



# **Adrian C. Wilcox High School Self-Study Report**

Site Visit: March 21-23, 2022

**3250 Monroe Street  
Santa Clara, CA 95051**



**Santa Clara Unified  
School District**

**ACS WASC/CDE Focus on Learning Accreditation Manual,  
2019 Edition (2020-2021 SY Visits)**

# Wilcox High School

Santa Clara Unified School District



## Administration

Kristin Gonzalez	Principal
Kathleen MacDonald	Vice Principal, Facilities and Student Engagement
George Niczewicz	Vice Principal, Student Support and Interventions
Michael Stieren	Vice Principal, Counseling, Curriculum and Instruction
Matthew Kolda	Vice Principal, Attendance, Interventions and Technology

## WASC Leadership Team

Kristin Gonzalez	Principal
Amy Peoples	WASC Coordinator
Matt Kolda	Vice Principal
Christina Nelson-Watkins	Organization Focus Group Chairperson
Theresa Sullivan	Organization Focus Group Vice Chairperson
Margit Look Henry	Curriculum Focus Group Chairperson
Kenny Contreras	Instruction Focus Group Chairperson
Dunia Hassan	Instruction Focus Group Vice Chairperson
Tomas Montes	Instruction Focus Group Vice Chairperson
Mike LaFleur	Assessment Focus Group Chairperson
Andrew Cox	School Culture Focus Group Chairperson

Santa Clara Unified School District  
1889 Lawrence Road  
Santa Clara, CA 95051



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## Preface

The Wilcox WASC Self-Study Process has been a collaborative process among staff, students and families, and has been ongoing work, both in-person and in virtual settings. At Wilcox High School, we work and learn with a focus on applicable and current academic standards and on our SLOs (referred to as “Be Charger Strong”). We are also working towards our new district strategic plan, “Vision 2035” (<https://www.santaclarausd.org/vision2035>), which includes “portraits” of a graduate, adults, and our system. Our school’s SPSA and WASC are closely aligned so that we may better address our students’ needs. In the years since our last visits (2015 full and 2018 mid-cycle), we have looked at data and tied our professional learning groups’ work directly into the goals and actions indicated within those plans.

### **Timeline:**

**2014-2015-** WASC full self study and visit, 6-year accredited. SPSA reviewed annually through SSC. SPSA and WASC goals aligned yearly.

**2015-2016-** New school principal. WASC action plan as schoolwide focus throughout the year (CAT groups established, with direct correlation to schoolwide goals/actions). SPSA reviewed annually through SSC.

**2016-2017-** SPSA reviewed annually with SSC. CAT groups (renewed or created) worked throughout the year on school and district goals.

**2017-2018-** SPSA reviewed annually through all SSC work. CAT groups and various school teams worked toward school goals, aligned with WASC and SPSA. WASC mid-cycle progress report completed and 3-year mid-cycle visit held in April 2018.

**2018-2019-** SPSA reviewed through SSC. Work towards WASC / SPSA goals continued through the year, both in CAT groups and departments.

**2019-2020-** New district leadership. Vision 2035 planning began for district. [CAT group formed for WASC self-study work](#). SPSA reviewed annually with SSC. Emergency shift to online learning in March of 2020 (Students received credit/ no credit for courses). Staff continued to meet and do some work in CAT groups, but the main focus that spring was with departments and was district-led, around the shift to online learning for Spring. No CAASPP was administered this year. [No “traditional CA dashboard” data for this 2020](#).

**2020-2021-** School remained in full distance learning until April 2021, and held hybrid learning April through June. Professional groups continued to meet virtually, although much focus was placed on reaching students with technology issues/ without connection, teaching, learning, and assessing online, safety protocols around return to school, and [bell schedule changes for the upcoming year](#). CAASPP was administered online, with emphasis, in April 2021. SPSA reviewed annually with SSC, virtually. Spring 2021 WASC full visit/ completion of self study postponed, however, Chapter III work continued in all Focus Groups. Dean of Students retired and new Administrator hired for Fall 2022. Vision 2035 publicity released through district.

**2021-2022-** Full in-person learning beginning on the first day. Weekly Covid 19 pooled testing on campus, with required follow-up throughout week. SPSA work will continue. WASC work (self study and work toward goals) continuing in focus groups and home groups. CAT professional groups meeting, in correlation to school wide goals. Vision 2035 publicity continuing from the district with launch scheduled for this year. District theme introduced for this year is [“reconnect, renew, and reimagine teaching and learning.”](#) WASC full self-study visit scheduled for March 2022.

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### **Stakeholder involvement:**

[Summer 2021](#), [October 2021](#), Spring 2022- met with Student group, re- WASC  
[October 2021](#), [December 21](#), Spring 2022- meet with Parent groups, re- WASC

## Chapter I: Progress Report

In March of 2015, Wilcox High School hosted its last full WASC visit. At that time, the school received a six-year term of accreditation with a one-day mid-cycle review. There have been several significant developments since then which have had a major impact on Wilcox as a school community. These include the following changes listed below.

### Changes in Administration

The 2015 WASC Coordinator for Wilcox (Ms. Gonzalez) was named Principal beginning in the 2015-2016 school year. Ms. Chandra Henry was hired that same year as a Vice Principal, was selected as the WASC coordinator, and led the process through the 2018 mid-cycle review. An additional administrator position was added in 2017, with a focus on special education and English learners. Mr. George Niczewicz was hired for this position. The addition of Mr. Niczewicz's position underscores the district's emphasis to support special education and English Learners, as both programs generally fall within his domain. Mr. Bill Chapman replaced Ms. Chandra Henry in 2019, and worked more specifically with student interventions/discipline as a "Dean of Students." In the spring of 2021, Mr. Chapman retired and Mr. Michael Stieren was hired for an administrative position, as Vice Principal of Counseling, Curriculum, and Instruction. The current WASC coordinator is Vice Principal Mr. Matt Kolda, who has worked in multiple VP roles since he began in the 2013-14 school year. Mr. Kolda works with teacher leaders and several teams to oversee alignment of WASC, SPSA, and LCAP goals. In addition to a part-time WASC Site Coordinator, Wilcox High School has professional groups that oversee the implementation and monitoring of our school-wide action plan. As one of her first initiatives as principal, Ms. Gonzalez worked to create Collaborative Action Teams or CATs.

### CAT Groups (Collaborative Action Teams)

"CAT Groups" consist of certificated staff from cross-curricular areas and administrators. Beginning in the 2016-2017 school year, classified staff have also joined CAT groups, as well as some representatives from the district office. CAT Groups meet monthly and are created and formed based on needs identified in the LCAP or SPSA/WASC school-wide action plan. Staff self-select [the group they would like to join](#) for that school year and may change the group they are in each year, based on their own professional needs or interests. Each group reports out to the whole staff at the end of each year on their goals and progress for the year; some groups gather data and present strategies [at staff meetings throughout the year as well](#). This annual and ongoing process of reflection, coupled with the option of creating new groups, exhibits our team's commitment to the cycle of inquiry for bettering our practices and meeting students' needs.

### Counseling

Starting in the 2015-2016 school year, immediately after the last full WASC visit, the SCUSD and School Board committed to increasing School Counseling staff. Counseling positions were added and are making an impact on the level of counseling and support services we can provide our students. The counseling staff has doubled in size, lowering caseloads from 666 students to 1 counselor to approximately 333:1. With these additions, we have also added additional support staff in the form of another counseling secretary. There is now a Lead Counseling position at the district level, which helps to streamline processes across the district and to encourage alignment between school levels.

### Wellness Center

The Santa Clara Unified School District has made a commitment to the overall health and well-being of our students and families. Community LCAP feedback at the district level led to the funding for this new program and focus district-wide. We now have a Health and Wellness Coordinator at the district level, who oversees the Wellness Coordinators and programs at the school sites. The Wellness Center at Wilcox has



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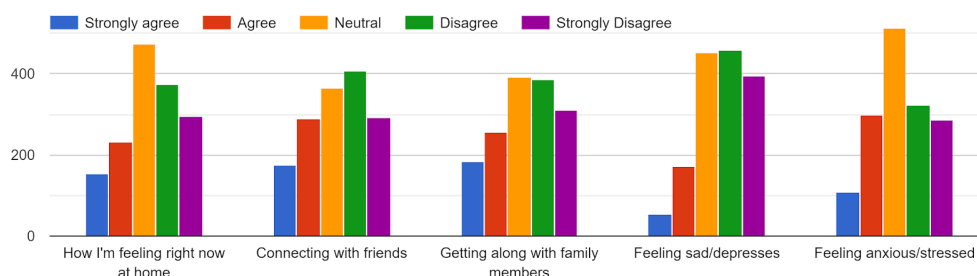
one full-time coordinator, added in 2016-2017. An additional staff member, a full-time Community Health Outreach Worker, was added starting in the 2017-2018 school year. In addition to those two positions, we also have two interns through the District who each serve our students 2-3 days per week, along with another intern from the Bill Wilson Center in Santa Clara who interns one day per week. The mission of the Wilcox Wellness Center is to promote social-emotional well-being and resilience and help students achieve their full potential at school and in their lives. The Wellness Center staff also works to support staff on campus as well. Some of the services offered are:

- Counseling for students
- Meeting with parents/guardians or school staff to develop strategies to support students based on their individual circumstances
- Providing emotional support to parents/guardians and school staff around situations that affect anyone in the school community
- Providing crisis intervention on campus
- Providing information on community resources to help families meet their needs
- Sharing mental-health related information with students, parents/guardians, and staff through presentations
- Organizing classroom visits and [campus activities](#) to promote social and emotional wellness.

The Wellness Center works in conjunction with our counselors to provide a higher level of service in regards to both academic counseling and social/emotional support. They all focus together on general student well-being, mental health, and future planning for college and careers. As the Wellness Center is a fairly new addition to our campus, and as we were largely in distance learning for more than a full school year, we have yet to see the full impact this new program will have on our staff, students, and school culture. We do see an increased need for social-emotional support for students, both last year and upon our return to campus. This is evident in the following data points:

- The counseling team shared that between August and November 2021, there had been [approximately 1,078 mental health visits to their combined team](#).
- In the counseling team's beginning-of-year survey, 30% of respondents stated that they need support "connecting with friends."
- In the beginning of the year counseling survey, approximately 27%, or one quarter, of 1530+ respondents reported "feeling anxious or stressed."

PERSONAL: I need more information/support regarding the following:



## SAT

In the 2017-2018 school year, SCUSD and Wilcox began offering a paid SAT opportunity during the school day for all eleventh graders. This happens annually and was even offered on [March 24, 2021, in-person](#),



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amid pandemic-induced conditions. This free-to-students exam has provided an opportunity for all students to take it and receive scores over the past four years, and students will have the opportunity to test on campus again this year on March 2nd. When students report wanting to know more about college, the score report can provide them a chance to see their areas of success and growth, as well as with a personalized guide to receiving information from colleges and about programs.

### **AP Equity Work/ District Funded AP Exams**

During the 2016-2017 school year, the Santa Clara Unified School Board approved the payment for all AP exams and one SAT and one ACT exam for SCUSD students. Students taking the 2017 AP exams were the first to benefit from this [new initiative](#). Wilcox High School experienced a surge in test-takers illustrated [here](#). This exponential increase created challenges in finding facilities and proctors to administer exams, and was also met with initial hesitation from the AP teaching staff concerning pass rates. That year, our pass rate remained essentially the same, with a 0.1% increase from the year before, even with the additional 422 exams administered. Still far surpassing the exam numbers from 2016, our overall pass rate (score of a 3 or higher) soared to 82% in 2020. The “leveling of the playing field” for students who previously did not take the exams due to financial strain is an amazing resource we have been given by our district and school board.

As a school and district, we began working with the EOS organization in Fall 2014 to provide more equitable opportunities in line with our campus population and to support our students in classes of rigor. Since our last full visit, we have also made course changes and added various supports to our AP program. AP Psychology and AP Environmental Science are current course offerings that were born of our efforts to diversify our AP offerings; our AP Environmental Science class has grown from one section to four sections this year. We had previously added, and continue the funding of, one AP Support class which is a .2 FTE supported through our SPSA. We have worked with Department Chairs to streamline our AP application window and process, hosted AP parent information nights, and provided student summer workshops for incoming AP students. Over time, we have been able to absorb the work that EOS provided us and the district eventually ended our partnership. This work still continues and will be discussed in more detail in Action Plan Item #3, Course Access.

### **Peer Tutoring Program**

Starting with our EOS (Equal Opportunity Schools) partnership in the same year as our last full WASC visit, we have continued focusing on access to rigorous classes and coursework for all students. Wilcox has a largely open Honors and AP course policy, where almost any student wishing to challenge themselves in AP or Honors coursework is encouraged to do so. Counselors and teachers work with students who might be interested and/or capable of challenging themselves, and have conversations with those students about their potential to take one of these courses, or another course of rigor for their ability. The lasting impact of our work with EOS is connecting students with trusted adults on campus who encourage students to enroll in challenging coursework. Initially, to support these new AP students, we established an Academic Peer Tutoring program on campus. Since the inception of the program, peer tutoring has grown to be able to provide peer tutors in core classes where students need additional support, and in some cases, where students can access language support as well. The program and .2 FTE for a teacher is funded by the SPSA and the students are placed in specific classes for the semester or year to tutor students. This will be discussed in more detail in Action Plan Item #3, Course Access.

### **Elective Faire and CTE**

To further diversify our course offerings, in 2019, we began to host an Elective Faire. We were able to host this in person in February 2020, and online in the Spring of 2021. Teachers and students from all subject areas spend time promoting various course offerings, including AP Psychology (photographed [here](#) in 2020) and our CTE pathways (photographed [here](#) in 2020). In 2021, the Elective Faire was virtual, allowing us to invite current eighth graders to see our offerings, further aligning our SPSA and WASC goals. CTE course offerings have improved and increased, including within Fashion Design. Fashion Design has been

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renamed Fashion Design and Marketing to reflect current fashion industry trends and local employment numbers in the business and marketing sectors. Fashion Design & Marketing Levels 1 & 2 now all fulfill an A-G requirement and are articulated with West Valley College. This is a 3-year CTE Pathway. The Business (CTE) Pathway has also undergone many positive changes (described in detail [here](#)). There is now even a Wilcox competition team within the Business pathway, which in 2021 qualified for the International Finals of the Virtual Business Challenge for the first time. The Culinary Arts and Automotive programs at Wilcox continue to attract many students to their courses and pathways, through their course content and outside competitions and organizations, such as FCCLA.

### **EL Program and Support,**

The hiring of a designated EL Facilitator who is assigned a .6 release, as well as an ELSAT dedicated to our site, has had an impact on the level of service we are able to provide for our students learning English as a Second Language. Our designated EL facilitator and ELSAT work as a team to reach out and to connect with students on a more individualized basis than we were able to do before. We have added EL Support classes, with one focused on supporting our LTEL students, in addition to our beginning and advanced English Learners.

In terms of funding support for the English Learners programs, our district committed to funding a 6-hour-per-day ELSAT (English Language Support/Assessment Technician). Wilcox committed another 1.5 hours funded by the site (SPSA) to create a full-time position. We are committed to ensuring our EL Students have the resources and supports that they need to be successful. This will be discussed in more detail in Action Plan Item #1, Support English Language Development.

### **Unified PE and Co-teaching**

The Wilcox Unified PE program was officially added in the Fall of 2019; it is a combined class for students with moderate to severe disabilities and general-education students. Wilcox had a need to integrate students with special needs to their general-education peers. The Unified PE class strives to have a 1:1 match for students with special needs (athletes) to their general-education peers (coaches). The class is co-taught by Ms. Elia Neto and Ms. Amy Magagna. [As part of this program, Wilcox has hosted both Special Olympics basketball](#) and soccer events and another event is scheduled for Spring 2022. Wilcox hosted a virtual Special Olympics, partnered with Northern CA Special Olympics and the SF 49ers. This is a district recognized co-teaching class.

Another foray into co-teaching began in 2018 in the English department between on-level teacher, Ms. Chrissy Hunger and Special Education teacher, Ms. Cathy Thornton. The following year, Ms. Kate Sandifer and Ms. Margit Look-Henry, one from English, the other from Special Education, formed a co-teaching partnership. They have attended trainings and are working within a model generally attributed to Marilyn Friend and Lynn Cook. Their English 10 class included a roster with one-third of its students on an IEP. This year, on our campus, we have four co-teaching classes/sections, which continue with our work on student inclusion and professional growth in this area: two English classes, one Unified PE, and one practical arts class.

### **Wilcox School Learning Team**

Beginning in the 2015-2016 school year, SCUSD embarked on a journey to strengthen union-management partnerships across the district. Wilcox joined the first cohort of schools as trailblazers of this work. Based upon work with CEC (Consortium for Educational Change), [Wilcox and SCUSD continued the development of a School Learning Team and its mission to improve Wilcox](#). Via the SLT, in the 2019-2020 school year, Wilcox adopted an advisory model for freshmen that utilized an SSR period (de facto tutorial period) for social emotional learning and development. Although there was not quite enough to the program to overcome major logistical challenges, it was a concerted attempt to address the SEL needs of Wilcox students at that time. Stemming from this adult group on campus, our site now has a functioning SLT (Student Listening Team) for students as well. Over the past three years, they have met and continue to

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meet often with other students and with staff advisors to address the needs they see for the student body at school. The adult version of our School Learning Team still exists as a CAT group to address school needs described by all stakeholders.

### **Changes in Math**

The math department adopted a new curriculum and began that use in the school year following our last full WASC visit. Math textbooks are all now Common Core-aligned and many teachers use their books in an online format, so students always have access to additional links and resources. Wilcox has added math course offerings to meet student demand and needs. Starting in 2018, Wilcox added an on-level course, Statistics, with the intent that students would continue their study of mathematical concepts. The next year, due to increased demand, Wilcox added an additional section of on-level Statistics. Another course added to current math offerings is called Project Based Math. The course was added in 2018 to address the limitations of the geometry curriculum; this course helps students meet the district graduation requirements. In 2020-21, math teachers Ms. Lillian Kwiatkowski (general education) and Mr. Bill Haughney (special education) joined the district's Project Based Learning leadership team as well. Next year, we intend to offer a course in data science, which is A-G approved to be an alternative to Algebra 2; this may help some students to continue successfully taking math courses, who may have otherwise stopped after passing through geometry.

### **Horizon Program**

One of the two sections of Project Based Math is offered exclusively to our Horizon Program at Wilcox. Horizon is a program that was initiated by changing demands in alternative education in the SCUSD. Starting in the 2020-2021 school year, ninth-graders who once were able to enroll at our alternative-education campus, known as Gateway, were moved to comprehensive high school campuses. The program was named Horizon and was overseen by Mr. Bill Chapman (administrator), Mr. Mike LaFleur (counselor), and former alternative-education teacher, Mr. Mark Rabe. The desired outcome for the program is to steadily prepare the students to move into the comprehensive high school atmosphere. In addition to Project Based Math, a course known as Foundations 9, is meant to support SEL and non-academic needs of these students.

### **Reading Intervention**

This class is designed to increase Lexile scores for struggling ninth-graders. Ms. Laura Stott has been a consistent teacher of this course since its adoption in our district. This has allowed her an opportunity to refine the course and in turn, to increase connection with those students, with the intent of keeping students on track and involved in school. In 2018, it was reduced from two periods to one, allowing our Read 180 freshmen to take an additional elective in their schedules. This reduction was due to a steadily declining student population that needed this level of intervention and was not already enrolled in another intervention program on campus. SCUSD's focus on literacy K-12 over the last decade is also a factor in the decline in student need for this program.

### **Chromebook 1-1 Roll-Out**

In January of 2018, Wilcox began our 1-1 Chromebook roll-out. This initiative, driven by the district, began with 10th and 11th grade students. The following year, 2018-2019, 9th and 10th grade students received their Chromebooks as well, making Wilcox High School's ratio 1:1 with personal devices. In 2019, freshmen were given brand new Chromebooks in August and for the 2020-2021 school year, 9th graders were given brand new Chromebooks before the 1st day of school. Wilcox has offered multiple teacher workshops to support teachers with this new level of access to technology, including training from the district's Technology TOSAs throughout the past four years. We typically hold a parent info night on Chromebooks, a student training in history classes, and have been focusing on digital citizenship lessons for the last three years in history and English classes. With the shift to distance learning in 2020, the 1:1 Chromebook allowed for a relatively smooth transition. Through the annual SPSA survey, stakeholders regularly express satisfaction with our focus on technology.

### Makerspace

[The Wilcox MakerSpace was fully opened in 2019](#) to support STEAM and LCAP/SPSA Goal Three-increase academic achievement for all students. Staff member Sam Santos oversees the MakerSpace and through that role, he has supported students in subjects ranging from Computer Science to English/Language Arts, even during distance learning. There is a MakerSpace CAT group to increase staff utilization of its tools in content courses, and there is also an active student MakerSpace group which meets weekly, and was even able to meet throughout distance learning for on-campus interaction and projects. Mr. Santos' position is 100% funded through the Wilcox SPSA.

### Alternative Discipline Consequences and Interventions

The Wilcox administration has been ramping-up its efforts to set the example for innovative disciplinary actions and interventions. Consequences involving extensive writing (reflective writing and "lines") and meetings with impacted staff, which are considered restorative practices, have been more extensively utilized. During the 2019-2020 school year, a class on the use of vaporized nicotine was developed and taught by a Santa Clara Police Department Community Outreach Officer. This served as a means for students to serve the consequences of their actions without missing school.

### Improved Connections with Classified Staff

The Wilcox classified staff, certificated staff, and administration have improved upon the already strong connection of our classified staff to the rest of the campus community. This can be attributed to the union-management partnership work referenced above. Quarterly meetings now occur in which the Wilcox classified staff has an audience with the Wilcox administration. Classified staff have served with a valued perspective on various CATs and are invited to do so with compensation. Starting in 2021, paraeducator hours were expanded by the district office to include a time at which they can attend certificated staff meetings. All classified staff are now additionally invited to attend certificated staff meetings, pending availability. Those who want to attend and do so outside of their normal working hours are compensated accordingly. For several years, a district fund was dedicated to compensating classified staff participation in collaboration. Since the ending of that funding source in 2020, the site has absorbed those costs so that we can continue this important work. These are some of the ways that our site has worked towards a more purposeful integration of classified staff within the Wilcox community.

### SEL Survey

At least through the 2020-2021 school year, the SEL Survey has served as a replacement for the California Healthy Kids Survey which was last administered in the 2017-2018 school year. Because of the recent pandemic-related limitations on testing and a more acute focus on social emotional learning, these survey results have proven to hold increasing value. The reader can see [2020](#) results here and [2021](#) results here (The level of detail can be overwhelming, but generally, more green and blue are a good sign in a particular category.).

### Paper.co

In the 2020-2021 school year, SCUSD purchased a subscription to [Paper.co](#) and installed this into our students' "Super S" on their Google accounts. (This is where all of the students' apps purchased by the district exist, and can be used with their SSO or linked Clever accounts.) The Paper.co service is free to students and offers on-demand, live tutoring in many subject areas. This year, our staff received training on how the service works and many teachers publicized it with their students, which has led to [an increase in its use](#). Our site students currently use Paper.co more than any other in the SCUSD and we are glad to have this resource for our students.

### Student Attendance Review Teams (SART)

Wilcox has adopted the use of an SST-based model for addressing extreme and high-level attendance issues. Students who do not respond to lower tiers of support and intervention are required to meet with

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various school personnel and their parents. The SART document, seen [here](#), is the centerpiece and serves as a script for the SART meetings. Teacher input is gathered through [this document](#) and all of the student's teachers are invited to take an interactive role in the process.

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### **The Process for Implementing and Monitoring the Schoolwide Action Plan/ SPSA Aligned with LCAP Goals**

The School Site Council monitors and updates the School Plan for Student Achievement (SPSA) throughout the course of the year. View the 21-22 tentative SPSA [here](#). School Site Council is composed of certificated and classified staff, parents, students, and administrators and typically meets monthly to review our goals and prioritize the allocation of funds in regards to current SPSA goals. There has been a concerted effort to align both WASC and SPSA goals for many years at Wilcox, and now the LCAP, along with the upcoming Vision 2035 from the District Office, are leading to an even more concentrated focus.

Wilcox CAT Groups serve as the primary forums for reflecting and acting upon the schoolwide action plan (SPSA). CAT Groups meet regularly during Wednesday collaboration periods and devise methods for reaching our goals. Each year, a Google Form is given to the certificated and classified staff asking which realm of the school they would like to address. These groups range in focus from EL support, to communication, to improving SEL.

The Wilcox PTSA, ELAC, and other parent organizations are asked to provide feedback as well. Starting in 2018, the School Site Council designed an annual survey asking all stakeholders to provide feedback on the Wilcox High School program. Specifically, we ask the survey-takers to evaluate our progress on our SPSA goals, and on areas which are funded through the SPSA. Each year the survey is administered in English and Spanish. There is a concerted effort to garner responses as this survey provides a very significant level of input to the annual SPSA (the most up-to-date survey can be viewed [here](#) and one can see these links as well: [Wilcox SPSA Survey 2021](#) [Wilcox SPSA Survey 2020](#)). The School Site Council studies the results closely and uses the data to make changes each year.

Work towards achieving individual WASC goals is ongoing with department chairpeople, within departments, and at a schoolwide level.

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### **Schoolwide Action Plan Item #1:**

Support English Language Development: Address the academic, social, emotional and vocational needs of underperforming groups

- Connection to 2021-2022 SPSA: Goal #1: Increase English Language Proficiency
- Critical Area for Follow-up #4: Support from a district-wide EL coordinator, increased involvement of EL parents, and outreach to EL community
- Critical Area for Follow-up #5: Communication: Improve communication between administration and staff, and among stakeholders including parents, students and community

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### *Academic Needs/Supports*

Wilcox High School has added a number of programs to support our EL population, both academically and socially since our last full WASC review. For the last six years, we have had a CAT (Collaborative Action Team) group focused on the engagement and achievement of our EL population. This is a cross-curricular group that brainstorms and implements ways to support and engage all of our EL students and families. At the end of the 2019-2020 school year, the EL CAT shared that they recommended a class cap size from 33 to 30 and that there has been an increase in the use of EL tutors. The EL Academic Support 3 class for our LTEL (Long Term English Learner) students was developed by this group and was implemented for the 2017-2018 school year. In years prior to the Coronavirus Pandemic, our ELSAT worked to bring bilingual parent volunteers into the classroom to provide students with tutoring and additional support. In 2018, our district partnered with Santa Clara University to provide ARRUPE Tutors in our EL support classes.

Due to years of collaboration between the EL Coordinator and Administration, the master schedule is created to facilitate movement in student schedules when the students acquire enough English to move to the higher level course. EL and SDAIE Science courses are scheduled during the same period to allow for students to move easily from EL to SDAIE. The same was done for our EL and SDAIE Social Science courses.

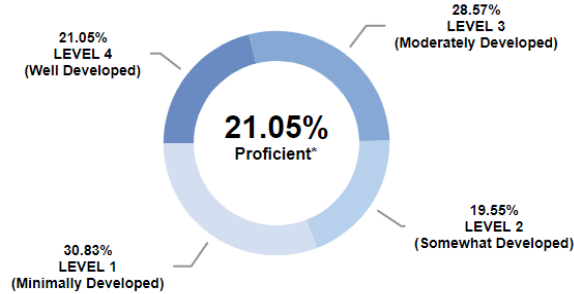
Some other additions to our EL Program since the hiring of our EL Coordinator and ELSAT are:

- The EL Support classroom is open and available to students during SSR/Tutorial. This allows them to receive additional drop-in support from the teacher as well as fellow students
- Communication and collaboration amongst EL teachers has increased with increased teacher collaboration time, and fairly consistent teachers teaching EL courses, allowing them to better collaborate on how they can support students
- The EL Coordinator meets with every student who is designated as EL or SDAIE during their English classes in order to go over their transcripts, and hand-schedules the student's classes for the following school year. This minimizes the number of students misplaced in classes based on the LEP level at the start of the year
- The EL Coordinator collaborates closely with school counselors to aid students in choosing classes and formulating academic goals and plans
- We plan to send our ELSAT to [Prepare Training, hosted by The College Board](#), in 2022 to better facilitate a college-going culture among our language learners
- In 2019-20, we worked as a site with fellows from [an organization called Immigrants Rising](#), to raise awareness for staff about immigration issues and college-going information specific to these students. Teachers were highly encouraged to attend and participate in these training sessions.

## 2017-2018 ELPAC Data for Wilcox

### English Language Proficiency for Summative ELPAC

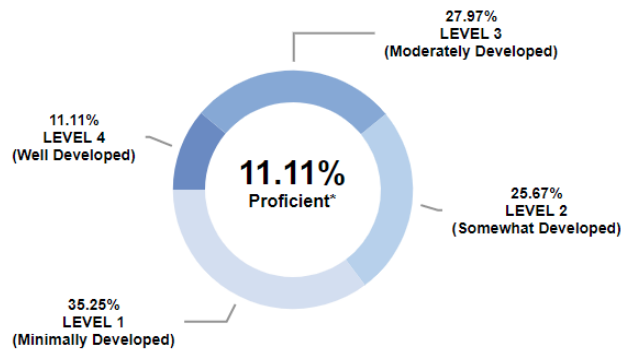
Percent of students within each performance level



## 2018-2019 ELPAC Data for Wilcox

### English Language Proficiency for Summative ELPAC

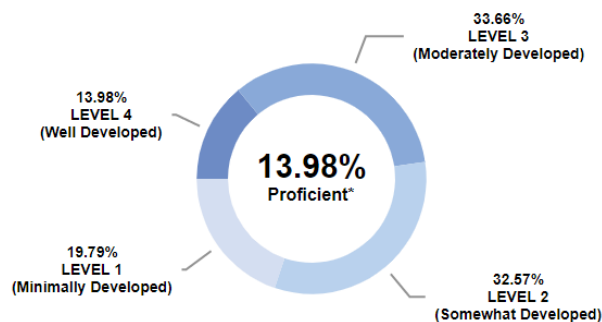
Percent of students within each performance level



## 2020-2021 ELPAC Data for Wilcox

### English Language Proficiency for Summative ELPAC

Percent of students within each performance level



\*The State Board of Education approved the use of the ELPAC Overall Performance Level 4 as one of the proficiency criteria for reclassification.

[VIEW DETAILED TEST RESULTS](#)



## **Wilcox High School ACS WASC/CDE Self-Study Report**

The above data demonstrates that Wilcox is in a decline in our ELPAC scores and we are aware of our need to support these students academically. We believe that this may be attributed to the fact that there was a change in the scale score ranges from 17-18 to 18-19. Information regarding the results of the 2019-2020 ELPAC was not used in this analysis, as we were only able to get results from 30% of our EL students.

## Wilcox EL Data

## 2019 - 15.6% of Students Designated English Learners

Grade	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
09	216	35	96	177	4	528
10	211	30	87	176	2	506
11	163	34	60	209	3	469
12	182	21	63	192	0	458

Name	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
<a href="#">Adrian Wilcox High</a>	772	120	306	754	9	1,961
<a href="#">Santa Clara Unified</a>	7,313	1,064	4,125	2,825	60	15,387
<a href="#">Santa Clara County</a>	124,108	24,733	58,384	57,140	2,859	267,224
<a href="#">State</a>	3,582,707	260,529	1,195,988	1,131,092	15,962	6,186,278

## RFEP Data

School	CDSCode	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Adrian Wilcox High	43696744338802	1,961	306 ( 15.6 %)	874 ( 44.6 %)	15 ( 5.5 %)
<a href="#">District Total:</a>		0	4,125 ( 26.8 %)	3,889 ( 25.3 %)	135 ( 3.4 %)
<a href="#">County Total:</a>		267,224	58,384 ( 21.8 %)	81,873 ( 30.6 %)	7,875 ( 12.7 %)
<a href="#">State Total:</a>		6,186,278	1,195,988 (19.3%)	1,391,621 (22.5%)	175,746 (13.8%)

**2020 - 16.4% of Students Designated English Learners**

Grade	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
09	246	31	110	161	1	549
10	207	35	87	177	0	506
11	190	28	72	187	0	477
12	161	32	55	194	0	442

Name	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
<a href="#">Adrian Wilcox High</a>	804	126	324	719	1	1,974
<a href="#">Santa Clara Unified</a>	7,249	1,205	3,708	3,111	33	15,306
<a href="#">Santa Clara County</a>	122,613	26,729	57,276	56,524	307	263,449
<a href="#">State</a>	3,600,001	273,950	1,148,024	1,133,977	7,049	6,163,001

**RFEP Data**

School	CDSCode	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Adrian Wilcox High	43696744338802	1,974	324 ( 16.4 %)	845 ( 42.8 %)	35 ( 11.4 %)
<a href="#">District Total:</a>		15,306	3,708 ( 24.2 %)	4,316 ( 28.2 %)	878 ( 21.3 %)
<a href="#">County Total:</a>		263,449	57,276 ( 21.7 %)	83,253 ( 31.6 %)	8,355 ( 14.3 %)
<a href="#">State Total:</a>		6,163,001	1,148,024 (18.6%)	1,407,927 (22.8%)	164,653 (13.8%)

### 2021 - 16.2% of Students Designated English Learners

Grade	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
09	252	18	96	157	5	528
10	233	29	85	173	2	522
11	193	34	81	171	2	481
12	183	28	59	178	2	450

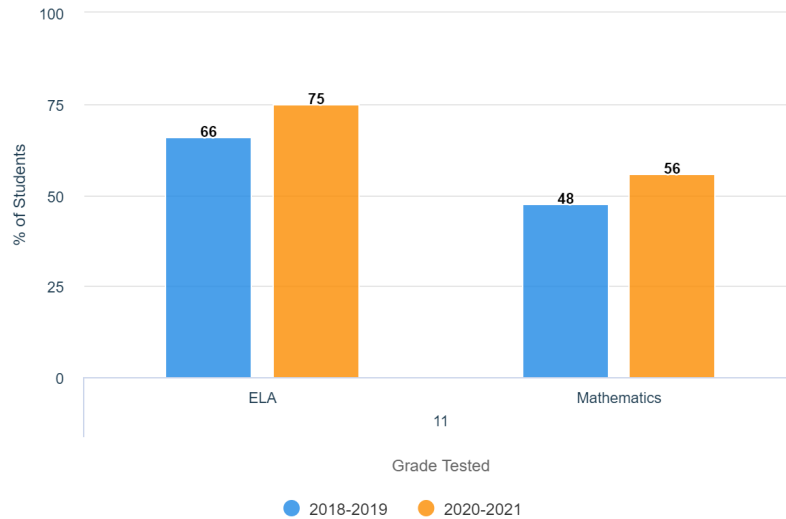
Name	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
<a href="#">Adrian Wilcox High</a>	861	109	321	679	11	1,981
<a href="#">Santa Clara Unified</a>	7,043	1,070	3,259	2,737	699	14,808
<a href="#">Santa Clara County</a>	118,634	24,745	50,521	52,411	6,905	253,625
<a href="#">State</a>	3,539,171	257,651	1,062,290	1,053,625	84,211	6,002,523

### RFEP Data

School	CDSCode	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Adrian Wilcox High	43696744338802	1,981	321 ( 16.2 %)	788 ( 39.8 %)	32 ( 9.9 %)
<a href="#">District Total:</a>		0	3,259 ( 22.0 %)	3,807 ( 25.7 %)	256 ( 6.9 %)
<a href="#">County Total:</a>		253,620	50,521 ( 19.9 %)	77,156 ( 30.4 %)	5,992 ( 10.5 %)
<a href="#">State Total:</a>		6,002,523	1,062,290 (17.7%)	1,311,273 (21.8%)	98,741 (8.6%)

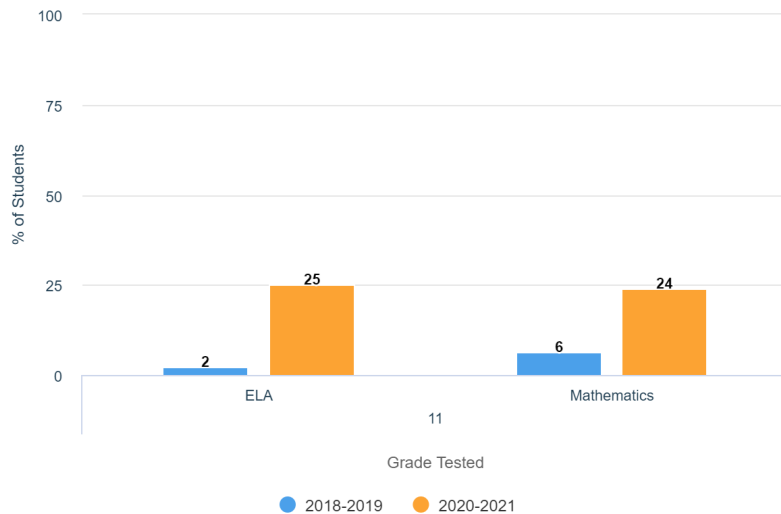
## Wilcox High School ACS WASC/CDE Self-Study Report

Although the above data shows that there have been fluctuations in the past few years, the number of 12th graders being Redesignated Fluent English Proficient has steadily increased. This is likely attributed to the pursuit of our SPSA goals and the tools we have utilized to support English language development.



### Schoolwide State Assessment (SBA): % Met Standards

This data shows that on the whole, our students seem to be on an upward trend of performance on the CAASPP.



### (EL) State Assessment (SBA): % Met Standards- English Learners

This data shows an upward trend in the number of English Learner students meeting standards; however, the number of EL students meeting standards is disproportionate to the schoolwide success rate. The total number of students meeting standards is low; only two more students significantly impacted the percentage

## Wilcox High School ACS WASC/CDE Self-Study Report

of students who met standards.

### Wilcox CAASPP - SBAC English and Math for EL 2019

Level	DECLINED SIGNIFICANTLY <i>from Prior Year (by more than 15 points)</i>	DECLINED <i>from Prior Year (by 3 to 15 points)</i>
<b>VERY HIGH</b> +25 points or higher in Current Year	Green (None)	Green (None)
<b>HIGH</b> 0 to +24.9 points in Current Year	Green (None)	Green (None)
<b>MEDIUM</b> -0.1 to -60 points in Current Year	Yellow (None)	Yellow (None)
<b>LOW</b> -60.1 to -115 points in Current Year	Orange (None)	Orange (None)
<b>VERY LOW</b> -115.1 points or lower in Current Year	Red (None)	Red <div> <div></div> English Learners </div>

Although 2019 is the most recently ascertained California Dashboard data, our English and math scores are not demonstrating the kind of progress we expect to be seeing. The math designation was a slight drop from minor gains made in 2018 when we were in orange for the same data. We were “in the red” in English for both 2018 and 2019.

### Social/Emotional Needs/Support

In 2020, the EL CAT made explicit mention of their focus on helping EL students become a larger part of the Wilcox community. The group has incorporated the use of California Youth Outreach (CYO) to support students who are trying to adapt to their new environment. In previous years the EL CAT has spent time reviewing data on EL Student’s connectedness to school, and brainstorming ways to help them feel more a part of the larger school community. In 2017, the group assisted students in organizing a cultural presentation to the student body at lunch involving singing, cultural dance, music, and history. Students made posters with maps and information on their home countries and displayed those in the quad for a week. This program was well attended, and many of the performers’ parents and families came to school at lunch that day to watch their students perform.

The addition of our Wellness Center also provides additional social and emotional support for our EL Students. For several years, we were able to employ a bilingual Community Health Outreach Worker in our Wellness Center, Ms. Betty Sustaita Duran. [This helped many of our EL students feel more comfortable reaching out for help and support.](#) Starting in 2017, Ms. Sustaita Duran began hosting a Spanish-speaking parent group on evenings in the Wellness Center, now known as Grupo de Padres Latinos: Aprendiendo

## Wilcox High School ACS WASC/CDE Self-Study Report

Juntos (Latino Parents Group: Learning Together). For the 2020-2021 school year, that group (virtually) hosted meetings with as many as 26 participants. A more detailed description of the creation and development of Grupo de Padres Latinos: Aprendiendo Juntos can be read [here](#). During the pandemic when students were learning at home, Ms. Sustaita provided wellness sessions in Spanish in several of our EL classes, in an attempt to connect and help students.

The addition of the EL Coordinator and ELSAT (English Language Support and Assessment Technician) positions six years ago also provide social and emotional support for our EL students. Prior to distance learning, the door to the classroom was open for students during lunch, and our EL students have built relationships with these two individuals where they feel comfortable asking for help and assistance. Our EL Coordinator has also worked to inform staff about the backgrounds and experiences of our students who are newcomers to our country. Many are refugees and are here without parents, and students arrive at various points throughout the year, rather than the traditional beginning of school. Our EL Coordinator has presented this information at staff meetings and department chair meetings. In addition, the district and school have been instituting trauma-informed professional development to all staff so they are better equipped to support student needs both in and out of the classroom.

To support academic learning, and in turn, positive emotions toward school, a subscription to Newsela was purchased with our ELLs in mind. Many of the articles that students and/or teachers choose are in Spanish, which helps to engage several language learners with literacy, and also allows students to feel comfortable accessing text in their language. They are also able to research and share with others about their background cultures, based on text sets within Newsela. For many years, the School Site Council allocated the funding to provide a subscription to Newsela for all of our students and teachers. Recently, SCUSD absorbed the annual cost of this subscription for all schools district-wide. Newsela is a database of articles in every subject area, from Current Events to Math and Science that allows students to access content-specific literature at their reading level. The Newsela free version had been used by staff before and we now have access to Newsela Pro which provides tools for teaching, including assessing student reading levels, reading comprehension assessments, annotations, and writing prompts.

### *EL Parent Involvement and Outreach*

In addition to the aforementioned Grupo de Padres Latinos: Aprendiendo Juntos, the PIQE (Parent Institute for Quality Education) program started six years ago at Wilcox. PIQE is a series of nine-week classes that parents attend on Wednesday evenings that are normally hosted at the school site. The goal of the program is educating, empowering, and inspiring parents to take an active role in their student's education and to develop a relationship with other parents, their child's teachers, counselors, and the school as a whole. It helps them help their students to prepare to transition to life after high school. Wilcox has provided both childcare and food so that parents are better able to attend. In the first year of the program at Wilcox, 41 parents completed the nine-week workshop and received a certificate of completion. 22 of those enrolled had perfect attendance in the program. After the first meeting in January 2018, we saw an increase in parent attendance from 2015-2016. 49 parents signed-in for the first meeting. Although we sometimes experience a drop in attendance as the school year progresses, the first meeting in the 2020-2021 school year saw 102 attendees. One change in the program is that the first year was focused on Spanish speaking families. In 2018, the class was split into two, one in Spanish and one in English that targets EL families. PIQE will begin meeting again this year in January 2022.

ELAC (English Learner Advisory Committee) is a group designed to engage parent voices from the EL community. It existed previously on campus, but since the addition of our EL Coordinator, ELSAT, and the PIQE program, we have seen an increase in ELAC participation.



## Wilcox High School ACS WASC/CDE Self-Study Report

Wilcox also hosts Freshman Parent Orientation for Spanish-speaking families. This allows for Spanish-speaking parents to ask questions of our students and staff, and get clarification about anything they were apprehensive about for their children starting high school.

### Schoolwide Action Plan Item #2

**School Climate: Providing an environment where students feel safe by reducing the number of students who are repeat offenders of the school's discipline policy.**

- Connection to 2021-2022 SPSA: Goal #2: Strengthen School Climate
- Critical Area for Follow Up #1: Expand the use of data and research based strategies, to inform instructional practices, interventions, and evaluate effectiveness
- Critical Area for Follow-up #5: Communication: Improve communication between administration and staff, and among stakeholders including parents, students and community

### *Multiple-suspension Data*

#### 2020-2021

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
<a href="#">Adrian Wilcox High</a>	2,032	5	5	0.2%	100.0%	0.0%
<a href="#">Santa Clara Unified</a>	15,369	18	18	0.1%	100.0%	0.0%
<a href="#">Santa Clara County</a>	261,309	199	185	0.1%	94.6%	5.4%
<a href="#">Statewide</a>	6,147,253	14,913	12,301	0.2%	86.2%	13.8%

#### 2019-2020

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
<a href="#">Adrian Wilcox High</a>	2,054	30	29	1.4%	96.6%	3.4%
<a href="#">Santa Clara Unified</a>	15,911	479	345	2.2%	73.3%	26.7%
<a href="#">Santa Clara County</a>	271,607	6,780	4,625	1.7%	74.1%	25.9%
<a href="#">Statewide</a>	6,306,934	233,753	154,718	2.5%	72.7%	27.3%

## Wilcox High School ACS WASC/CDE Self-Study Report

### 2018-2019

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
<a href="#">Adrian Wilcox High</a>	2,030	80	69	3.4%	87.0%	13.0%
<a href="#">Santa Clara Unified</a>	16,125	844	543	3.4%	72.6%	27.4%
<a href="#">Santa Clara County</a>	276,637	10,487	6,857	2.5%	71.8%	28.2%
<a href="#">Statewide</a>	6,329,883	354,516	219,446	3.5%	70.0%	30.0%

### 2017-2018

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
<a href="#">Adrian Wilcox High</a>	2,035	45	39	1.9%	87.2%	12.8%
<a href="#">Santa Clara Unified</a>	16,240	736	478	2.9%	72.4%	27.6%
<a href="#">Santa Clara County</a>	281,547	11,365	7,115	2.5%	70.9%	29.1%
<a href="#">Statewide</a>	6,384,919	363,406	223,867	3.5%	69.4%	30.6%

Although some of the data is likely impacted by the Coronavirus Pandemic, 2019-2020 suspension data showed a drastic decrease in the percentage of students with multiple suspensions. In the 2019-2020 school year, the data show that Wilcox was well below the district, county, and state averages. Both the suspension rate and the rate of students with multiple suspensions are well below the averages for the district, state, and county. This data has been used to inform our intervention practices over the years.

In the 2019-2020 school year, Vice Principal Bill Chapman (the “Dean of Students” at that time), set the example for all staff by developing programs to address behavior that resulted in students staying in the classroom while learning more appropriate behavior. There was also an effort to revamp the dress code in 2019, as a direct response to a growing number of student complaints concerning the inequitable design of the code that targeted female students. Although this has led to some dissension among staff, it is also likely a factor in reduced suspension rates. Students have been given the opportunity to correct their behavior through alternative writing assignments (reflective writing and “lines”) and attending educational or counseling sessions to learn better behavior. Specifically, a class about vaping was held on a regular basis to address that particular behavior; this involved the parent attending the class as well. Ultimately, this alternative to suspension was supported by all stakeholders as it resulted in students having to give up their own time in the evening to attend the class.

## Wilcox High School ACS WASC/CDE Self-Study Report

### *Suspensions Percentages by Race/Ethnicity*

#### 2017-2018

<b>Race / Ethnicity</b>	<b>Percent of Cumulative Enrollment</b>	<b>Percent of Students Suspended</b>
African American	2.3%	5.1%
American Indian or Alaska Native	*	*
Asian	28.4%	15.4%
Filipino	5.6%	0.0%
Hispanic or Latino	38.2%	59.0%
Pacific Islander	0.7%	0.0%
White	20.0%	12.8%
Two or More Races	4.0%	7.7%
Not Reported	*	*
<b>Total</b>	<b>2,035</b>	<b>39</b>

#### 2018-2019

<b>Race / Ethnicity</b>	<b>Percent of Cumulative Enrollment</b>	<b>Percent of Students Suspended</b>
African American	1.8%	4.3%
American Indian or Alaska Native	*	*
Asian	29.8%	5.8%
Filipino	5.4%	2.9%
Hispanic or Latino	38.6%	65.2%
Pacific Islander	0.8%	5.8%
White	19.0%	11.6%
Two or More Races	4.0%	4.3%
Not Reported	*	*
<b>Total</b>	<b>2,030</b>	<b>69</b>

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### 2019-2020

Race / Ethnicity	Percent of Cumulative Enrollment	Percent of Students Suspended
African American	1.9%	0.0%
American Indian or Alaska Native	0.5%	0.0%
Asian	31.4%	6.9%
Filipino	5.3%	0.0%
Hispanic or Latino	37.9%	69.0%
Pacific Islander	0.8%	3.4%
White	18.1%	17.2%
Two or More Races	3.8%	3.4%
Not Reported	*	*
<b>Total</b>	<b>2,054</b>	<b>29</b>

The data that is most recently available demonstrates that there is a significant decrease in the percentage of students suspended, but there are still troublesome numbers. The percentage of students being suspended is increasingly Hispanic or Latino. There has been an increased focus on restorative practices and Wilcox has steadily increased its focus on multi-tiered systems of support, or MTSS. The MTSS CAT Group was formed in 2020 and works to address student needs at various levels..

#### *Intervention Class for Drug Use*

In conjunction with Santa Clara Police Department Community Outreach Services, throughout the 2019-2020 school year, Wilcox offered a series of classes on the dangers of e-cigarettes and “vaping” liquid nicotine and/or marijuana. Attendance at two sessions, one with a parent also present, was required to avoid being suspended. Students also had to serve a Saturday School. Both the parent and the student signed a contract showing that they understand that if the requirements are not met, the student will be suspended.

#### *Restorative Practices*

Restorative Practices have been a focus for us since the start of the 2016-2017 school year. This began as a district initiative, and is now something our staff has embraced at the school site. In the fall of 2017, we sent three teachers and an administrator to the [Restorative Practices Conference in Napa](#). The group returned motivated and excited, and presented their learning at a staff meeting where they shared practical strategies that they heard that could be easily applied in classrooms across the school. Our Vice Principal who attended brought back a strategy called “Restorative Questions,” to respond to challenging behavior. Vice Principals have been using this strategy in their discipline meetings with students, with questions that require the students to self-reflect on their choices.

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As an administrative team, we have been exploring alternatives to detention and suspension. Six years ago, one of our Vice Principals redesigned our referral form to include additional low-level interventions and parent/student contact prior to referring a student to the office for minor offenses. Increasing communication with parents and earlier intervention adds another layer to our progressive discipline plan, providing more warnings to students and parents before higher-level consequences are issued.

### *Wellness CAT Group*

The Charger Holistic Wellness CAT (changed from the Health and Wellness CAT in 2020) attempts to address mental health issues that may be impacting behavior. This group also examines alternative means for addressing behavior including to offer yoga, mindful moments, and meditation. These methods were piloted by this team in school detention during the 2018-2019 and 2019-2020 school years.

### *Reflective Writing*

We also have added a few lower-level discipline interventions that can be used before or instead of assigning a student a 1, 2, or 4-hour detention. One of these interventions is the option to write “lines” instead of going to detention. The verbiage in these lines focuses on changes that we would like to see in a student’s behavior. A student can choose this option and write an agreed upon number of “lines” that require them to reflect on their actions. Typically they meet with a Vice Principal or a member of our security team, discuss the infraction, and then lines are assigned. The student can write them at home and turn them in the following day. Provided they complete this assignment, they do not have to go to detention. Many students choose this option; however, once they have written lines multiple times (for the same or similar offense), they are no longer given the option of lines and are instead assigned a detention, adding another layer to our progressive discipline policy. For the 2021-2022 school year, the Wilcox Administration moved away from students writing “lines” to students answering a prompt reflecting on their transgression and how it could be avoided in the future.

### *Campus Beautification*

Another lower-level discipline intervention that we have added is Campus Beautification. Similar to lines, students are given the choice of a Campus Cleanup, or a 2- or 4-hour detention. Our security team supervises this on our late start Wednesday mornings, and students meet in the office and are assigned and supervised as they assist our custodial staff with various jobs, from washing windows to refilling the paper supply in the copy room. Again, many students choose this option; however, once they have exhausted it multiple times (for the same or similar offense), they are then assigned a detention without the option of Campus Beautification.

### *Online Saturday School and In-Person Saturday School*

There have been many attempts over the past six years to develop an “Online Saturday School” module. We looked at data to inform our practices and realized that many times, despite repeated notification and parent contact, our attendance rate at Saturday School was often less than 50%. The idea for Online Saturday School started with the creation of a Google Classroom where there were “assignments” posted that students could complete in lieu of Saturday School. The goal was to increase attendance while having students reflect on our SLO’s (Student Learner Outcomes) and progress academically rather than being “punished” by having to sit quietly in the cafeteria for four hours. We realized that many students assigned to Saturday School typically were struggling in school, yet they would not bring books or homework with them to work on. We wanted to instead turn it into an opportunity for students to reflect, grow, and progress academically.

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We have used this program in two ways. Sometimes we work out an agreement with the student for at-“home” online Saturday School. For this option, students have to complete a number of the online Saturday School activities agreed on by the Vice Principal and the student by a specified date/time. The idea is that if they complete this option, then the student would not have to physically show up on Saturday for Saturday School. We are still piloting this program to refine the details of it, and have only used it with a handful of students with varied success. The second way it has been used has been bringing a Chromebook cart into the cafeteria or classroom where Saturday School was being held and assigning students portions of the online Saturday School assignments to complete while they were there. Typically these would be assignments where they could complete schoolwork for their classes that they could access on a device. We found that students were productive in getting schoolwork done when an agreement was made with them in advance about finishing a certain number of assignments in an agreed upon timeframe. We have also explored the idea of allowing students to leave Saturday School early (pending parent contact and approval) if they finish early and complete satisfactory work.

We have also tried to incorporate physical activity into Saturday School for those students who are interested. Thus far we have only tried walking the track on Saturdays when the weather permits, but we have also discussed incorporating something like beginning yoga or stretching.

### *Peer Court*

Prior to the pandemic, over the course of about five years, our Vice Principals built a relationship with the Peer Court. This relationship is still emerging and cases are (prior to the pandemic) being referred to Santa Clara County Peer Court more often. Students also earned community service hours through Peer Court, which helps develop empathy for their classmates.

### *Annual Handbook Policy and Intervention Review and Updates*

One other specific way we have tried to decrease the number of repeat offenders in our discipline policy is that the Administrative team reviews our Student-Parent Handbook at the end of each school year and makes appropriate changes. One major change made in 2019 was in changing our dress code, reflected in notes we kept [here](#). We also reduced the consequence for one of our more common discipline infractions- a student being caught off-campus- from a Saturday School to a detention. We also adjusted the cell phone policy in our handbook from a school-wide policy to a classroom-specific policy as we realize that cell phones are becoming more of an academic tool in the classroom. We wanted teachers to have the freedom to determine how these tools can be used in their own classrooms, and what their specific consequences will be for them, rather than feeling like they had to follow a blanket policy that may not fit the needs of their classroom.

### *Increased Administrative Support*

In 2017-2018, the District Office budgeted for an additional Administrator at each of our high school sites as well as at our middle school campuses. This has allowed us to address discipline issues and infractions in a more timely manner, and better explore alternative forms of discipline and consequences.

### *Communication for a Positive School Culture*

In regard to improving communication with all stakeholders and in turn increasing our positive school culture, our school site has added additional hours for one of our counseling secretaries to address communication among all stakeholders by managing and maintaining the school's website, Schoolloop, the school's master calendar, and the outdoor marquees. Those hours were added through SPSA funding, beginning in 2019. Ms. Sullivan's position also includes managing the school's side of PTSA communications. With the size of our comprehensive high school, there is much information to manage with the various teams, staff and community members, and events.

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The school's CAT Communication group has also been implementing changes for more than four years. This group meets monthly to review school communication, both internally and externally, and makes recommendations to the administration. Additionally, this group has conducted research on best practices around school websites and identified areas of need for Wilcox through that research as well as by meeting and collaborating with our parent community. With the support of the district office, the group worked to implement many changes and updates to the Wilcox communication systems. Some examples of these changes include updating, streamlining, and adding pertinent access to the school website, and also purchasing several bulletin boards to publicize events across campus, for all students and staff.

Headed by VP Mr. Kolda, the Administrative team began consistently using the Remind app over four years ago to connect with staff for reminders and important updates, which go directly to cell phones, increasing their visibility and ability to convey time-sensitive material. The administrative team also publishes staff updates via the "Charger Updates" weekly email newsletter, as well as updates to the community via "Charger Community Updates" bi-weekly and "The Charger Connection" quarterly.

A concerted effort has been made through all of these avenues to improve communication among stakeholders.

A critical area for follow-up (growth areas for continuous improvement) has been increasingly addressed within this realm as we further our use of data and research based strategies: to inform instructional practices, interventions, and evaluate effectiveness. During distance learning, we gave multiple formal surveys and examined the data. In November of 2020, department heads were asked to bring [this data](#) to their departments to examine it more thoroughly. [Here](#) is a copy of the message regarding this data examination. There is always room for improvement when analyzing data as a staff.

### Schoolwide Action Plan Item #3

- Course Access: prepare and encourage students to enroll in courses that will challenge and excite them about learning regardless of gender or ethnicity
- Connection to 2021-2022 SPSA: Goal #3: Increase academic achievement for all students and provide appropriate supports
- Critical Area for Follow Up #1: Expand the use of data and research based strategies, to inform instructional practices, interventions, and evaluate effectiveness
- Critical Area for Follow-up #2: Implement data collection, professional development and utilize tools, to promote access and disaggregated data use in all subject areas
- Critical Area for Follow-up #3: Create and use common assessment for CCSS: Use CCSS formative and summative assessments to benefit students across all departments and grade levels

### *Advanced Placement Program and Supports*

In 2015, we began a partnership with [Equal Opportunity Schools \(EOS\)](#) in an effort to make AP classes more equitable and to represent our student body diversity more closely. Much of this work has involved data collection and disaggregated data use (Critical Area for Follow-up #2), in order to inform our work and target our specific strategies for this campus. Over several years in our partnership, we found that some of our efforts resulted in added pressure on students already taking or planning to take AP courses. There was also a district/school-wide shift to overall health and wellness. While we do want to encourage any and all interested students with potential to try AP and Honors courses, we also want to present the importance



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of balance in an AP program as we strive to help all students. Within this realm, two major focus areas have developed as the CAT (known now as the Academic Awareness CAT) most directly working with this issue has evolved:

The first focus is to increase opportunity by identifying and removing barriers for students wishing to challenge themselves academically with Honors or AP courses. The second focus area was on increasing student enrollment in CTE pathways as well.

### AP Demographic Data (Also Can Be Viewed by Clicking [Here](#))

	2018-2019		
Grade	Total Cumulative Enrollment	Enrolled in AP	Enrolled in AP %
9	545	0	0.0%
10	533	141	26.5%
11	484	244	50.4%
12	468	259	55.3%
Total	2030	644	31.7%

	2019-2020		
Grade	Total Cumulative Enrollment	Enrolled in AP	Enrolled in AP %
9	570	2	0.4%
10	525	136	25.9%
11	501	246	49.1%
12	457	262	57.3%
Total	2053	646	31.5%

	2020-2021		
Grade	Total Cumulative Enrollment	Enrolled in AP	Enrolled in AP %
9	538	0	0.0%
10	538	132	24.5%
11	493	260	52.7%
12	462	264	57.1%
Total	2031	656	32.3%

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	<b>2018-2019</b>			
	Total Cumulative Enrollment	Enrolled in AP	Representation in School	Representation in AP
Asian	605	283	29.8%	43.9%
Black/African Am	37	6	1.8%	0.9%
Filipino	109	28	5.4%	4.3%
Hispanic	782	140	38.5%	21.7%
Multiple	81	23	4.0%	3.6%
White	385	158	19.0%	24.5%
Total	2030	644		

	<b>2019-2020</b>			
	Total Cumulative Enrollment	Enrolled in AP	Representation in School	Representation in AP
Asian	644	310	31.4%	48.0%
Black/African Am	39	8	1.9%	1.2%
Filipino	109	30	5.3%	4.6%
Hispanic	778	139	37.9%	21.5%
Multiple	79	28	3.8%	4.3%
White	372	126	18.1%	19.5%
Total	2053	646		

	<b>2020-2021</b>			
	Total Cumulative Enrollment	Enrolled in AP	Representation in School	Enrolled in AP %
Asian	666	339	32.8%	51.7%
Black/African Am	35	8	1.7%	1.2%
Filipino	112	31	5.5%	4.7%
Hispanic	755	121	37.2%	18.4%
Multiple	81	36	4.0%	5.5%
White	355	116	17.5%	17.7%
Total	2031	656		

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### *Surveying Students and Teachers*

Up until the 2020-2021 school year, the Academic Awareness CAT group worked with our representative from EOS to give a survey to all of our 9th, 10th, and 11th grade students about their interest in AP/Honors courses and any barriers that might stop them from enrolling in one of these courses. We also gave a survey to all teachers, where they recommended students whom they think might have the ability or potential to take one of these courses but had not yet enrolled in one. Then, the EOS portal matched students and interests, with teacher recommendations. Students listed trusted adults on campus, and we matched these students with teachers to have one-on-one conversations with them about their academic potential and interests. While we hoped that these conversations might encourage some new and different students to give challenging courses a try, we also wanted to focus on the opportunity it gives these teachers to build stronger relationships with students. The survey gauged student interest and potential, and identified barriers that may exist for these students that would prevent them from trying an AP course. During the 2019-2020 school year, EOS sought to use Wilcox as an example school to demonstrate the success we were experiencing. We found that all of the success stories, including underrepresented students succeeding in AP courses, were also in the AVID program. We made a decision at the end of the 2019-2020 school year to discontinue funding for the EOS program specifically, but to maintain many of the practices we started in our relationship with EOS.

We still embrace the philosophy that EOS imparted on us with consistent messaging about AP courses. An example of that messaging can be seen [here](#), a “News” item on our website that was also sent in a message to all stakeholders. As a continuation of this effort, during the 2021-2022 school year, students and teachers have been surveyed about AP courses, and AP shadowing dates are being set up, and occurring now.

### *AP Parent Night and Student Shadow Days*

This CAT group has also held AP parent nights in the spring to inform the parents of students trying an AP course for the first time about what to expect. This has evolved to be incorporated into our myriad parent information nights over the course of the school year. The Academic Awareness CAT has designed a survey (12.7.21 student survey seen [here](#), staff survey seen [here](#)) and it is meant to be an improvement on the survey provided by EOS. The Student SLT and the CAT group have also facilitated the development of “Shadow Days” for students to follow one another, by sitting in on classes of interest, while considering an AP/ CTE/ Elective course. This idea was originally student-driven through the Student SLT and was implemented first during the spring of 2020 before the school shutdown. The further development of Shadow Days has been taken up by the Academic Awareness CAT group, and this year started in December of 2021 by soliciting teacher interest with [this survey](#). The students are [currently signing up to visit classrooms that interest them](#), and sitting in on those classes, before they enroll for courses next year.

### *AP Application Workshops*

The Academic Awareness CAT group has facilitated AP application workshops, where teachers volunteer to hold open classroom time for students interested in applying for an AP/Honors courses. Teachers have assisted students in filling out applications and/or completing the essays required to be considered for the English and/ or Social Science courses. The goal of these workshops is to decrease the amount that the application/essay may be a barrier discouraging students from taking the course. Instead it provides another opportunity for our AP teachers to help and encourage students to try taking a higher level course in that content area. Some other practices throughout the years have been a gathering of all summer assignments, so that students could access all of the information in one place, and summer “workshops,” where students could come in to school with teachers and work through some of those assignments with support (reading and annotating for the AP English Language class or practicing note-taking for the AP European History class, for example). As of the 2020-2021 school year, all AP application information can be easily accessed by all students through the school website.

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This group has incorporated an additional focus on promoting challenging courses within Career Technical Education (CTE). We, as a staff, feel that CTE can also open doors of career and college readiness for students and want more students to enroll in the higher-level CTE courses and finish pathways. The Elective Faire, which has become an annual event since its inception in 2019, encourages students to enroll in challenging courses offered throughout the school, not solely AP courses.

### *Increased AP Course and Section Offerings*

This work has had a significant impact on our AP program. Over the last six years, we have added three new AP courses: AP Environmental Science, AP Psychology, and AP Physics 2. These are several sections worth of AP courses that were not offered before, which has increased the number of students in our program significantly. We have also been able to offer additional sections of AP classes that we had offered previously; we feel that since our focus began in 2015, we have made strides on our campus in increasing student involvement with AP classes.

### *AP Support Course*

In addition to encouraging students to challenge themselves and try AP courses, we have also established an AP Support class and implemented a peer tutoring program.

We started in 2016 with two sections of AP Support, but since 2017, we have had only one section, due to declining enrollment. It can be difficult for students to fit this class into their daily schedules, since it takes an elective space in their schedules. The goal of the AP Support class is to enroll students taking an AP course for the first time. Since 2019, one of our AP English instructors teaches the course, which in turn allows for providing insight and strategies, in addition to helping students access tutoring and giving them built-in time to work on their AP assignments. One goal for the program is to open the door to AP courses for students who may have trouble completing homework assignments in their home environment. This provides a time and a place for them to do so built into the school day, while earning elective credits.

### *Academic Peer Tutoring Program*

The peer tutoring program is managed by one of our AVID teachers. Students sign-up, meet occasionally in SSR with the instructor who helps them with strategies for tutoring, and receive elective credit for the course. They are matched up with teachers on campus wishing to have a peer tutor for in-class tutoring, typically a student who has taken the course in the past, and shown mastery of the subject matter. While the peer tutoring program does serve our AP community, it also serves EL and general education populations as well.

### *AP Teacher Release Time*

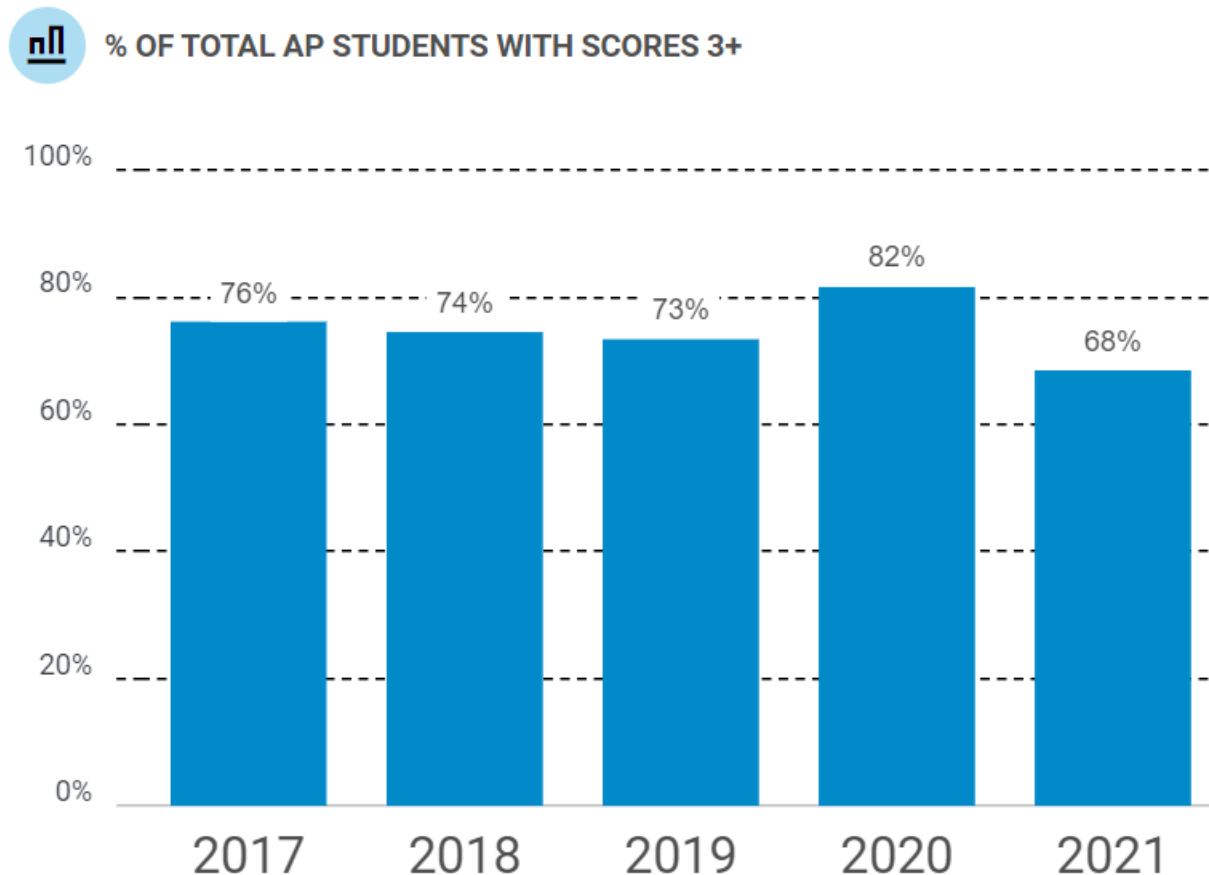
Another support Wilcox provides is site funded collaboration release time for AP teachers to collaborate with each other. There is also cross-curricular collaboration release time available. The supports and logistics of this are described in the Wilcox 2020 SPSA. In regard to addressing our Critical Area of Follow-up #3 (common assessments), many teachers of Advanced Placement classes do collaborate with one another to create and use common assessments and projects among multiple sections. One example of this is the many common measures of learning developed and utilized by the multiple teachers of AP English Language, [which can be seen here](#). The collaboration time and the common assessments among AP teachers, when there are multiple sections, benefit students.

### *Equitable Access to Exams*

In 2017, the Santa Clara Unified School Board voted to allocate funding to pay for PSAT, SAT, ACT and AP exams for all students. This aligns with our school goal to encourage more students to enroll in challenging coursework and get them excited about learning. By removing the cost barrier for AP exams and other expensive College Board and ACT exams, more students are encouraged to challenge themselves and take the exams.

Wilcox has been giving the PSAT to all sophomores since the year of our last full WASC visit, free of charge. Offering the PSAT to all tenth graders helps us to identify potential students for the AP and advanced CTE programs, which keeps them on the track for career and college readiness. We do this each year in October, during the school day. In spite of the Coronavirus Pandemic, 2021 was the fourth year that the SAT was administered for all juniors, at our school site, during the school day. Until March 2021, all juniors were automatically signed up, and tests were paid for, eliminating any barriers that a student and/or family may have (ie: transportation, time, money) for taking the exam. We are on schedule to offer the SAT again this March at school, allowing an opportunity for students to access this testing and its college and career service offerings. It is our hope that similar to the increase in students taking and passing AP exams, we will also see an increase in our students applying to and attending four year colleges, as well as gathering more information about careers and colleges.

### **AP Exam Performance Data**



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	2017	2018	2019	2020	2021
Total AP Students	599	588	578	566	549
Number of Exams	1,388	1,403	1,300	1,241	1,217
AP Students with Scores 3+	456	438	424	462	376
% of Total AP Students with Scores 3+	76.13	74.49	73.36	81.63	68.49

We will continue to examine the data as the pandemic ends; we mostly attribute the fluctuations in the past two years to pandemic circumstances. We continue to work with our students to ensure that they are enrolled in courses that challenge the students at a high and appropriate level.

### AVID

In addition to our AP equity work and free College Board and ACT testing, we also have an established AVID (Advancement via Individual Determination) program that has been in place at Wilcox for more than three decades. Our AVID site was most recently accredited as an “Emerging Schoolwide Site,” which indicates that our site has a strong history of success in reaching students through strategies in classes schoolwide. AVID is a college and career preparatory program that prepares students to meet the requirements for acceptance to a four-year university or to have a plan to move forward with career-ready skills. [AVID's mission is to “close the opportunity gap that exists” for students to be career and college-ready.](#) Many AVID students are from underrepresented populations or are the first generation in their family to attend college. Students are encouraged to take a rigorous course of study, including honors, AP, and/ or advanced CTE courses, so that they can be accepted to a four-year college, or can have the skills to attend and be successful at a career school. The goal is to enable students to select appropriate four-year paths most suitable to their abilities and talents, while providing the supports they need in order to be successful in those content areas. We typically offer eight sections of AVID, two per grade level. This program has maintained an enrollment of approximately 250 students each year, which is approximately 13% of our student population. Due to the limited recruiting options during virtual learning, we do have only seven sections of AVID this year. Ongoing support and growth of the AVID program include AVID strategy presentations at staff meetings, schoolwide work around inclusion of AVID strategies in other content classes, and (in non-pandemic years) attendance at the yearly [AVID Summer Institute](#) for current AVID teachers, as well as other interested teachers. Our AVID team has gradually been moving toward a schoolwide AVID model and our Administrative team has been quite supportive of this program throughout its many years on campus.

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### *Counseling*

Finally, our district has shown a commitment to better serving our students and families by increasing our counseling staff. We have gone from 3.5 full time counselors in 2015 - 2016 to six counselors on staff since the 2017-2018 school year. This allows our counseling staff to have more frequent one-on-one conversations with students about academics and their future plans, as well as have personal conversations about academic potential and challenging themselves academically with AP and Honors courses if that is what is right for them. An increased counseling staff has also allowed for more counseling- curriculum-based classroom visits and more informational events for families.

### *GAINS Program*

Girls Achieving in Non-traditional Subjects (GAINS) is a program that has been a part of Santa Clara Unified School District for over a decade. The goal of the program is to encourage young women to seek careers in business, engineering, math, science and technology - fields traditionally dominated by men. Recently, this program was taken over by a new advisor and, even virtually, she continued to support increased enrollment of girls in our computer science program. GAINS has always offered opportunities for young women to hear guest speakers, participate in learning activities, and attend field trips that showcase women in their workplaces.

### *Computer Science*

Throughout the years since our last visit, the Wilcox High School Computer Science program has grown tremendously. Our district's CS courses began at this site; Mrs. Hardy, our CS teacher promoted the courses extensively and has trained the current teachers at both our other comprehensive high school and our feeder middle schools. This growth, from three sections (one of each course) to eight, has occurred in response to student demand for these courses of rigor that excite and challenge the students. These courses certainly help to prepare students for both career and college success.

Our CS sequence includes three courses: Exploring Computer Science, AP Computer Science Principles, and AP Computer Science A. The AP Computer Science Principles course is, for many students, their first AP class, as they are able to select it as sophomores. The teachers, which have grown in number as well, from one to four, have actively recruited students of all backgrounds for their courses, and the teachers of the courses themselves are three females and one male, with various cultural and professional backgrounds in both teaching and industry. One more important piece of the CS program is that through the efforts of the CS lead teacher and team, these courses are now able to fulfill requirements for both graduation and UC/ CSU admissions- ECS meets the practical art graduation requirement for SCUSD, APCS Principles meets a year of advanced science for A-G, and APCS A meets an advanced math year for A-G. An additional strength of these programs is the teachers' work to include industry partnerships in the classroom and outside activities. Some of these include TEALS (engineering resources funded by Microsoft) and Robotics partnerships with Northrup Grumman, Lockheed Martin Space, and O2Micro (guest speakers and resources). In these ways, Wilcox has responded to student desires, whilst working towards creating both equitable and rigorous courses that excite our students.

### *Silicon Valley Career Technical Education Partnership*

Wilcox High School has a longstanding partnership with SVCTE (Silicon Valley Career Technical Education), where junior and senior students can elect to take courses that are not offered at the traditional high school, that will further their future career or educational path. [The mission of SVCTE from their website is: "Silicon Valley Career Technical Education offers state-of-the art programs taught by industry](#)



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[professionals who engage students in rigorous, real-world academics and skills development designed to support their success through college and in their future careers.](#)” For the 2020-2021 school year, we had 29 students attending SVCTE courses in the morning, and core classes at Wilcox in the afternoon. For the current school year, we have 42 students enrolled in SVCTE. A list of courses offered at SVCTE are below:

Animation	Auto Body Refinishing	Auto Body Repair	Automotive Services	Construction Technology
Culinary Arts	Cybersecurity	Dental Assisting	Electrical Maintenance	Fashion Design & Textile Art
Film & Video Production	Fire Science/ First Responder	Forensic Science	Heating, Ventilation and Air Conditioning	Law Enforcement
Mechatronics Engineering	Medical Assisting	Medical Science/Health	Metals Technology	Mobile App Design & Computer Coding
Pharmacy Technician	Sports Medicine & Kinesiology	Truck Mechanics	Veterinary Science	
Advanced Automotive Services	Advanced Culinary Arts	Advanced Fashion Design & Textile Art	Advanced Film & Video Production	Advanced Fire Science/ First Responder
Advanced Metals Technology	Advanced Truck Mechanics			

Offering our students this extended variety of courses off-site gives them the opportunity to access courses and careers that they are interested in and generate excitement in learning for them. SCVTE has also worked to get their courses A-G approved. As this process has been happening we have been adding the SCVTE courses to our Wilcox A-G list.

### Schoolwide Action Plan Item #4

Implementation of Common Core State Standards in English and Math by all teachers and Administrators: these mandated standards will positively impact students preparedness for college and career

- Connection to SPSA: Increase academic achievement for all students and provide appropriate supports
- Critical Area for Follow Up #1: Expand the use of data and research based strategies, to inform instructional practices, interventions, and evaluate effectiveness

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- Critical Area for Follow-up #3: Create and use common assessment for CCSS: Use CCSS formative and summative assessments to benefit students across all departments and grade levels

Over the years, there has been extensive work done to implement the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS). There has been district-led professional development and work done at the site level. The textbooks used in math, for example, now align with the CCSS. Our most recent SPSA only contains three action items and, as such, specific emphasis is less-so on the implementation of CCSS. Rather, goal three of the SPSA, “increase academic achievement for all students and provide appropriate supports” has engulfed this goal. Wilcox has strived to meet this goal, nonetheless, and we have found it to be an increasingly challenging goal to meet, especially in circumstances of the coronavirus pandemic.

During the fall semester of the 2020-2021 school year, like much of the state of California, we experienced an increase in Ds and Fs earned by our students. That data is demonstrated here:

9th grade Core	19/20 F's Progress 1	19/20 Quarter 1 Fs	# of students	20/21 F's Progress 1	20/21 Quarter 1 Fs	20/21 Progress 2 Fs	# of students
Alg1	48	43	339	67	58	63	311
Bio	45	71	519	69	73	85	499
PE 9	17	11	500	3	28	49	513
Eng 9	35	35	299	72	71	63	314
WL 1	29	32	391	68	66	79	455
Totals	174	192		279	296		

10th grade Core	19/20 F's Progress 1	19/20 Quarter 1 Fs	# of students	20/21 F's Progress 1	20/21 Quarter 1 Fs	20/21 Progress 2 Fs	# of students
Geo	80	77	271	106	96	96	329
Chem	16	19	257	34	47	39	289
Eng 10	40	41	266	64	64	63	298
PE	33	13	580	54	34	59	735
World Hist	23	19	337	42	46	48	383
WL 2	17	13	343	19	14	16	332
Totals	209	182		319	301		

11th grade Core	19/20 F's Progress 1	19/20 Quarter 1 Fs	# of students	20/21 F's Progress 1	20/21 Quarter 1 Fs	20/21 Progress 2 Fs	# of students
Alg 2	15	23	212	23	19	23	214
Eng 11	26	15	200	32	32	42	246
Health	3	0	70	3	0	14	35
US Hist	23	10	316	35	26	33	303
Totals	67	48		93	77		

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12th grade Core	19/20 F's Progress 1	19/20 Quarter 1 Fs	# of students	20/21 F's Progress 1	20/21 Quarter 1 Fs	20/21 Progress 2 Fs	# of students
CSU	18	25	277	27	34	34	257
Civ- Econ	21	22	313	37	30	36	313
Totals	39	47		64	64		

Number of progress reports by Group for Q1 Fall 2020			
Sex		Ethnic code	
Female	300	American Ind	5
Male	395	Asian	91
		Poly	11
		Filipino	31
Grade		Hispanic	431
9	173	African American	16
10	218	White	109
11	152	Declined to State	1
12	152		

That data forced us to assess the actual supports that we are providing. In addition to other tables seen [here](#), this was all examined by the entire staff on November 17, 2020. We asked that we all reflect on our practices, including counselors and administrators, and noted some of the supports we had already started to provide including:

- Reviewing and reflecting on student performance data
- 1:1 meetings with teachers who are way outside the data trend (admin)
- 1:1 meetings between counselors and students
- Teachers revisiting and reflecting on classrooms policies and instruction and making adjustments
- Collecting feedback from students, parents, and staff to inform our work
- MTSS for student support around engagement and attendance (Counselors and admin)

### *Re-assessing Content Standards*

We also came to some conclusions as a staff about empathy. We examined the difficulties our students were experiencing and what we could do as a staff to facilitate success. Teachers began to discuss which of the CCSS were most essential and the scope and sequence of their curriculum. The topic of grading has gradually moved to the forefront of more and more discussions among staff, and equity-based grading is now a district-level priority. Other non-academic supports were provided, such as increased efforts to go to students' homes to motivate the students and provide internet hotspots when possible.

### *Credit Recovery*

Because the number of students who failed courses remained relatively high at the end of the semester, Wilcox began to offer more Cyber High (WILL) courses for credit recovery in conjunction with our district's SOAR offerings. During the second semester of the 2020-2021 school year, teacher schedules and student schedules were changed to enroll as many students as possible in WILL courses in an effort to rapidly

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recover their lost credits. WILL (credit recovery) enrollment went from 16 students in both semesters of the 2019-2020 school year to 82 students in the second semester of the 2020-2021 school year.

### *Professional Development for Common Core State Standards*

Prior to consolidation of SPSA goals and the advent of distance learning, Wilcox had been taking a more traditional approach to implementing CCSS. Implementation of Common Core State Standards in English and Math by teachers and Administrators has been seen as not just a school wide focus, but also a focus of our Curriculum and Instruction department at the district level. In the years prior to the pandemic crisis, we had had a number of paid PD days added into our schedule. Some were mandatory and others were optional paid days, and much of the focus of this PD was focused on providing support to teachers across departments in implementing ELA and Math CCSS.

Beyond district professional development days, the district has provided other support in implementing Common Core. They have held curriculum pilots and trainings and have focused on integrating technology into our Math and ELA classrooms. Different departments have committees that meet with TOSAs (Teachers on Special Assignment) at the district level to work on aligning common assessments in their department with Common Core. The district has also provided English Language Learner-related trainings in both ELA and Mathematics related to Common Core.

Across departments, the district has worked through PD days and other trainings to provide teacher strategic planning to help all departments identify their priority instructional goals for curriculum, instruction and assessment as it relates to CCSS standards.

### *Common Core Work Across the Site*

As a school, we have also worked to support the implementation of CCSS at the site level.

One way we have worked to implement CCSS ELA standards across the school is through our subscription to Newsela. Newsela is a database of articles in every subject area, from current events to Math and Science that allows students to access content specific literature at their reading level. A subscription provides tools for teaching including assessing student reading levels, reading comprehension assessments, annotations and writing prompts. This is one of the most concrete ways we have implemented and encouraged teachers to use CCSS ELA standards school-wide. Our School Site Council approved spending the money on the subscription to this service, and it is being used across all departments. As mentioned earlier, students are even able to access the Newsela content in Spanish, which benefits a more diverse range of learners in literacy.

At the site level, the English Language Arts department has focused on the implementation of CCSS standards during their department collaboration time. One way they have done this is spending time aligning historical fiction novels with similar nonfiction historical texts. They have been working to adapt all previous units and lesson plans, as needed, to meet CCSS. All newly developed units are being created to meet and teach the CCSS. Finally, they have spent time working to update their department Scope and Sequence to ensure alignment to CCSS. At the site level Wilcox has funded English Department attendance at workshops as well as release time for lesson planning and CCSS alignment.

A detailed examination of CAASPP (SBAC) score data can be found in Chapter 2. The data can also be seen by clicking [here](#).

Teachers outside of the English and Math departments also incorporate CCSS English and Math standards in their lessons and curriculum. Some examples are as follows:

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### *Incorporating English CCSS*

Visual and Performing Arts- The Visual and Performing Arts teachers have been working to require written responses in their rubrics, writing assignments in their portfolios, and written rationale for their projects.

Physical Education - In health, the department continues to assign lessons that include journal reflections/entries as well as food log reflections. Worksheets that require students to view videos while providing either a short answer and/or fill-in blank have also been added to the health curriculum. Analysis and reflection skills are heightened when students are asked to view a video (a TedTalk for example) while answering questions that require them to provide an answer as to how or why do they think the health problem is still a concern and any suggestions that they feel could be initiated in order to decrease the health issue from continuing to spread (preventative and intervention suggestions). Students are also encouraged to write out questions they may have in regard to the health issue.

Social Science- The Social Science department frequently requires students to write essay/short answer responses on assignments and exams. [In Civics courses, students can be seen researching, writing, and presenting their "bills" for debate with their classmates.](#) These are some of the ways in which students use research and presentational skills from CCSS. In AP History courses, students learn to respond to DBQs (Data-Based Questions) where they are asked to analyze a historical issue with the aid of provided sources or documents as evidence.

World Language- In language courses, students are asked to interact with text and with one another and also to respond in both spoken and written formats (interpretive and presentational modes). [Some examples of this would include written formal emails,](#) persuasive paragraphs, literature comparisons, and argumentative writing for debates. All of these assignments are based upon CCSS writing and presentational standards as well as the newly-adopted WL standards for California.

### *Incorporating Math CCSS*

Visual and Performing Arts - The Visual and Performing Arts teachers continue to use Geometry in various projects. An example of this would be in Art, where students take a candy wrapper or box, and design and measure their project into a larger model that is made to scale (dilations and reductions). VPA teachers also continue to use practical math vocabulary and skills development. Some examples of this are: ratio, measurement, and angles. They also teach students about intersecting lines and planes during specific projects in drawing. Additionally, in our ceramics classes, students intentionally work with mathematical concepts in planning for "shrinkage" of clay and in planning for drying time in relation to [glazing and surface area, as seen in this photo of a student piece.](#)

Physical Education - The PE dept uses Math CCSS in Health class as students are asked to track their target heart rate, BMI, and BMR for their food logs. Students do this using heart rate monitors available in the Physical Education Department, or their own devices using applications on their phone or smart watches. The department also worked to assign a target heart monitor to students at risk of failing so that they can work towards recovering credits to graduate, as this became a concern last year because of online learning and the obstacles it has created for some of our student population.

World Languages- [World Language classes use infographics](#) in reading, writing, and speaking (interpretive and presentational modes) as ways to [foster mathematical literacy](#) around data.

Administration supports teacher collaboration for aligning lessons and curriculum, and for work around common assessments, with CCSS standards. By funding release time and conferences for teachers across the school, they provide support for teachers. Additionally, the Administrative team encourages

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collaboration through departments, and the team has even held multiple workshops to showcase ways to help teachers with effective [collaboration](#).

### *Continued Growth*

While we have numerous examples of the English and Mathematics departments working to align with and incorporate CCSS, an identified area of growth for us is finding ways to share and document that CCSS Math and English standards are being used by all teachers across disciplines. One idea we have for future collection of this data includes raising awareness of terminology used in CCSS English and Math standards across the school, so that when teachers are using them in their lessons, they are aware that they are doing so. Another idea is to review these standards, (or choose a few to focus on that are easily adaptable cross-curricularly) and ask departments to provide examples of lessons they use incorporating these standards; this can be done in person or even through a shared workspace, like Google folders. These can also be shared at staff meetings or during professional development. Documenting that incorporating CCSS English and Math standards is happening across the school is something about which we can be more intentional.

## Chapter II: Student/Community Profile and Supporting Data and Findings

Established in 1961, Adrian C. Wilcox is a four-year, public comprehensive high school in the Santa Clara Valley, approximately 45 miles south of San Francisco. Wilcox is located on 33 acres in Santa Clara, and currently serves approximately 1950 students. The campus is surrounded by private homes and apartments, as well as a new apartment and retail space that opened up two blocks west of our campus in 2017. Santa Clara Unified School District has 26 schools including two comprehensive high schools, Adrian C. Wilcox and Santa Clara, and three alternative schools, New Valley, Wilson and MECHS (Mission Early College High School). Three new schools, including a new comprehensive high school, began opening their campus and will complete that over the next three years. The students at the new high school opening for ninth grade next year would have been Wilcox students, which may alter some of the demographics and logistics at our school. The Santa Clara Unified School District has a total population of close to 15,000 students. Wilcox serves students from Santa Clara and the neighboring cities of Sunnyvale and San Jose (Alviso and North First Street area). During the years since our mid-term visit, enrollment has changed slightly, which is visible in the Wilcox student information system (Aeries). Our enrollment of 1,964 in 2020-2021 compared to the 2021-2022 enrollment of 1,950. This number can change when new students enroll or when students move out.

Wilcox is proud to facilitate the following:

- An active AVID program with multiple sections at each grade level, working to move school-wide
- A Career Technical Education (CTE) Program with classes, and pathways, ranging from automotive technology to fashion design, to award-winning business and finance, to culinary careers
- An award-winning, growing robotics team that meets and competes regularly with its on-campus coach
- An athletics program with more than 20 sports teams for boys and girls, a cheer, dance and drill team
- An outstanding Visual and Performing Arts program that includes a Concert Band, Orchestra, and a Choir; a drama program with multiple yearly performances; and art classes in Ceramics, Sculpture, Drawing and Painting
- Access to approximately 24 different Advanced Placement courses
- Over 60 student-run clubs that vary from Speech and Debate, to Anime, to Red Cross, to Best Buddies, to Korean Club, to Latino Student Union

### School Areas of Responsibility

Wilcox has one principal and four full time vice principals whose responsibilities include: counseling, curriculum and instruction, student support services, attendance, technology, activities, facilities, school safety, communication, staff and student weekly Covid testing, and discipline. Each administrator also acts as a liaison to two or three departments on campus. Wilcox is currently staffed with over 105 teachers. Also included in the certificated staff are a nurse, two school psychologists, a Speech Language Specialist, a Wellness Coordinator, six counselors, and a teacher librarian. Classified support includes one office supervisor, an attendance clerk, a clerical assistant, a registrar, a bookkeeper, an ASB secretary, two counseling clerks, a career and college center supervisor, a library media assistant, a makerspace

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supervisor, and two full-time campus security officers. Wilcox is also fortunate to have an excellent custodial staff (including an alumnus), who regularly interacts with students on campus as well.

### District and Local Community Programs

#### *Youth Activity Center (YAC) and Teen Center*

The City of Santa Clara Teen Center, located on the campus of Cabrillo Middle School, is one of the community programs most utilized by Wilcox students. Currently, some of their programs have been extensively cut-back due to the Coronavirus Pandemic. Normally, they offer more extensive in-person activities and entertainment, in addition to future employment opportunities for our students.

#### *SCUSD Family Resource Center (FRC)*

Two important district programs have been added in the last six years that benefit our campus. These include the Family & Child Resource Center that was added to the Wilson Alternative Education Campus and a comprehensive District Wellness program that was added, which includes a Wellness Center and a full time Wellness Coordinator on our own campus. The district office has also added support positions- a Director of Professional Development and a Chief Academic Innovation Officer.

#### *Additional Community Programs*

Wilcox has relationships with a number of other community organizations and businesses to plan/ host and fund special events and programs, as well as offer our students jobs, scholarships, and volunteer opportunities, including the Santa Clara Elks Club and the Santa Clara Rotarians. Wilcox students are also often sought to serve as volunteers for various programs at district elementary schools or middle schools.

### Federal Program Mandates

Santa Clara Unified School District has Title III money to address the needs of English Language Learners. We do not have Title I money; however, SCUSD is a Title I district. The Wilcox student population is at 38.8% Free and Reduced Lunch for 2021. The state-mandated testing program with which we are involved is the CAASPP, California Assessment of Student Performance and Progress. Since the last full visit, an additional position was created at the district level to manage Title IX, and we now have specific campus staff members that work in tandem with the Title IX coordinator, as well as a [prominent reporting link on our school's homepage](#).

### Parent/Community Organizations

There are three parent groups that function on campus: the Parent Teacher Student Association (PTSA), the Dads, Grads, & Moms (DGM) Athletic Boosters, and the Music Booster Club. The Wilcox PTSA is very active within our school community. Some of the things they provide are team-building luncheons, [an annual "grad night"](#) and [mini-grants to teachers and clubs](#) for special resources or events which would not otherwise have been possible. For the self-study process, we have also reached out to parents from these groups, and they have all been willing to help us in our reflective self-study process.

### Mission Statement

The purpose of Wilcox High School is to educate, empower, and enable all students to become caring, contributing citizens who can succeed in an ever-changing world. Wilcox High School is committed to focusing on high expectations and individual academic success and to creating a community of respect and responsibility.



## **Vision**

Wilcox High School will be a nurturing, safe and professional environment that supports the educational success and social, emotional, and physical development of all students. Courses will be academic, engaging, and standards-based, with a focus on the learner. All school staff will be highly qualified and caring instructors who are attentive to the educational, cultural, and physical needs of students and the Wilcox community. Parents will be positive, supporting members of the school community. Students will be respectful, self-disciplined, productive citizens who think critically, make informed decisions and act ethically.

## **Student Learner Outcomes (SLOs)**

These SLOs are posted throughout campus in classrooms and are publicized on our school website. We believe as a schoolwide community that the SLOs are an appropriate and useful way to meet the needs of our students and school community.

# **STUDENT LEARNER OUTCOMES**

## ***BE CHARGER STRONG***

### **BE ACADEMICALLY EXCELLENT BY . . .**

- Reading, comprehending, and producing a variety of materials in a variety of fields of study.
- Being self directed and determined in your educational endeavors.
- Maximizing the development of your intellectual capacities.

### **BE A CHARGER CITIZEN WHO . . .**

- Actively participates in the community and acts as a caretaker of the environment.
- Respects diversity.
- Demonstrates integrity, responsibility, and perseverance.

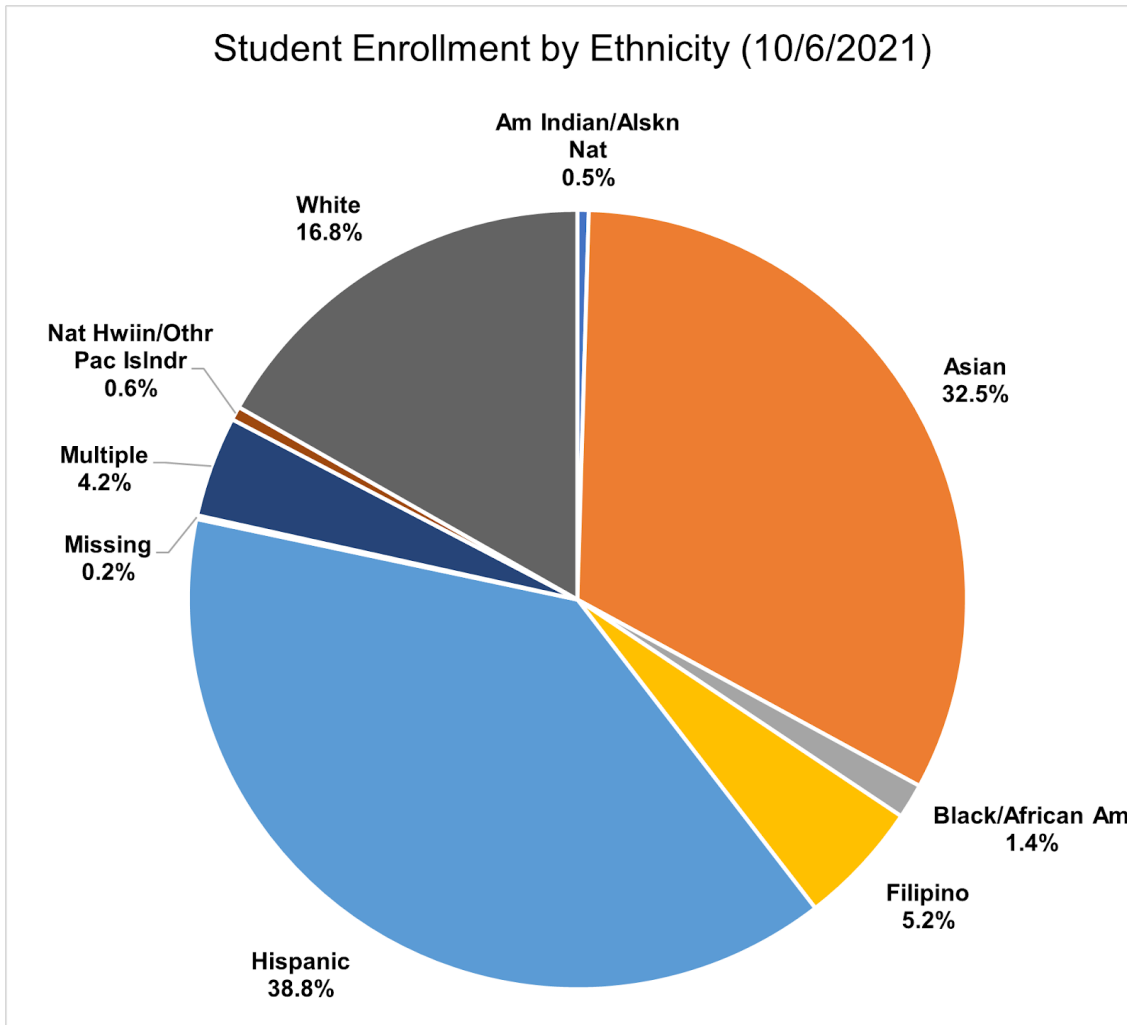
### **BE A STRONG CRITICAL THINKER AND COMMUNICATOR WHO . . .**

- Demonstrates critical thought.
- Clearly conveys information and ideas in written and visual form.
- Speaks with clarity and listens to understand.

## Student, Faculty, and Staff Demographic Data

### Student Data

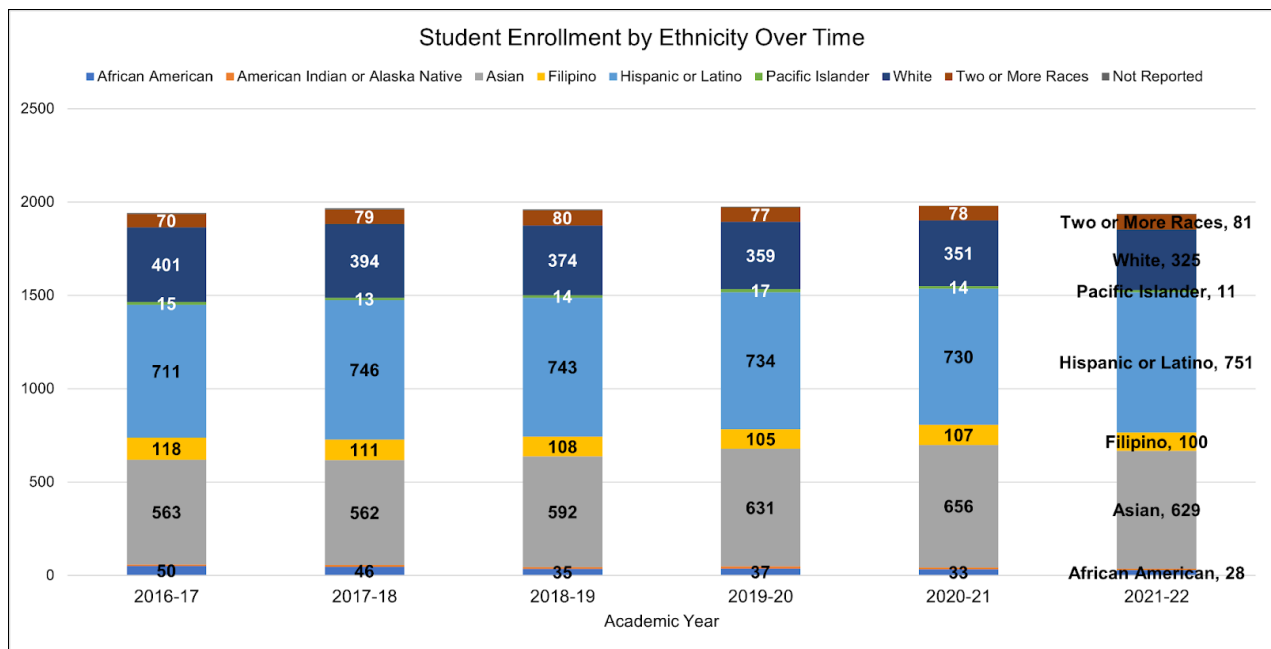
2021-2022 Enrollment by Ethnicity



Ethnicity	Count	Percentage
Am Indian/Alskn Nat	9	0.5%
Asian	629	32.5%
Black/African Am	28	1.4%
Filipino	100	5.2%

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Hispanic	751	38.8%
Missing	3	0.2%
Multiple	81	4.2%
Nat Hwiin/Other Pac Islndr	11	0.6%
White	325	16.8%
<b>Total</b>	<b>1937</b>	



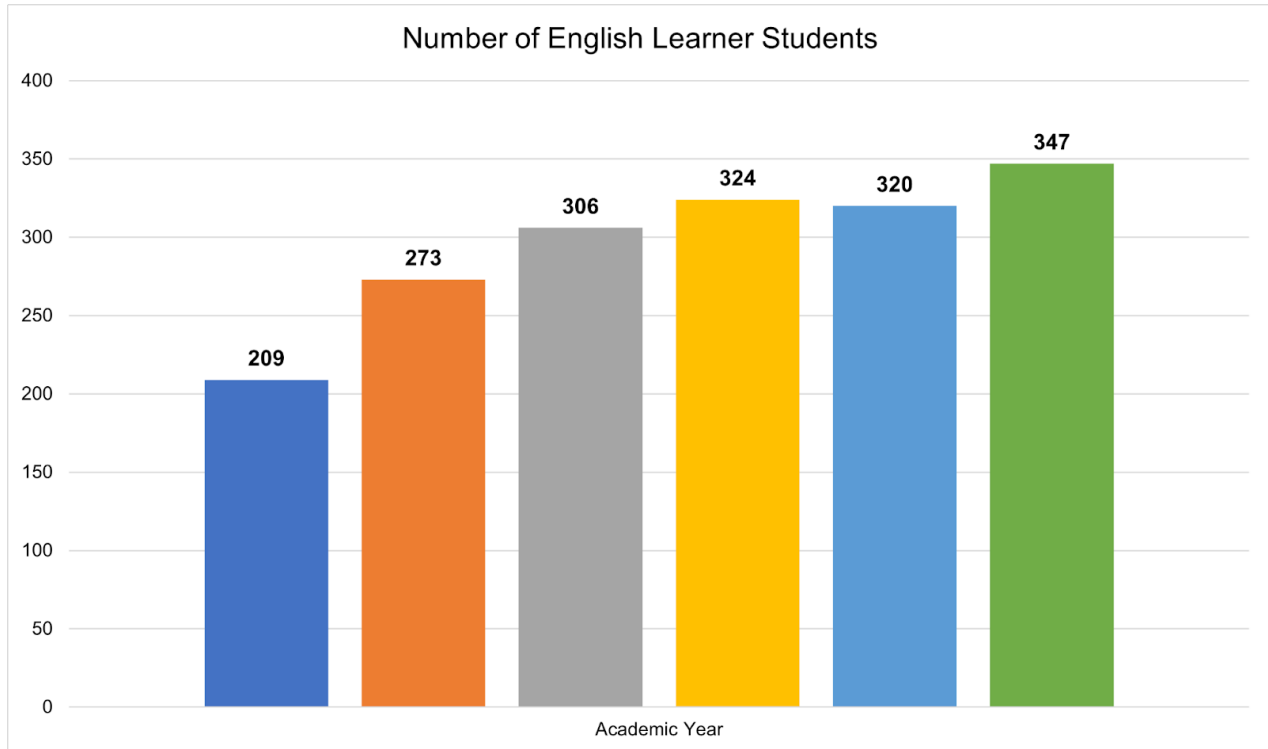
Academic Year	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported	Total
2016-17	50	7	563	118	711	15	401	70	7	1,942
2017-18	46	9	562	111	746	13	394	79	6	1,966
2018-19	35	9	592	108	743	14	374	80	6	1,961
2019-20	37	10	631	105	734	17	359	77	4	1,974
2020-21	33	10	656	107	730	14	351	78	2	1,981
2021-22	28	9	629	100	751	11	325	81	3	1,937

Wilcox High School is a very diverse community, drawing students from many cultural backgrounds and socio-economic levels. This ethnic diversity can be seen in the charts above, showing our demographic breakdown for the last six school years, 2015 - 2021. Data shows that the school's population has

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remained fairly consistent over the last six years. Two demographic categories have significantly changed in the last six years; in 2015-16, Wilcox was 26.9% Asian and 22.1 % white, whereas now it is approximately 33.1% Asian and 17.7% white.

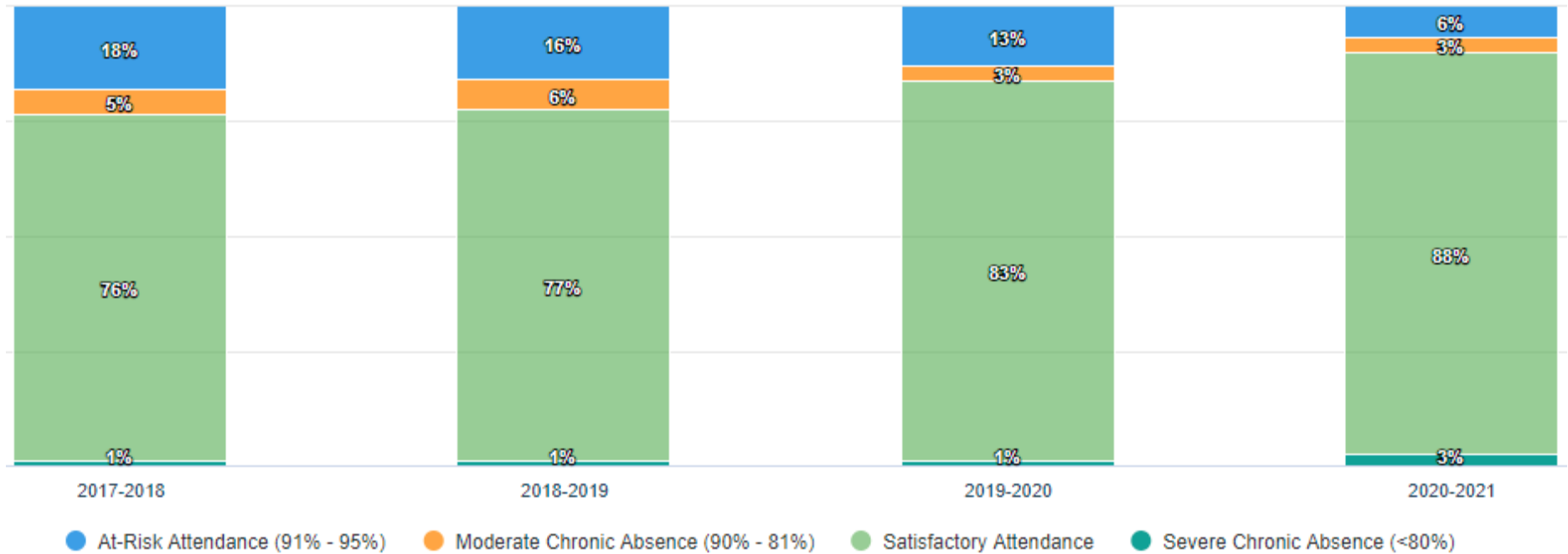
### Wilcox EL Data



Academic Year	ELs	EL %	Total Enrollment
2016-17	209	10.8%	1942
2017-18	273	13.9%	1966
2018-19	306	15.6%	1961
2019-20	324	16.4%	1974
2020-21	320	16.2%	1981
2021-22	347	17.9%	1937

The total number of students classified as English Learners has steadily increased by 85 students, or about 4% in the last six years. Over half of the increase has occurred since our WASC Mid-cycle Review in 2018.

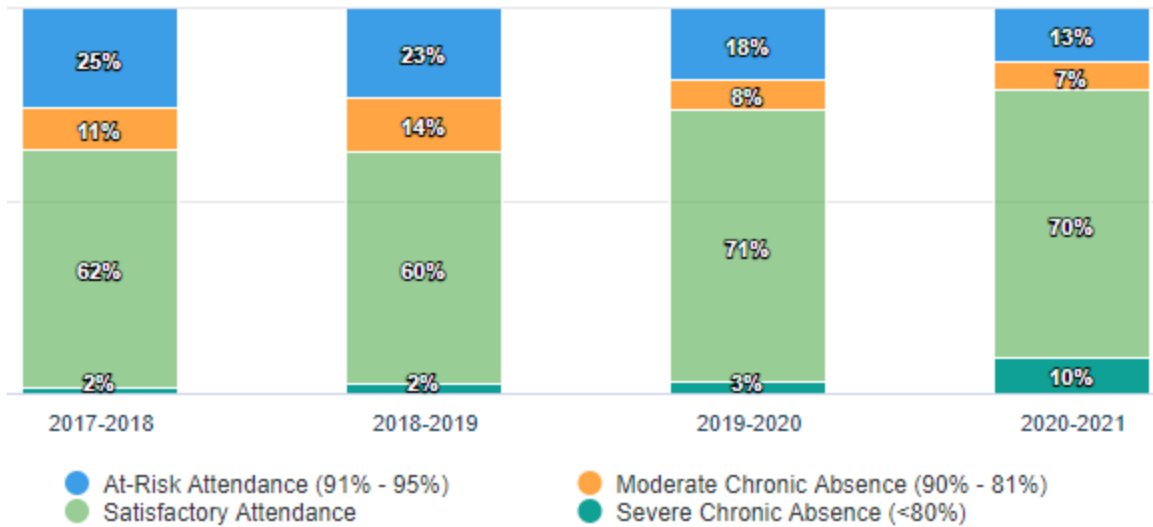
**Overall Chronic Absenteeism:**



2020-2021			
At-Risk Attendance (91% - 95%):	127	(6.48%)	
Moderate Chronic Absence (90% - 81%):	64	(3.27%)	
Satisfactory Attendance:	1,716	(87.55%)	
Severe Chronic Absence (<80%):	53	(2.70%)	

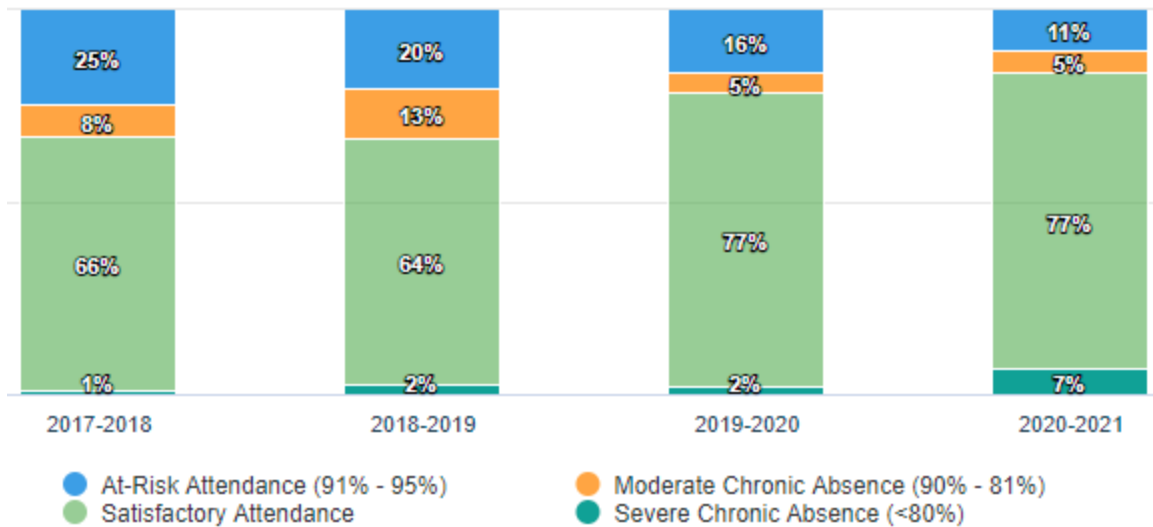
The above data is a reflection of our district's commitment to address poor attendance and encourage good attendance, in general. The data above is in regards to all students. Although some of the increase starting in 2020 may be attributed to the Coronavirus Pandemic, the additional vice principal allotted in 2017 allowed for a far greater focus on attendance issues. In the 2020-2021 school year, there were more than 200 meetings scheduled to specifically discuss attendance at Wilcox. This practice has continued this year; our VP of attendance consistently invites students, parents, and counselors/ teachers to conference and problem-solve on individual attendance issues.

### Special Ed. Chronic Absenteeism



Although as a school we have been making improvements among all students in our efforts to improve attendance, a gap persists between our EL and Special Education students and the rest of our student population.

### EL Chronic Absenteeism



Addressing poor attendance is a top priority for Wilcox and our district as a whole, but an 11 percentage point difference and an 18 percentage point difference in attendance among these two groups demonstrates that we still have much work to do.

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### Faculty/Staff Data

The teaching staff at Wilcox includes over 100 teachers that are working within their credentialed areas. Some staff have come through traditional teacher-education pathways, while others have brought expertise from their experience in industry. We feel fortunate to have Administrators, credentialed, and classified staff from all walks of life working with students on our campus.

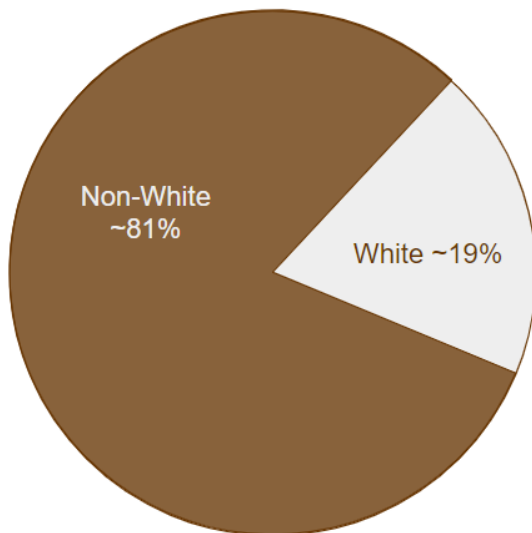
The Wilcox Staff data shows that we have teachers that fall into the following ethnic backgrounds:

#### Adrian Wilcox High 4369674-4338802

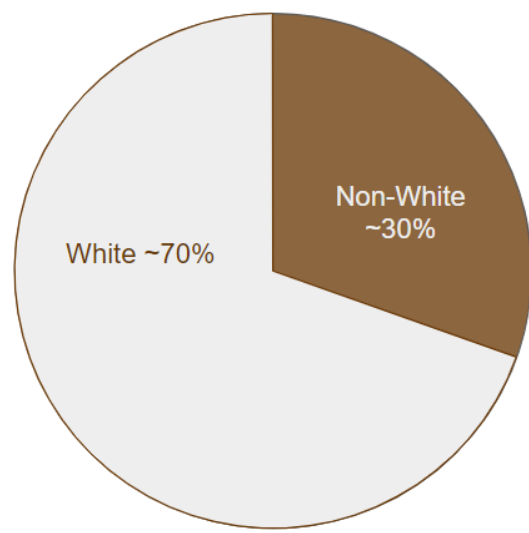
Name	Code	Hispanic	American Indian or Alaska Native	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	No Response	Total
Adrian Wilcox High	4338802	15	1	9	0	4	0	74	1	2	106

This graph represents that information, and helps to show the district's new equity initiatives around diversity in the classroom. The Wilcox staff went into a deep dive regarding this information on October 6, 2021 where staff participated in a reflective exercise around how our student population and backgrounds are reflected in our classrooms and across our campus. It is the most up-to-date demographic information we have describing our staff.

### 18-19 STUDENT POPULATION



### 18-19 STAFF POPULATION

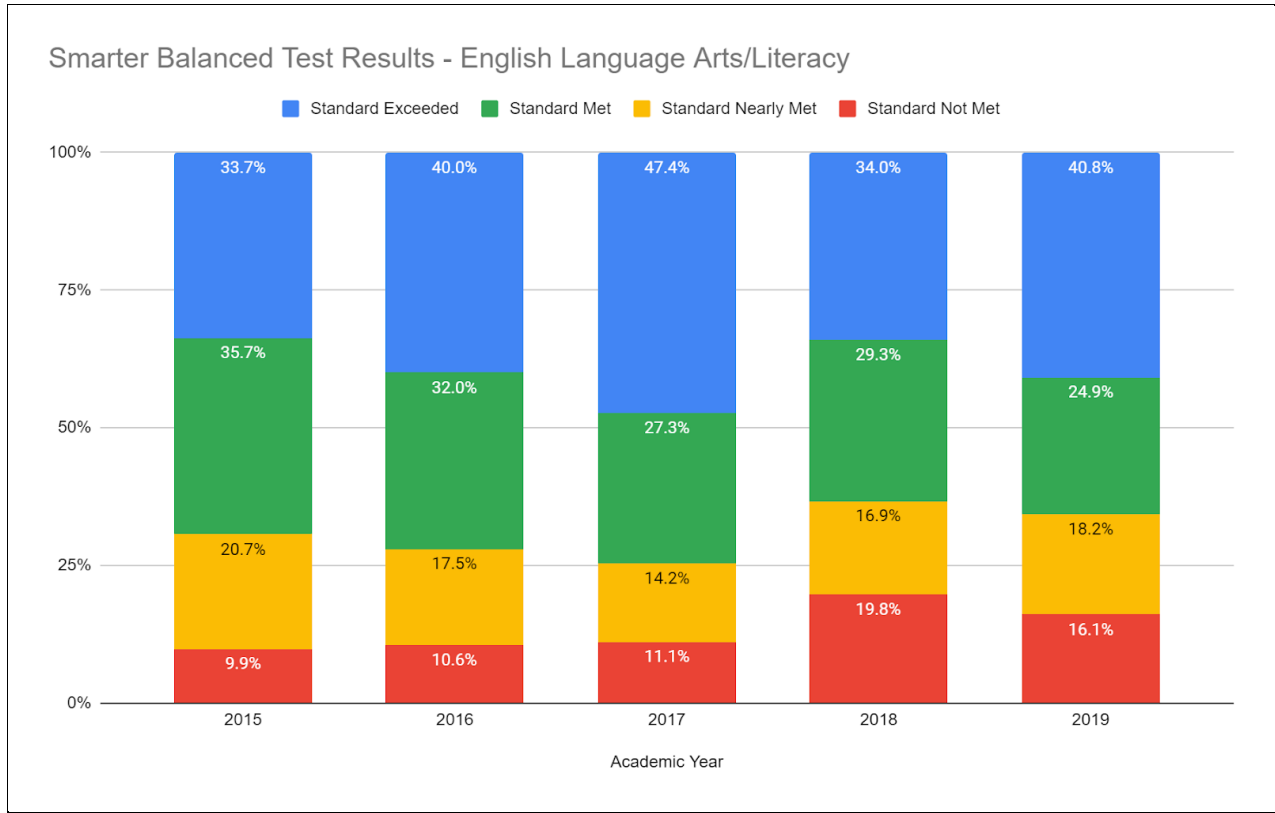


CAASPP DATA SUMMARY

\*Percentages from the CDE (California Department of Education)

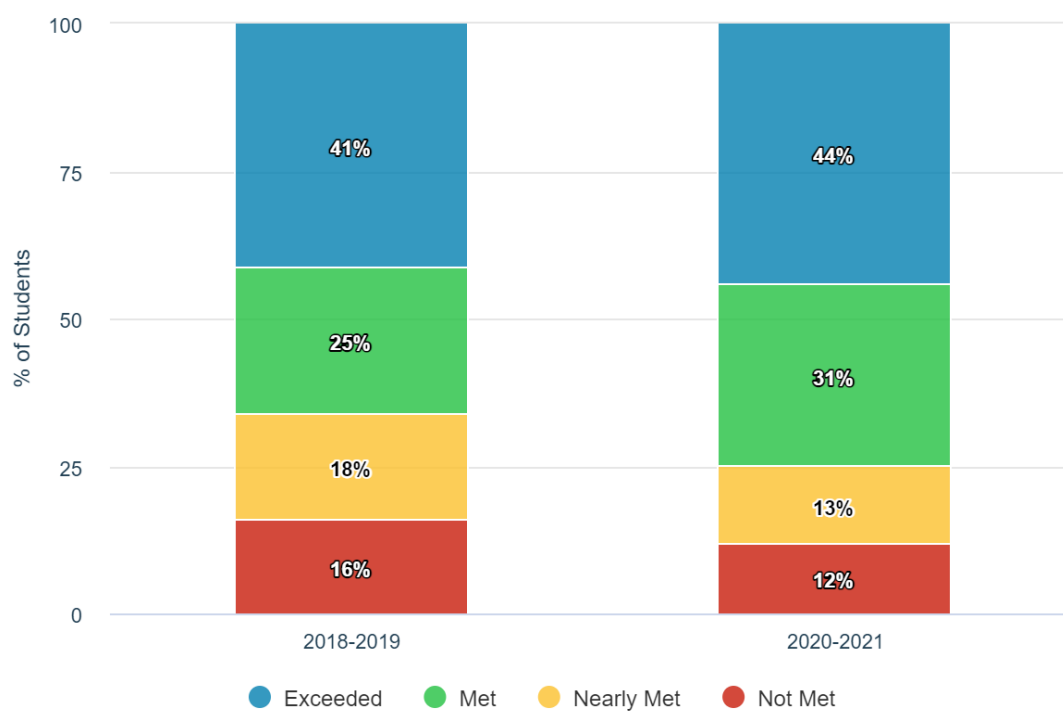
English Language Arts/Literacy\*

\*2019 Is the Most Recent Year Available for the “Three-plus Years Comparisons”





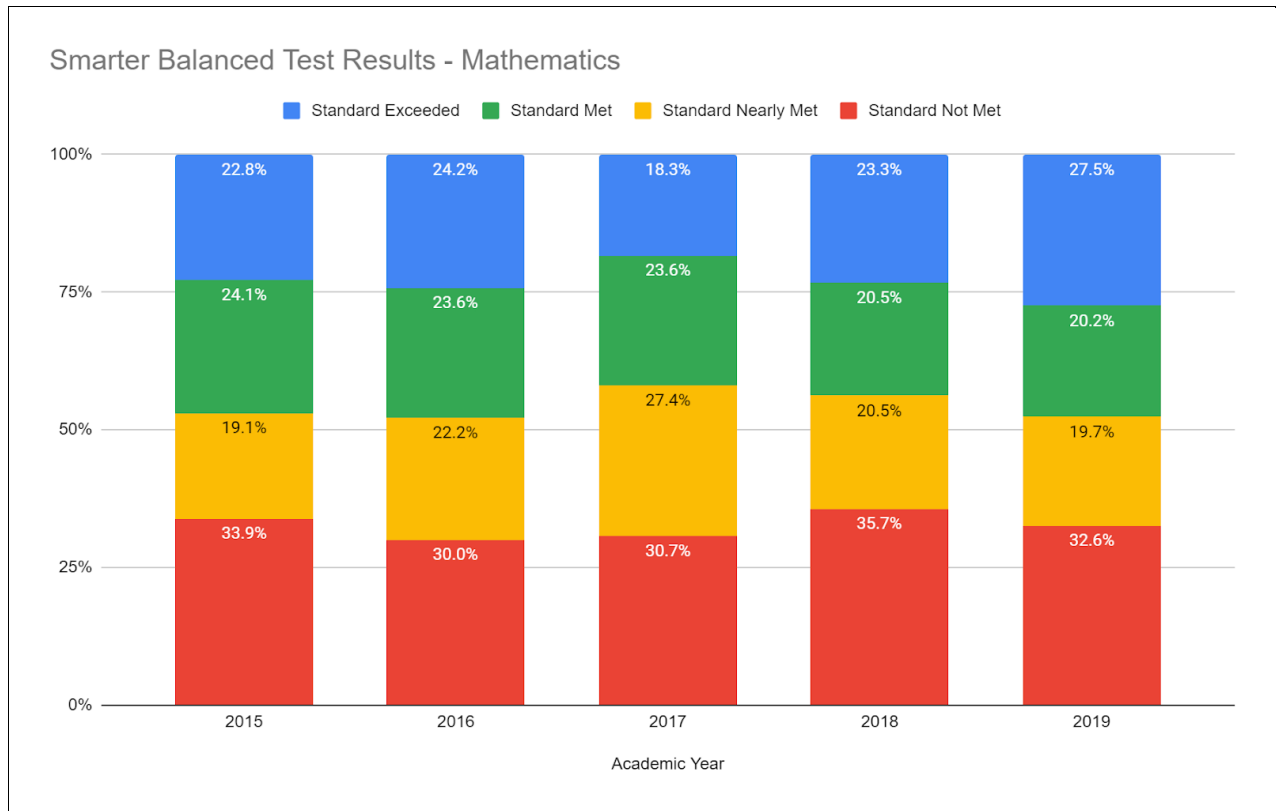
## Wilcox High School ACS WASC/CDE Self-Study Report



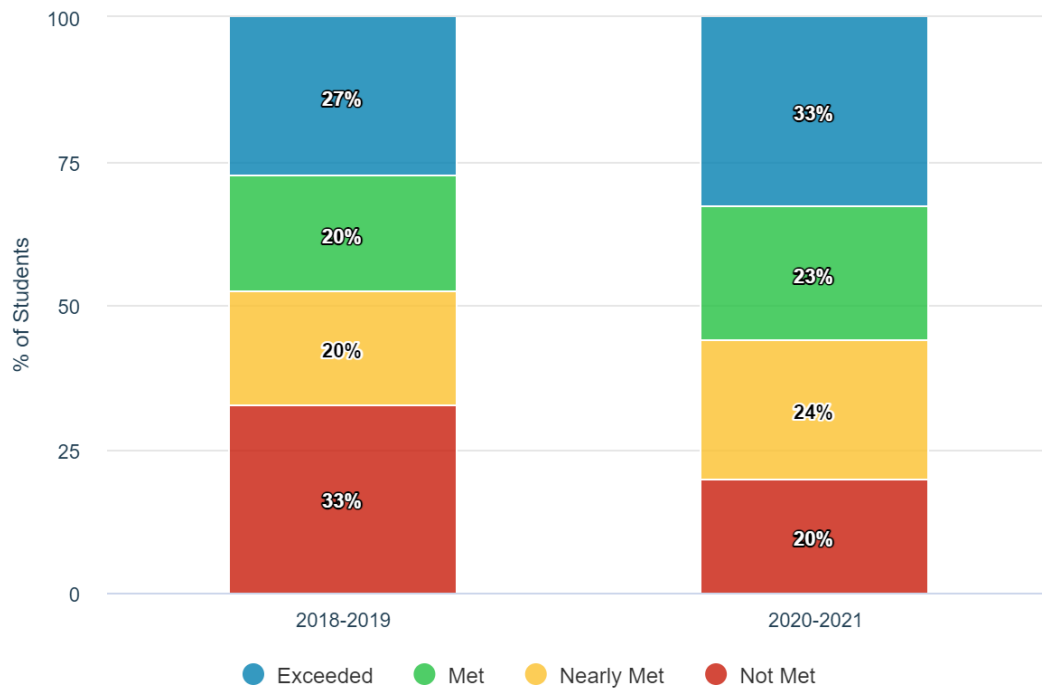
### ELA

Academic Year	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Standard Met or Exceeded
2015	9.9%	20.7%	35.7%	33.7%	69.4%
2016	10.6%	17.5%	32.0%	40.0%	72.0%
2017	11.1%	14.2%	27.3%	47.4%	74.7%
2018	19.8%	16.9%	29.3%	34.0%	63.3%
2019	16.1%	18.2%	24.9%	40.8%	65.7%
2021	11.86%	13.26%	30.94%	43.92%	74.86%

## Wilcox High School ACS WASC/CDE Self-Study Report



Math for “Three-plus Years Comparisons” (above) / Schoolwide Math data (below)



## Wilcox High School ACS WASC/CDE Self-Study Report

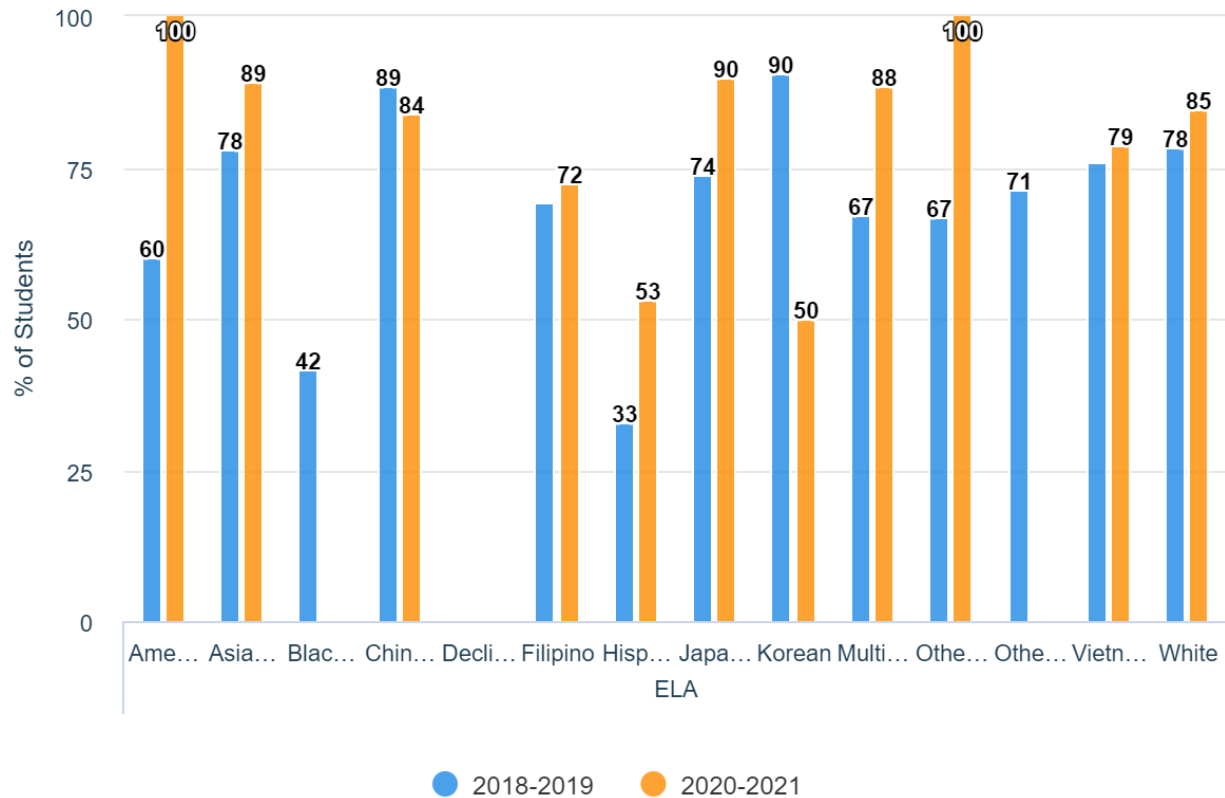
### Mathematics

Academic Year	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Standard Met or Exceeded
2015	33.9%	19.1%	24.1%	22.8%	47.0%
2016	30.0%	22.2%	23.6%	24.2%	47.8%
2017	30.7%	27.4%	23.6%	18.3%	41.9%
2018	35.7%	20.5%	20.5%	23.3%	43.8%
2019	32.6%	19.7%	20.2%	27.5%	47.7%
2021	19.89%	25.25%	23.16%	32.70%	55.86%

With regard to the drop in scores and slight recovery in our ELA CAASPP scores, this is an indication that we must refocus our efforts, including examination of the most-up-to-date data. Increased use of shared assessments and even more productive collaboration time will move us in the right direction. Our math data on the CAASPP test shows an ever-so-slight increase in pass rates over the last five years. It seems the efforts and innovations, such as having all math teachers each teach a section of Algebra 1 has, at least, prevented a steep decline. Additionally, [the district has purchased a subscription to a service called EdCite](#) for every student, which can allow for more test-type practice so that students and staff better know what to expect, how to prepare, and how to best show their abilities.

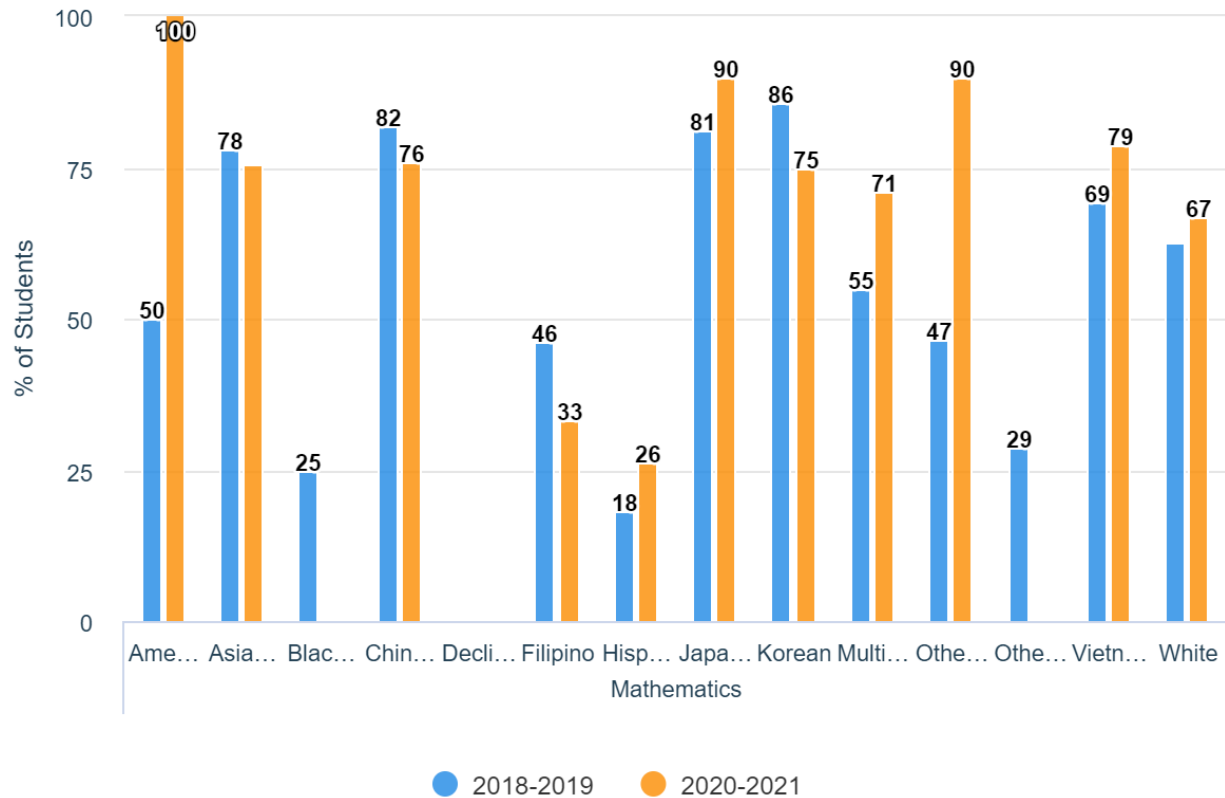
In looking at this SBAC/ CAASPP data, by comparison to the state data from 2019, 65.7% of Wilcox students met or exceeded the standard in ELA, in comparison with 50.8% of the state students; in math, it was a difference of 47.7% to the state level of 39.7%. We are aware that the SBAC test and its electronic format can be a challenge for some of our students to showcase their best abilities, but we are pleased that our students scored above the California state average on both portions in 2019 ([with the data most recently listed here](#)).

Percentage of Students Who Met or Exceeded ELA Standards



The bar graph above demonstrates that most ELA scores among various ethnic groups have increased. It is clear that growth is needed among some groups and we will continue to increase our examination of data among various stakeholder groups. We seek to continue utilizing communication tools such as Blackboard and Language Line to describe the importance of doing well on the CAASPP tests. As a staff, we do our best to collectively administer the CAASPP and promote success on the CAASPP as a means to possibly open doors to achievement after high school. This is especially true with the students' ability to use their scores as one way of showing placement level for a California Community College or a CSU school, and this idea is promoted widely by staff.

Percentage of Students Who Met or Exceeded Math Standards



Similar to the ELA CAASPP data referenced on the previous page, regarding math, a majority of our ethnic groups shown above are experiencing an improvement on the CAASPP tests. As demonstrated on all CAASPP data, however, our math data is not as robust as our ELA CAASPP data. Also similar to the analysis of the ELA data, it is important to note that more individuals from more stakeholder groups are examining this data, and it is always useful to look at our practices and pass rates in comparison to similar schools and districts both locally and across the state. We look forward to continuing data examination and utilizing our findings, in addition to promotion and utilization of resources such as EdCite, to adjust and best serve our students.

\*Please note that in the Spring of 2021, our site and district provided the opportunity, and encouraged, students to complete the SBAC exam, virtually, from home. While we are pleased that we have data from the more than 75% of our students that completed the exam, [we know that this data must be taken in context of pandemic conditions and at-home learning.](#)

## Chapter III: Self-Study Findings

### Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

#### A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

#### Indicators

**A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile:** The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

**A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes:** There are effective processes in place to ensure involvement of all stakeholders in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes*.

**A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP:** Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

**A1. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>Wilcox indeed has a clear, coherent vision and mission. These statements can be found posted throughout the school, in all handbooks, and online. Wilcox Schoolwide Learner Outcomes (SLOs) are also found online and posted throughout the school. Multiple organizations composed of various stakeholder groups meet to provide input in developing and periodically refining the Wilcox vision, mission, and schoolwide learning outcomes.</p> <p>The staff and stakeholders at Wilcox occasionally examine data to determine the best supports for our students to learn and be college/ career ready. The supports provided are orchestrated with the district to ensure alignment with district-office initiatives, including SCUSD Vision 2035.</p>	<p><a href="#">Wilcox Mission, Vision and Values</a></p> <p><a href="#">Wilcox Student Learner Outcomes (SLOs)</a></p> <p><a href="#">Wilcox School Profile</a></p> <p><a href="#">Vision 2035</a></p> <p><a href="#">SLT Meeting Notes</a></p> <p><a href="#">Dads, Grads and Moms Homepage</a></p>

## A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

### Indicators

**A2.1. Understanding the Role of the Governing Board and District Administration:** The school community understands the governing authority's role, including how stakeholders can be involved.

**A2.2. Relationship between Governing Board and School:** The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

**A2.3. Uniform Complaint Procedures:** The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

**A2. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>Wilcox maintains a high level of attendance at the SCUSD Board Meetings, including by the principal and the Student Representative on the Board, Palak Parik. Meetings have been attended virtually because of pandemic-related circumstances. There are several current or former Wilcox parents on the SCUSD Board of Trustees. Board members regularly attend Wilcox functions and are accessible by members of the community.</p> <p>Board Policies are reviewed with staff often and followed with fidelity. All stakeholders are surveyed regarding the direction of the LCAP via SCUSD's district-wide survey.</p> <p>In partnership with the SCUSD District Office, Wilcox is confident in its ability to address complaints following various guidelines and regulations. This includes the Uniform Complaint Procedures, Williams Complaints, and Title IX Complaints.</p>	<p><a href="#">SCUSD School Board of Trustees Webpage</a></p> <p><a href="#">SCUSD Board Policies</a></p> <p><a href="#">SCUSD LCAP</a></p> <p><a href="#">Webpage with SCUSD LCAP Survey link</a></p> <p><a href="#">Staff Newsletter (Charger Updates) referencing Late Work Board Policy</a></p> <p><a href="#">See Something, Say Something link on Schoolloop</a></p> <p><a href="#">Complaint Procedures Homepage</a></p>

## A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

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### Indicators

**A3.1. Broad-Based and Collaborative:** The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

**A3.2. School Action Plan/SPSA Correlated to Student Learning:** The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

**A3.3. Collective Accountability to Support Learning:** The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

**A3.4. Internal Communication and Planning:** The school has effective existing structures for internal communication, planning, and resolving differences.

**A3. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>Although the Wilcox community at large may describe itself as "surveyed-out," input is constantly sought by staff, including teacher-leaders. It has proven to be more difficult to ascertain community input in 2021, but all stakeholders were still invited to provide feedback regarding the 2021 SPSA.</p> <p>Administration uses Google Forms as a way to gather full-staff input, especially on items that may have effects in the classroom.</p> <p>This year, the SCUSD Superintendent is beginning a committee on culture, which provides an opportunity for interested students, families, and staff to work collaboratively to promote a safe and inclusive community. Wilcox looks forward to learning and growing from the work of this committee.</p> <p>Wilcox Collaborative Action Teams (CATs) meet regularly to examine various aspects of Wilcox in great detail. These groups examine data, take actions, and make recommendations based on what they find. Each CAT presents its findings and work at the end of the school year.</p> <p>The Wilcox administration has grown in the realm of addressing various internal modes of communicating and resolving differences; this has been especially true in regards to pandemic-related circumstances of 2020 and 2021. There is a weekly bulletin that provides information and transparency to the entire staff about various aspects of school leadership called "Charger Updates."</p> <p>One other method of internal communication used quite often is the "Remind app." This is used to get quick updates and news to the staff and also allows for two-way communication.</p>	<p><a href="#">Wilcox SPSA Survey 2021</a></p> <p><a href="#">Wilcox SPSA Survey 2020</a></p> <p><a href="#">Admin Google slide to decide finals policies</a></p> <p><a href="#">Supt. invitation for Culture Committee</a></p> <p><a href="#">Wilcox CATs 2020-2021</a></p> <p><a href="#">CAT Presentations 5/28/20</a></p> <p><a href="#">Charger Updates 3/22/21</a></p> <p><a href="#">Artifact: Communication Via the Remind App</a></p>



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<p>The school's department chair/ leadership team meets monthly and also before school begins in the summer; at these meetings, data is reviewed, schoolwide policies are discussed, and input is shared both ways. In this way, our Administration promotes shared leadership and collaboration.</p> <p>In 2019, the Wilcox principal, Kristin Gonzalez, started distributing a periodical Wilcox Community Update which is sent to staff, students and parents. Similar to Charger Updates, the bulletin is meant to provide information and transparency.</p> <p>Although many Wilcox leaders found the work to be challenging and tiresome, a COVID Advisory Team met regularly to resolve issues surrounding the coronavirus pandemic. This group of teacher-leaders, parent leaders, community members and administrators used this forum to field questions, come to agreements, and even write the formal reopening plan.</p>	<p><a href="#">WASC goal selection from leadership group (slide with tick marks)</a></p> <p><a href="#">October data protocol slides from Dept Chair meeting</a></p> <p><a href="#">Wilcox Community Update 3/26/21</a></p> <p><a href="#">COVID Advisory Team Meeting 2/3/21</a></p>
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### **A4. Staff: Qualified and Professional Development Criterion**

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

#### **Indicators**

**A4.1. Qualifications and Preparation of Staff:** The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

**A4.2. Professional Development and Learning:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

**A4.3. Measurable Effect of Professional Development on Student Learning:** There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

**A4.4. Supervision and Evaluation:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**A4.5. Communication and Understanding of School Policies and Procedures:** The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**A4. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

<b>Findings</b>	<b>Supporting Evidence</b>
With the exception of Career Technical Education waivers, all	<a href="#">SCUSD Human Resources</a>

## Wilcox High School ACS WASC/CDE Self-Study Report

<p>SCUSD teachers are required to be credentialed to teach their respective subjects. The culture of the Wilcox community fosters confidence in the hiring process, which ensures all teachers are qualified and have desirable backgrounds and/or experience. There is a new teacher induction program which helps new hires recenter themselves on the standards for the teaching profession.</p> <p>Additional teacher support is provided via Teachers on Special Assignment (TOSAs). There is a TOSA for many secondary and some primary disciplines in the SCUSD. Some departments do not have TOSA support.</p> <p>Wilcox has a proud tradition of supporting teacher collaboration as a means to share and utilize best practices. Prior to the 2020-2021 pandemic-induced schedule, the teachers and administration annually agreed upon a schedule that promotes collaboration and collegiality.</p> <p>Perhaps caused by a level of burn-out amongst the Wilcox teaching staff at the end of the year in distance learning, a feeling seemed to have grown expressing a disinterest for collaboration. Out of 76 teachers surveyed by the UTSC in the Spring of 2021, only 27.6% expressed positive feelings towards collaboration. The teaching staff was generally not excited about a new bell schedule, which was necessary for 2021-2022.</p> <p>These practices of learning together professionally continued throughout pandemic-related circumstances and distance learning, and this time is now utilized by the district office to promote professional development. This year's focus is on SEL through training and debriefs with consultant Michelle Trujillo.</p> <p>The Wilcox Administrative Team and school have always been very supportive of teacher requests for outside professional development opportunities that will benefit the students and their learning. Teachers who attend are often asked to share what they learned with our colleagues/ whole staff upon our return/ completion.</p> <p>We are working to better utilize the resources available to us including CAASPP (SBAC, CAST, etc) scores to review areas of growth and our strengths and will need to spend some time to thoroughly investigate how to best use EdCite to its potential with our staff.</p>	<p><a href="#">Division Homepage</a></p> <p><a href="#">TOSA Work on AEDs</a></p> <p><a href="#">Bell Schedule Including Collaboration Time</a></p> <p><a href="#">Slides about collaboration</a></p> <p><a href="#">Wilcox Weekly Meeting Schedule</a></p> <p><a href="#">Link to "Start with the Heart" video</a></p> <p><a href="#">"Invisible backpack"- Michelle Trujillo</a></p> <p><a href="#">Example of AVID Summer Institute PD on "digital resources, effective online search strategies, and digital note taking"</a></p> <p><a href="#">Agenda from Stanford World Language Project PD- Woo</a></p> <p><a href="#">Staff share out from PD learning- levels of questions- Lillian, slide 5</a></p> <p><a href="#">Data Dive at Staff Meeting</a></p> <p><a href="#">Edcite screenshot</a></p>
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Evaluation of staff is completed by the Administrative team on a regular cycle, as defined by the SCUSD and the relevant collective bargaining units. The administrative team breaks up teaching staff evaluations into smaller groups, so that each Administrator shares the task.	<a href="#">Example of evaluation paperwork for certificated</a> <a href="#">Example of classified Eval timeline</a> <a href="#">Eval form for Facilities</a>
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### A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

#### Indicators

**A5.1. Resource Allocation Decisions:** The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

**A5.2. Practices:** There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

**A5.3. Facilities Conducive to Learning:** The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

**A5.4. Instructional Materials and Equipment:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

**A5.5. Resources for Personnel:** Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

**A5. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>The Wilcox School Site Council seeks input from all stakeholders through its annual SPSA Survey (evidenced under prompt A3). The results of the survey influence SPSA decisions particularly regarding the allocation of funds. The SPSA, Local Control and Accountability Plan (LCAP) and WASC goals are well-aligned and studied regularly.</p> <p>Through the School Plan for Student Achievement (SPSA), Wilcox High School effectively meets the ESSA requirements in alignment with the LCAP as well as other federal, state, and local programs by regularly gathering and analyzing student performance data, making</p>	<p><a href="#">Wilcox SPSA</a></p> <p><a href="#">School Site Council Website</a>  <a href="#">School Site Council Agenda 4/7/21</a></p>

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appropriate program changes and updates, and allocating resources based on that information.

The District process for developing the annual budget starts in January by reviewing the Governor's proposed budget for funding K-12 initiatives, working with HR, Business and our demographer to project enrollment for the next fiscal year, and holding board budget workshops and cabinet discussions to set the District's priorities and to project funding. Sites and departments submit their anticipated budget needs, are provided budget allocations, and submit their proposed budgets to the District office by the end of February. HR works with school sites and departments to determine staffing needs and to finalize a staffing plan. Throughout the year, the school sites and District leaders engage stakeholders to develop the LCAP to detail how the District will provide both services and funds to high needs students. The budget is reviewed and refined throughout the spring and the LCAP and District's budget are adopted in June and both are submitted to the County Office of Education for approval.

[SCUSD Budget Report](#)

The audit process starts with an internal review of Business practices and procedures by the CBO, Fiscal Director and other Business leaders to identify potential risks and to develop processes that protect the District's resources and produce relevant and reliable financial data. Communication and training is key to ensuring that everyone understands their role and utilizes best business practices. The annual financial audit begins in April or May with audit requests to verify compliance with laws and regulations for specific programs (Federal and state programs), attendance, reporting and a comprehensive review of the District's internal controls. The financial audit is conducted in the fall after the prior fiscal year's books have been closed. The auditors test the District's financial data and review business processes in order to issue their audit opinion and report in December.

[Audit Report](#)

Wilcox facilities are well-maintained and kept clean. This has been particularly true during the coronavirus pandemic as our cleanliness standards have increased even further. We have adequate facilities for PE and athletics. PE/Athletics have multiple teaching stations that some schools do not have. We have a fitness room in addition to a weight room. We also have an additional matted room in addition to the wrestling room. We have 2 gyms and a lot of outdoor space. We just had new field turf installed in the main stadium and on the practice fields, available to all students for both PE and sports. Our pool is a little outdated and small, but kept up well and clean.

[Wilcox 2021 Reopening Plan](#)

Wilcox is fortunate to have a variety of centers to facilitate the various PE classes:

- Fitness Center - A 2000 square-foot fitness center is the ideal place where students can focus on functional fitness. Exercises that are introduced include the usage of TRX's,

## Wilcox High School ACS WASC/CDE Self-Study Report

<p>kettlebells, fitness bands, rowing machines, battle ropes, plyometric boxes, sandbags, slam balls, medicine balls, dumbbells, sleds, and jump ropes. Barbells and weighted plates are used to incorporate powerlifting in lesson plans so that students can learn proper techniques for optimal muscular strength and endurance enhancement</p> <ul style="list-style-type: none"> <li>• Weight Room - This room holds 6 platforms, 15 plate loaded machines, assisted pull up machines, dumbbells, and barbells ranging from 5 to over 100 pounds</li> <li>• Gymnasiums - Two full-sized gymnasiums are used for a variety of activities and events</li> <li>• Dance &amp; Wrestling Rooms - Both rooms include audio and visual equipment to enhance lesson planning. These rooms are ideal for aerobics, yoga, pilates, boxing, wrestling, tumbling and more</li> <li>• Outdoor Facilities - An all-purpose track, spacious blacktop area, basketball courts, and a swimming pool, as well as numerous softball and grass fields for many outdoor activities, are located on our campus. Completed in 2020, the football field along with the practice field underwent renovations with the final product being updated fields with fully turfed, all-weather surfaces</li> </ul> <p>Almost all Wilcox classrooms include mounted projectors, document cameras, and ceiling speakers, for effective demonstrations and use of digital resources with students. The CHAMPS kitchen is fully-equipped to industry standards; art rooms are spacious and include large workspaces for students to create; the automotive classroom is fitted with car lifts to promote hands-on mechanical learning; the fashion classroom is equipped with several machines for sewing and large tables and mannequins for fitting patterns; and science classrooms are equipped with multiple lab stations and relevant equipment. If any of these spaces do not fulfill a need, our Makerspace technician will also help to find a way to have students complete work there. Wilcox is very fortunate to have these facilities from which students can benefit.</p> <p>The SPSA, in conjunction with the School Site Council is used to address our greatest needs and move us toward our mission vision and goals. The EL Coordinator position, for example, is funded through the Wilcox SPSA. Staff are also encouraged to attend outside professional growth opportunities through the Wilcox SPSA. The Wilcox Bookkeeper, who is also on the School Site Council, has also promoted these professional growth opportunities. Several teachers have been able to take advantage of this opportunity and attend outside professional development, often outside of Silicon Valley, during pre-pandemic times. During the pandemic, teachers have been able to do online professional development as well.</p> <p>Starting in 2017, Wilcox spearheaded the SCUSD move toward having each student get a Chromebook until graduation. This initiative, known as One-to-One, expanded greatly in 2018 and included the distribution of a Chromebook to each staff member.</p>	<p><a href="#">PE facilities at Wilcox</a></p> <p><a href="#">Additional PE classrooms/facilities.</a></p> <p><a href="#">Fashion room- sewing machines, mannequins, large collaborative workspace</a></p> <p><a href="#">Outside Professional Growth Promotion (in Charger Updates)</a></p> <p><a href="#">Chromebook Rollout Parent Meeting Slides - 2018</a></p>
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During Distance Learning in 2020-2021 (due to coronavirus-caused conditions), maintenance and support of One-to-one became a paramount concern and shifted tech-support resources throughout the district. To date, each Wilcox student is ensured a functioning Chromebook and working internet connection.	
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**ACS WASC Category A. Organization: Vision and Purpose,  
Governance, Leadership, Staff, and Resources:  
Synthesize Strengths and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.\*

**Areas of Strength**

1. EL Coordinator (dedicated time/ position) on campus
2. Improved Counselor-Student Ratio
3. Facility improvements
4. Shared leadership and involvement in decision-making process
5. Administrative communication of relevant information

**Areas of Growth**

1. Seek out ways to increase “living the SLOs”
2. Continue to look at real data to inform practice
3. Re-establish professional learning opportunities for all staff
4. Continue gathering of input from staff and community, improve “efficiency” of surveys
5. Find more ways to share out professional learning from outside PD
6. Encourage structures for collaboration as a means for professional lifelong learning

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\*The summary information will be used for Tasks 4 and 5.

## Category B: Curriculum

### B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college-and career-readiness standards in order to meet graduation requirements.

#### Indicators

**B1.1. Current Educational Research and Thinking:** The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

**B1.2. Academic and College- and Career-Readiness Standards:** The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

**B1.3. Congruence with Student Learner Outcomes and Standards:** There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college-and career-readiness indicators or standards.

**B1.4. Integration Among Disciplines:** There is integration and alignment among academic and career technical disciplines at the school.

**B1.5. Community Resources and Articulation and Follow-up Studies:** The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

**B1. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>Wilcox HS is using current, relevant, and research-based curricula in all departments on campus. Sequential courses follow planned and relevant learning paths, which in many cases leads to study in an AP class or advanced CTE course.</p> <p>Our findings/ evidence includes examples from history, science and world languages, demonstrating our incorporation of Common Core State Standards. Curricula in English are connected to common prompt based assessments. The offerings have been expanded to include an accommodated version for multilingual learners (ELLs). English 9 and 10 courses also focus on vocabulary development, supporting language growth through root words, and key concepts.</p> <p>There are also examples of several different projects that demonstrate relevance to the standards and current events in the community, nation and world, in English, CTE, Social Science, Science, and World Language classes, while promoting college and career readiness.</p>	<p><a href="#">Wilcox Course Catalog for courses offered.</a></p> <p>The World Language Department's curriculum meets SCUSD's world languages graduation requirement and is based on the <a href="#">National Standards for World Languages</a> which are aligned with common core state standards. <a href="#">Additionally, we follow the new state language framework.</a></p> <p><a href="#">Science Department Artifact</a></p> <p><a href="#">Social Studies College Readiness Artifact</a></p> <p><a href="#">CTE Assignment</a> demonstrating real life benefits of Financial</p>



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<p>The Science Department's ongoing curriculum adoption shows that teachers in the department continue to align themselves with the next-generation science standards (NGSS) and textbooks that can be used to reflect the three-course model of life and physical sciences.</p> <p>Wilcox is expanding its co-teaching offerings. Currently English 10 and PE each have sections of inclusive co-taught classes with 30% of students with IEPs participating in the general education curriculum, providing access to curriculum standards and rigorous teaching. Another co-taught class is in practical arts, taught by Mindy Trisko and Kori Kurbiel. Both the site and the district have provided training and coaching to expand co-teaching practice by partnering with San Benito High School where co-teaching is used extensively. Co-teaching increases collaboration at Wilcox between special education teachers and general education teachers and case managers. Evidence also includes examples of co-teaching materials that demonstrate alignment by offering rigorous curriculum in an accessible way to all students.</p> <p>The English Department requires teachers to complete a writing scope and sequence for SCUSD Grades 9-12. Each year students are required to complete a literary analysis, non-fiction analysis, persuasive, and research essay. At each grade-level, students will master a new skill. For example, 10th grade students will write a persuasive essay focusing on rhetorical devices. 11th grade students will write a persuasive essay focusing on structure, fallacies of logic, and responses to arguments.</p> <p>In accordance with California State Standards, English teachers create lessons that develop grammar and mechanics of writing, organization and focus, evaluation and revision, and voice.</p> <p>Wilcox courses utilize defined academic standards and indicators of college and career readiness for that subject area. Curriculum maps are followed to align departments in preparing students for college and career.</p> <p>Several CTE courses are aligned with Mission College standards, allowing students to achieve college credit as well as high school credit towards a diploma.</p> <p>Many of Wilcox's CTE courses have become articulated with the local community colleges over the last six years. These classes include:</p> <ul style="list-style-type: none"> <li>● Business, Arts Media &amp; Entertainment - Mission CC</li> <li>● Culinary - Mission CC</li> </ul>	<p>Literacy and an <a href="#">additional CTE artifact</a> promoting the understanding of current events and life in the 21st century</p> <p><a href="#">Science Textbook Adoption Artifact</a> from Science</p> <p><a href="#">Co-teaching: Socratic Seminar</a></p> <p><a href="#">Example: Prior PD Master Plan</a></p> <p><a href="#">English (Special Education) Artifact</a></p> <p><a href="#">English Department Artifacts</a></p> <p><a href="#">English Department Writing Scope and Sequence</a></p> <p><a href="#">PBA Artifacts (English)</a></p> <p>Example, Math Curriculum Maps:  <a href="#">Algebra 1</a>  <a href="#">Geometry</a>  <a href="#">Algebra 2</a>  <a href="#">Trigonometry</a></p> <p><a href="#">Mission College - Wilcox CTE Articulation</a></p>
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<ul style="list-style-type: none"> <li>• Automotive - Evergreen CC</li> <li>• Fashion - West Valley CC</li> </ul> <p>After-school tutoring, and now also before-school tutoring, is offered to all students to get help in their classes. There were also two weekly periods of student support time open to all students (during distance learning due to the pandemic). Students are able to utilize the SSR period for tutoring from a teacher of their choice by signing into that teacher's SSR period.</p> <p>The Special Education department utilizes IEP transitions to identify student goals and supports, working in conjunction with the Vocational Department, a representative of which attends IEP meetings. The Vocational Department conducts extensive outreach to junior and senior students to support access to vocational programming and work opportunities.</p> <p>As noted above, departments are aligned with Common Core State Standards. The evidence provided demonstrates application of standards to actual skills taught. In some cases, the Student Learner Outcomes are listed. In other cases, rubrics and/or goals for the assignment are listed. Our standards-based curricula provide opportunities for students to develop common core skills according to the discipline as well as meet student learner outcomes, including developing as citizens, responsible leaders, effective communicators and critical thinkers.</p> <p>There is increasing integration among disciplines through joint teacher assignments/ co-teaching and student work from science, arts and applied technology areas.</p> <p>Collaborative teaching happens between Fashion and Theater classes for set and costume production (annual field trip), as one example.</p> <p>Teachers and paraeducators have also accessed training on Sonday Systems reading intervention to support students with IEPs in reading support.</p> <p>Wilcox business classes feed into a business club called the Wilcox Business Experience (WBE) that enters approximately 10 competitions per year, requiring many skills that our students develop in core subjects at Wilcox. Most of our competitions require</p>	<p><a href="#">After-and-before-school Tutoring Advertisement</a></p> <p><a href="#">Ceramics Class Artifact</a></p> <p><a href="#">Syllabus Examples</a></p> <p><a href="#">Artifact: Critical Thinking / Problem Solving</a></p> <p><a href="#">Common Core Aligned Social Studies Artifact</a></p> <p><a href="#">Common Core Aligned English Artifact</a></p> <p><a href="#">NGSS Aligned Science Artifact</a></p> <p><a href="#">Culinary Arts (CHAMPS) and Chemistry Collaboration Artifact</a></p> <p><a href="#">English and Social Studies Collaboration</a></p> <p>Link explaining Reading Intervention, <a href="#">Sonday</a></p> <p><a href="#">Wilcox DECA/WBE Championship Team and Project</a></p>
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## Wilcox High School ACS WASC/CDE Self-Study Report

<p>science and math knowledge and all require written and oral communication skills.</p> <p>Wilcox is part of a Career Technical Student Organization called DECA that also requires our students to develop multidisciplinary skills. The Fashion and Culinary programs are part of a different CTSO (FCCLA) which requires the students to demonstrate the same types of skills mentioned above. Our Automotive students are part of SkillsUSA, another CTSO which is also similar. There is not currently a defined option for our video program when it comes to joining a CTSO. That has not stopped our program from seeking out information about joining BPA (an east coast based CTSO that is awaiting to be approved by California). This would allow the video students the same opportunities as the other CTSOs offer our students.</p> <p>Feeder-school course articulation happens through meetings among school counselors district wide, and all eighth-grade students would come to the Wilcox campus to visit and see classes in session. Once students are enrolled at Wilcox as Freshmen, they are invited to a school orientation provided by the school and hosted by the Link Crew, which helps acclimate students to campus, in both educational and social ways. Link crew students often are mentors for students even after their initial days together.</p> <p>There is evidence of articulation from grade to grade in individual student meetings. Counselors meet with students to discuss course selection in relation to their post-secondary goals. Counselors work with Mission College in particular to support student transition to college programs by assisting with registration and course selection.</p> <p>This process is also articulated in collaboration with the Special Education Department. Case managers support seniors with transition to college with dual enrollment opportunities as well as orientation to disability services support.</p> <p>The Special education department offers a summer course for incoming 8th graders with IEPs to orient them to high school course offerings, as well as self advocacy and academic skills for high school.</p> <p>The special education department also offers a Career Skills course for students with IEPs to explore their post-secondary goals in the context of career exploration, self-advocacy, and job seeking skills. Counselors also work with seniors to articulate post-secondary transition plans.</p> <p>For the virtual Wilcox Elective Faire in 2021, there were over 200 attendees in the sessions, which worked out to 119 students who attended multiple sessions. 61% of those students were incoming 8th graders. This was in relation to our efforts for articulation with eighth graders.</p>	<p><a href="#">Wilcox Automotive Competition Team</a></p> <p><a href="#">Link Crew WENGSK (generated by students)</a></p> <p><a href="#">Link crew 2021 photo</a></p> <p><a href="#">Counseling Department Homepage</a></p> <p><a href="#">Senior Plan (Wilcox) Webpage</a></p> <p><a href="#">Sample timeline for transitioning students with IEPs to Mission after graduation</a></p> <p><a href="#">Flyer for summer transition program</a></p> <p><a href="#">Photo of students on career trip to local Nob Hill</a></p> <p><a href="#">Elective Faire 2021 Promotional</a></p>
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The College and Career Center transitioned from offering field trips to now collaborating with SVCTE to offer shadow days for prospective students. The career center works with many prospective students to ensure they are a good fit for the program and are likely to be successful.

The career center hosts nearly 70 different colleges, including CSUs and UCs as well as out of state and international colleges, for campus visits. There is potential to broaden parent understanding of the breadth of college offerings beyond CSU and UC.

In our CHAMPS culinary program, college representatives visit classes to discuss career options and demonstrate skills. Classes attend tours of colleges with culinary programs.

Our four-year AVID program provides both curriculum and support for any student enrolled to move towards college and career readiness. Bi-weekly tutoring and teacher/ tutor collaboration also shows integration among content areas on campus, most specifically math and sciences. Articulation among schools can also be seen in the significant number of students who continue our course sequence from the feeder program at Cabrillo Middle School. Data from the AVID Center does allow us to see our students' post-secondary plans.

When students leave from Wilcox, every counselor has access to follow-up information (enrollment) for those seniors from the National Clearinghouse. With this tool, we are able to see postsecondary education data about students once they leave our campus.

One other annual follow-up activity is when the CSU ERWC/ AP Lit teacher invites former graduates to campus to speak about their experiences after high school and how they were prepared from their courses and Wilcox experience.

Anecdotally, many students and teachers keep in touch after graduation, but there is always room for growth in the area of follow-up.

Many community partnerships and resources exist at Wilcox, to support our students both in the classroom and with SEL experiences.

Some of these community partnerships include:

- Bill Wilson Center staff are in the Wellness Center twice weekly
- CYO (California Youth Outreach) employees meet with students on campus twice weekly and as needed,
- UpLift student support comes as needed, and in most semesters
- Santa Clara University Arrupe tutors work in EL classes,

[Silicon Valley Career Technical Information](#)

[SVCTE Shadow Day Flier](#)

[Wilcox College and Career Homepage](#)

[AVID program](#)

[AVID photo of tutorial](#)  
[AVID tutorial work](#) video

[AVID Center data for Wilcox](#)

[Student Tracker, National Clearinghouse.](#)

[Ms. Guttadauro plan for post-graduate speakers panel](#)

[Bill Wilson Center resources](#)

[SCU Arrupe tutors- website](#)

[Uplift Mental Wellness](#)

## Wilcox High School ACS WASC/CDE Self-Study Report

<ul style="list-style-type: none"> <li>Goodwill Industries supports students with IEPs through vocational training opportunities.</li> </ul> <p>Other industry partnerships for our classes and clubs include:</p> <ul style="list-style-type: none"> <li>Valley Water (professional development, guest speakers, resources, and internship opportunities in sciences)</li> <li>Lockheed Martin Space, O2Micro, and Northrup Grumman (robotics and computer sciences)</li> <li>Ford (<a href="#">automotive CTE pathway industry training and resources</a>).</li> </ul> <p>Before the pandemic, our Life Skills classes had an established community partnership with <a href="#">Westmont Retirement Center</a>, dating back over ten years. Because of the pandemic and their population of elderly clients, our students have not been able to work at this opportunity this year, but plan to continue in the future once conditions improve and they are able.</p>	<p><a href="#">Valley Water</a></p> <p>Industry partners for robotics/ computer science- <a href="#">O2Micro</a></p> <p><a href="#">Industry partners for Robotics-artifact</a></p> <p><a href="#">Ford Partnership- artifact</a></p> <p><a href="#">Westmont- photo of students</a></p> <p><a href="#">Westmont Retirement Center- website</a></p>
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### B2. Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

#### Indicators

**B2.1. Variety of Programs — Full Range of Choices:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

**B2.2. Accessibility of All Students to Curriculum, including Real World Experiences:** A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

**B2.3. Student-Parent-Staff Collaboration:** Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

**B2.4. Post High School Transitions:** The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

**B2. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
There is a comprehensive counseling program that supports students in making appropriate and individualized choices regarding postsecondary plans. Topics include: career planning, college planning, 4-year planning, etc.	<a href="#">Counseling Team Classroom Visit Schedule</a>

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Students at Wilcox have the opportunity to choose from a wide variety of courses, in many disciplines and at many levels of study.

Guidance Counselors visit classrooms annually to explore course choices, and also do this with eighth-graders at our feeder middle schools.

The school hosts an elective faire annually for students to explore electives, including CTE options. We have done this both in-person and virtually. We have also begun the second year of our “class shadowing” program for students to visit classes before course selection.

In terms of accessibility and equity in coursework, Wilcox has offered a program for Algebra 1 called RTI (Response to Intervention), for several years, both before the pandemic and upon our return. The goal is to ensure student success in math foundations for all students in need. Students have an opportunity to participate in an RTI session, during the school day, once a week to receive support on a targeted standard, which is selected based upon the pacing guidelines in the curriculum. Students who are not meeting the standards are encouraged to participate in the RTI session. Each session is led by three to four Algebra 1 teachers who help students in a smaller group. Students' learning was measured through pre and post assessments, and the linked data from 2018-2019 school year shows that most of the students grew in proficiency for each targeted standard. The RTI sessions continued during distance learning and through this year's winter break.

For real-world/ career learning, all courses in the CTE department require a career exploration unit as part of their course of study and that is embedded into curricula at Wilcox.

The school collaborates with a number of associated organizations to offer apprenticeships, college preparatory work, and college-level study to interested students while attending Wilcox. Students have attended shadow days, tours, and informational sessions to access these programs, as noted in section B 1.

Teachers at Wilcox are connecting a rigorous, relevant and coherent curriculum with real-world applications in their assignments.

[Wilcox Course Catalog for courses offered.](#)

[2021 Virtual Elective Faire Schedule](#)  
[Elective Faire 2020 Photo](#)  
[Shadow day sign-ups](#)

[Math/RTI Artifact](#)

[Knowledge Matters Simulation for CTE \(Business Career Exploration\)](#)

[Ford industry training](#)

[Valley Water Student Internship](#)

[Art Department Artifact- Letters to the editor- English](#)  
[Preparing for a trial- Civics](#)

## Wilcox High School ACS WASC/CDE Self-Study Report

<p>Within departments and across departments, staff make use of the MakerSpace. Teachers have been especially effective in combining science and artistic learning as well as science and practical arts learning. With the support of the MakerSpace, teachers have been also able to apply mathematical learning for students to practical applications students encounter in their lives.</p> <p>Curriculum offerings with real-world relevance are offered in workshop settings to provide further access to relevant knowledge for students; some have even been student-driven.</p> <p>Real world applications are made available to students through collaboration with SVCTE. Students have the opportunity to apply to programs connected to careers.</p> <p>There is collaboration between parents and staff via PTSA Alumni College panels held in conjunction with Open House night. Former students share reflections on experiences with students and families during a well attended event.</p> <p>Each senior participates with the assigned counselor in a “red-folder process.” During this process, students plan for post-high school paths. Parents are invited to join in this process with staff and students.</p> <p>Guidance Counselors meet with students individually and by cohort to discuss post-secondary goals in addition to monitoring current progress. Counselors use the platform Naviance to support student development of career goals and college applications. Counselors support the application process for a variety of college programs.</p> <p>Counselors meet with parents in both large and individual formats. Students and families have access to college speaker opportunities as well as grade-level information at large group events. Orientation information is offered both in English and in Spanish for grade level families.</p>	<p><a href="#">Running a campaign for office/ voting- Civics</a>  <a href="#">Budgeting with Roommates- AVID</a></p> <p><a href="#">French Class Utilizing the Maker's Space in 2020</a></p> <p><a href="#">Financial Knowledge Workshop Led by SLT Students</a></p> <p><a href="#">SVCTE website</a></p> <p><a href="#">2020 Open House Forums</a>  <a href="#">Wilcox Alumni Reflections Link</a>  <a href="#">Open House 4-Year Planning Presentation</a>  <a href="#">10th Grade Parent Night</a></p> <p><a href="#">Red Folder Process</a></p> <p><a href="#">Community College Night</a>  <a href="#">Community College Application Compilation (in corresponding Google Classrooms)</a>  <a href="#">Welcome Video for Freshmen</a>  <a href="#">Freshman Parent Orientation Slides</a>  <a href="#">Freshman Parent Orientation Video - English</a>  <a href="#">Freshman Parent Orientation Video - Spanish</a></p>
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<p>The Special Education department utilizes SIRAS, progress on goals, triennial evaluation, Life Skills Programs and Community-based instruction as well as Vocational Assessment to monitor students' progress and to support students' connecting to post-secondary programs. It is an effective way to plan for students' post secondary training and career options.</p> <p>The Special Education department now offers a Career Skills class to students with IEPs to support transition to post-secondary education and careers.</p> <p>The Vocational Education Department provides extensive outreach to students with IEPs to support transition goals, to teach job application and interview skills, and to host multiple guest speaker talks throughout the year.</p> <p>In the Special Education department, Vocational Programming for students with IEPs incorporates Workability, TPP and NOVA programs to support students. These programs support students accessing career skills during high school and upon graduation. Vocational specialists attend IEP meetings to share information with families so that they can make informed decisions about career training opportunities as well as meaningful community service work that will build career skills.</p> <p>Clubs are offered with real-world applications to curriculum related topics including STEM opportunities for young women in GAINS, Math applications in Math Club, political applications in UN Club, and the Pre-Professional Health Honor Society.</p>	<p><a href="#">Parent/Student/Staff Communication Artifact</a></p> <p><a href="#">Google Classroom Advertising College Visits (Screenshot)</a></p> <p><a href="#">Naviance Webpage</a></p> <p><a href="#">Vocational Education Transition Services</a></p> <p><a href="#">WorkAbility Array of Services</a></p> <p><a href="#">Wilcox Clubs</a></p>
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## **ACS WASC Category B. Curriculum Summary, Strengths, and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.\*

### **Areas of Strength**

1. Broad variety of course offerings by subject area
2. Variety of opportunities for support to participate in course offerings
3. Increased publicity of course elective offerings
4. Five course pathways within CTE subject areas, including first class facilities to fortify learning
5. Utilization, promotion, and growth of co-teaching courses
6. Operation of relevant community partnerships

### **Areas of Growth**

1. Increased access to courses for all students
2. Investigation of more frequent use of follow-up data from graduates
3. Further development of integrated work among disciplines

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\*The summary information will be used for Tasks 4 and 5.

## Category C: Learning and Teaching

### C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

**Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

#### Indicators

**C1.1. Results of Student Observations and Examining Work:** The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

**C1.2. Student Understanding of Learning Expectations:** The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

**C1. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Teachers provide opportunities for students to organize, track, and reflect on their learning using standards-aligned assignments and projects.	<a href="#">Search Research Project</a> - Example of revision, work, reflection process
Wilcox teachers provide opportunities for students to complete challenging and relevant work, often even work showing a deeper depth of subject knowledge.	AP Spanish online portfolios and reflections - <a href="#">1</a> <a href="#">2</a> <a href="#">3</a> <a href="#">4</a> <a href="#">5</a> <a href="#">6</a> <a href="#">7</a>  <a href="#">Student work entered into the spring STEM competition</a>  <a href="#">Spanish 1 student created a magazine in target language</a>  <a href="#">AP Chemistry evidence</a>  <a href="#">Yearbook Class</a>
All teachers at Wilcox use Schoolloop and Google Classroom as platforms to share timelines, rubrics, and feedback with students. These platforms were used before DL and are in continued use now.	<a href="#">Evidence of teacher feedback on Google classroom</a>
The arts programs at Wilcox provide culminating experiences for students to display to the broader community.	<a href="#">Headshots from Wilcox Stage Company</a> <a href="#">Student artwork on display around campus and entered into juried shows</a> <a href="#">Art on display</a>

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<p>Teachers implement Project based Learning (PBL) in core and elective classes.</p>	<p><a href="#">PBL in Fashion</a> - Elementary School Partnership for Humane Treatment of Kittens</p> <p><a href="#">CHAMPS runs the Alternative Cafe</a></p> <p><a href="#">Fashion Class</a> &amp; <a href="#">Fashion Show</a></p>
<p>Robotics Club projects are displayed and used in competitions.</p>	<p><a href="#">Robotics- students at work</a></p>
<p>As a part of the Journalism course, students research, write, and publish articles of interest for the Wilcox community in The Scribe, which is another example of relevant and challenging learning.</p>	<p><a href="#">The Scribe</a></p>
<p>Students are engaged in learning through discussion groups, Socratic seminars, presentations, and debates.</p>	<p><a href="#">English- Seminar guide/ student work</a></p>
<p>AVID curriculum aids students in college selection and readiness by designing PBL to explore student's college selections.</p>	<p><a href="#">College research slide- in-state</a></p> <p><a href="#">CoA slide- AVID 4</a></p>
<p>Counselors have grade level meetings several times a year to bring students through the Naviance system: Career Profiler, College search, and the survey of "Do what you Are."</p> <p>Counselors meet regularly with students to discuss course options and four-year plans, in their one-on-ones, which begin in tenth grade.</p>	<p><a href="#">Wilcox Naviance log-in page</a></p>
<p>Introduction of SVCTE courses to tenth graders allows the option for relevant learning in a different setting; our school partnership with SVCTE benefits roughly 50 students each year. Students have experiential learning there in the mornings and complete other academic graduation requirements on our campus in the afternoons.</p>	<p><a href="#">SVCTE Info</a></p>
<p>We have increased the number of students that take AP classes, and the courses that we offer, based largely on our work with EOS, which began in 2014. AP course-alike teachers often work together to calibrate scoring of assignments and discuss pacing of these courses.</p>	<p><a href="#">A CAT was established to increase the number of students participating in AP classes with a focus on students that have not have access to AP classes in the past</a></p>
<p>Link Crew supports and encourages students to enroll in more challenging curriculum.</p>	<p><a href="#">Link Crew Leaders</a></p>

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<p>MakerSpace uses the latest technology, providing students with new and emerging skills that can be used outside of the school setting. Teachers also integrate STEAM into curricula using the Maker Space.</p> <p>Teachers provide rubrics for essays and projects outlining requirements, training students on how to self assess their work using rubrics based on standards.</p> <p>Students are able to understand expectations for learning with the use of SLOs, rubrics, “success statements,” and “can-dos.”</p> <p>Teachers provide daily agendas to inform students of academic goals, and/or learning objectives.</p> <p>Course syllabi outline academic standards and performance expectations for each class. Teachers may require students to respond to questions, rephrasing or explaining syllabus contents, as well as requiring signatures to show they acknowledge what is expected.</p> <p>Teachers provide work samples to students, and ask students to participate in determining grading criteria. This happens often in AP classes as well.</p>	<p><a href="#">AVID “college visit” project being completed in the Wilcox MakersSpace</a></p> <p><a href="#">Rubrics</a> and Can-Do statements (beginning and end of unit self assessment); <a href="#">additional rubric</a> from PE <a href="#">Rubric from Spanish</a></p> <p><a href="#">History/ writing rubric</a></p> <p><a href="#">AP French project rubric</a></p> <p><a href="#">Math- equity-based grading</a> rubric</p> <p><a href="#">Success statement from French 2</a></p> <p><a href="#">Student Learner Outcomes</a></p> <p>Daily agendas with learning <a href="#">objective</a> <a href="#">Psychology EQ</a> <a href="#">History EQ and calendar</a> (Art Classroom <a href="#">Photo2</a>) <a href="#">EQ and agenda- French</a></p> <p><a href="#">Syllabi</a></p> <p><a href="#">AP Spanish writing comparison</a> and <a href="#">peer-editing exercise</a></p>
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### **C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion**

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills

and applications.

## Indicators

**C2.1. Teachers as Facilitators of Learning:** Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

**C2.2. Creative and Critical Thinking:** Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

**C2.3. Application of Learning:** Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

**C2.4. Career Preparedness and Real World Experiences:** All students have access to and are engaged in career preparation activities.

**C2. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Teachers across content areas scaffold and differentiate for students and work as more "coaches," than "direct instructors." Some examples of this include hands-on activities in CTE, computer, science, physical education, and arts classes.	Facilitated Instruction instead of direct instruction ( <a href="#">student-arranged music, perform at the end</a> )  <a href="#">PE weight-lifting unit, students decide which areas need work and teacher provides coaching</a>
SCUSD has offered professional development opportunities several times a year on a variety topics, including technology. Tech TOSAs have come to share best practices for teaching using technology. More current training opportunities have included "grading for equity" and "establishing an anti-racist classroom." This shows the movement towards teachers as facilitators and learners, and noting student learning and opportunity differences in the classroom, rather than traditional lecturers and assuming all students are at the same level.	Teacher (Tech TOSA) specially assigned to handle the chromebook rollout video she made <a href="#">here</a> . Attended <a href="#">professional development training</a> for using chromebooks and Google add-ons <a href="#">PD opportunity</a>
Teachers are members of professional organizations and attend conferences to stay current in their content area. These organizations can provide opportunities for gathering best practices and differentiating instruction.	<a href="#">World language professional group- allows teachers to gain new resources and teaching strategies</a>
Additional opportunities for professional development are offered through SCCOE.	<a href="#">District/County professional development for technology integration and PBL</a>
Teachers integrate multiple strategies with technology to differentiate instruction both off and on line.	Class content can be found in

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<p>Chromebooks are used both in and outside of the classroom to access curriculum (activities, resources, assessments...) and language support, in some texts.</p> <p>Discovery work allows for access to content using multiple learning styles.</p> <p>During distance learning, we used a variety of resources, such as: Edpuzzle, Flipgrid, Padlet, Kahoot, Peardeck, Screencastify, Newsela, Google slides, and YouTube, to assist teachers with conveying curriculum. Our district uses Google Classroom, as a vehicle to instruct, assign, and assess student work.</p> <p>Students have the opportunity to reinforce access to curriculum through additional learning opportunities such as after school tutoring, peer tutoring in some classes, Paper.co, and some academic clubs.</p>	<p><a href="#">online tools</a> (Biology, Economics, etc.).</p> <p><a href="#">Links to online math book</a></p> <p>Videos in English and Spanish can be found on <a href="#">Big Ideas Math (Geometry)</a></p> <p><a href="#">Discovery work: scaffolded work students do to investigate and bring evidence back to group discussion.</a></p> <p><a href="#">Tech Monday - TOSA Tools</a></p> <p>Pear Deck (slides that ran from Pear Deck can be seen <a href="#">here</a>), Edpuzzle</p> <p><a href="#">After school math (et al) tutoring</a> and Peer tutor elective class</p> <p><a href="#">Paper.co</a></p>
<p>In Physical Education, PE 9th Core, students are introduced to dance and experience the creative side of movement.</p> <p>In World Language classes, students use skits, scenarios and presentations to produce language to simulate real-life situations (navigating an airport, ordering food, buying clothes, asking for directions, and holding conversations in the target language on a variety of topics such as art, film, hobbies, politics, environmental or social issues). In their advanced classes, students create and reflect on the content in the target language through their online portfolios (Google sites). In these ways, teachers facilitate learning for real-life scenarios.</p> <p>All art students create digital portfolios in Google Drive that remain with them throughout high school and beyond.</p> <p>Students in introductory art class also learn Adobe Suite software, which allows for depth of knowledge and cross-content skills work.</p> <p>Students in statistics classes use research data and experiments to conduct statistical analysis. Some of these experiences of gathering data may include nerf-gun flight trajectory measurement or paper airplane flight times. These types of activities take learning outside of the textbook.</p>	<p><a href="#">PE Teacher webpage, at bottom specifically connotes dance instruction</a></p> <p><a href="#">An example of a Spanish digital portfolio</a></p> <p>Digital <a href="#">portfolios in Art</a></p> <p><a href="#">Paper airplane flight time for a 2-sample T test</a></p>

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<p>In Japanese classes, students do many learning activities that incorporate non-traditional learning activities, promoting out-of-the-textbook learning and creative and critical thinking.</p> <p>Robotics, Math Club, Wilcox Girls Who Code, Girls Achieving in Non-Traditional Subjects (GAINS), Science, PHHS, and National Art Honor Society have speakers that introduce professions that students may not have realized existed. These curricular clubs provide real-world experiences and career preparation opportunities.</p> <p>Economics students “play” a virtual stock market simulation competing against their classmates using real world data. Students reflect on trends in the market to make predictions for simulated monetary gain. This shows an example of real-world learning.</p> <p>Other examples of outside-the-textbook learning on our campus include simulations in social science classes, hands-on experiments in science classes, and physical movement in World Language classes.</p>	<p>Japanese- Skype sessions with <a href="#">sister school in Izumo; Izumo students have visited</a>; <a href="#">onigiri project during distance learning</a></p> <p><a href="#">Girls Who Code Wilcox Summer Camp 2021</a></p> <p>Project in <a href="#">Economics</a></p> <p><a href="#">Trench warfare</a> in World History <a href="#">New Deal can</a> project in APUSH <a href="#">Biotech skills in Biology</a> Creating <a href="#">Japanese writing characters in real life</a></p>
<p>Students can participate in district STEAM Expo, which is also a way for teachers to serve as facilitators.</p> <p>The AP Environmental Science class began a sustainable garden project, which included chickens. Those chickens’ eggs were/are able to be used by the CHAMPS program. This was intended to be a creative way to learn sustainability concepts in a real-world context.</p> <p>CHAMPS Students run an on-campus restaurant, providing them with career preparation and real-world experiences. Chef Manzon delegates all of the jobs of the restaurant to students on Cafe Days, which is a true example of “teacher as facilitator.”</p> <p>Many students have used the MakersSpace in their classes to explore creatively and to apply principles of learning. This applies to the indicators listed above.</p> <p>Teachers who employ PBL use this method for students' learning and expression.</p> <p>Automotive students learn how to care for engines, as well as compete in auto deconstruction and reconstruction of engines.</p> <p>Computer Education students learn to write various code in AP Computer Science.</p> <p>Wilcox math students have the opportunity to showcase their skills annually in the AMC. Approximately 80 students compete by choice. This exam requires critical thinking skills and shows a depth</p>	<p><a href="#">STEAM Expo</a></p> <p>School garden/<a href="#">chickens</a></p> <p><a href="#">Alternative CAFE</a> <a href="#">Students in all roles of Cafe</a></p> <p><a href="#">Makerspace greenscreen for “tourist project” for French</a></p> <p><a href="#">Small engine building Automotive</a></p> <p><a href="#">Wilcox Girls Who Code</a></p> <p><a href="#">AMC math competitions</a></p>

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<p>of knowledge in mathematical reasoning.</p> <p>Robotics Club at Wilcox is quite active, and extends opportunities for learning outside of class. Their club advisors are teachers in a facilitator role.</p> <p>The Wilcox Business Experience Club competes on a state and national level with financial questions against other students. This is another way in which classroom learning is extended beyond the textbook.</p>	<p><a href="#">Robotics Club</a>  <a href="#">Robotics Video</a>  <a href="#">Wilcox Hackathon</a></p> <p><a href="#">WBE summary</a>  <a href="#">WBE photo</a></p>
<p>Students complete Career Finder Inventory in naviance with all 10th graders</p> <p>Retail Sales students are required to work in any industry in order to take part in that class. Students earn credit for school while gaining real-world experience.</p> <p>PE/Health classes teach healthy lifestyles, exercise, and basic CPR. A swimming test or completion of a basic swimming unit is also required as part of PE 9. Water safety is considered a real-world skill and application of knowledge.</p> <p>Departments offer an Elective Faire so that students are able to find out about courses before selecting them in the spring, allowing students to explore career-based electives.</p> <p>Several clubs and classes promote career exploration and experiences. Some examples include:</p> <ul style="list-style-type: none"> <li>● Career unit in AVID, based upon Career Style Inventory Career presentations (Naviance)</li> <li>● AVID field trips for career exploration</li> <li>● CTE field trips to SCVTE for 10th and 11th graders interested in Vocational classes.</li> <li>● FCCLA experiences for Fashion and Culinary students</li> <li>● Robotics and Coding</li> <li>● Speech and Debate club</li> <li>● Aviation club</li> </ul>	<p><a href="#">Career Finder Inventory in Naviance</a></p> <p><a href="#">Retail Sales Artifact</a></p> <p><a href="#">Lessons about healthy lifestyles</a>  <a href="#">Picture of swimming facility</a></p> <p><a href="#">Culinary ROP Classes</a></p> <p><a href="#">ROP Automotive</a></p> <p><a href="#">Naviance link</a>  <a href="#">College and Career Center</a></p> <p><a href="#">AVID field trip to SAP Center</a>  <a href="#">CTE CAT (et al)</a></p> <p><a href="#">Career Technical Student Organization (Mindy and Rizi)</a>  <a href="#">Speech and Debate Clubs and advisors</a></p>



## **ACS WASC Category C. Learning and Teaching: Synthesize Strengths and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.\*

### **Areas of Strength**

1. Use of rubrics and use of objectives to help students understand expectations
2. Utilization of technology/ resources to engage students and assess their learning in multiple ways
3. Encouragement for students to challenge themselves by enrolling in courses that are rigorous for them
4. Incorporation of project-based learning to demonstrate mastery of skills based on standards.
5. Support of staff for student application of learning in a variety of ways and for depth of knowledge
6. Availability of classes for students to pursue real-world experiences
7. Emerging use of class objectives, essential questions, and daily agendas in every classroom to help students understand expected performance levels and standards

### **Areas of Growth**

1. Exploration, evaluation, and implementation of most effective instructional practices
2. Campus-wide collaboration and unification of common ways to show mastery (CFAs)
3. Development of PBL opportunities across all departments
4. Continued work toward access to resources for specific subgroups so that more students can pursue courses that are challenging and interesting for them
5. Investigation of best practices for staff in differentiated instruction
6. Earlier identification of struggling students and development of plans to help them engage and become academically successful

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\*The summary information will be used for Tasks 4 and 5.

## Category D: Assessment and Accountability

### D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

#### Indicators

**D1.1. Professionally Acceptable Assessment Process:** The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

**D1.2. Basis for Determination of Performance Levels:** The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

**D1.3. Monitoring of Student Growth:** The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

**D1.4. Assessment of Program Areas:** In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

**D1.5. Schoolwide Modifications Based on Assessment Results:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

**D1. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>The School Leadership Team (SLT) and instructional staff use a variety of methods to communicate student progress to stakeholders. The most regular updates are communicated to parents and students through grade updates in Schoolloop, or through updates in Google Classroom. All teachers are encouraged to update grades at least every two weeks, but there is room for growth in this area.</p> <p>Beyond that, grades (or progress reports) are formally sent out every four to five weeks through our SIS (Aeries). Starting in 2018, Wilcox has issued every student a Chromebook and adopted Google suite as our standard online classroom (LMS). This has allowed teachers to leave a multitude of comments on student work and assessments, especially in distance learning.</p> <p>Teachers respond to individual parent inquiries about grades and progress in their classes via district mail, School Loop mail, and</p>	<p><a href="#">Written comments on essays/ assignments and via electronic platforms, such as Google Classroom, Turnitin.com</a></p> <p><a href="#">Teachers post grades and comments to students in Schoolloop gradebook, which parents can also view.</a></p>

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<p>phone calls.</p> <p>SCUSD has been paying for a schoolwide PSAT for 10th graders and SAT for 11th graders for the past 4 years. Counselors review PSAT scores with sophomores and juniors who take the test and use these scores to help program students into future classes. These scores are sent home to families and aggregate scores are reported to all stakeholders, including the community at-large. Wilcox has also paid for student AP exams for the past three years. These individual scores are reported to families, and schoolwide averages are reported to all stakeholders in the community. Teachers receive detailed reports about their students' performance on AP exams.</p> <p>10th graders take a state science test annually (CAST), while 11th graders take the CAASPP each year. Scores are reported to each student/ family, and data is analyzed by staff at the beginning of the next school year. Additionally, teachers have access to testing data for their students through Datazone and Aeries, and some work accordingly with their students around these scores. More training on the use of these tools may be beneficial to teachers, for use in informing practice.</p> <p>Students and families have access to transcripts online through Parchment.com. These transcripts are updated each semester.</p> <p>ELL students are given the ELPAC assessment annually; the results are shared with the parent/ guardian and student. Teachers can see results of the test, including three assessments (Initial English Language Prof., Oral Language, and Written Language) in Aeries.</p> <p>PE assesses all freshmen on fitness measures, such as body composition, aerobic capacity, flexibility, muscular strength, and muscular endurance as part of the FitnessGram assessment. This information is loaded into Aeries and is available to students and parents.</p> <p>In distance learning, teachers adjusted how they assessed students' mastery of content by offering multiple ways to show what they know- with FlipGrid, art, or written response, rather than only through traditional testing methods. While some of the initial student failure-to-thrive may have come from the platform of digital teaching, staff are realizing that our traditional modes of assessment are outdated and ineffective. Our newly formed professional development groups which include our Abolitionist Educators CAT group and a district-wide Standards-Based grading group are exploring data and research that show we need to offer a more culturally diverse curriculum and assessment tools to match our culturally diverse student population. Teachers have experienced</p>	<p><a href="#">PSAT, SAT are given by grade level and reported to students and parents</a></p> <p>AP score reports sent to parents and students; teachers receive <a href="#">AP Teacher Reports re: test results</a></p> <p><a href="#">AP teacher report</a></p> <p><a href="#">CAASPP Score Explanation</a></p> <p><a href="#">CAST score explanation</a></p> <p><a href="#">Datazone provides SBAC data for teachers.</a></p> <p><a href="#">Transcripts on Parchment</a></p> <p><a href="#">ELPAC scores reported re: EL language proficiency (via Aeries)</a></p> <p><a href="#">Fitnessgrams/Physical Fitness Tests for freshmen (accessible to parents via Aeries)</a></p> <p><a href="#">Reports from Fall 2020 showed many students with Ds and Fs</a></p> <p><a href="#">Abolitionist Educator CAT group</a></p> <p><a href="#">District Standards Based Assessment Professional</a></p>
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<p>struggling students responding positively to culturally relevant curriculum like literature and writing prompts that act as windows and mirrors. We strive to challenge our English and social science curriculum and work on offering more opportunities for our students to engage in the curriculum in a meaningful way. Additional growth could be made in this area, now that we are back on campus in person, by continuing to offer multiple modes of assessment of learning.</p>	<p><a href="#">Development Strand</a></p> <p><a href="#">Project Based Learning cohort information</a></p> <p><a href="#">An example of a teacher “menu” for assessing learning</a></p> <p><a href="#">Choice menu for assessing skills</a></p>
<p>For students on a standard-diploma track, teachers give letter grades to show growth and performance (letter grades correspond to a % scale).</p> <p>Grades are given out at each quarter and transcribed at the semester. Students at risk of failing (Ds or Fs) receive an additional report at mid-quarter.</p> <p>Instructional staff use state-adopted standards/benchmarks as a basis for letter grades. For example, in the 2018 school year, our science department adopted the NGSS standards into our science classes and have been working towards making assessments aligned to these standards.</p> <p>Honors and AP classes are given extra points on the 4.0 scale. This is per <a href="#">board policy</a>, and is in the district course catalog.</p> <p>Wilcox awards qualifying students the State Seal of Biliteracy. There are multiple ways students can earn this. For example, AP world language students can receive a certificate of bilingualism after showing mastery of the second language. This is assessed by the</p>	<p><a href="#">Schoolloop teacher site with clear grading policy</a></p> <p>Showing mastery of standards in the content area are used as a basis for students' letter grades in their classes. <a href="#">Example of teacher grading policy.</a></p> <p>The California World Language Standards (<b>CWLS</b>) are used as a basis for students' grades in world language classes - <a href="#">artifact</a>  <a href="#">The PE department has been using the CA state Physical Education Content Standards since 2008.</a></p> <p><a href="#">The History-Social Science Standards are used as a basis for students' grades in their history classes.</a></p> <p><a href="#">Wilcox State Seal of Biliteracy Recipients</a></p>

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<p>score on an AP exam or the average of the letter grades over four years in the language class.</p> <p>Prerequisites/applications are used for several Honors and AP classes to ensure student success. This ensures that students are placed into classes where they will have optimal chances for success.</p> <p>Algebra 1 teachers (almost all math teachers in the department have at least one section) focus on the same scope/ sequence of curriculum for this year-long class. There is not currently a common assessment in use by all teachers, but grades/pass rate determine consistency of curriculum being addressed.</p>	<p><a href="#">Prerequisites are listed in Schoolloop and the course catalog. For example, to take AP Physics 2, you must have taken and passed AP Physics 1 with a C- or higher</a></p> <p>In an effort to mediate some problems, <a href="#">most math teachers teach Algebra I</a>. This has helped with equity in the math department and teachers have a better idea of what skills students have as they enter Wilcox.</p>
<p>We have online systems in place where we have access to student data through Aeries. Teachers are able to access student graduation status, standards met, and interventions. The other schoolwide portal, Schoolloop, allows teachers to view student grades and monitor those who are failing, or in danger of failing.</p> <p>Training in standards-based grading, or grading through a lens of equity, has been offered by our district. Teachers from the site (13) joined the cohort and are implementing some type of grading that is different from their traditional style. This group recently shared their work with the whole staff in an effort to build awareness around this initiative.</p> <p>English teachers have access to the English common assessments, such as the summer reading timed write, READ 180 test scores from Fall 2020, and, in past years (though not recently), English PBAs where we collected data.</p> <p>The school also analyzes AP test data to determine passing rates and adjust instruction for incoming students.</p> <p>In reference to D 1.3, a major change at Wilcox over the past 6 years is the increased number of counselors. We have gone from 3.5 to 6, which has allowed much lower ratios and with that, increased student to counselor interaction. Counselors schedule 1 on 1 meetings each year with students to determine a four-year plan</p>	<p><a href="#">Aeries- graduation status, credits, standards met (Algebra 1, etc.), interventions</a></p> <p><a href="#">Schoolloop- Shows students in danger of failing</a></p> <p><a href="#">Various classes base grades off common standards</a></p> <p><a href="#">An example of math grading based upon standards</a></p> <p><a href="#">iReady Scores Reviewed to determine Read 180 support</a></p> <p><a href="#">AP Test Data</a></p> <p><a href="#">Counseling Webpage</a></p> <p><a href="#">Counselor's Caseload</a></p>

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<p>and track graduation status. The counseling department assisted in student transitions from Naviance to the Common App to request teacher recommendations and apply to schools. The counseling department also prepares the Senior report. In Naviance we give a career interest inventory of some kind every year starting in 8th grade. Counselors review these career inventories in our 1 on 1 meetings with students in their freshman and sophomore years.</p> <p>Wilcox CTE pathways annually report detailed data (including evidence comparing their work to a rigorous set of standards) with the state. Through this reporting, growth is tracked and monitored. Each pathway also holds an annual advisory board that facilitates collaboration between industry partners, parents, students, teachers and district administration. This meeting serves as a means to monitor growth from the previous year and keeps teachers aligned with industry standards. From this meeting, teachers establish sensible goals that continue growth and modernization of each pathway program.</p> <p>Our eight AVID sections (seven in '21-'22) maintain a consistent cohort with students and teacher for all of their four years, to monitor and support their individual progress towards graduation and post-secondary plans</p> <p>Our EL Coordinator, ELSAT, and Counselors monitor all English Learner development and progress through annual ELPAC testing and Aeries/ transcript reviews. Scheduling decisions can be made for these students based upon ELPAC data and teacher assessments (through SOLOM process).</p> <p>Special Education case managers monitor the academic and social/emotional/behavioral progress of the students on their caseload. They do this by checking grades and attendance, collaborating with students' teachers, counselors, other service providers, and other adults on campus who interact with them, reviewing credits to ensure they remain on graduation pace, adjusting their 4-year academic plan as necessary, setting and working towards post-secondary academic, vocational, and independent-living goals, and developing, implementing, and refining Individual Education Plan (IEP) support where needed. Our district has recently negotiated a plan which allows for Case Managers to have a cap on their caseload, allowing for closer monitoring of student progress.</p>	<p><a href="#">CTE data report</a></p> <p><a href="#">AVID site data</a></p> <p><a href="#">ELPAC</a></p> <p><a href="#">Copy of SOLOM- used to redesignate students</a></p> <p><a href="#">Copy of Case Manager plan</a></p>
<p>Our Algebra 1 success rate is one major focus since our last WASC visit. Now almost all math teachers have an Algebra 1 class, which follows the same curriculum. Several teachers have made common</p>	<p><a href="#">Algebra 1/ RTI CAT group</a></p> <p><a href="#">Algebra 2 Common assessment</a></p>

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<p>finals for Algebra 1, Geometry, and Algebra 2 classes. Teachers are given the choice to use them or not in their classes. Usage of common exams and analysis of that data could be an area of growth for us.</p> <p>The Academic Awareness CAT (formerly known as AP Equity CAT) group has worked over the last six years to support enrollment of students into rigorous courses of interest to students. Additionally, this group has studied the need for support and this has impacted change in supports for these students. Class rankings are no longer included on transcripts in order to alleviate some of the pressures associated with taking AP classes.</p> <p>Several teachers have adjusted their grading policies, accepting late work with little or no penalty. Work around this topic began in 2018 and is ongoing.</p> <p>Student's grades, course completion, and credit recovery are regularly being monitored by the counselors to keep students on track for graduation. They are constantly monitoring at-risk students who are in danger of not graduating.</p>	<p><a href="#">used by multiple teachers, through collaboration</a></p> <p><a href="#">An example of a late work policy on Schoolloop</a></p> <p><a href="#">Caseload- counseling</a></p>
<p>Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches. The overarching goal is continuous school improvement for the sake of student learning.</p> <p>Most Math Department teachers teach one Algebra I class (a prerequisite to all math classes) to continuously collaborate and share resources to enhance student learning outcomes. Students are also identified who need additional support with basic, fundamental skills prior to moving onward to other, more advanced classes. And because of this, RTI was launched. This includes assessing, reviewing, and interpreting macro-data to ensure that students are improving and meeting specific learning targets. Once a week, students receive targeted tutoring based on their scores. Teachers review deficiencies and provide additional learning opportunities.</p> <p>Within the English Department, students were given PBAs (Performance-Based Assessments) for many years to gauge their academic writing proficiencies. This was a district-wide assessment whereby teachers evaluated student writing using a standard rubric. The results were collected and calibrated by the department to monitor student progress in regards to writing standards. Individual teachers adapted their curriculum to meet student needs based on their class' performance. A return to this practice and a reinvigorated use of its data could be a growth area for our site.</p>	<p><a href="#">CAASPP (SBAC)</a></p> <p><a href="#">Algebra 1/ RTI CAT group</a></p> <p><a href="#">Historical example of PBA</a></p>

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<p>Teachers utilize a variety of online platforms to formatively assess student learning, including: Kahoot!, Quizizz, Quizlet, FlipGrid, Duolingo, NoRedInk, EdPuzzle, Quia, and Newsela. Students are able to monitor their progress and take ownership of their learning. The results from the sites can be used to inform curriculum and planning.</p> <p>Many teachers use Google Forms or other tools from Google Suite to provide formative assessments, which guide future plans for class.</p> <p>Another resource in use at Wilcox is EdCite, which was purchased by the district in Fall 2020. This resource provides short knowledge checks to help students show mastery, or to prepare for standardized state testing. SCUSD is working to expand the usage of this resource across the district.</p> <p>School Site Council looks at data to allocate funds to respective programs, such as the After-School Tutoring program. Support classes for AP and EL students and Algebra support are supported by SPSA and General funds.</p> <p>CTE grant funding is based on data around completers, career program integration/exposure, preparation for career and college readiness, pathway growth statistics, and graduate rates of continued education and/or career entry/development.</p> <p>For students who fall behind meeting the requirements for graduation, Wilcox offers on campus "WILL" courses through Cyber High in order for students to gain credits to graduate.</p>	<p><a href="#">Kahoot</a> <a href="#">Duolingo</a></p> <p><a href="#">Entrance/exit tickets</a> <a href="#">Google Form for Past tenses-French</a></p> <p><a href="#">EdCite</a></p> <p><a href="#">WILL classes</a> <a href="#">Cyber High</a></p>
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## D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teach

### Indicators

**D2.1. Demonstration of Student Achievement:** Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

**D2.2. Teacher and Student Feedback:** Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

**D2.3. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Over the last six years there has been a major push to increase the use of technology in assessment at Wilcox. This has allowed for faster feedback and adjustments to instruction. COVID has accelerated this process. As a district, we purchased EDCITE in 2020, but have not had full district-wide training in its use. Some examples of formative assessments in the classroom are Kahoot, NoRedInk, Newsela, Quia, and EdPuzzle.	<a href="#">EdPuzzle</a>  <a href="#">EdCite</a> - formative (purchased 2020-21)
In 2018, the PE department purchased wristbands that students wear in order to monitor and report to the teacher a continuous heart rate. Students can see this data in real time to adjust their fitness workouts. Our PE department has been transitioning to a more fitness-based curriculum and the wristbands support this move.	<a href="#">Heart rate watches for use in PE, formative assessment</a>
In 2018, an Algebra 1 group started RTI to address critical areas that were not mastered in the content. Students that did poorly on common exit tickets would be invited to reteaching sessions during SSR. During COVID, we modified RTI, but since our return to campus, we have re-begun the RTI process..	<a href="#">Math/RTI Artifact</a>
We use SRI scores to place students in Reading Intervention.	<a href="#">Read180 website</a> <a href="#">2021 READ 180 SRI Scores</a>
The World Language department has used common finals in Spanish 1, 2, and French 1 in the past. When the exams were used, the Spanish teachers would meet to review the results of these assessments and adjust the scope and sequence for 2nd semester based on the final results. World Language teachers at level 1 also use a common set of questions for oral assessment across languages; those are linked here in Spanish, and help us to keep in line with our standards and colleagues' pacing.	<a href="#">Sample list of questions for oral assessment</a>

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<p>In 2018, our site purchased Teachmore, a “scanning attendance” application that allows both students and teachers to make appointments for student support and intervention during the SSR/Tutorial time of the day. Full use began in Fall of 2019. During this tutorial time, teachers and students can share feedback and dialogue around missing work and problematic content.</p> <p>Each AP teacher receives a detailed report from the prior year, which they can use to modify practice. As a district, we have been paying for students to take all of their AP exams since 2018.</p> <p>As a school we offered all 10th graders a chance to take the PSAT and all 11th graders a chance to take the SAT, free of charge and during the school day, beginning in 2018. The district pays for these assessments. The data gathered can be used for decisions on class requests.</p> <p>The CAASPP scores are one example of summative data that we receive. A goal is to review them annually and then adjust our planning for the coming year. This is a growth area for us, to use data to inform our practices.</p> <p>ELPAC scores are used every year for placement in our multi-tiered EL program. These scores are also used to adjust the instruction within the classes.</p> <p>AP Language teachers use timed writes as formative assessments over the course of the year. We use results from the test to inform our future instruction. CSU classes also used timed writes over the course of the year to guide content and pacing.</p>	<p><a href="#">Teachmore data</a></p> <p><a href="#">Teachmore site</a></p> <p><a href="#">AP Teacher Reports re: test results.</a></p> <p><a href="#">AP teacher report</a></p> <p><a href="#">CollegeBoard</a></p> <p><a href="#">Datazone is where teachers can access global data for SBAC exams.</a></p> <p><a href="#">Aeries is used for individual information.</a></p> <p><a href="#">ELPAC results inform curricular decisions</a></p> <p><a href="#">CSU ERWC evidence</a></p>
<p>Teachers provide grades and descriptive feedback on individual student assignments via School Loop, Google Classroom, and Turnitin.com as well as student paper assignments. Students also get “in the moment” feedback on assignments throughout their daily work.</p> <p>Google Classroom facilitates individual feedback for each assignment in private comment sections, with extensions that allow teachers to provide both verbal and written feedback. This also facilitates dialogue as <a href="#">students can respond in the same space.</a></p> <p>Students receive progress reports and grades from 4-8 times per year: All students receive a quarter grade; students receiving Ds or Fs receive progress reports between quarters as well.</p>	<p><a href="#">Teacher curriculum; graded student assignments</a></p> <p><a href="#">Feedback on Google Classroom</a></p> <p><a href="#">Informal verbal feedback directly with students/groups in the classroom</a></p> <p><a href="#">Unit assessments</a></p> <p><a href="#">Various teachers allow for assessment retakes</a></p>

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Special Education students and students who have 504 plans receive teacher feedback regarding their progress at annual 504 and IEP meetings. On IEPs, students and their families also receive updates on their prior year's IEP goals, develop goals for the upcoming year, review supports and services that are in place to help them and their teachers best meet their needs, review their progress towards graduation and plan to earn their diploma, and review their post-secondary educational, vocational, and independent living goals.

Project Based Learning (PBL) projects provide teachers with multiple instances of progress monitoring, via formative assessment milestones within each project. PBL also gives students many opportunities for peer feedback and the chance to self assess and monitor their own progress alongside their teachers' feedback. PBL often also provides group critique opportunities for monitoring student progress. We have added a Project Based Math class as a way to promote project based learning, and as a way for students to continue math in a different setting than the traditional Geometry class.

AP Classroom is an online College Board site that enables students to practice multiple choice questions, free response questions, document-based questions, short answer questions, and long essay questions. Students receive MCQ scores generated by the computer on practice quizzes. Teachers can score student responses on unit tests using the AP rubrics as well as post comments.

[IEP Notes](#)

[Project-Based Math syllabus](#)

[Link to AP Classroom](#)

## **ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.\*

### **Areas of Strength**

1. All students and families have access to Schoolloop, a uniform grading platform and communication tool.
2. Students have paid access to PSAT, SAT, and AP exams, which has allowed for an increase in the number of students taking these exams and the availability of those results for their use.
3. The Google Suite allows for multiple benefits toward assessment, including Forms for exit tickets and Assignments for exchanging feedback.

### **Areas of Growth**

1. Create common assessments in subject-alike areas (Eng 9, Alg 1, Bio, etc.) to provide data
2. Investigate common grading practices and more widespread use of standards-based grading
3. Increase our project-based learning opportunities across all academic areas
4. Examine and use various types of data to inform practice

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\*The summary information will be used for Tasks 4 and 5.

## Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

### E1. Parent and Community Engagement Criterion

*The school leadership employs a wide range of strategies to encourage family and community involvement, especially with the learning/teaching process.*

#### Indicator

**E1.1. Parent Engagement:** The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

**E1. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>Wilcox values regular involvement of all stakeholders and works to implement strategies and processes for that involvement. Wilcox has an active PTSA (Parent Teacher Student Assoc.). It supports our students and families with personal empowerment workshops, student scholarships, classroom grants, and teambuilding time for staff. DGM (Dads, Grads, and Moms) and PIQE are also active groups at Wilcox. Meetings are held regularly and advertised on our school website and in school newsletters. School Loop is used to communicate with parents. Through this platform, parents can access grades, attendance, homework, and other campus information.</p>	<p><a href="#">School website</a></p> <p><a href="#">PTSA mini grant</a> sample  <a href="#">PTSA workshop</a>  <a href="#">PTSA luncheon- staff teambuilding</a></p> <p><a href="#">PTSA newsletter- older</a></p> <p><a href="#">Dads Grads and Moms</a></p> <p>Agendas and minutes from <a href="#">SSC</a>, <a href="#">ELAC</a>, PTA, DGM and booster meetings</p> <p><a href="#">PIQE graduation</a>  <a href="#">School Loop registration numbers</a></p>
<p>Wilcox and SCUSD utilize a service called "Language Line," when needed, which allows us to connect with families in their home languages. All staff have access to this tool.</p>	<p><a href="#">Language Line form</a></p>
<p>Each year, our site hosts both a "Back to School" night and an open house. The intended audience for BTSN is current families and the Open House is promoted for incoming students within the community. This night is considered a "showcase" for all that we have to offer and is held in November, in order to inform some students considering private schools. Both of these nights were continued in DL as well.</p>	<p><a href="#">Freshman Parent Night</a></p> <p><a href="#">8th Grade Parent Night</a></p> <p><a href="#">Open House 2019</a></p>
<p>Wilcox continues to reach out through parent nights to keep families updated. This includes: freshman, sophomore, junior, senior parent</p>	<p><a href="#">2021 Back to School Night Slides</a></p>

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<p>nights, community and college nights, and financial aid night.</p> <p>Our counselors also visit every middle school in the district, meeting with both students and parents to facilitate the transition to high school. These workshops are run by our counseling staff and career center technician. In recent years, a much higher than usual number of parents and students have been attending each of these nights. In 2020-2021, the counselors developed virtual versions of these events for parents/students to attend (probably explaining the increased attendance). We have Spanish translation and interpretation for all of our parent meetings.</p> <p>We have an extensive annual Freshmen Orientation. Our Link Crew program hosts the incoming students, while the counseling staff hosts a parent meeting that covers the nuts and bolts of high school. In the evening, there is an ice cream social, hosted by the Wilcox PTSA, for families to mingle with one another and to meet staff.</p> <p>During our phased return to school in March 2020, we invited all students and Charger families to meet staff and tour the campus. Approximately 200 visitors attended this event of Wilcox community-building.</p> <p>Santa Clara Unified School District has a great working relationship with the City of Santa Clara. Examples of our partnership with the City are the Youth Activity Center (YAC) at Cabrillo Middle School and the Mission City Performing Arts Theater at Wilcox. These are examples of community involvement.</p> <p>Our growing computer science program works in partnership with Santa Clara University, which shows involvement from within our local community. This has brought us an increase in the number of section offerings, moving from one section to as many as seven over the last several years.</p> <p>Additionally, we have worked with Santa Clara University by partnering with their students, members of our local community, as tutors and role models with our EL students.</p> <p>Concurrent enrollment classes at Wilcox High School are offered in partnership with Mission, our local community college. These courses offer an opportunity for our students to experience college-level coursework conveniently at our local high school site. In addition, the course offerings are unique from the traditional course offerings at the high schools in our district. This is another partnership within our community.</p>	<p>Grade level presentations (<a href="#">agenda</a>)</p> <p><a href="#">Link Crew Activity with Incoming Freshmen - Photo</a></p> <p><a href="#">Campus family preview invite</a></p> <p><a href="#">Ice cream social at beginning of school</a></p> <p><a href="#">Set-up for Welcome Back night, March 2021</a></p> <p><a href="#">YAC</a></p> <p><a href="#">Mission City Center for Performing Arts</a></p> <p><a href="#">Wilcox Computer Science Courses</a></p> <p><a href="#">Arrupe screenshot</a></p> <p><a href="#">Mission College (cover photo even including former Wilcox students)</a></p>
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<p>Wilcox works to involve parents of non-English speaking students and special needs students.</p> <p>ELAC meetings, led by the school EL coordinator, convene for parents of EL students. ELAC meeting attendance has improved over the past three years. Wilcox has also begun to send out parent messages from the auto-dialer in Spanish to Spanish speaking homes.</p> <p>Chicano Commencement is another event that raises parent involvement and celebrates accomplishments of an underrepresented target population at Wilcox.</p> <p>Students from our Life Skills program volunteer in community job placements.</p> <p>Wilcox and the Wilcox PTSA host accounts on Facebook, Instagram and Twitter, to engage with families and the community.</p>	<p><a href="#">ELAC</a></p> <p><a href="#">Language Line</a> is used for speaking to households speaking a language other than English.</p> <p><a href="#">Chicano Commencement - Photo</a></p> <p>One example of community job placements has been <a href="#">Westmont Retirement Village</a>.</p> <p><a href="#">Here are some screenshots from the FB and Twitter accounts</a></p>
<p>Our CTE department regularly has industry guest speakers, industry field trips, and students involved in internships at local businesses in the community. Business partners are a part of each individual CTE pathway's advisory board and provide guidance and relationships for students.</p> <p>Other guest speakers from the surrounding community are often on campus for science-related presentations and for our GAINS club.</p> <p>In 2019-2020, our site hosted a drug-awareness class for parents and families. This program was hosted by admin, counseling, and a community relation officer from the SCPD. Students also had follow-ups at school to help them practice alternative healthy behaviors. We are preparing to re-energize this program now that we have returned to in-person learning.</p>	<p><a href="#">CTE info</a></p> <p><a href="#">WBE (Wilcox Business Experience)</a></p> <p><a href="#">Wilcox CTE Advisory Board Minutes Folder</a> (limited access)</p> <p><a href="#">Posters from vaping class- Watkins, Chapman, Robinson</a></p>
<p>Wilcox has effective strategies to ensure that the school community understands student achievement of the academic standards and school wide learner outcomes (SLOs) through the curricular and co-curricular programs. The SLOs are posted on Schoolloop and teachers include them in their syllabi. Additionally, "Charger Bolts"</p>	<p><a href="#">SLOs on Schoolloop</a></p> <p><a href="#">Sample of teacher syllabus with SLOs</a></p> <p><a href="#">SLOs on a syllabus</a></p>

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<p>and “Charger Chips” have been introduced and serve as positive reinforcement awards for students demonstrating the SLOs.</p> <p>Notifications from Google Calendar are automatically sent to students’ Google accounts from Google Classroom. Parents/Guardians will receive the Google Classroom notifications as well, if they are invited to Google Classroom. Google tools are another way to connect with families.</p> <p>Two areas of concern with SchoolLoop are that not all parents sign up and some teachers do not always maintain current postings of assignments and grades. SchoolLoop is, however, an effective tool for communicating with parents. Our School Loop webpage is a major conduit for information and can be accessed by our community. Currently one of our full time teachers, who is also an athletic director, and all administrators have access to approving and updating SchoolLoop information on the public webpage. In DL, the Principal sent the Charger Community Updates schoolwide (to students, parents, and teachers) through Schoolloop mail.</p> <p>Additionally, there is an online parent forum which is active but is not controlled by school staff. Wilcox PTSA Board members serve as moderators of this group and work in collaboration with Wilcox administration to share important information both ways.</p> <p>Wilcox communicates with parents on a regular basis through “Charger Community Updates” as needed and the quarterly “Charger Connection” newsletters. The following information is also sent out as needed: ELAC meeting dates and times, ELPAC testing, truancy notifications, PSAT results, parent nights and report/progress report cards.</p>	<p><a href="#">Charger Bolts and Chips, a form of PBIS around the SLOs</a></p> <p><a href="#">Charger Community Updates, also in Spanish</a></p>
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## E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

### Indicators

**E2.1. Safe, Clean, and Orderly Environment:** The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

**E2.2. High Expectations/Concern for Students:** The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

**E2.3. Atmosphere of Trust, Respect, and Professionalism:** The entire school community has an atmosphere of trust, respect, and professionalism.

**E2. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>Wilcox is a large, open campus and safety is a priority to us as we strive to ensure a learning environment that allows all students to feel comfortable. Current policy requires any off-campus visitor to check in through the school secretary and visits to classrooms must be approved prior to visit.</p>	<p><a href="#">Off-campus Visitor Policy</a> found on the Wilcox webpage</p>
<p>Wilcox has a digital security camera system that covers all the buildings both inside and out. This is a vast improvement over the previous system, in that it now allows us to see more areas of campus and administrators can access it from anywhere.</p>	<p><a href="#">Wilcox security camera system</a></p>
<p>We currently have nine custodians, but with such a large campus, and new demands for healthy cleaning, more custodial support would be beneficial. Additionally, the district is short on custodial substitutes, so there are occasions when nightly custodial duties are compromised. During distance learning, the custodial staff worked every day to support following new COVID Protocols.</p>	<p><a href="#">SCUSD COVID-19 Health and Safety Plan</a></p>
<p>The majority of the campus has been remodeled, resulting in a cleaner and more up-to-date learning environment that meets current building, health, and safety codes.</p>	<p><a href="#">The three-story R-building completed in 2011 and the remodeled Quad completed in 2019</a></p>
<p>The campus is equipped with 8 AEDs on site and nine athletic travel AEDs for coaches traveling to away games. They are located in the main office, cafeteria, main gym, library, ASB office, theater, science building, and the female bathroom across the creek.</p>	<p>AEDs - <a href="#">Informational Video</a>  Produced by (and starring)  SCUSD PE TOSA  <a href="#">AED flier</a>  <a href="#">AED photo</a>  <a href="#">AED training</a></p>

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<p>We have a School Safety Plan that is reviewed and updated annually by the School Safety Committee. This committee makes recommendations for updates and changes. The plan is then reviewed and approved by community members during a School Site Council meeting each year. This plan details procedures during emergency situations. Leadership positions (during an emergency) are outlined and assigned. The School Safety Plan is also used to focus on specific problems on campus and design a detailed solution to address those specific problems.</p> <p>Wilcox has regularly scheduled safety drills for earthquakes, fire and disaster preparedness. The successes and deltas of these practice safety drills are then reviewed and evaluated by the staff and administration.</p> <p>In the spring of 2018, the local police department gave a presentation on the updated “Run, Hide, Defend” protocols and procedures and there was a drill throughout campus for students and staff. Later that year, a follow-up presentation was completed. The scheduled Spring 2021 “Run, Hide, Defend” drill was postponed due to COVID-19, although staff had a virtual presentation on protocols and procedures.</p> <p>We have up to three security guards on campus during school hours every day. Administrators meet with the security team on a regular basis to set goals and priorities, discuss current or potential security issues, and collaborate on plans for changing or implementing policies. This team is seen as an extension of administration in that they support the enforcement of school rules and safety procedures. Each member of the security team has a role and responsibilities surrounding school safety including helping to facilitate safety drills, daily monitoring of school grounds, student supervision during passing period and lunchtime, perimeter supervision during school hours, and supporting teachers and administrators with student behavior issues and safety issues. Another important role our security team plays on our campus is to be the ones with their “ears to the ground.” Being out and about with the student population all day allows them to get a feel for what is happening on our campus. The security team can tell when there is a “buzz” about something or when a potential issue is brewing. Additionally, students often seek out members of the security team as their trusted adult on campus and turn to them for advice or support. During Distance Learning, they were still a daily presence on campus, for teachers working from campus and for students in the classroom “hub.” The security team is an important part of keeping Wilcox a safe and orderly place that nurtures learning.</p> <p>One of our unique resources is California Youth Outreach (CYO). CYO is an outreach program for at-risk youth, which focuses on gang awareness and strategies to prevent student involvement in gangs. In addition to working directly with the students, our CYO leaders also often present information at our whole-staff meetings. Sal and Roberta are on campus twice weekly, with students. This</p>	<p><a href="#">Safety consultants</a> for schools</p> <p><a href="#">Fire Drill Debrief Message</a></p> <p><a href="#">Our site has a good working relationship with the Santa Clara PD.</a></p> <p><a href="#">Wilcox Security Protocols</a></p> <p><a href="#">Security Protocols COVID</a></p> <p><a href="#">Campus Check Protocol</a></p> <p><a href="#">California Youth Outreach</a></p>
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## Wilcox High School ACS WASC/CDE Self-Study Report

program has been on our campus and in our district for many years and we believe it to have had a profound positive impact on our student population and campus climate.

A health clerk is available in the office and a nurse is on campus or available by phone every day. This further ensures the physical wellbeing of staff and students. The health staff, Administrative team, and front office staff have been tremendously busy with weekly campus-wide testing and contact tracing and especially so with the recent Omicron wave of Covid 19, and the Wilcox team has responded with aplomb.

In addition to the health office, Wilcox now has a Wellness Center on campus, which provides a safe space for dealing with social/emotional issues. The Wellness Center has two full time staff dedicated to the well-being of our students, in addition to three part-time staff who provide individual counseling. If students or staff need a safe space, the Wellness Center is available for their use. In addition to providing individual counseling, wellness staff also provide workshops to help students and staff learn skills to take care of themselves. Wellness services are available during in-person learning, and were also during distance learning.

The Wellness Center helps promote wellbeing for all students. Students have access to the Wellness Center and activities organized by wellness staff (such as wellness class presentations and after school wellness activities). Teachers can visit the virtual Wellness Center with students during class, and even give “online tours” so students are better able to navigate there on their own. There are SEL activities built into regularly scheduled classes. The health office provides care for students who are sick or injured while they are at school. The school nurse helps coordinate services related to student’s health.

We participate in the Social Emotional Learning (SEL) Survey which provides data that allows us to have a better understanding of our students’ experience and address areas of concern.

Administrators and counselors have an open door policy which allows students a safe place to talk. Many teachers have built close relationships with students through serving as club advisors or on-campus coaches; some classrooms are open at lunch for student meetings, or even just for students to connect in smaller settings. This allows students another avenue to talk to a trusted adult on campus. Another resource for students to communicate concerns is our incident report which can be obtained in the front office or accessed via School Loop. Additionally, our Uniform Complaint procedure is posted in our handbook as well as in every classroom and office.

Wilcox has an Academic Integrity Policy to address technology issues in an effort to curb plagiarism. The use of Turnitin.com is supported by many departments who have worked together to fund

[CYO reminder email](#)

[Wilcox Health Office](#)

[SCUSD Covid 19 dashboard](#)

[Wellness Center Update within Community Newsletter](#)

[Wellness Center site](#), with direct resources for students

[Virtual Wellness Center Information](#)

[Examination of SEL Survey Data](#)

[Evidence of inclusive club meetings at lunch](#)

Student [meetings at lunch](#) for guest speakers and “connection” for students

## Wilcox High School ACS WASC/CDE Self-Study Report

<p>the purchase of the program. All students have been issued a chromebook for their use in classes and the District Office (IT department) provides internet security. The Chromebooks are able to access Google Classroom and approved sites that foster learning and education. Securly sends an alert if students are having high-risk communication (ex. suicide).</p>	<p><a href="#">Academic Integrity Policy on Page 38 of the Student Handbook</a></p> <p><a href="#">Turnitin</a></p> <p><a href="#">Chromebooks</a></p> <p><a href="#">Securly</a></p>
<p>The Wilcox Guidance Counselors and teachers make regular calls home and hold annual meetings with students. Wilcox counselors are trained in assessing student needs, including conducting threat assessments. After meeting with their school counselor, students are referred to the Wellness Center or other support services as appropriate.</p> <p>We offer a diverse range of clubs for students to express their varied interests and needs. There is also an annual Multicultural Rally and night for students and parents to attend.</p> <p>In another effort to show import to the value of multiculturalism, students are able to earn the California Seal of Biliteracy through advanced study of their chosen language. At Wilcox this honor includes a medallion worn at graduation, a seal affixed to the student's diploma, and a special notation on the student's final transcript.</p> <p>Teachers have "Safe Space" signs up in classrooms that show students they have an advocate in the classroom. Classrooms are supplied with emergency supplies. Wilcox strives to be a safe place, physically and emotionally, for students and staff.</p> <p>Students are required to accomplish 20 hours of community service as a graduation requirement, and many students perform these hours to help others at nearby district sites or within our local community, supporting a campus of trust and respect for others. Some classes also do service learning projects within their content areas. This includes the ASB Annual Toy Drive or AVID Twin Can Day.</p> <p>The Wilcox College and Career Center is open every day and is staffed full-time so that students have accessible help in searching for post-secondary options, volunteer opportunities, and scholarships. Additionally, the College and Career Center is open</p>	<p><a href="#">Wilcox Counseling Department</a></p> <p><a href="#">ASB</a>  <a href="#">Clubs &amp; Activities</a>  <a href="#">Multicultural rally with Best Buddies Drumming</a>  <a href="#">VSA Lion Dancing</a></p> <p><a href="#">End of Year Awards</a>  <a href="#">World Language Homepage</a></p> <p><a href="#">COVID-19 Safety Plans / COVID-19 Safety Plans Student Services / School and District Safety</a></p> <p><a href="#">Community Service</a></p> <p><a href="#">AVID Twin Can Day</a></p> <p><a href="#">College and Career Center</a></p>

## Wilcox High School ACS WASC/CDE Self-Study Report

<p>during lunch for students to have a space to connect.</p> <p>During Distance Learning many teachers made regular calls home and email contact with students and parents. As mentioned previously, staff held Student Support Hours twice weekly during distance learning, and now that we are back in person, students can go into teachers' classrooms during SSR/ Tutorial up to three times per week.</p> <p>In 2020, through 2021, staff was offered multiple opportunities for Professional Development in topics such as teaching strategies in Distance Learning, use of technology, different web-based platforms available, and emotional resilience for students and staff. Staff was given hardware devices such as extra-large monitors and video cameras to help teach the Distance Learning curriculum. This was all provided in response to respectfully trying to create a better learning situation for students and staff during at-home learning.</p>	<p><a href="#">Distance learning student support</a></p> <p><a href="#">Bell Schedule (including Student Support Hours)</a></p> <p><a href="#">Distance Learning Professional Development</a></p> <p><a href="#">Tech Tip of the Week, offered even for Students</a></p>
<p>The school works effectively to ensure an atmosphere of caring, concern and high expectations for students in an environment that honors individual differences and is conducive to learning. In efforts to hear student voice on campus, student groups occasionally present in some staff meetings when requested and appropriate to address a campus need.</p> <p>In 2019, Wilcox gained a student representative group, the Student SLT. This group was born out of the efforts of the Staff SLT to hear voice and address questions or deltas that would improve campus culture.</p>	<p>Student presented about <a href="#">learning with autism</a>, <a href="#">GSA Allyship Presentation</a> (both during '20-'21)</p> <p><a href="#">Quad tables</a> purchased through efforts of Student SLT</p>

### E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and in the community.

#### Indicators

**E3.1. Academic Support Strategies for Students:** School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

**E3.2. Multi-Tiered Support Strategies for Students:** School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of students.

**E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being:** The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

**E3.4. Co-Curricular Activities:** The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

**E3. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>The counseling staff's caseload is divided up alphabetically between all counselors. There has been a major focus on academic planning over the past six years. We have four parent meetings and one 10th grade planning meeting to help our students and parents make informed post-secondary choices.</p> <p>We have a district nurse on site and a part-time health clerk to monitor our Health Plans and assist students with health issues. Students with active IEP's are assigned case managers. Case Managers facilitate student and parent interaction with the school system.</p> <p>Wilcox has a Wellness Center with qualified personnel to assist students with their own self-care. Although our Wellness Center seeks to employ preventive methods of care, they are available to students when there is a crisis. Therapists also work in our wellness center.</p> <p>We have a full time college and career technician that runs our Career and College Center. She works closely with the academic counselors, special education staff, and vocational counselors to help create post-secondary plans for all students.</p> <p>Wilcox has a Child Find team that reviews referrals from teachers, staff and parents to assess if a student is in need of testing. This team is made up of the special education department chair, the school psychologists, the school nurse, the wellness center</p>	<p><a href="#">Counseling Info Night</a></p> <p><a href="#">Wellness Center Services Offered</a></p> <p><a href="#">Wilcox College and Career Center Website</a></p> <p><a href="#">Link to Child Find Referral</a></p>

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<p>coordinator, one of the site vice-principals, and a counselor.</p> <p>Off-campus counselors assist with personal counseling in the Wellness Center. These counselors are employed through the Bill Wilson Center.</p> <p>California Youth Outreach (CYO) is another off campus group that the district contracts with to provide services to students. In particular, CYO works with students that have been involved in gang activity or are showing signs of getting involved with gangs.</p> <p>School Library - The Wilcox High School Library provides a safe place to study, to access both physical and digital resources, to provide support for literacy development, and to get Chromebook support.</p> <p>SSR/Tutorial is a time built into Mondays, Tuesdays and Fridays allowing for students to either read silently ("engage in SSR") or work on another academic pursuit. Students stay with their second period teacher, they can be summoned to make up work with another class, or they can request to meet with a different teacher. The students' records of attendance can be viewed and analyzed through reports generated by the Teachmore app, which the site purchased for full use in Fall of 2019.</p> <p>Over ten hours per week of on-site before school and after school tutoring is available at Wilcox High School. The SCUSD also supports Wilcox after-hours, on-demand tutoring through a subscription to Paper.co</p> <p>The Wilcox ELSAT, Ms. Lescano, works with English Learner students in all facets to support their academic achievement.</p>	<p><a href="#">Bill Wilson Center Website</a></p> <p><a href="#">CYO Business Card</a></p> <p><a href="#">CYO Website</a></p> <p><a href="#">Wilcox Library Homepage</a></p> <p><a href="#">2021-2022 Bell Schedule including SSR/Tutorial on Mondays, Tuesdays and Fridays</a></p> <p><a href="#">Teachmore log-in</a></p> <p><a href="#">Wilcox Tutoring Information</a></p> <p><a href="#">Wilcox Paper.co Data</a></p> <p><a href="#">ELSAT Job Description</a></p>
<p>The Wilcox SLOs (Student Learning Outcomes) CHARGER strongly reflects actions that students ideally demonstrate along the way while being at Wilcox.</p> <p>Students are able to make appointments online to meet with their academic counselor for schedule changes, 4-yr planning and other needs. Counselors meet with students (1:1) to go over their academic plans while at Wilcox. The purpose of each counselor meeting is to make sure the student is on task to graduate, is meeting A-G requirements for college, and to prepare students for post-Wilcox plans. Counselors have monthly articulation meetings (now known simply as "Counseling Meetings") with all secondary counselors in the district. Counselors conduct class visits for 9-11 grade students for course registration. For incoming 9th graders, counselors visit middle schools for presentations and course registration. There is a specific articulation meeting in the spring between middle school and high school counselors to ensure</p>	<p><a href="#">Artifact: student work given to reflect Wilcox SLOs</a></p> <p><a href="#">Artifact: Counseling notes in Aeries</a></p> <p><a href="#">Counseling schedule for class visits</a></p>



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<p>incoming 9th graders have a smooth handoff.</p> <p>The Wilcox College and Career center frequently has college presentations (2yr and 4yr) <i>to inform the students about the campuses, programs and opportunities.</i></p> <p>Students are directed to the Wellness Center depending on the urgency of the matter. During DL, the Wellness Center has provided many resources and it is now open to students in person.</p> <p>There are two full-time school psychologists who support students and their individual needs (IEP/504). Psychologists reach out to teachers for feedback on how the students are doing. They work closely with the SpEd department to meet the needs of the students. Each student's services are determined by the IEP team.</p>	<p><a href="#">College and Career Center Advertisement</a></p> <p><a href="#">Wellness Center and Wellness Activities</a></p> <p><a href="#">School Psychologists, Ms. Bartlett and Ms. Herman</a></p>
<p>The Santa Clara Unified School District, in partnership with Wilcox, offers many alternative paths for success to students who may have struggled in 8th grade, need to recover credits, and/or prefer an alternative path of education. Each of these programs tailors to the needs/ requests of the students. Counselors may offer students opportunities to succeed either with recovery programs or alternative placements. Students are either given the opportunity to participate in these programs or they apply for the other programs and have to meet certain requirements. Many times students complete their recovery credits and return to campus to graduate as a Wilcox Charger.</p> <p>Students are given many opportunities to be successful. Wilcox provides support to students both inside and outside the classroom to improve success for all students. Student support services provide important academic, social, emotional and character development of students. Such services may include one-on-one conversations with counselors and/or Wellness Coordinators, college visits/presentations and even extra adults in a class to co-teach or help students. Counselors talk individually with students about their educational plan to graduate high school. Students are supported in the decisions they make. This is the same for students who are taking higher-level courses. Counselors explain in detail what the expectations are for taking many high level courses. Students are also offered an AP Support class in which they are given time to work in class on their assignments.</p> <p>There are 64 active clubs who are advised by staff members. Each grade level class has two staff members as advisors. About 60% of the staff is involved with the active clubs. Teachers are also involved in many sports. There are many on-campus coaches, which allows for students to get support in various ways throughout the day. Teachers have the choice to be a Club/Class advisor or supervise at many student events. For example, at Homecoming</p>	<p><a href="#">Mission Early College High School (MECHS)</a></p> <p><a href="#">Silicon Valley Career Technical Education (SVCTE)</a></p> <p>Horizon Program for students who struggled in 8th grade - <a href="#">Sample Schedule</a></p> <p><a href="#">After and before school tutoring</a></p> <p><a href="#">WILL program for credit recovery</a></p> <p><a href="#">A Peer Tutor student</a></p> <p><a href="#">Peer Tutoring Sections</a></p> <p><a href="#">Advisory pilot</a></p> <p><a href="#">SOAR</a></p> <p><a href="#">Teacher-advisors and judges at Fantastics 2020</a></p>



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<p>and Fantastics, many teachers volunteer to participate in extracurricular activities. When teachers choose not to advise a club/class, they supervise athletic events, theater productions and dances.</p>	<p><a href="#">College talks through College and Career</a></p> <p><a href="#">Teachers have college kids come back</a></p> <p>AVID college visits (<a href="#">photo of the AVID trip to St. Mary's College</a>)</p>
<p>The school leadership and staff use data to examine student needs and ensure that support services and related activities have a direct relationship to student involvement in learning both inside and outside of the classroom. Additionally, the processes used to identify underperforming or struggling students and the interventions to address these identified student learning needs is effective.</p> <p>Students involved in sports, band, choir, Link Crew, theater, and other extra-curricular activities have additional adult or staff contact. This is a benefit because it provides more opportunity for staff to determine if a student is in need of support services or other additional resources.</p> <p>Wilcox students engage in clubs and involvement in extracurriculars throughout the year is monitored and regulated by teachers. When a group of students expresses interest in a new area, they are able to form a new club.</p> <p>The Pyramid of Interventions (essentially MTSS) was created based on our student needs. It includes services that were already in place as well as newly established offerings.</p> <p>Students who are struggling are identified by any number of people who have personal contact with them, i.e. teachers, counselors, nurse, administrators, school psychologist, coaches, case manager, etc. When a staff member becomes concerned about a student, they can contact the student's learning management team, review the student's cumulative file, submit a referral to Child Find, consult the Pyramid of Interventions, or consult another staff member such as an administrator or school psychologist.</p> <p>While we do not specifically focus on GATE students, teachers will often recommend or push students to pursue AP classes. A current focus for the school is to achieve equity in our AP program. The Academic Awareness CAT currently serves as the staff leadership group supporting this.</p>	<p><a href="#">SLT/Department Chair Meeting and Data Dive Slides</a></p> <p><a href="#">Link Crew Over the Summer with Mr. Contreras</a></p> <p><a href="#">Wilcox Theater Webpage Club, Spirit &amp; Class Advisors List</a></p> <p><a href="#">MTSS Visual Shared with Staff</a></p> <p>Students provide a support in the form of <a href="#">Academic Peer Tutoring</a></p> <p><a href="#">Academic Awareness CAT - Minutes</a></p>

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<p>Focus Group E found several more ways in which students are supported at Wilcox, and some of those are listed here.</p>	<p>EL/ SDAIE- 3 levels of support, brought back EL/SDAIE classes and additional <a href="#">EL Supports</a></p> <p><a href="#">English Class Enrollment: Wilcox EML Students 21-22</a></p> <p><a href="#">WILL - 2nd semester 2021 new sections added</a></p> <p><a href="#">BSC- more inclusion, co-teaching successes</a></p> <p><a href="#">After-school tutoring, schedule shows increased availability</a></p> <p><a href="#">Advisory piloted</a></p> <p><a href="#">Changing to Wellness Week</a></p> <p><a href="#">ED (Therapeutic Setting) Classroom</a></p>
<p>AP class offerings have greatly increased, both by subject and number of sections</p> <p>AP course enrollment is not entirely representative of our student population. Over 23 AP courses are offered at Wilcox. On-level classes can be prerequisites for our AP courses and Honors courses. 5 AP courses have an application process, 4 Honors courses have an application process. This is an area for growth at Wilcox.</p> <p>Outreach to students deemed capable, but not currently enrolled in honors/AP classes, by teachers occurs yearly.</p> <p>SCUSD offers summer school courses for remediation only, with the except of PE/Health at Wilcox for the last 4 years</p> <p>Many students utilize dual enrollment with community colleges. There is Silicon Valley Career Technical Education (SVCTE) course work completed at its campus in San Jose. The program requires students to have a seven-period schedule and earn a various industry certificate while in high school.</p> <p>SCUSD has begun Horizon campus at Wilcox to support incoming freshmen not necessarily prepared for high school.</p>	<p><a href="#">AP enrollment data, including demographics</a></p> <p><a href="#">AP courses with application</a></p> <p><a href="#">AP Shadow Day Interest</a></p> <p><a href="#">SCUSD Summer School Info</a></p> <p><a href="#">Dual enrollment number SVCTE enrollment numbers</a></p>

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<p>Wilcox effectively links curricular and co-curricular activities for all students to the academic standards, the college and career-readiness standards, and the school wide learner outcomes. All clubs have a constitution that is approved by ASB. Many of our clubs have been able to show a direct correlation between their activities and the SLOs. Some of our clubs have guest speakers from related career fields or areas of interest.</p> <p>Wilcox Business Experience Has Won Multiple Awards. The Diamond Challenge is either the most or at least one of the most prestigious entrepreneurship competitions in the country. We have been lucky enough to have some talented students that were willing to spend the time preparing and getting the details right that we had won the Western Regionals of this competition 3 years in a row. To put that in perspective, the Western Region covers 13 states and usually will draw 50-60 teams to the finals. The winners then head to the International finals at the University of Delaware. In the Western Regionals we know who we will be our major competition each year.. Every year it comes down to Bellarmine, Monta Vista, Gunn, Dougherty Valley and us. Each year we have won, it has been by a razor-thin margin, as the other teams have had amazing projects as well.</p> <p>Culinary and Fashion Design compete each year in a state competition. The Wilcox Chapter of <a href="#">FCCLA</a> has earned top marks at the State Level of Competitions. This year there were no in-person State-Level competitions and so the scores for State Champions were taken from the Region-Level competition scores.</p> <p>The SCUSD's yearly STEAM Expo highlights student achievement in STEAM and Robotics (Features Girls who Code). Each year Karen Hardy leads Wilcox High School in building STEAM expo projects. Wilcox adds many different exhibits yearly, and supports students who want to show their skills. This past year Wilcox had more than a dozen exhibits and was able to include Girls who Code.</p> <p>The Wilcox Makerspace includes 3-D printers, Laser Cutter, and Green Screen (film technology), as well as many other funded items. Works with classes to support and run tutorials and support Project Based Learning Units.</p> <p>Mr. Hedlund facilitates participation in math competitions utilizing the AMC format. This year, students are participating in the Biology Olympiad.</p> <p>Wilcox Band and Choir has multiple yearly performances. Band and Choir compete in myriad competitions including percussion, symphonic band, and choir. The performing groups host shows many times on campus.</p>	<p><a href="#">Club connections to SLOs - Art Club Artifact</a></p> <p>Wilcox Speech and Debate</p> <p><a href="#">Club constitutions - Auto Club Artifact</a></p> <p><a href="#">WBE (Wilcox Business Experience) Virtual Meeting Artifact</a></p> <p><a href="#">FCCLA: Wilcox Placed 1st, 2nd, and 3rd</a></p> <p>Culinary and Fashion CTE programs - <a href="#">Fashion Show photo</a></p> <p><a href="#">Robotics Competition Slides</a></p> <p><a href="#">Wilhacks</a></p> <p><a href="#">Wilcox Makerspace Home Page</a></p> <p><a href="#">MAA (AMC) Homepage</a> <a href="#">Biology Olympiad</a></p> <p><a href="#">Wilcox Pops Concert Flier</a></p> <p><a href="#">Wilcox Girls' Soccer on Senior Night</a></p>
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<p>Wilcox athletics and spirit teams have high standards of curricular and co-curricular achievement. All members of athletic and spirit teams must maintain a minimum GPA and meet specific requirements of coursework enrollment and unit completion to participate. In addition to this, our athletes are held to the CCS Pillars of Pursuing Victory with Honor. If a sports team makes it to the playoffs, an administrator reviews these pillars with the team to further instill these values.</p> <p>We see these activities as an extension of the classroom and feel that sports and clubs effectively reinforce the SLOs among our students. Our academic clubs and clubs that are career-centered do an effective job at linking their activities to the academic and college and career-readiness standards.</p>	<p><a href="#">Wilcox Girls' Volleyball Studies Before Their Match</a></p> <p><a href="#">CCS Pillars of Pursuing Victory with Honor</a></p> <p><a href="#">Wilcox Latino Student Union</a></p>
<p>Wilcox utilizes surveys of students to identify if they are using student support, or if they are finding effective means of accessing support from teachers. Students are given multiple formats throughout the school year to express how much they are or are not using such supports.</p> <p>An administrator posts club meetings in a post to all students, and clubs are run by students.</p> <p>Wilcox provides a vast array of extracurricular and cocurricular activities. These clubs and activities align with the Wilcox SLOs and are promoted and celebrated throughout Wilcox. There is a melding of extracurricular activities and classroom instruction that is specifically celebrated and promoted at both the Elective and Club Faires which are held annually.</p>	<p>Student Learning Surveys (California Healthy Kids Survey <a href="#">Permission Slip</a>)</p> <p><a href="#">The SPSA survey</a> - SSC sends out yearly as a way of gauging student engagement and participation in hosted events, and use of CTE programs etc</p> <p>Discussion with teachers in Staff Meetings including <a href="#">student presentations</a> at Staff Meetings</p> <p>Club meetings are public and accessible to all students</p> <p><a href="#">Club presentations in the beginning of the year</a></p> <p>Students engaging in inclusion activities such as <a href="#">Best Buddies</a> and hosting virtual events for all students to participate</p> <p><a href="#">Club events and rallies that show all the clubs that students can participate in</a></p> <p><a href="#">Elective Faire (attendance data)</a>- that highlights student involvement in various electives</p>

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	<p>and the products of their involvement</p> <p><a href="#">Rallies</a> are a way for students to connect to campus and are held approximately five times per year.</p> <p><a href="#">Elective Faire</a> etc, to engage in curricular and cocurricular activities is documented and observed by administrators and teachers</p>
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## **ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.\*

### **Areas of Strength**

1. The Counseling Department holds multiple Parent Information Nights
2. The Wellness Center is open on campus, with additional support from outside agencies.
3. A diversity of clubs, sports, and the Multicultural Rally exist to showcase campus diversity and sports options.
4. The campus is clean and orderly and a variety of full-use facilities are available for students and community use.

### **Areas of Growth**

1. Explore ways to further communication with parents and the community to promote involvement, especially with the learning/teaching process.
2. Find practices to go beyond the Wellness Center to promote mental health and SEL in the classroom, including historically marginalized groups such as our LGBTQ+ community.
3. Expand student engagement in our current offerings as we are back to in-person learning.
4. Create a more robust MTSS apparatus to support all students on campus.

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\*The summary information will be used for Tasks 4 and 5.

## Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Within CATs and departments, continue to develop and utilize more focused common assessments in all subject areas (Eng 9, Alg 1, Bio, etc.) and to improve collaboration among teachers. This requires increased time to review assessment data to drive instruction and to improve student performance and equitable access to the curriculum.
  - Additionally, this could make collaboration at Wilcox feel more beneficial.
- Integrate more focused SEL, instructional and engagement strategies into all academic content areas and additional facets of the school to support success and inclusion for our EL students and students with Special Education needs.
- The Wilcox staff will continue to acquire and implement teaching and other strategies that increase success for subgroups, such as English Learners and Students with Disabilities.
- Continue improvement while also increasing more effective support systems and intervention for struggling students in English and math.
- Coordination of numerous site-developed activities needs to continue to increase the achievement and mental wellness of all students. We will continue to work on action plans for each tier of MTSS so that students' needs are met.
- We especially seek to expand support and resources for mental health, general wellness, and SEL.

## Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

Summarize the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.

Based on the analysis of our profile, Focus Group findings, and achievement data, Wilcox has identified the following three major student learner needs:

1. Increasing success for English Learners (EML students) (as measured by ELPAC data, CAASPP data)
2. Reducing Wilcox student stress and anxiety, as rates are on the rise (annual counseling surveys, counseling data) and maintaining positive school feelings
3. Increasing focus on overall academic achievement and support for all students in both ELA and Math (scores on CAASPP? First quarter grades- Fall '19, '20, '21? Number of visits to after-before-school tutoring?)

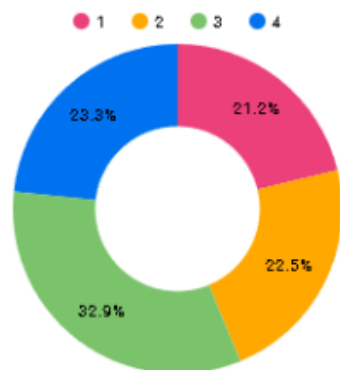
### 1. Increasing success for English Learners (EML students)

#### Indicators

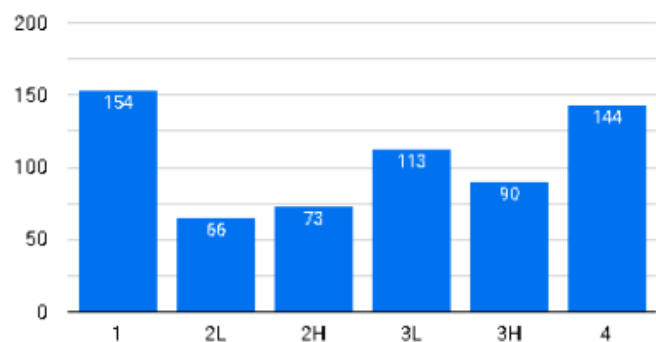
#### Wilcox ELPAC Summative 2020-2021 Results

**Note about ELPI Level:** The Summative ELPAC provides an overall performance level ranging from 1 to 4. To provide a more detailed measure of a student's English language development, the State divides level 2 into 2L and 2H and level 3 into 3L and 3H. The ELPI level does not show up on ELPAC results or student score reports and it is only used to determine whether a student has made at least one level of growth between two administrations of the Summative ELPAC.

Overall ELPAC Level



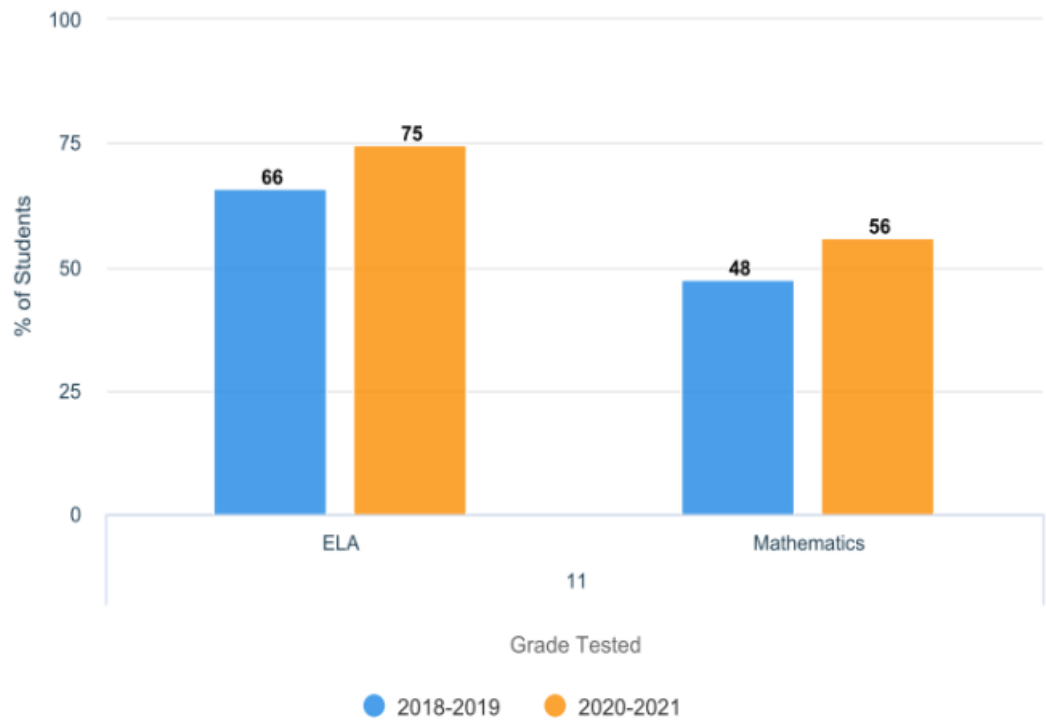
Overall ELPAC Level by ELPI Level





## Wilcox - All Students

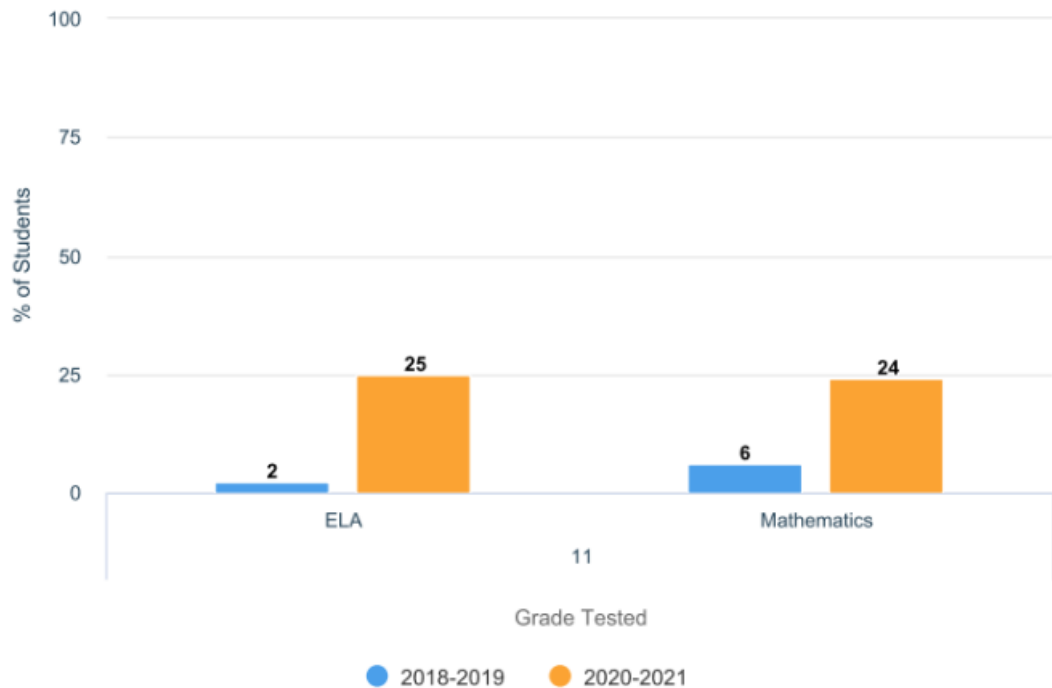
### State Assessment (SBA): % Met Standards



Total of 4 row(s) with 10000 Row Limit

Grade	Year	Subject	% Passing
11	2018-2019	ELA	66%
11	2018-2019	Mathematics	48%
11	2020-2021	ELA	75%
11	2020-2021	Mathematics	56%

## Wilcox - EL Students State Assessment (SBA): % Met Standards



Total of 4 row(s) with 10000 Row Limit

Grade	Year	Subject	% Passing
11	2018-2019	ELA	2%
11	2018-2019	Mathematics	6%
11	2020-2021	ELA	25%
11	2020-2021	Mathematics	24%

### Summary

Wilcox is ever mindful of the ELPAC data above; this data demonstrates an insufficiency that has persisted for years. Achievement data shows a gap in performance on these exams between EL students and the Wilcox population as a whole. The two metrics above provide the clearest demonstration of the issues with which we are faced regarding our EL population. Although the data is no newer than 2019, similar metrics on the California Dashboard reflect the output displayed in the above visuals.

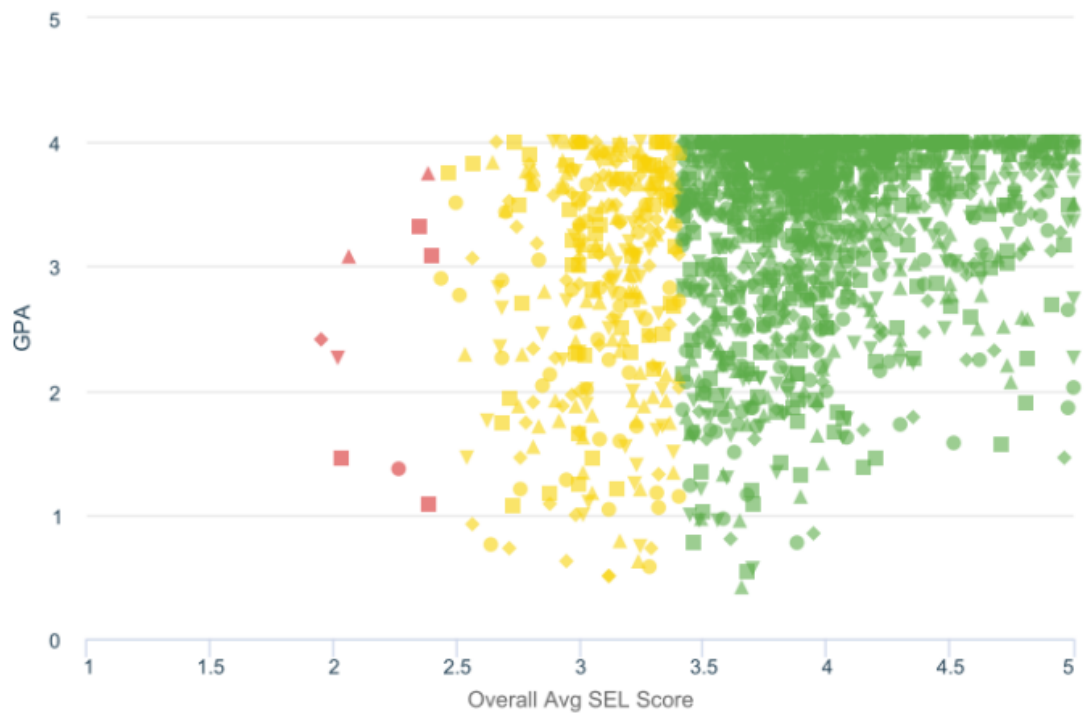
While we are proud of the strides we have made with our EL population, more work needs to be done to not only increase this group's ELPAC scores and reclassification rate, but also their achievement on state tests. In this school year, 2021-2022, we have experienced one of our greatest increases in the reclassification rate. We expect that with our renewed focus on our EL students, and continued support through the Wilcox SPSA, this trend will continue.

## 2. Reducing Wilcox student stress and anxiety

### Indicators

### SEL Survey Results Focus on Particular Students: 2020-2021

The dot plot shown below shows the relationship between SEL Score and GPA during the 2020-2021 school year. The dot plot below that is of the 2019-2020 school year. Students were asked a series of questions related to their social and emotional well being at Wilcox. They were given statements such as "I look forward to class" and asked how much they agreed with the statement on a scale of 1-5, 5 meaning, "Strongly Agree."



Students with Low SEL Score

10

Students with Moderate SEL Score

352

Students with High SEL Score

1227

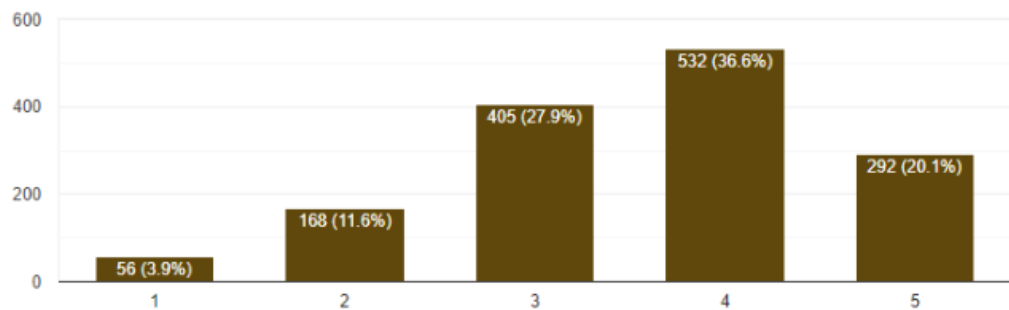
## SPSA Survey 12/7/21

One other indicator of maintaining positive school feelings is evident in the data here from the annual SPSA survey administered to students. 824 of 1453, or almost 57% of respondents, noted that “Wilcox supports student mental health and wellness.”

### School Goal 2: Strengthen School Climate

1 of 4: Wilcox supports student mental health and wellness.

1,453 responses

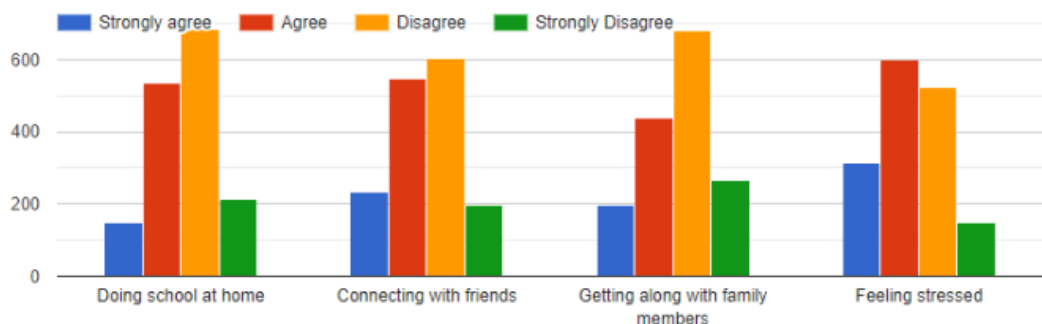


## Beginning of the Year Counseling Survey: 2020-2021 & 2021-2022

This survey is given at the beginning of the year by the Wilcox Counseling Team. Students are asked to complete a Google form so the team may assess their needs at the beginning of each year. The results are willingly shared to the entire staff.

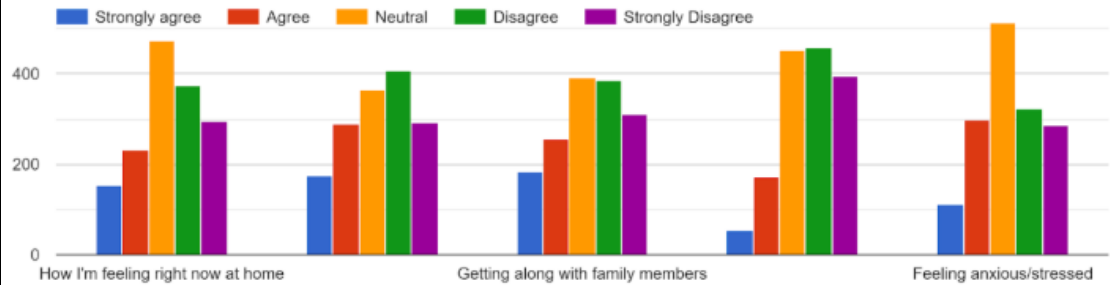
### 2020-2021

PERSONAL: I need more information/support regarding the following:



## 2021-2022

PERSONAL: I need more information/support regarding the following:

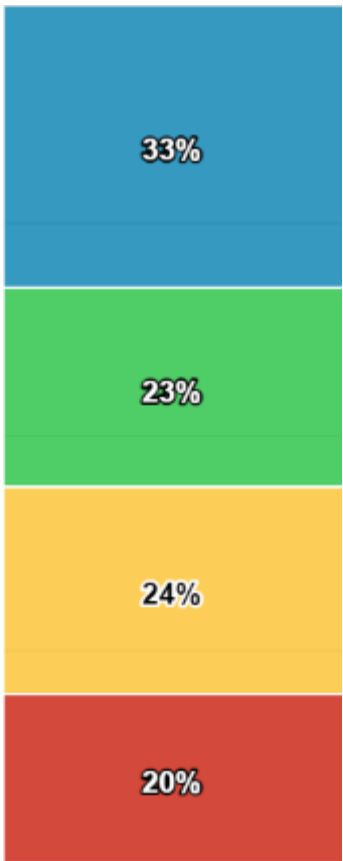
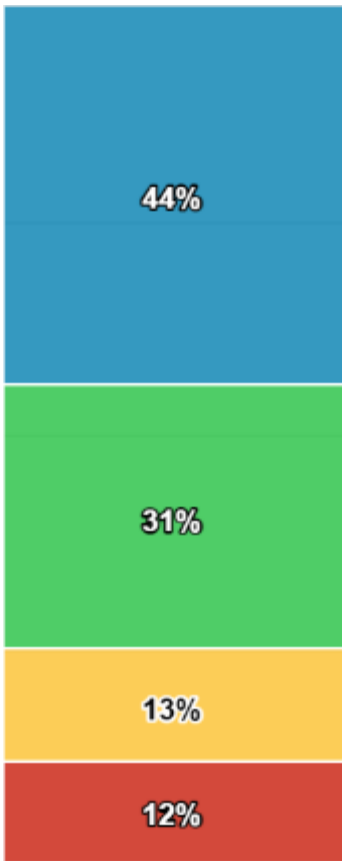


### Summary

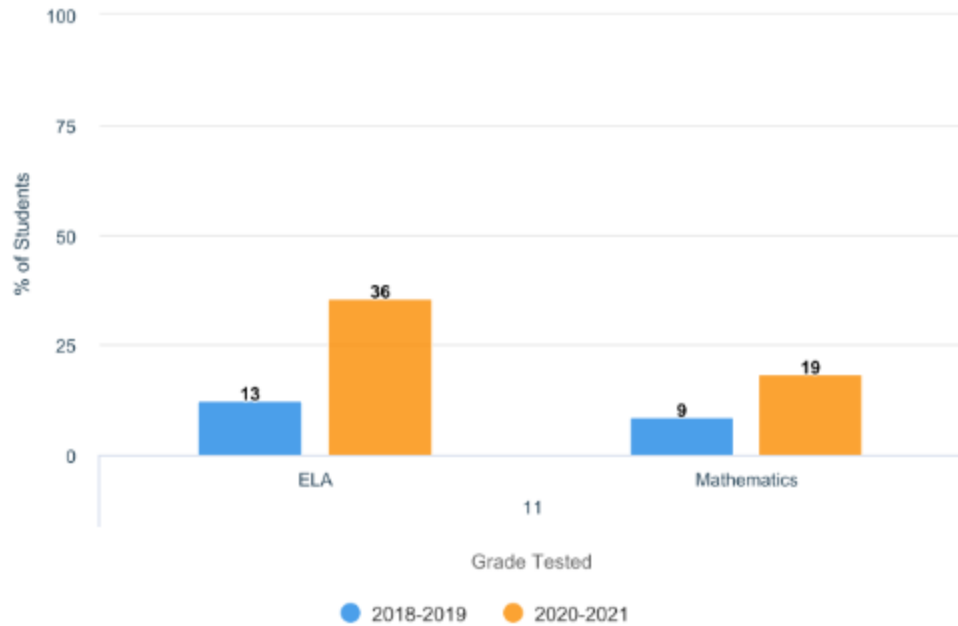
At Wilcox, we indeed see a need to continue to focus on mental health and wellness, while working to maintain a positive connection to school for students. In addition to what is seen above, our counselors shared that from this semester of returning to school, we do see an increased need for social-emotional support for students. The counseling team shared that between August and November 2021, there have been approximately 1,078 mental health visits to their combined team. Whilst in our data gathering students have reported feeling stress, they have also reported a supportive connection at school and we do want to continue to capitalize and work on these areas as critical student needs for our campus.

As a community, we at Wilcox seek to increase school engagement in many facets of campus life, which we believe will in turn lead to more manageable levels of stress and anxiety. In addition to supporting students both in and out of the classroom, where possible, we need to reduce stressors at school, which may include examining our grading policies and strengthening relationships with our students. Outside of the classroom, we need to provide appropriate supports that give our students the tools to succeed in the classroom.

3. Increasing focus on overall academic achievement and support for all students in both ELA and Math

Indicators	Wilcox CAASPP Scores - Math	Wilcox CAASPP Scores - ELA
	<div><div>● Exceeded</div><div>● Met</div><div>● Nearly Met</div><div>● Not Met</div></div>	
		
	2020-2021	2020-2021
	<p>The Wilcox results from the Smarter Balanced math tests are broken-down here. 55.86 of Wilcox test-takers met or exceeded standards in 20-21 school year</p>	<p>The Wilcox results from the Smarter Balanced ELA tests are broken-down here. 74.86 of Wilcox test-takers met or exceeded standards in 20-21 school year</p>

## Wilcox - Special Education State Assessment (SBA): % Met Standards



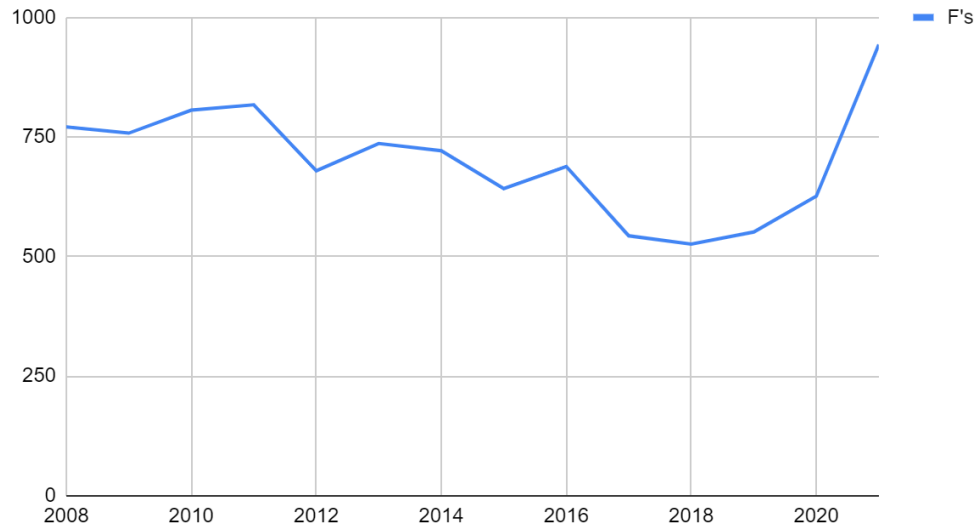
Total of 4 row(s) with 10000 Row Limit

Grade	Year	Subject	% Passing
11	2018-2019	ELA	12%
11	2018-2019	Mathematics	9%
11	2020-2021	ELA	36%
11	2020-2021	Mathematics	19%

Wilcox Special Education students' scores are shown in the bar graphs above. Improvements can be seen between the last two times the CAASPP tests were administered. A more in-depth look into this data shows that more students took the exams in 20-21 and more students met the standards in 20-21.

## Wilcox - Number of Failing Grades Earned, 1st Semester, 2008-2021

Total F's 1st Semester



The above chart shows that there was a decline in the number of Fs earned by Wilcox students until the 2017-2018 school year. Since then there has been a dramatic increase in the number of Fs earned in the first semester at Wilcox.

### Summary

We are very proud of the academic gains our students have made with the development of their English and math abilities and skills in all classes. As demonstrated earlier in Chapter IV, we still have much work to do with our disadvantaged populations. Although there are hopeful data points, our students with IEPs and our EML students continue to show a gap in achievement. Additionally, current classroom supports for our students also seem to need a re-evaluation.

Most stakeholder groups at Wilcox have been aware of some sort of achievement gap here for many years. The general attitude of the staff and students regarding this particular challenge is a willingness to adopt proven practices and strategies that will mitigate at least some of our shortcomings within this realm. Pursuing more equitable grading practices and a furtherance of common assessments has already begun to occur and as these facets become more customary throughout the school, we expect our data to demonstrate our gains.



## Chapter V: Schoolwide Action Plan

- A. **Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.**
- B. **State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.**
- C. **Describe the school's follow-up process, ensuring an ongoing improvement process.**

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

As a school community, we worked together through the self-study process to establish the following three schoolwide goals:

1. Investigate, implement, and increase access to specific resources to support English Learner and Students with Special Needs for the purpose of improving academic performance for career and college readiness
2. Strengthen campus engagement (in and out of the classroom) for students, community, and staff
3. Explore and provide equitable access and promotion of all curriculum and courses (CTE / AP / Electives) to the student population

Under the umbrella of these three goals, our school community worked collaboratively to list/ modify current practices and to create the following actions/ strategies to support work and progress towards those goals. We believe that throughout this process, we were able to express the importance of shared ownership among the staff, of the ongoing work that will be necessary to work towards improvement in our goals.

In alignment with the SPSA and the district LCAP, progress toward the goals will be reviewed annually and the SPSA will be evaluated and revised as necessary through stakeholder groups.

**Goal 1: Investigate, implement, and increase access to specific resources to support English Learners and Students with Special Needs for the purpose of improving academic performance for career and college readiness.**

Task/ Action	Timeline	Ownership	Monitoring	Resources
1.1 Continue to develop and implement instructional strategies that help English Learners and students with IEPs	Ongoing, annually	Classified staff, teachers, paraeducators, and administrators	At least once per year, staff will examine CAASPP scores and the ELPAC pass rate, along with RFEP data	* Collaboration time * Department meeting time * SLT meeting time * ELSAT position
1.2 Develop common	Begin	Teachers and	Common	* Department

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assessments / rubrics in subject-alike content areas and investigate alignment of grading practices	again-Spring 2022	administrators	assessment results will be shared within and amongst departments; time may be provided at staff meetings and in CATs to examine the results	meeting time
1.3 Purposefully look at data in order to identify areas of need for different student populations and use it to improve practice	Before school begins in summer PD dates, throughout the year, annually	All stakeholders	Data will be examined by departments, at classified staff meetings, by parent groups, and with students in various settings	* Student work * Statewide test results * Survey results
1.4 Bolster and continue the explicit listing of daily learning objectives, an essential question, an agenda and homework in each classroom as well other tier one MTSS strategies	Daily, throughout the year, ongoing each year from Fall 2021	Teachers and administrators	Staff will continue to ask students to write the learning objectives in school-issued agendas and the agendas may be examined by administrators, teachers and parents	* School-issued agendas (site general funds) * Staff meeting time * Department meeting time * Effective electronic communication
1.5 Continue to utilize, promote, and grow co-teaching practices and course offerings	Each year, ongoing	VP of SpEd, current co-teachers, all teachers, VP of Master Scheduling	Increase number of co-teaching sections to better include and serve students with Special Education needs	* Master scheduling process *District-support ed trainings *Train teaching staff on Small Group Instructions (SGI) instructional strategies

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1.6 Expand open-source (notations in Aeries) information around students with EL and SpEd needs	Ongoing, annual updates	EL Coordinator/ ELSAT, Case managers, VP of EL Supports, District IT Department	This is in Aeries for all staff members.	* Continued Aeries training * ELSAT/ EL positions and SpEd services
1.7 Re-examine how the EL Master Schedule is designed and implemented	Spring 2022, ongoing	Wilcox administration, VP of Master Scheduling, EL Coordinator	Counseling office, EL Staff	Internal communications , Aeries SIS

### **Goal 2: Strengthen campus engagement (in and out of the classroom) for students, community, and staff.**

<b>Task/ Action</b>	<b>Timeline</b>	<b>Ownership</b>	<b>Monitoring</b>	<b>Resources</b>
2.1 Develop and Implement a standardized process for communication with students, parents / guardians, and the community at large for the purpose of strengthening our engagement among all stakeholders / our relationships, connection, and engagement with our students	Investigate spring 2022, Design standardized process for communication summer 2022, Implement new modality in fall of 2022	All admin, teachers, and staff	Through check-ins with parent and student groups, we will evaluate effectiveness of whatever platform we engage.	* Investigate through SSC surveys and feedback * Use new or current platforms *Blackboard Connect *Remind App
2.2 Explore and develop a possible plan for staff supervision on campus after school, in order for students to stay on campus longer	Begin planning of this in Spring 2022 for Fall 2022 implementation	Teachers that sign up for this supervision	We will be able to see the effectiveness of this option once it is implemented and staff share a more positive viewpoint on this area.	* Teacher/ staff volunteers
2.3 Identify and	Ongoing	Wellness Center	Gather visit data	* Wellness and

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address growth areas in our comprehensive approach to student wellness		staff, Counseling, Wellness-focused groups on campus, SEL CAT Group, SEL Leadership Team	and anecdotal evidence from students suggesting widespread access, SPSA and Counseling surveys,	Counseling services * Pilot of Wellness Kits in classrooms
2.4 Develop a team/CAT group to create a process to monitor and review student engagement and participating data. Track individual student participation in extracurricular activities. Analyze participation data to determine next steps.	Begin to investigate this in Spring of 2022 and again in Fall 2022, ongoing	Interested teachers and staff, athletics coaches, CAT group	Data collection tool that shows growth over time	* Investigate ASB budget to pay for tracking options.
2.5 Further work to establish a safe and inclusive campus for our LGBTQ+ community	Foundation built in 2020-2021, ongoing	Staff, students (Alphabet Club, Student SLT), various district and community representative, VP of Student Supports	Check-ins with the Alphabet Club, GSA and any other pertinent student organizations to continue to hear their voices, offer professional development for staff, sample our student and staff population on this area specifically.	*Club advisors, SCUSD Title IX Coordinator, SPSA funds, whole-staff meeting time *Santa Clara County Office of LGBTQ Affairs
2.6 Design and create hallway and campus decorations to promote inclusion.	Begin Spring 2022, ongoing	Interested teachers, staff, Student SLT	Gather anecdotal evidence from students, Student SLT surveys (similar to nutrition	* Departmental budgets, ASB budgets, staff volunteers

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			survey in Fall 2021)	
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**Goal 3: In efforts to promote career and college readiness, provide and promote equitable access of all courses/ curriculum to all students.**

<b>Task/ Action</b>	<b>Timeline</b>	<b>Ownership</b>	<b>Monitoring</b>	<b>Resources</b>
3.1 Continue work to identify and eliminate barriers to advanced classes.	Ongoing, (annually at course selection).	Each department that offers advanced courses, department chairs	We will check in on this annually with department chairs and counseling, especially at course-selection time.	* Already mostly in place, but the work can also come from our Academic Awareness/ Equity CAT group, since we no longer pay EOS.
3.2 Continued outreach and encouragement of students to increase the number of underrepresented students in our most challenging courses at Wilcox	Ongoing, annually, every year	Classified staff, administrators, teachers, and all trusted adults, CAT Group	Department chairpersons/the SLT and various other staff monitoring AP/ CTE pathways enrollment data, Student Survey, Shadowing days, AP support class, elective faire, and peer tutoring, Student Survey, Shadowing days, AP support class, elective faire, and peer tutoring	* CAT groups, SPSA for AP support class
3.3 Increase access to courses for all students in order to improve A-G completion rates and college and career	Begin spring 2022	District IT Department, teachers, Counseling Department, administration	Continued measure of A-G completion; attendance at the Elective Faire and	* Current district funding, CAT groups *New Data Science Course *Data

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readiness.			subsequent course request data  Intentionally counseling sessions using student academic plans	dashboards *Instructional strategies (PBL, SGI)
3.4 Explore moving 1:1 4-Year Planning student meetings from 10th grade to 9th grade. Including further investigation of follow-up plans for graduates.	Begin spring 2022, Ongoing, annually	Counseling Department, VP of Counseling, College and Career Center Technician	Counseling data available regarding student visits and classroom visits for four-year planning, also available in Aeries course requests, add personal contact email question to Senior Survey for post-graduation follow up	* Counseling Department *Naviance software *College and Career Center *Senior Survey *College Rep visit attendance data *National Clearing House
3.5 Increase access to and understanding of the core curriculum for traditionally underrepresented subgroups (e.g. students with IEPs, English Learners, Socioeconomically Disadvantaged) courses	Winter 2022, Ongoing	Classroom teachers, case managers, administrators and counselors, VP of Curriculum, VP of Master Scheduling	Student grade and performance data, course enrollment data	* District SpEd programs * Case managers *Aeries SIS *Common assessment data *Interim assessment data

## Wilcox High School ACS WASC/CDE Self-Study Report

Goals 4 and 5 were added per the WASC Visiting Committee after their March '22 visit. The action items listed below will be more extensively developed through the Wilcox SPSA and other action plans associated with our school.

**Goal 4: Identify instructional practices that will support achievement for students, paying close attention to the achievement of EL, Latinx, SED and SpEd students.**

<b>Task/ Action</b>	<b>Timeline</b>	<b>Ownership</b>	<b>Monitoring</b>	<b>Resources</b>
4.1 Incorporate district TOSA Coaches in their new roles on the campus at Wilcox	Starting in the 2022-2023 school year	Classroom teachers, school principal, vice principals of counseling, curriculum, and student services	Google Form data	*TOSA Coaches *New EML curriculum
4.2 Offer different EML classes focusing on “English Language Development”	Beginning in Fall 2022, ongoing	Teachers, administrators, district personnel	Enrollment numbers, increase reclassification rate for LTELs, increased achievement rates on standardized exams for subgroups	*District will provide training on these new courses for staff
4.3 Further development and staff-wide sharing of co-teaching strategies	Ongoing	Classroom teachers, paraeducators	Standardized test scores and/or common assessment results	*Co-teaching informationals *Staff development days and collaboration time

**Goal 5: Identify protocols to support effective collaboration to improve professional development outcomes, develop common assessments school-wide, and promote equitable grading practices.**

<b>Task/ Action</b>	<b>Timeline</b>	<b>Ownership</b>	<b>Monitoring</b>	<b>Resources</b>
5.1 Continue/ offer professional development towards	Cohort number 2 will begin in	Grading for Equity CAT Group,	Class grade data, iReady data	*District cohort *Kick-up Trainings

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the topic of equity-based grading	22-23, Cohort number 1 will continue	district-office-level instructional leadership		*Resources and information from the SCUSD-Crescendo partnership
5.2 Continue PBL/ offer a 2nd cohort of PBL program learning for teachers	Cohort will be assembled late in the 21-22 school year	The collective cohort including various teacher-leaders within the cohort	Gold Standard PBL Projects will be produced according to the Gold Standard rubric	*PBL Works consulting group *District office support
5.3 Reframe CAT groups, with the opportunity to have a CAT group based on data	CATs will be reset for the beginning of the 22-23 school year	School principal, CAT leaders, teachers and paraeducators	CATs will be presenting throughout the school year at various meetings	*Staff Meetings *Weekly collaboration time



## Wilcox High School ACS WASC/CDE Self-Study Report



## Appendices

- A. [Local Control and Accountability Plan \(LCAP\)](#)- (2021-22).  
Here is the link for the SCUSD information about our LCAP process:  
<https://www.santaclarausd.org/Page/1133>  
  
[LCAP and Annual Update Template - Local Control Funding Formula \(CA Dept of Education\)](#)
- B. [December SPSA Student responses](#)  
[Some results of student questionnaire / interviews](#) for WASC
- C. [December SPSA Parent responses](#)  
Results of [parent/community](#) questionnaire/ [parent interviews](#) for WASC
- D. The most recent Social Emotional Learning Survey results are here.  
In 2020, we did [this in the quad during the elective faire.](#)  
In 2021, we did [this when students were in at-home learning. Here are the results.](#)
- E. Master schedule  
[-2021-2022 master schedule](#)
- F. Approved AP course list: <https://apcourseaudit.epiconline.org/ledger/>
- G. UC a–g approved course list: <https://doorways.ucop.edu/list/app/home/>  
[This is ours for Wilcox.](#)
- H. [FAFSA completion rate tables](#)  
[AVID CCI \(certification through AVID Center\) attached here; most recent year is '18-'19.](#)
- I. California School Dashboard performance indicators- most recent is 2019  
[Here is what we find when we search Wilcox on the dashboard site.](#)
- J. [School accountability report card \(SARC\)](#)
- K. [CBEDS school information form](#)
- L. [Graduation requirements](#)

**M. Any pertinent local data:**

[SCUSD Course Catalog](#)

**Feeder middle schools:**

Cabrillo: <https://cabrillo-scusd-ca.schoolloop.com/>

Don Callejon: <https://www.doncallejon.org/>

Peterson: <https://pms-scusd-ca.schoolloop.com/>

[New District Leadership \(2019\)](#)

Board of Trustees: <https://www.santaclarausd.org/domain/17>

Open Enrollment policies: <https://www.santaclarausd.org/openenrollment>

New campus opening in Fall 2022: <https://www.santaclarausd.org/macdonald>

**N. Budgetary information, including school budget:**

[Wilcox Budget Spring 2021](#)

[Wilcox SPSA Budget Summary 21-22](#)

**O. Glossary of terms unique to the school:**

**CAT groups-** Professional learning groups of all staff members that meet monthly to work on focus area/ "Collaborative Action Teams"

**SLT- Staff Learning Team-** born out of our work with CEC and [Labor Management Initiative](#), an opportunity for classified, certificated, and management staff to engage in shared decision making and work together on addressing school questions

**Student SLT-** Student Listening Team- developed in 2018-19 through adult SLT work

**PIQE-** [Parent Institute for Quality Education](#) (for families of English learners)

**CEC-** [Consortium for Educational Change](#) (We began our work with them in 2015-16.)

**EOS-** [Equal Opportunity Schools](#). We have had a working relationship with this company since 2014-15, in order to work on issues around equity in advanced courses/ access at our school. This partnership was discontinued in 2020.

**SVCTE-** [Silicon Valley Career Technical Education](#), off-site (morning) partnership

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program for approximately 50 Wilcox students to get hands-on, specialized content in career and technical skills

**Concentric-** weekly Covid 19 pooled testing provided for students and staff, held on Wednesdays

**Grapefruit**- walk-in Covid 19 testing service provided by the district for SCUSD students, staff, and families, located on the Wilcox Campus