averaging 67% for the year

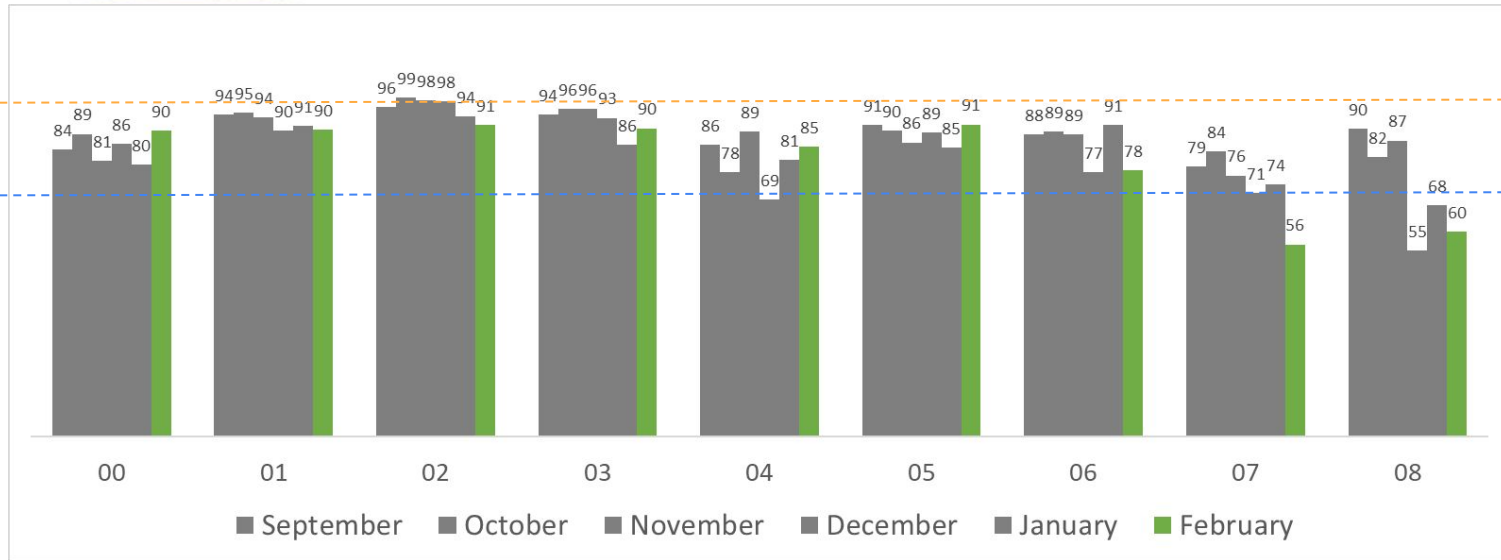
i-Ready Pathway Data- Avg Minutes Math



**i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)*

- For Wilson, **24 minutes** were spent on average in i-Ready Math (orange line)
- As with Reading minutes, there is a high fluctuation in the number of minutes by grade level, in the latest month ranging from just 2 minutes in 7th grade to 88 minutes in 4th Grade

i-Ready Pathway Data- % Correct Math



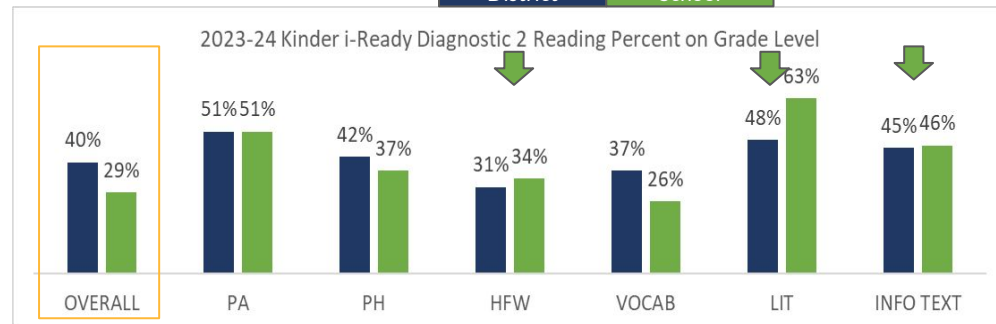
**i-Ready recommends 70% for passing lessons (blue line)*

- For Wilson, **average was 88% (orange line)**
- All grades met the 70% target on average for the year, however, 7th and 8th grade have dipped below this target in the latest month (February)

By Grade Level Data Review

Kindergarten ELA

District School



Reading On Grade Level			
	2021-22	2022-23	2023-24
D1	16.7%	10.3%	5.9%
D2	36.2%	33.3%	28.6%
D3	55.3%	73.7%	
Reading % 1 GL Below			
	2021-22	2022-23	2023-24
D1	77.8%	89.7%	94.1%
D2	63.8%	66.7%	71.4%
D3	44.7%	26.3%	
Reading Met Typical Growth			
	2021-22	2022-23	2023-24
D2	41.9%	50.0%	68.8%
D3	31.9%	37.8%	

Benchmark Standards % Correct Gap to District

Language
 Reading Foundational
 Reading Informational Text
 Reading Literature

No Data Available

Key Metrics

- i-Ready 29% on grade level reading (11% gap to the district)
- Curriculum Engagement:
 - Benchmark: None ([slide 28](#))
 - i-Ready Reading Minutes Year-to-date average: Below target ([slide 36](#))
 - i-Ready Reading Lessons Year-to-date average: Met Target ([slide 38](#))

2 English Learners

Strengths

- Percent of students on grade level in **High-Frequency Words, Literature, and Informational Text** are higher than the district
- Percent of students meeting their **typical growth** is nearly 69%, increasing over the last 2 years

Opportunities

- **Percent of students on grade level** was lower the district and has trended down over the last 2 years
- **Vocabulary** has the largest gap to the district with only 26% of students on grade level versus 37% for the district

Kindergarten Math

Key Metrics

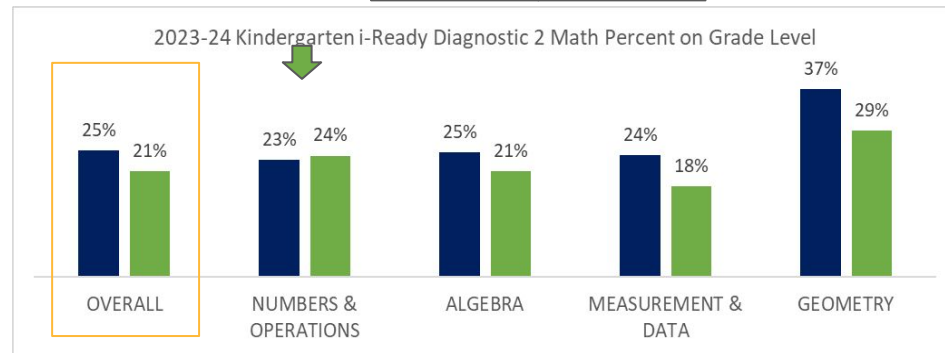
- i-Ready 21% on grade level reading (4% gap to district)
- Curriculum Engagement:
 - Ready Math: Some ([slide 32](#))
 - i-Ready Math Minutes Year-to-date average: Below target ([slide 36](#))
 - i-Ready Math Lessons Year-to-date average: Met Target ([slide 40](#))

Strengths

- Numbers & Operations percent on grade level was higher than the district

Opportunities

- Percent of students on grade level were lower than the district (21% versus 25%)
- Percent of students meeting **typical growth** was lower than last year



Math On Grade Level			
	2021-22	2022-23	2023-24
D1	13.3%	6.5%	3.0%
D2	20.5%	32.3%	20.6%
D3	46.8%	56.8%	
Math % 1 GL Below			
	2021-22	2022-23	2023-24
D1	83.3%	93.5%	97.0%
D2	79.5%	67.7%	79.4%
D3	53.2%	43.2%	
Math Met Typical Growth			
	2021-22	2022-23	2023-24
D2	43.2%	60.0%	53.1%
D3	34.0%	55.6%	

Ready Math
Average Percent Correct by Unit

No Data
Available

1st Grade ELA

Key Metrics

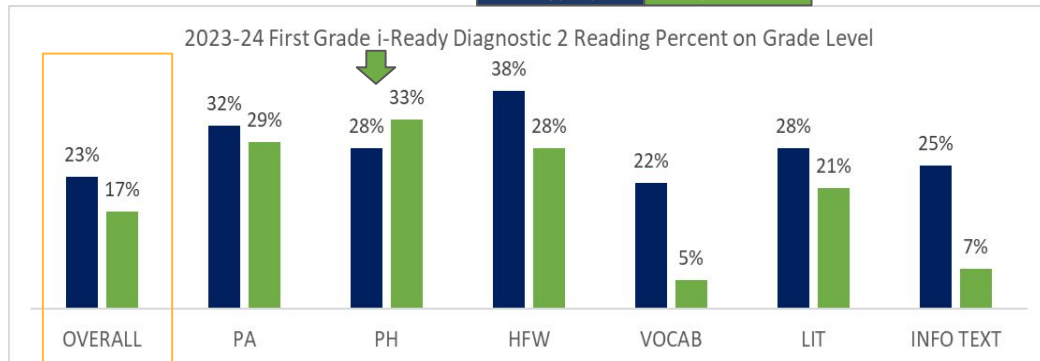
- i-Ready 17% on grade level reading (6% gap to district)
- Curriculum Engagement:
 - Benchmark: High ([slide 28](#))
 - i-Ready Reading Minutes Year-to-date average: Below target ([slide 36](#))
 - i-Ready Reading Lessons Year-to-date average: Met Target ([slide 38](#))
- 7 English Learners

Strengths

- Phonics had a higher percent on grade level than the district at 33% versus 28%
- Percent correct in Benchmark was higher in **all standards**

Opportunities

- Percent of students 2+ below grade level increased versus prior year
- All other domains besides Phonics had a lower percent on grade level than the district

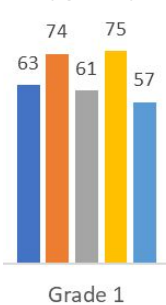


Reading On Grade Level				Reading % 2 or More Below			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	5.6%	(Blank)	4.8%	D1	22.2%	17.8%	31.0%
D2	26.2%	17.0%	16.7%	D2	9.5%	4.3%	11.9%
D3	46.3%	56.3%		D3	7.3%	4.2%	
Reading % 1 GL Below				Reading Met Typical Growth			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	72.2%	82.2%	64.3%	D2	43.9%	60.0%	58.5%
D2	64.3%	78.7%	71.4%	D3	50.0%	61.7%	
D3	46.3%	39.6%					

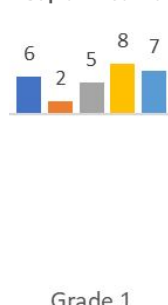
Language
 Reading Foundational
 Reading Informational Text
 Reading Literature
 Writing

Benchmark Standards

% Correct



Gap to District



1st Grade Math

Key Metrics

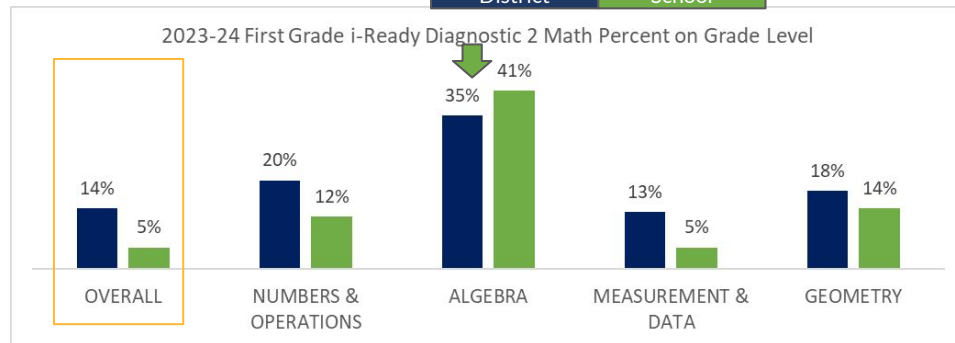
- i-Ready 5% on grade level reading (9% gap to district)
- Curriculum Engagement:
 - Ready Math: High ([slide 32](#))
 - i-Ready Math Minutes Year-to-date average: Below target ([slide 36](#))
 - i-Ready Math Lessons Year-to-date average: Met Target ([slide 40](#))

Strengths

- Percent of students meeting grade level in **Algebra** was higher than the district
- Percent correct on unit assessments has progressively increased

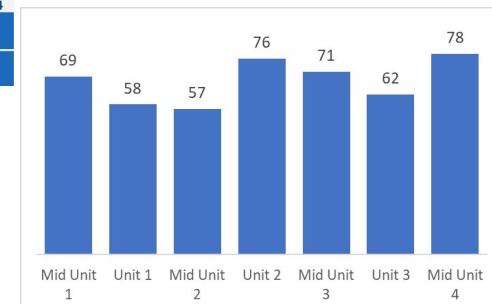
Opportunities

- **Measurement & Data** was the lowest domain for percent of students on grade level and was lower than the district



Math On Grade Level				Math % 2 or More Below			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	2.6%	(Blank)	2.4%	D1	30.8%	26.7%	28.6%
D2	4.8%	10.9%	4.8%	D2	21.4%	15.2%	16.7%
D3	34.1%	25.0%		D3	9.8%	14.6%	
Math % 1 GL Below				Math Met Typical Growth			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	66.7%	73.3%	69.0%	D2	39.0%		43.9%
D2	73.8%	73.9%	78.6%	D3	52.5%	35.4%	
D3	56.1%	60.4%					

Ready Math
Average Percent Correct by Unit



2nd Grade ELA

District School

Key Metrics

- i-Ready 35% on grade level reading (+6% gap to district)
- Curriculum Engagement:
 - Benchmark: High/Some ([slide 28](#))
 - i-Ready Reading Minutes Year-to-date average: Below target ([slide 36](#))
 - i-Ready Reading Lessons Year-to-date average: Met Target ([slide 38](#))

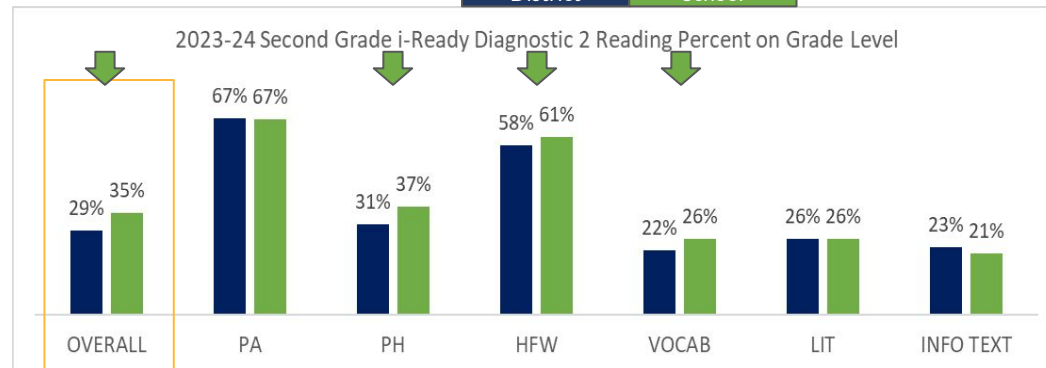
15 English Learners

Strengths

- Percent of students on grade level was higher than the district, although lower than prior year
- Percent of students on grade level in **Phonics, High-Frequency Words, and Vocabulary** was higher than the district
- Percent of students meeting their **typical growth** was 75% of second grade

Opportunities

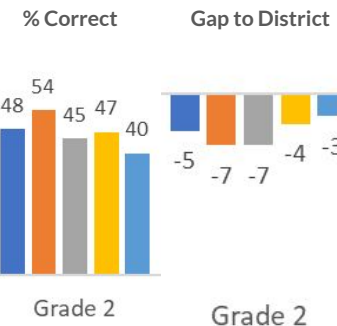
- Percent of students on grade level in **Informational Text** was the lowest and was lower than the district



Reading On Grade Level				Reading % 2 or More Below			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	(Blank)	28.1%	9.3%	D1	84.4%	40.6%	41.9%
D2	2.6%	43.8%	34.9%	D2	61.5%	18.8%	34.9%
D3	10.5%	56.3%		D3	39.5%	18.8%	
Reading % 1 GL Below				Reading Met Typical Growth			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	15.6%	31.3%	48.8%	D2	37.8%	78.1%	75.0%
D2	35.9%	37.5%	30.2%	D3	48.6%	75.0%	
D3	50.0%	25.0%					

Language
 Reading Foundational
 Reading Informational Text
 Reading Literature
 Writing

Benchmark Standards



2nd Grade Math

Key Metrics

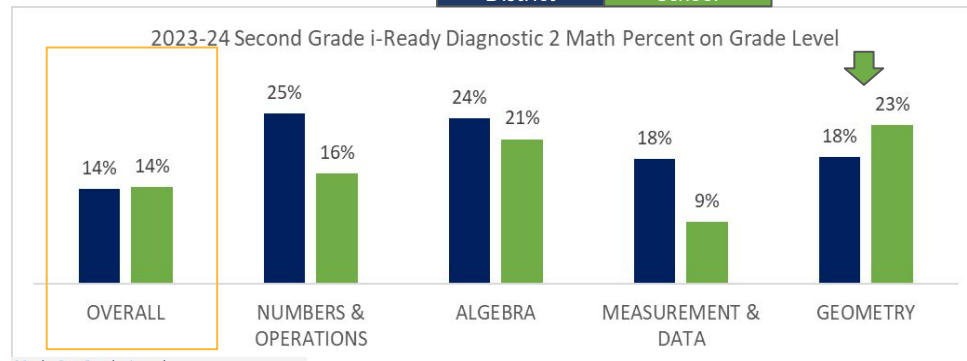
- i-Ready 14% on grade level reading (0% gap to the district)
- Curriculum Engagement:
 - Ready Math: High ([slide 32](#))
 - i-Ready Math Minutes Year-to-date average: Below target ([slide 36](#))
 - i-Ready Math Lessons Year-to-date average: Met Target ([slide 40](#))

Strengths

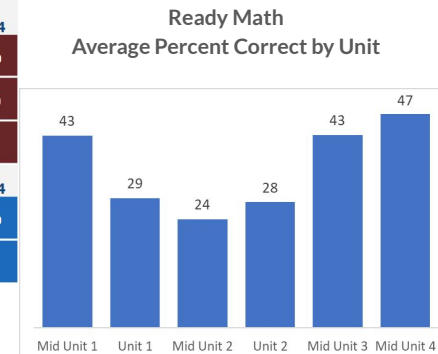
- Percent of students on grade level was the same as the district, although lower than prior year
- Percent of students on grade level in **Geometry** is higher than the district
- Percent of students meeting **typical growth** was 63%

Opportunities

- **Measurement & Data** has the largest gap for percent on grade level than the district



Math On Grade Level				Math % 2 or More Below			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	(Blank)	(Blank)	(Blank)	D1	72.7%	42.4%	60.5%
D2	2.6%	25.0%	14.0%	D2	55.3%	25.0%	48.8%
D3	15.4%	53.1%		D3	38.5%	9.4%	
Math % 1 GL Below				Math Met Typical Growth			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	27.3%	57.6%	39.5%	D2	41.7%	68.8%	62.5%
D2	42.1%	50.0%	37.2%	D3	50.0%	75.0%	
D3	46.2%	37.5%					



3rd Grade ELA

District School

Key Metrics

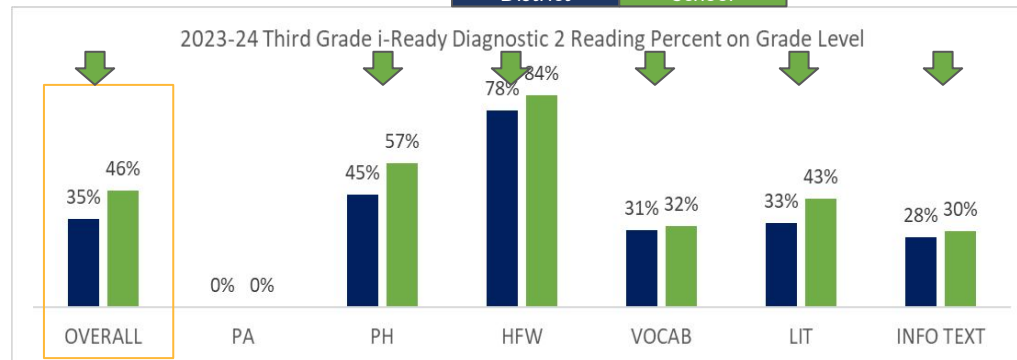
- i-Ready **46%** on grade level reading (+11% gap to district)
- **Curriculum Engagement:**
 - Benchmark: High/None ([slide 28](#))
 - i-Ready Reading **Minutes** Year-to-date average: Below target ([slide 36](#))
 - i-Ready Reading **Lessons** Year-to-date average: Met Target ([slide 38](#))
- **11 English Learners**

Strengths

- **Percent of students on grade level** was 11% higher than the district and over 30% more than prior year
- **All domains** were higher percent on grade level than the district
- Percent of students **2+ below** decreased over 20% versus prior year

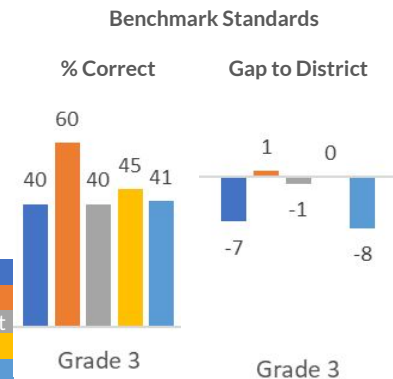
Opportunities

- Percent of students meeting their **typical growth** was lower than prior year



Reading On Grade Level				Reading % 2 or More Below			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	20.0%	7.1%	32.4%	D1	51.4%	83.3%	43.2%
D2	29.5%	14.6%	45.9%	D2	45.5%	53.7%	32.4%
D3	43.9%	30.8%		D3	36.6%	48.7%	
Reading % 1 GL Below				Reading Met Typical Growth			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	28.6%	9.5%	24.3%	D2	51.2%	68.3%	52.8%
D2	25.0%	31.7%	21.6%	D3	55.0%	64.1%	
D3	19.5%	20.5%					

Language
Reading Foundational
Reading Informational Text
Reading Literature
Writing



3rd Grade Math

Key Metrics

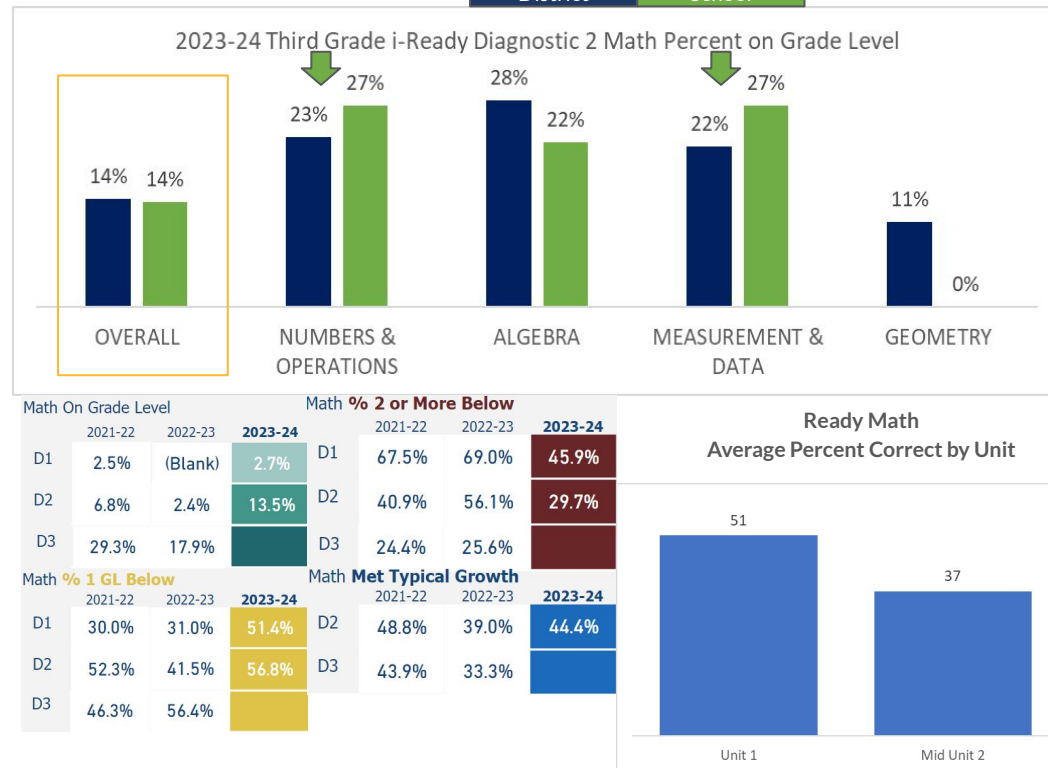
- i-Ready 14% on grade level reading (0% gap to district)
- Curriculum Engagement:
 - Ready Math: Some ([slide 32](#))
 - i-Ready Math Minutes Year-to-date average: Below target ([slide 36](#))
 - i-Ready Math Lessons Year-to-date average: Met Target ([slide 40](#))

Strengths

- Percent of students **2+ below** decreased almost 30% from prior year
- Percent of students on grade level in **Numbers & Operations** and **Measurement & Data** was higher than the district

Opportunities

- Percent of students on grade level was 0% in **Geometry**



4th Grade ELA

Key Metrics

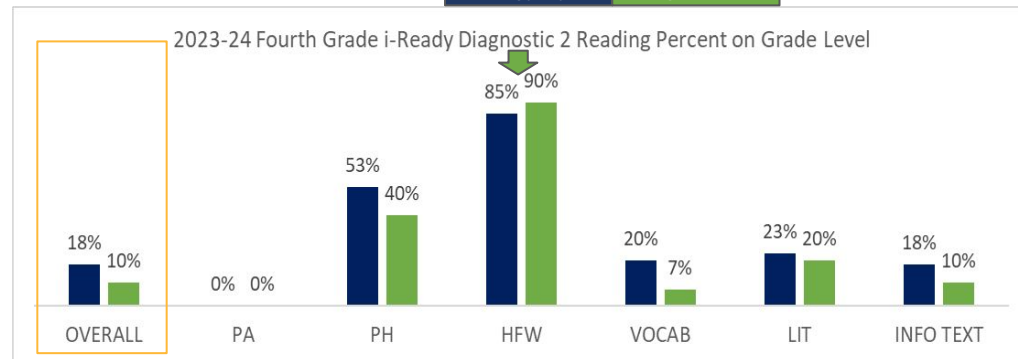
- **i-Ready 10%** on grade level reading (8% gap to district)
- **Curriculum Engagement:**
 - Benchmark: None ([slide 28](#))
 - i-Ready Reading **Minutes** Year-to-date average: Below target ([slide 36](#))
 - i-Ready Reading **Lessons** Year-to-date average: Met Target ([slide 38](#))
- **9 English Learners**

Strengths

- Percent of students on grade level in **High-Frequency Words** was higher than the district

Opportunities

- **Percent of students on grade level** decreased versus prior year
- Percent of students **2+ grade levels** below as almost 20% higher than prior year
- **Vocabulary** was the lowest domain and has a 13% gap to the district
- **Writing** was the lowest area in CAASPP (3rd grade prior year) at 0% above standard

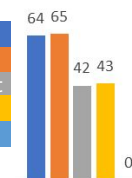


Reading On Grade Level				Reading % 1 GL Below				Reading % 2 or More Below				Reading Met Typical Growth			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24		2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	6.8%	13.6%	10.0%	D1	43.2%	34.1%	26.7%	D1	50.0%	52.3%	63.3%	D2	66.7%	47.7%	48.3%
D2	11.8%	20.5%	10.0%	D2	49.0%	43.2%	36.7%	D2	39.2%	36.4%	53.3%	D3	52.0%	55.8%	
D3	18.0%	25.0%		D3	50.0%	43.2%		D3	32.0%	31.8%					

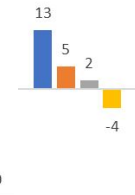
Benchmark Standards

Language
Reading Foundational
Reading Informational Text
Reading Literature
Writing

% Correct



Gap to District



CAASPP ELA Areas (prior year 3rd grade)

	Research/ Inquiry	Listening	Writing	Reading
Below Standard	47%	21%	76%	58%
Near Standard	53%	79%	24%	37%
Above Standard	0%	0%	0%	5%

4th Grade Math

Key Metrics

- i-Ready 4% on grade level reading (12% gap to district)
- Curriculum Engagement:
 - Ready Math: Some ([slide 32](#))
 - i-Ready Math Minutes Year-to-date average: Above target ([slide 36](#))
 - i-Ready Math Lessons Year-to-date average: Met Target ([slide 40](#))

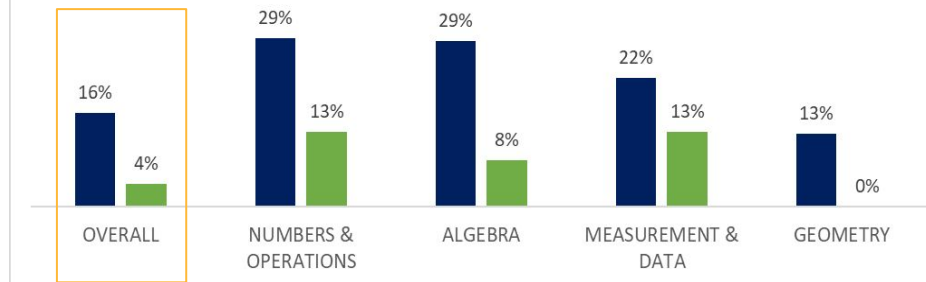
Strengths

- Percent of students **on grade level** has increased from the beginning of the year
- Percent of students **2+ below** started significantly higher than prior year and has reduced to below last year

Opportunities

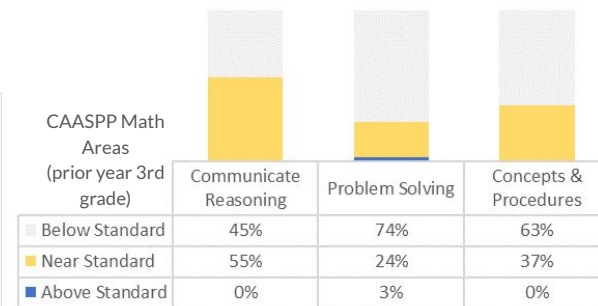
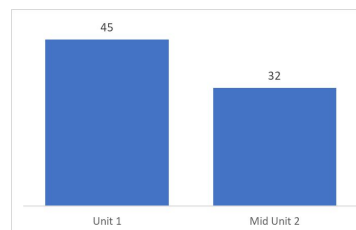
- Percent of students on grade level was 0% in **Geometry**

2023-24 Fourth Grade i-Ready Diagnostic 2 Math Percent on Grade Level



Math On Grade Level			Math % 1 GL Below			Math % 2 or More Below			Math Met Typical Growth		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23
D1	2.0%	11.1%	(Blank)	D1	32.0%	33.3%	D1	66.0%	55.6%	D2	48.1%
D2	7.7%	18.2%	4.2%	D2	44.2%	29.5%	D2	48.1%	52.3%	D3	32.0%
D3	16.0%	25.6%		D3	40.0%	41.9%	D3	44.0%	32.6%		42.9%
											45.8%

Ready Math
Average Percent Correct by Unit



5th Grade ELA

Key Metrics

- i-Ready 17% on grade level reading (2% gap to district)
- Curriculum Engagement:
 - Benchmark: High/Some ([slide 28](#))
 - i-Ready Reading **Minutes** Year-to-date average: Below target ([slide 36](#))
 - i-Ready Reading **Lessons** Year-to-date average: Met Target ([slide 38](#))
- 10 English Learners

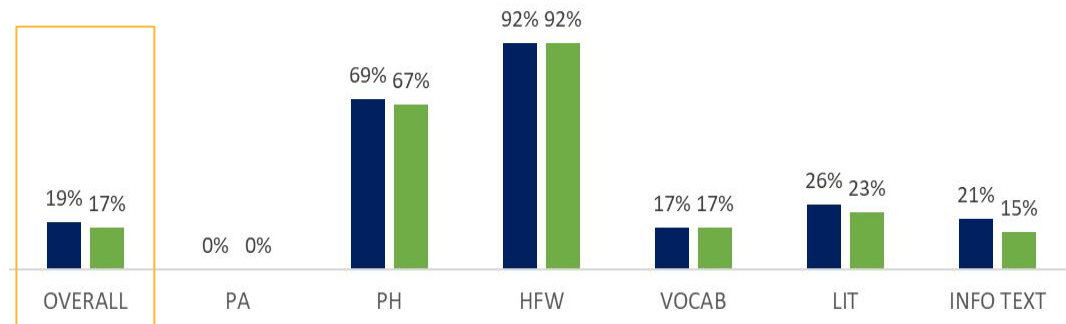
Strengths

- Percent of students **on grade level** increased from prior year, but has not increased since the beginning of the year

Opportunities

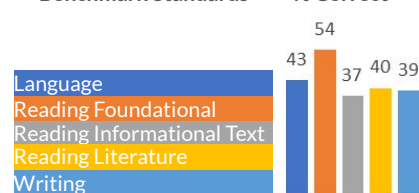
- **Writing** had the highest percent below standard at 73% in CAASPP (last year, 4th grade)

2023-24 Fifth Grade i-Ready Diagnostic 2 Reading Percent on Grade Level



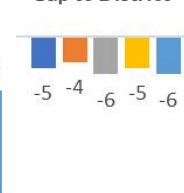
	Reading On Grade Level				Reading % 1 GL Below				Reading % 2 or More Below				Reading Met Typical Growth		
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24		2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	14.3%	2.1%	16.7%	D1	10.7%	22.9%	16.7%	D1	75.0%	75.0%	66.7%	D2	76.7%	56.3%	52.1%
D2	13.3%	6.1%	16.7%	D2	23.3%	16.3%	20.8%	D2	63.3%	77.6%	62.5%	D3	72.4%	37.3%	
D3	24.1%	11.5%		D3	31.0%	11.5%		D3	44.8%	76.9%					

Benchmark Standards



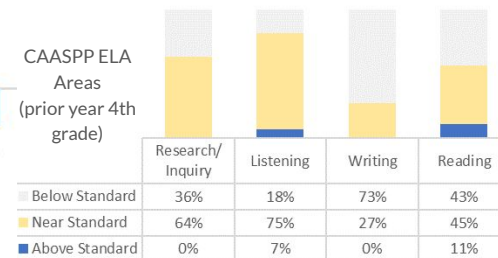
Grade 5

Gap to District



Grade 5

CAASPP ELA Areas (prior year 4th grade)



5th Grade Math

Key Metrics

- i-Ready 13% on grade level reading (4% gap to district)
- Curriculum Engagement:
 - Ready Math: Some ([slide 32](#))
 - i-Ready Math Minutes Year-to-date average: Below target ([slide 36](#))
 - i-Ready Math Lessons Year-to-date average: Met Target ([slide 40](#))

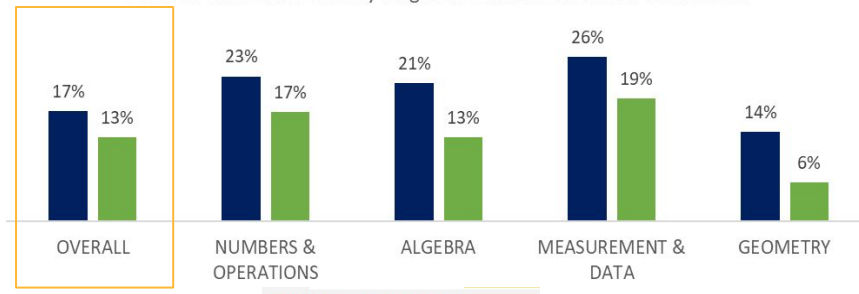
Strengths

- Percent on grade level is higher than prior year
- Percent 2+ below has decreased versus prior year

Opportunities

- Percent of students meeting their **typical growth** has been on the decline over the last 2 years

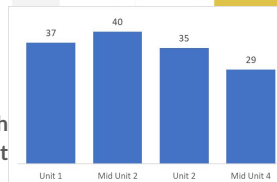
2023-24 Fifth Grade i-Ready Diagnostic 2 Math Percent on Grade Level



Math On Grade Level				Math % 2 or More Below			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	3.2%	3.9%	8.3%	D1	71.0%	78.4%	64.6%
D2	10.0%	7.7%	12.5%	D2	56.7%	65.4%	60.4%
D3	20.7%	9.8%		D3	41.4%	76.5%	
Math % 1 GL Below				Math Met Typical Growth			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	25.8%	17.6%	27.1%	D2	66.7%	47.1%	45.8%
D2	33.3%	26.9%	27.1%	D3	55.2%	19.6%	
D3	37.9%	13.7%					

Ready Math

Average Percent Correct by Unit



CAASPP Math Areas
(prior year 4th grade)

	Communicate Reasoning	Problem Solving	Concepts & Procedures
Below Standard	43%	52%	52%
Near Standard	50%	43%	43%
Above Standard	7%	5%	5%

6th Grade ELA

Key Metrics

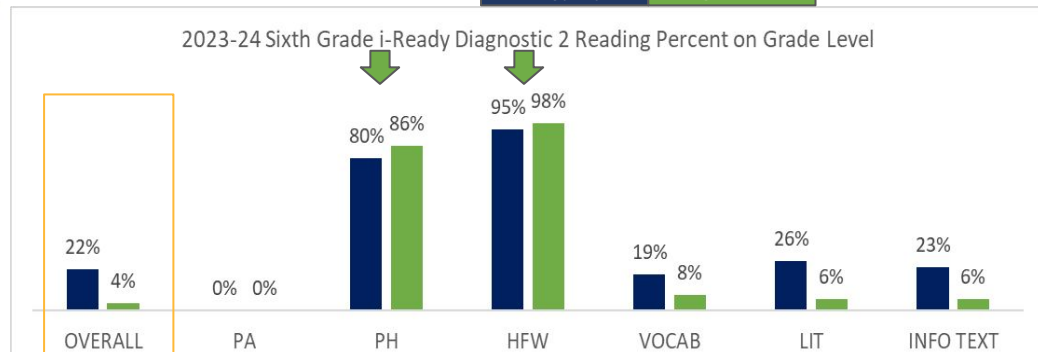
- **i-Ready 4%** on grade level reading (18% gap to district)
- **Curriculum Engagement:**
 - Benchmark: None ([slide 28](#))
 - i-Ready Reading **Minutes** Year-to-date average: Below target ([slide 36](#))
 - i-Ready Reading **Lessons** Year-to-date average: Met Target ([slide 38](#))
- **9 English Learners**

Strengths

- Percent of students meeting their **typical growth goal** increased versus last year
- Percent of students **2+ below** decreased from beginning of the year

Opportunities

- Percent of students **on grade level** decreased from the beginning of the year, and is significantly below last year
- **Reading Literature** in Benchmark and i-Ready was the lowest domains with the largest gap to the district
- **Writing** was the lowest area in CAASPP (5th grade last year) with 88% of students below standard



Reading On Grade Level				Reading % 1 GL Below				Reading % 2 or More Below				Reading Met Typical Growth			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24		2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	10.0%	13.3%	6.3%	D1	20.0%	33.3%	4.2%	D1	70.0%	53.3%	89.6%	D2	77.4%	34.5%	70.2%
D2	19.4%	20.0%	4.1%	D2	19.4%	26.7%	14.3%	D2	61.3%	53.3%	81.6%	D3	60.0%	51.7%	
D3	23.3%	31.0%		D3	16.7%	31.0%		D3	60.0%	37.9%					

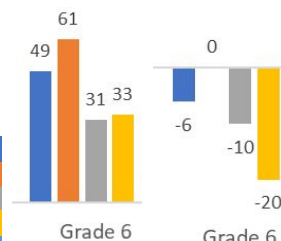
Benchmark Standards

% Correct

Gap to District

CAASPP ELA Areas
(prior year 5th grade)

Language
Reading Foundational
Reading Informational Text
Reading Literature
Writing



	Research/ Inquiry	Listening	Writing	Reading
Below Standard	58%	40%	88%	67%
Near Standard	42%	56%	12%	30%
Above Standard	0%	5%	0%	2%

6th Grade Math

Key Metrics

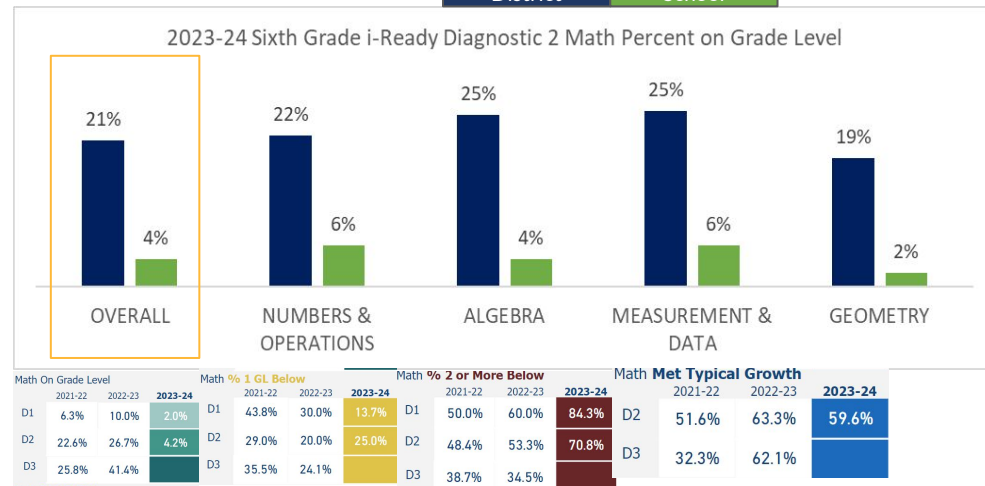
- **i-Ready 4%** on grade level reading (17% gap to district)
- **Curriculum Engagement:**
 - Ready Math: None ([slide 32](#))
 - i-Ready Math **Minutes** Year-to-date average: Below target ([slide 36](#))
 - i-Ready Math **Lessons** Year-to-date average: Met Target ([slide 40](#))

Strengths

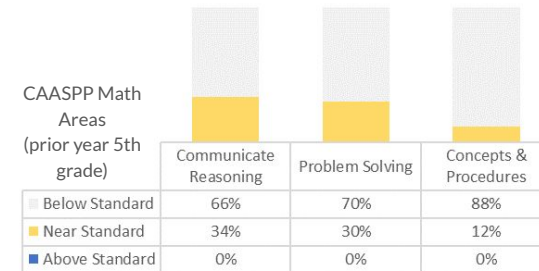
- Percent of students **2+ below** has decreased 16% from the beginning of the year

Opportunities

- Percent of students **on grade level** is 4%, a 17% gap to the district



Ready Math
 Average Percent Correct by Unit
 No data available



7th Grade ELA

District School

Key Metrics

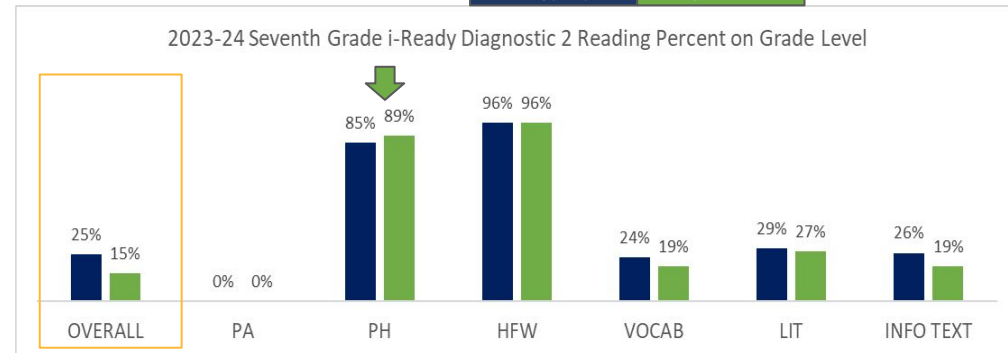
- **i-Ready 15%** on grade level reading (10% gap to district)
- **Curriculum Engagement:**
 - i-Ready Reading **Minutes** Year-to-date average: Below target ([slide 36](#))
 - i-Ready Reading **Lessons** Year-to-date average: Below Target ([slide 38](#))
- **3 English Learners**

Strengths

- Percent of students on grade level in **Phonics** is higher than the district

Opportunities

- Percent of students **on grade level** increased only 5% from the beginning of the year, where it increased 13% last year
- **Vocabulary and Informational Text** are the lowest domains for students on grade level
- Percent of students meeting their **typical growth** was lower than prior year



Reading On Grade Level				Reading Met Typical Growth			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	21.7%	6.7%	10.0%	D2	50.0%	70.0%	61.5%
D2	15.4%	20.0%	15.4%	D3	75.0%	48.1%	
D3	33.3%	25.0%					
Reading % 1 GL Below							
	2021-22	2022-23	2023-24				
D1	8.7%	26.7%	23.3%				
D2	15.4%	16.7%	19.2%				
D3	3.7%	14.3%					
Reading % 2 or More Below							
	2021-22	2022-23	2023-24				
D1	69.6%	66.7%	66.7%				
D2	69.2%	63.3%	65.4%				
D3	63.0%	60.7%					

Note: No CAASPP data was available for this grade level because there were not enough students to report the areas

No CAASPP Data available

7th Grade Math

Key Metrics

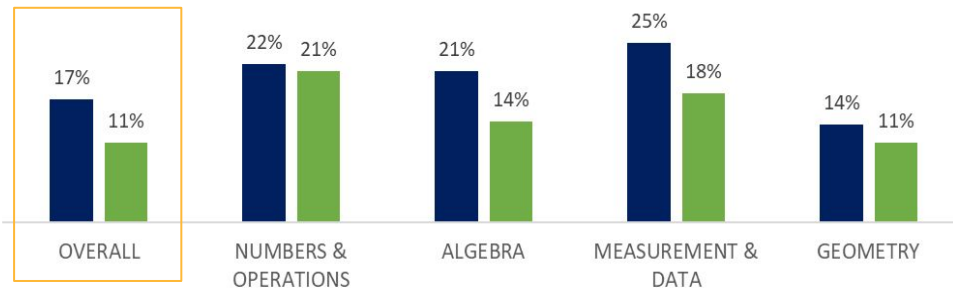
- i-Ready 11% on grade level reading (6% gap to district)
- Curriculum Engagement:
 - Ready Math: High ([slide 32](#))
 - i-Ready Math Minutes Year-to-date average: Below target ([slide 36](#))
 - i-Ready Math Lessons Year-to-date average: Met Target ([slide 40](#))

Opportunities

- Percent of students **on grade level** decreased from the beginning of the year
- Percent of students meeting their **typical growth** was significantly lower than prior year

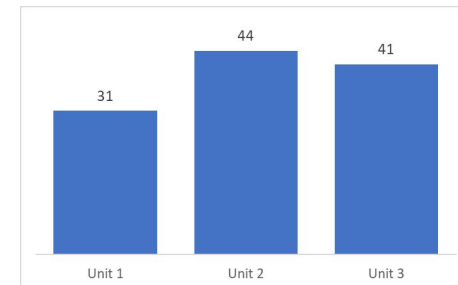
Note: No CAASPP data was available for this grade level because there were not enough students to report the areas

2023-24 Seventh Grade i-Ready Diagnostic 2 Math Percent on Grade Level



Math On Grade Level			
	2021-22	2022-23	2023-24
D1	22.2%	6.7%	13.8%
D2	19.2%	17.2%	10.7%
D3	25.0%	24.1%	
Math % 1 GL Below			
	2021-22	2022-23	2023-24
D1	22.2%	43.3%	27.6%
D2	26.9%	34.5%	28.6%
D3	17.9%	27.6%	
Math % 2 or More Below			
	2021-22	2022-23	2023-24
D1	55.6%	50.0%	58.6%
D2	53.8%	48.3%	60.7%
D3	57.1%	48.3%	
Math Met Typical Growth			
	2021-22	2022-23	2023-24
D2	50.0%	51.7%	33.3%
D3	46.2%	42.9%	

Ready Math
Average Percent Correct by Unit



No CAASPP Data available

8th Grade ELA

Key Metrics

- i-Ready 19% on grade level reading (7% gap to district)
- Curriculum Engagement:
 - i-Ready Reading **Minutes** Year-to-date average: Below target ([slide 36](#))
 - i-Ready Reading **Lessons** Year-to-date average: Met Target ([slide 38](#))
- 4 English Learners

Strengths

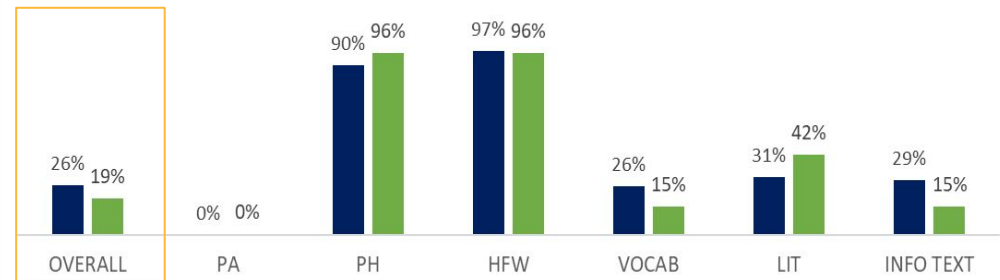
- Percent of students meeting their **typical growth** was higher than prior year
- Percent of students **2+ below** decreased from the beginning of the year
- **Literature** had a higher percent on grade level than the district

Opportunities

- Percent of students **on grade level** decreased from the beginning of the year
- **Vocabulary and Informational Text** were the lowest percent on grade level and had gaps to the district

Note: No CAASPP data was available for this grade level because there were not enough students to report the areas

2023-24 Eighth Grade i-Ready Diagnostic 2 Reading Percent on Grade Level



Reading On Grade Level				Reading Met Typical Growth			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	(Blank)	22.2%	23.1%	D2	43.5%	58.1%	60.0%
D2	4.2%	32.3%	19.2%	D3	58.3%	62.1%	
D3	12.5%	34.5%					

Reading % 1 GL Below			
	2021-22	2022-23	2023-24
D1	13.6%	14.8%	15.4%
D2	4.2%	16.1%	26.9%
D3	16.7%	20.7%	

Reading % 2 or More Below			
	2021-22	2022-23	2023-24
D1	86.4%	63.0%	61.5%
D2	91.7%	51.6%	53.8%
D3	70.8%	44.8%	

8th Grade Math

Key Metrics

- i-Ready **11%** on grade level reading (5% gap to district)
- Curriculum Engagement:
 - Ready Math: High ([slide 32](#))
 - i-Ready Math **Minutes** Year-to-date average: Below target ([slide 36](#))
 - i-Ready Math **Lessons** Year-to-date average: Met Target ([slide 40](#))

Strengths

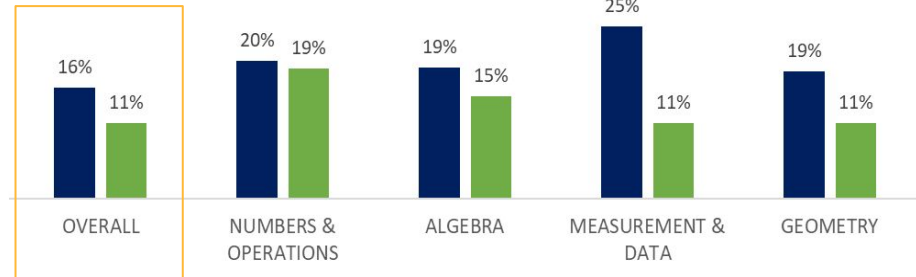
- Percent of students **on grade level increased 3%** from the beginning of the year
- Percent of students **2+ below decreased** from the beginning of the year
- Percent of students meeting their typical growth increased over 20% from prior year

Opportunities

- **Measurement & Data** had the lowest percent on grade level with the highest gap to the district

Note: No CAASPP data was available for this grade level because there were not enough students to report the areas

2023-24 Eighth Grade i-Ready Diagnostic 2 Math Percent on Grade Level



Math On Grade Level			
	2021-22	2022-23	2023-24
D1	(Blank)	17.2%	8.0%
D2	4.2%	16.7%	11.1%
D3	8.7%	20.7%	
Math % 1 GL Below			
	2021-22	2022-23	2023-24
D1	27.3%	24.1%	28.0%
D2	25.0%	30.0%	33.3%
D3	26.1%	24.1%	
Math % 2 or More Below			
	2021-22	2022-23	2023-24
D1	72.7%	58.6%	64.0%
D2	70.8%	53.3%	55.6%
D3	65.2%	55.2%	
Math Met Typical Growth			
	2021-22	2022-23	2023-24
D2	52.2%	31.0%	53.8%
D3	26.1%	51.7%	

Ready Math
Average Percent Correct by Unit

