



WILCOX HIGH SCHOOL

MID-CYCLE PROGRESS REPORT

3250 Monroe Street

Santa Clara, CA 95051

SCUSD

April 10, 2018

Accrediting Commission for Schools  
Western Association of Schools and Colleges

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### **Wilcox High School Leadership Staff**

Kristin Gonzalez, Principal

Chandra Henry, Vice Principal

Matthew Kolda, Vice Principal

Kathleen MacDonald, Vice Principal

George Niczewicz, Vice Principal

**Administration:**

Kristin Gonzalez, Principal  
Chandra Henry, Vice Principal  
Matthew Kolda, Vice Principal  
Kathleen MacDonald, Vice Principal  
George Niczewicz, Vice Principal

**Counselors:**

Mike LaFleur - Lead Counselor  
Glenn Aby, Counselor  
Andrea Cabello, Counselor  
Glenna Hall, Counselor  
Holly LaBarbera, Counselor  
Elena Mikhailova, Counselor  
Christina Nelson-Watkins, Counselor

**Collaborative Action Team Leaders:**

Jozef Antolin, Maker's Space  
Andrew Bennett, Technology Integration  
Cecile Cummings, Career Pathways  
Karen Dow, New Teachers  
Ian Jackson, School Learning Team  
Lisa Kinneman, Restorative Practice  
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Arianna Nuti, Academic Opportunity  
Mark Ooka, New Teachers  
Yana Staroselsky, ELL Engagement/Support  
Laura Stott, Communications  
Anna Thompson, School Learning Team  
Mindy Trisko, Restorative Practice

**Support Staff**

Yana Staroselsky, EL Coordinator  
Kathleen Smoot, Librarian  
Jan Yee, College and Career Center  
Teddi Duffy, AVID

**Department Chairs:**

**April Lujan, Physical Education**

**Nic Bonotto, Visual/Performing Arts**

**Craig Hedlund, Math**

**Teddi Duffy, AVID**

**Brad Beadell, Science**

**David Iverson, Science**

**Ian Jackson, English**

**Rosella Guttadauro, English**

**Karen Dow, Social Science**

**Kim Scott, Special Education**

**Velia Gandara, World Languages**

**Amy Peoples, World Languages**

**Jozef Antolin, Career Technical Education**

**Yana Staroselsky, EL**



## **CONTENTS**

I.	Student and Community Profile Data.....	5
II.	Significant Changes and Developments.....	24
III.	Ongoing School Improvement.....	30
IV.	Progress on Critical Areas for Follow-up/Schoolwide Action Plan.....	31
V.	Schoolwide Action Plan.....	66
VI.	Appendices.....	67
	A. Revised Schoolwide Action Plan	
	B. Glossary of Terms	

## **I. Student and Community Profile Data**

### **Community:**

Wilcox High School is located on 33 acres in Santa Clara, and currently serves approximately 1977 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 this summer. 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). The district has a total population of 15,409. Wilcox serves students from Santa Clara and neighboring cities Sunnyvale and San Jose (Alviso and North First Street area). During the last three years enrollment has increased slightly, which is reflected in the 2013-2014 CBEDS enrollment of 1,921 compared to the 2016-2017 enrollment of 1,977.

### **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, communication and discipline. Each administrator acts as a liaison to two or three departments on campus. Wilcox is currently staffed with 106 teachers. Also included in the certificated staff are a nurse, psychologist, Speech Language Specialist, Wellness Coordinator, six counselors and a librarian. Classified office support includes one office supervisor, an attendance clerk, a clerical assistant, registrar, bookkeeper, an ASB secretary, two counseling clerks, a career center supervisor, a library media assistant and three campus security officers.

### **District and Local Community Programs:**

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. They not only offer activities and entertainment, but also future employment opportunities for our students. Two important district programs have been added in the last three years that benefit our campus. Last year, the Family Child Resource Center was added to the Wilson Alternative Education Campus, and a comprehensive District Wellness program was added that includes a Wellness Center and a full time Wellness Coordinator on our own campus. Wilcox has relationships with a number of community organizations and businesses to plan, and fund special events and programs as well as offer our students jobs and volunteer opportunities, including the Santa Clara Elks Club and the Santa Clara Rotarians.

### **Federal Program Mandates:**

Wilcox High School has Title III money to address the needs of English Language Learners. We do not have Title I money, however we are at 44% Free and Reduced Lunch. The state mandated program that we are involved with is the CAASPP, California Assessment of Student Performance and Progress.

**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.

**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.

**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.

**Student Learner Outcomes**

**STUDENT LEARNER OUTCOMES (SLO's)**

***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.

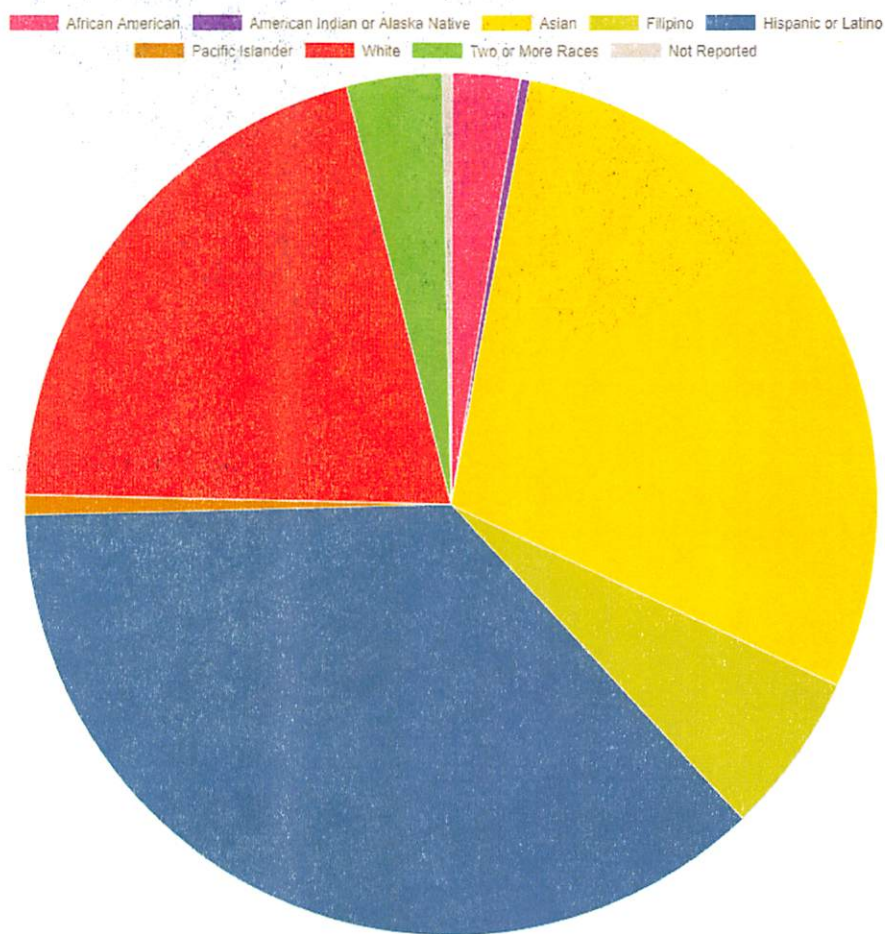
**BE A CHARGER CITIZEN WHO ...**

- 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:**

2016-2017 Enrollment by Ethnicity

Ethnicity	Enrollment	Percent
African American	50	2.6%
American Indian or Alaska Native	7	0.4%
Asian	563	29.0%
Filipino	118	6.1%
Hispanic or Latino	711	36.6%
Pacific Islander	15	0.8%
White	401	20.6%
Two or More Races	70	3.6%
Not Reported	7	0.4%
<b>Total</b>	<b>1,942</b>	<b>100.0%</b>

Wilcox High School is a very diverse community. This can be seen in the charts above, showing our demographic breakdown for the last three school years, 2014 - 2017. Data shows that the school's population is has remained consistent over the last three years. There has been less than a 3% increase or decrease in any of our demographic groups between the 2013-2014 school year and the 2016-2017 school year.

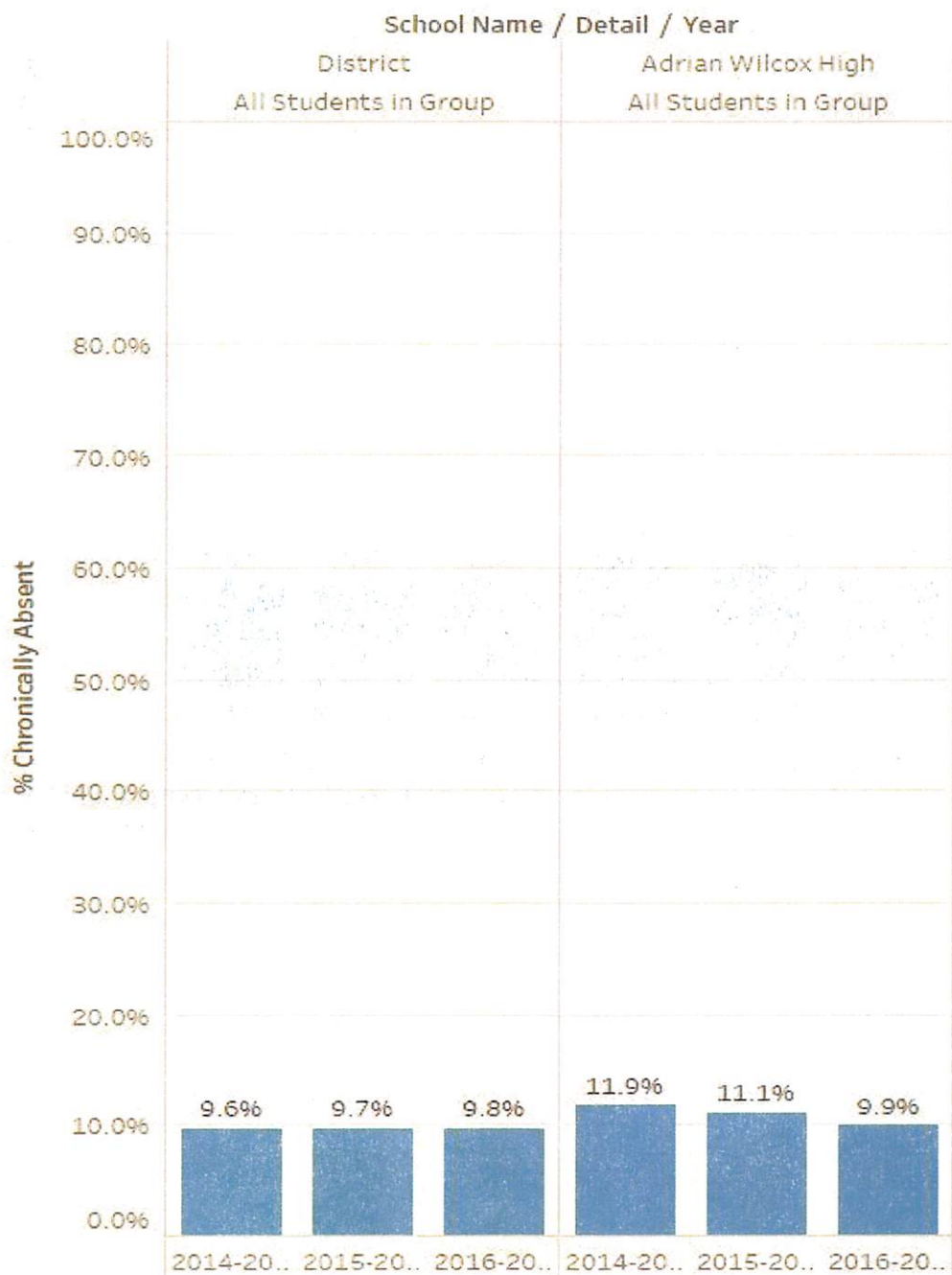
Subgroups	Enrollment 16-17	Enrollment % 16-17	Enrollment 15-16	Enrollment % 15-16	Enrollment 14-15	Enrollment % 14-15
English Learners	<b>209</b>	10.8%	<b>235</b>	11.9%	<b>266</b>	13.7%
Foster Youth	<b>1</b>	0.1%	<b>3</b>	0.2%	<b>9</b>	0.5%
Homeless Youth	<b>20</b>	1.0%	<b>16</b>	0.8%	<b>16</b>	0.8%
Migrant Education	<b>27</b>	1.4%	<b>28</b>	1.4%	<b>23</b>	1.2%
Students with Disabilities	<b>251</b>	12.9%	<b>295</b>	14.9%	<b>302</b>	15.6%
Socioeconomically Disadvantaged	<b>773</b>	39.8%	<b>881</b>	44.6%	<b>870</b>	44.9%
All Students	<b>1,942</b>		<b>1,977</b>	1,977	<b>1,936</b>	1,936

The total number of students classified as English Learners has decreased by 57 students, or 3% in the last three years. Foster youth has shown a decline, while our youth classified as homeless has seen an increase. The number of students with disabilities has also decreased over the last three years by 51 students. The number of students classified as Socioeconomically Disadvantaged appears to have decreased slightly, from almost 45% in 2014-2015 to 40% in 2016-2017, but our current percentage for 2017-2018 is back to 44%. The data collected for 2016-2017 is in question, as we can not think of any recent changes or developments that would have caused this number to drop last year and return back to around 44% again this year.



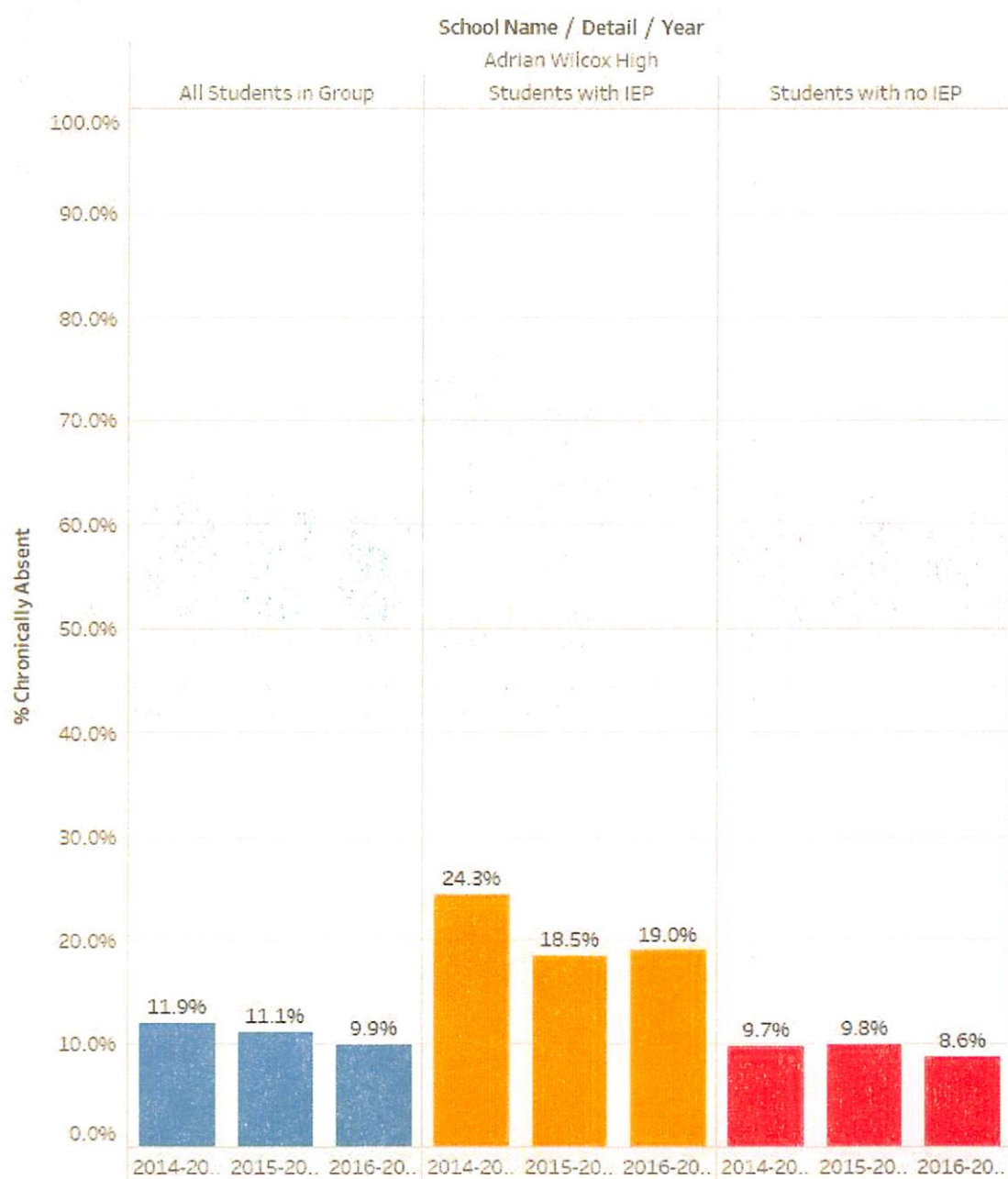
## Chronic Absenteeism:

### Chronically Absent



Chronically Absent is calculated for grades PK through 18. Chronically absent is defined as students who have missed more than 10% of the days they are enrolled in school.

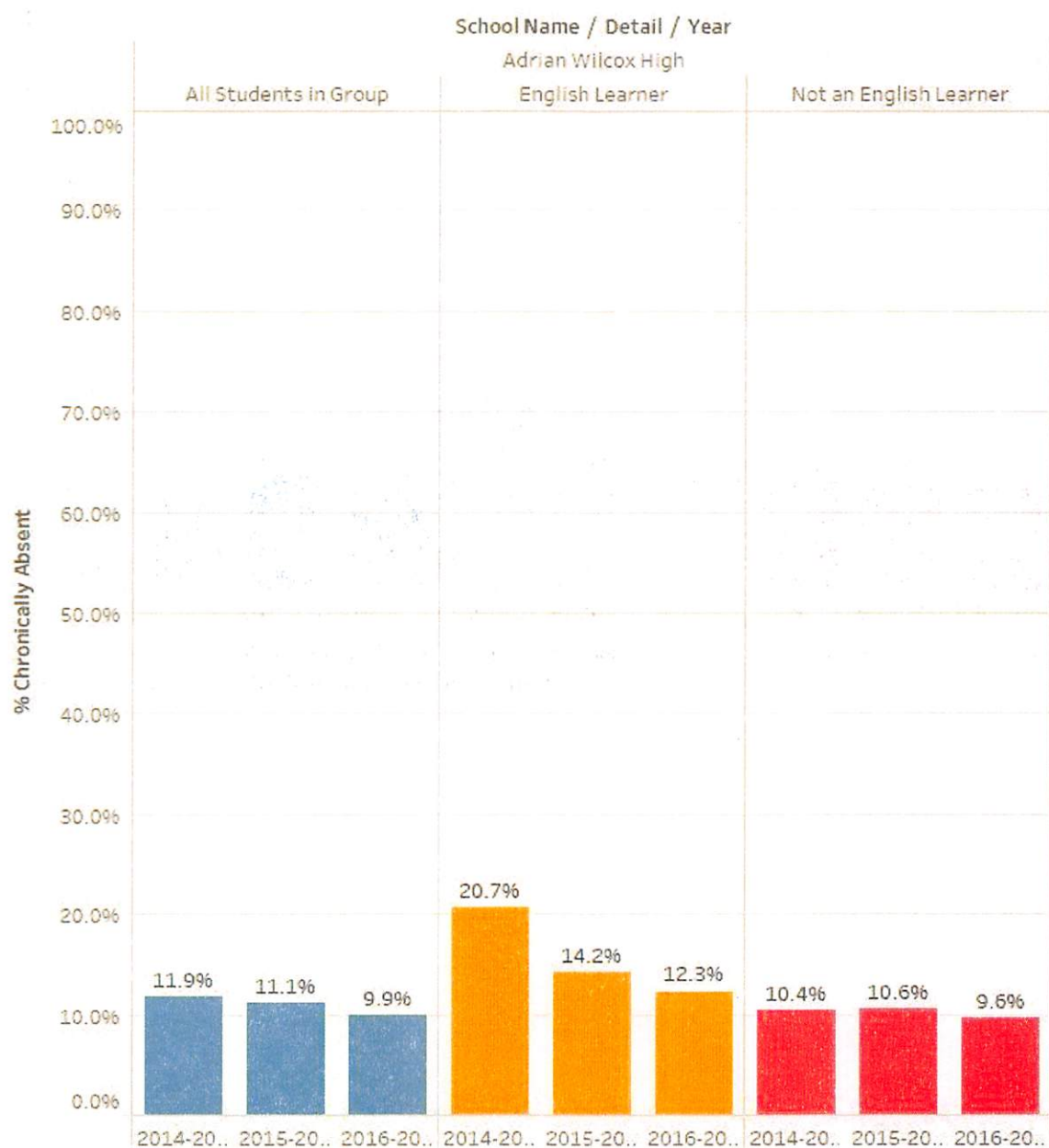
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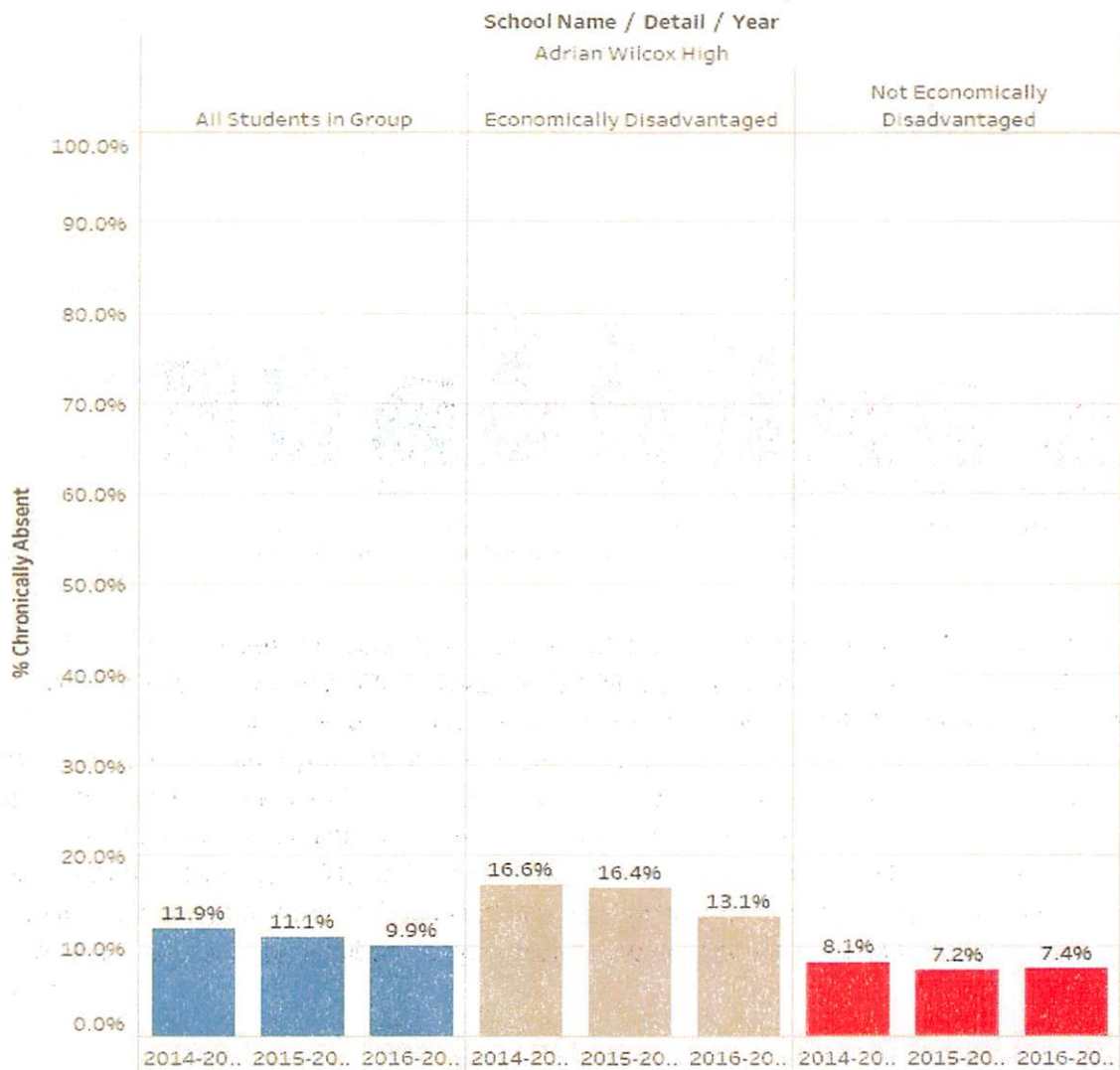


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Overall chronic absenteeism is down 2% from the 2014-2015 school year to the 2016-2017 school year. Wilcox has seen a 5% decrease in chronic absenteeism in students with an IEP from 14/15 to 16/17, and a just under 1% decrease in students with no IEP. Following a similar pattern, during those same years Wilcox saw an 8% decrease in chronic absenteeism of English Language Learners and a 3% decrease in economically disadvantaged students, with only a 0.8% decrease in students not classified as EL and a 0.7% decrease in students not economically disadvantaged. The difference in percentages of IEP and EL students can be attributed to the personal support these students receive from the Special Education and EL departments. They have an adult on campus monitoring their attendance and academic progress.

## Faculty/Staff Data:

### Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	106	108	106	946
Without Full Credential	0	0	0	9
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

All teachers are assigned within their fields of expertise and credential specification, and are highly qualified having met the requirements of the Elementary and Secondary Education Act (ESEA). Full time teachers teach five periods and have one preparation period, and use the remaining time for collaboration and professional development. Our staff had the opportunity to engage in four professional development days this school year, and four optional days in their contract. The district set aside money for three years to increase professional development, and this year (2017-2018) is the last year of the additional PD. Starting next school year, there will be four professional development days, and no optional days. In addition to district professional development, on site we have Wednesday morning meeting time (90 minutes) that we have refocused to include more time for teacher collaboration. Meetings include CAT, (Collaborative Action Team), groups that are cross-curricular and include classified staff, whole staff meetings, department meetings and teacher collaboration. We may have to reevaluate use of our on site meeting time to incorporate lost professional development time from the district in the coming years.

### 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

In looking at the demographic data of our certificated and classified staff, it can be noted that our staff percentages are not relative to that of our student population. The majority of our classified staff are reported as White - Not Hispanic at about 70%, compared to our student demographic data reporting 21% as White.

### Classified Staff

Description	Female									Male									Grand Total
	American Indian or Alaska Native not Hispanic	Asian not Hispanic	Pacific Islander not Hispanic	Filipino not Hispanic	Hispanic or Latina of any Race	African American not Hispanic	White not Hispanic	Two or More Races not Hispanic	Total	American Indian or Alaska Native not Hispanic	Asian not Hispanic	Pacific Islander not Hispanic	Filipino not Hispanic	Hispanic or Latina of any Race	African American not Hispanic	White not Hispanic	Two or More Races not Hispanic	Total	
FTE Paraprofessionals	0.00	1.50	0.00	0.00	2.25	1.44	5.50	0.00	10.69	0.00	0.00	0.00	0.00	2.88	0.00	5.38	0.00	8.26	18.95
FTE Office/Clerical Staff	0.00	0.94	0.00	0.75	1.68	0.00	3.75	0.00	7.32	0.00	0.00	0.00	0.00	0.00	0.00	0.63	0.00	0.63	7.95
FTE Other Classified Staff	0.00	0.00	0.00	0.94	0.94	0.00	1.88	0.00	3.76	0.00	0.00	0.00	0.94	3.75	0.94	5.63	0.00	11.26	15.02



It is difficult to assess the demographic data for our classified staff as these numbers are hours worked by individuals, not individual staff members. With that in mind, similar to the certificated staff at Wilcox, the majority of classified hours are also worked by staff reported as White - Not Hispanic.

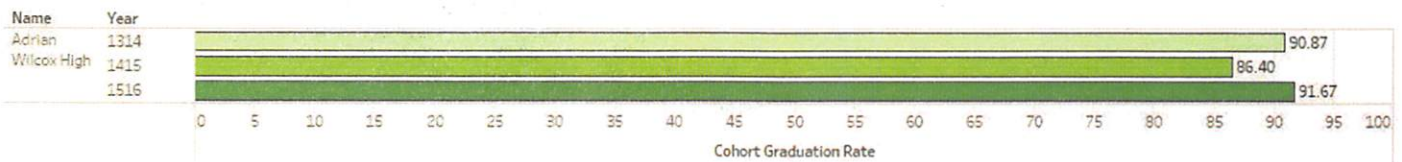
### Student Achievement Data for a Three Year Period:

#### **Cohort Graduation Rate**

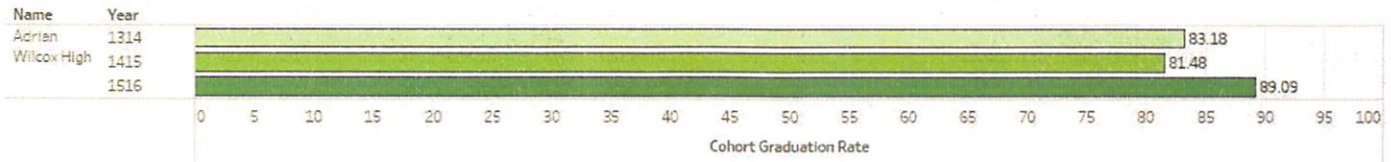
**Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	3.5	5.4	4.1	10.7	9.4	8.7	11.5	10.7	9.7
Graduation Rate	92.9	90.35	92.47	81.93	82.25	84.63	80.95	82.27	83.77

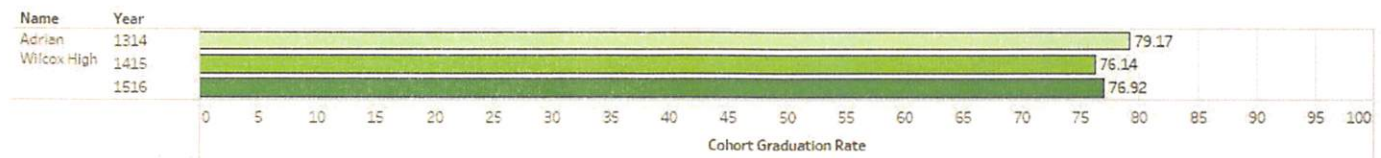
#### **Socioeconomically Disadvantaged**



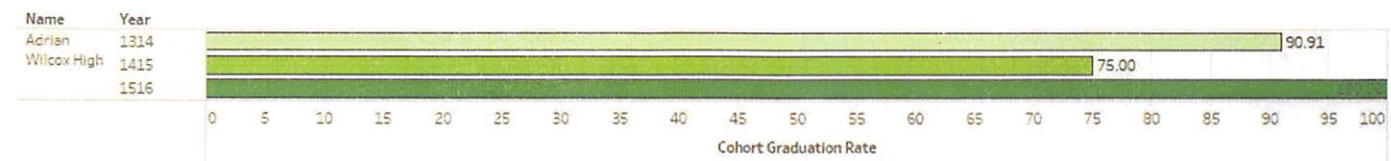
#### **English Learners**



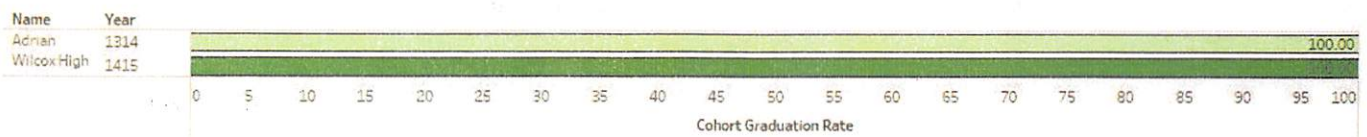
#### **Special Education**



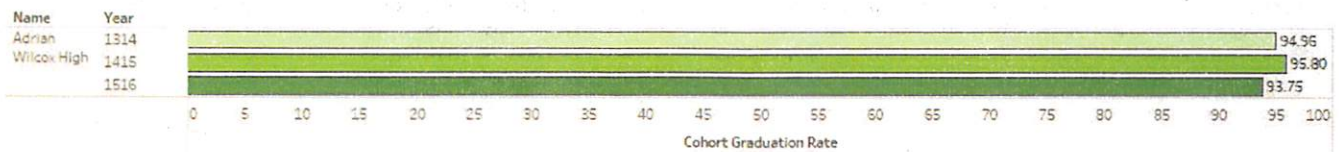
#### **African American**



### American Indian or Alaskan Native



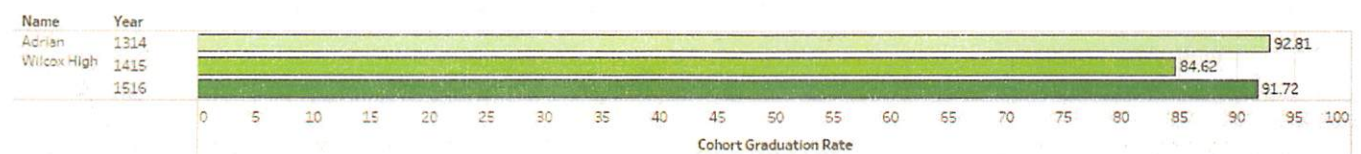
### Asian



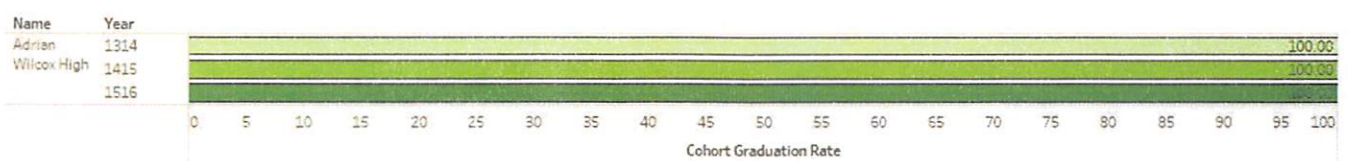
### Filipino



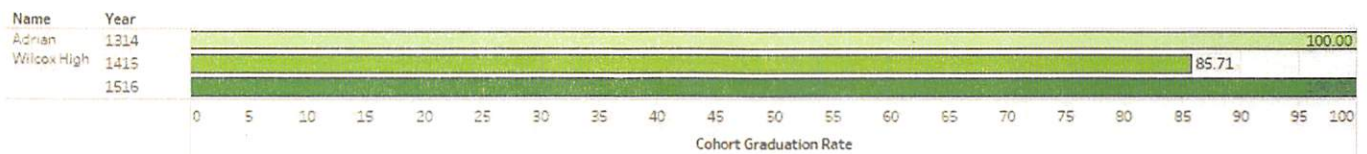
### Hispanic or Latino



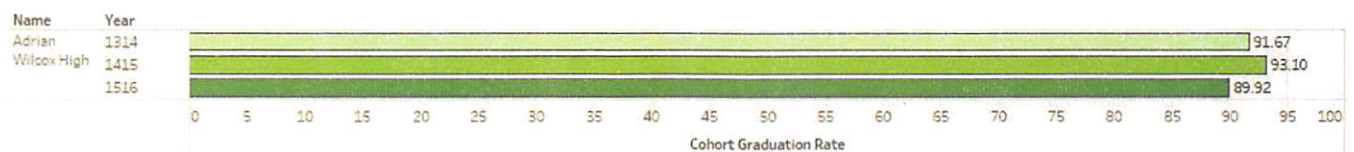
### Pacific Islander



### Two or More Races



### White



The district office has put a focus on A-G requirements in the last two years, ensuring that all students are on track to meet the A-G requirements. In looking at the data above, Socioeconomically Disadvantaged Students have seen just under a 1% increase in cohort graduation rate from 2014-2015 to 2016-2017, while our EL students have seen a 5% increase. Special Education students saw just over a 2% decrease in cohort graduation rate during those same years. The growth in EL students could be attributed to the increased EL supports added in the last three years. The decrease in Special Education student's cohort graduation rate could be attributed to post-secondary plans for seniors that vary by student.

Students identifying as American Indian/Alaska Native, Pacific Islander and Two or More Races saw their cohort graduation rate remain the same, at 100% from 2014-2015 to 2016-2017. African American and Filipino students saw an increase in cohort graduation rate, and White, Hispanic/Latino and Asian students saw a decrease.

### **CAASPP DATA SUMMARY 2015-2017**

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

#### **English Language Arts**

<b>ELA CAASPP</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
<b>Percent Passed</b>	<b>75%</b>	<b>72%</b>	<b>70%</b>
<b>Percent Not Passed</b>	<b>25%</b>	<b>28%</b>	<b>30%</b>

#### **English Language Arts -Detailed**

<b>ELA CASSPP</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
<b>Exceeds Standard</b>	<b>48%</b>	<b>40%</b>	<b>34%</b>
<b>Standard Met</b>	<b>27%</b>	<b>32%</b>	<b>36%</b>
<b>Standard Nearly Met</b>	<b>14%</b>	<b>18%</b>	<b>20%</b>
<b>Standard Not Met</b>	<b>11%</b>	<b>10%</b>	<b>10%</b>

Our English Language Arts data on the CAASPP test shows a 5% increase in pass rates over the last three years. Some of this increase may be contributed to a district wide focus during professional development on aligning tests, lessons and curriculum to the new CCSS standards. As mentioned earlier, our staff has seen an increase of four paid, optional professional development days for the last three years, which will not be continuing for the 2018-2019 school year.



## Math

Math CAASPP	2017	2016	2015
Percent Passed	47%	48%	42%
Percent Not Passed	53%	52%	58%

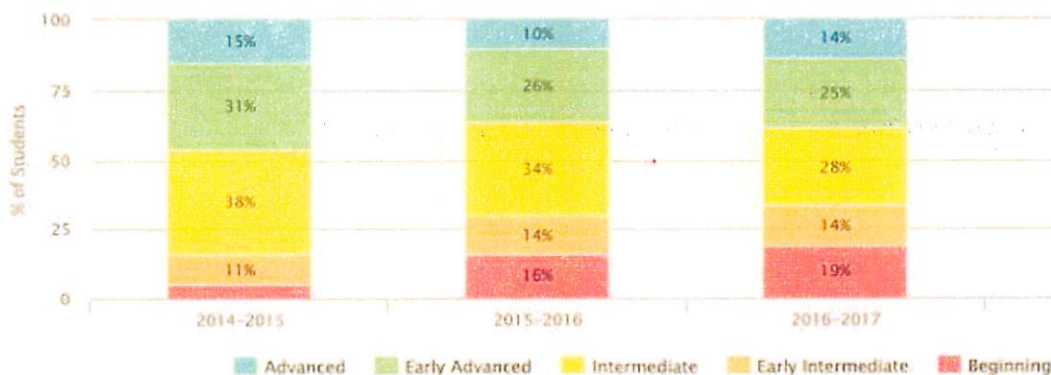
## Math -Detailed

Math CASSPP	2017	2016	2015
Exceeds Standard	23%	24%	18%
Standard Met	24%	24%	24%
Standard Nearly Met	19%	22%	27%
Standard Not Met	34%	30%	31%

Our Mathematics data on the CAASPP showed an increase of 6% from 2015 to 2016, but a slight 1% drop from 2016 to 2017. The increase from 2015 to 2016 may include a few factors. The 2015 CAASPP test was a pilot year. It is possible that changes were made in the test from the pilot year to the first year of mandated testing statewide. Another factor may be that students were used to the new style of test (ie: all testing on a computer and the inclusion of the performance based assessment). In turn, teachers also were more familiar with the new style of test, and could better prepare students for that type of exam, using test practice provided by the state to allow them to become more familiar with the computer software used.

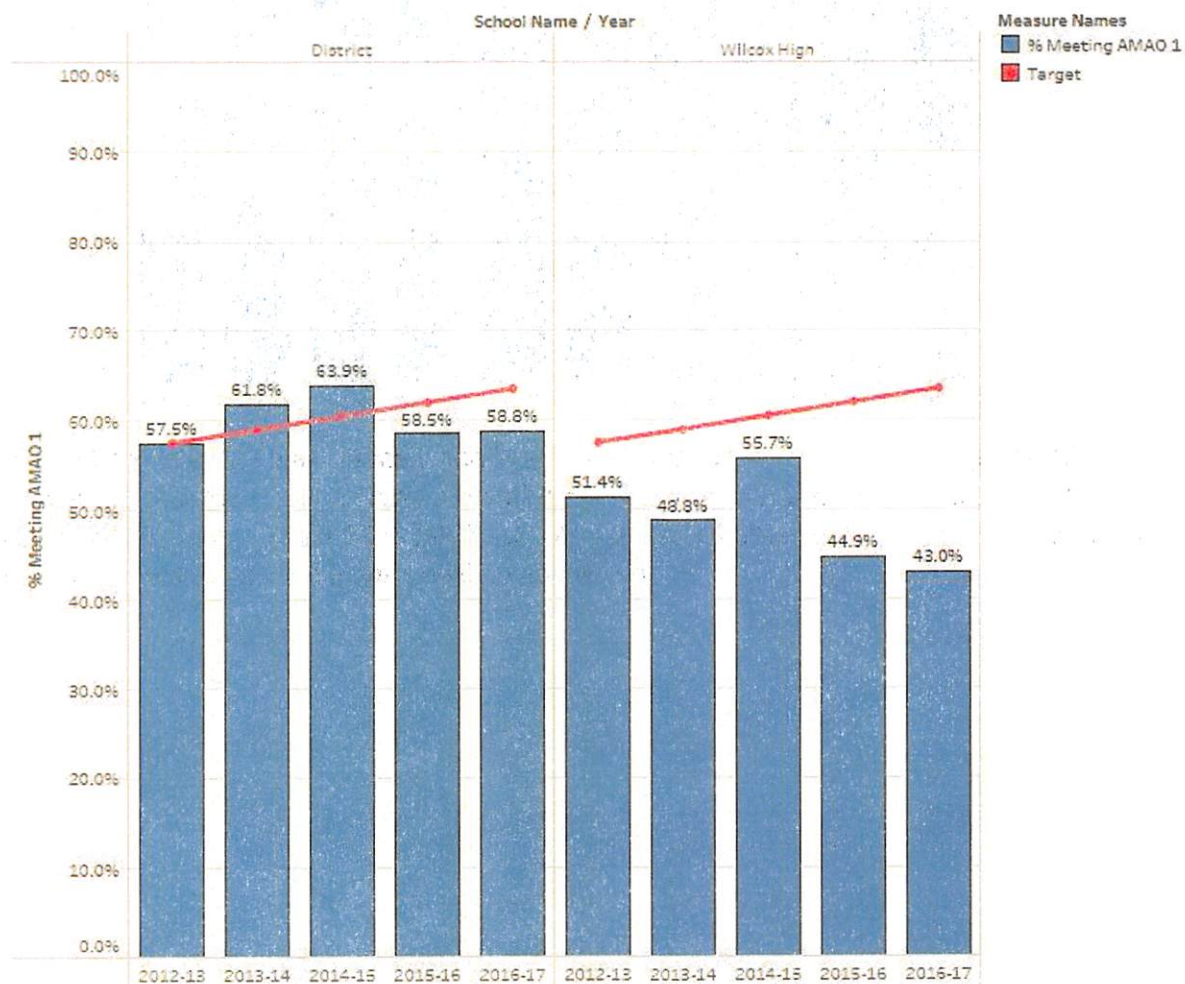
## English Language Learners

### Overall CELDT Performance



In 2014-2015, 46% of students were performing at Advanced or Early Advanced on the CELDT test. In 2015 - 2016 this number dropped to 36%, and went back up to 39% in 2016-2017. We will discuss more details in CELDT data and performance in School Wide Action Plan Section 1 "Support English Language Development".

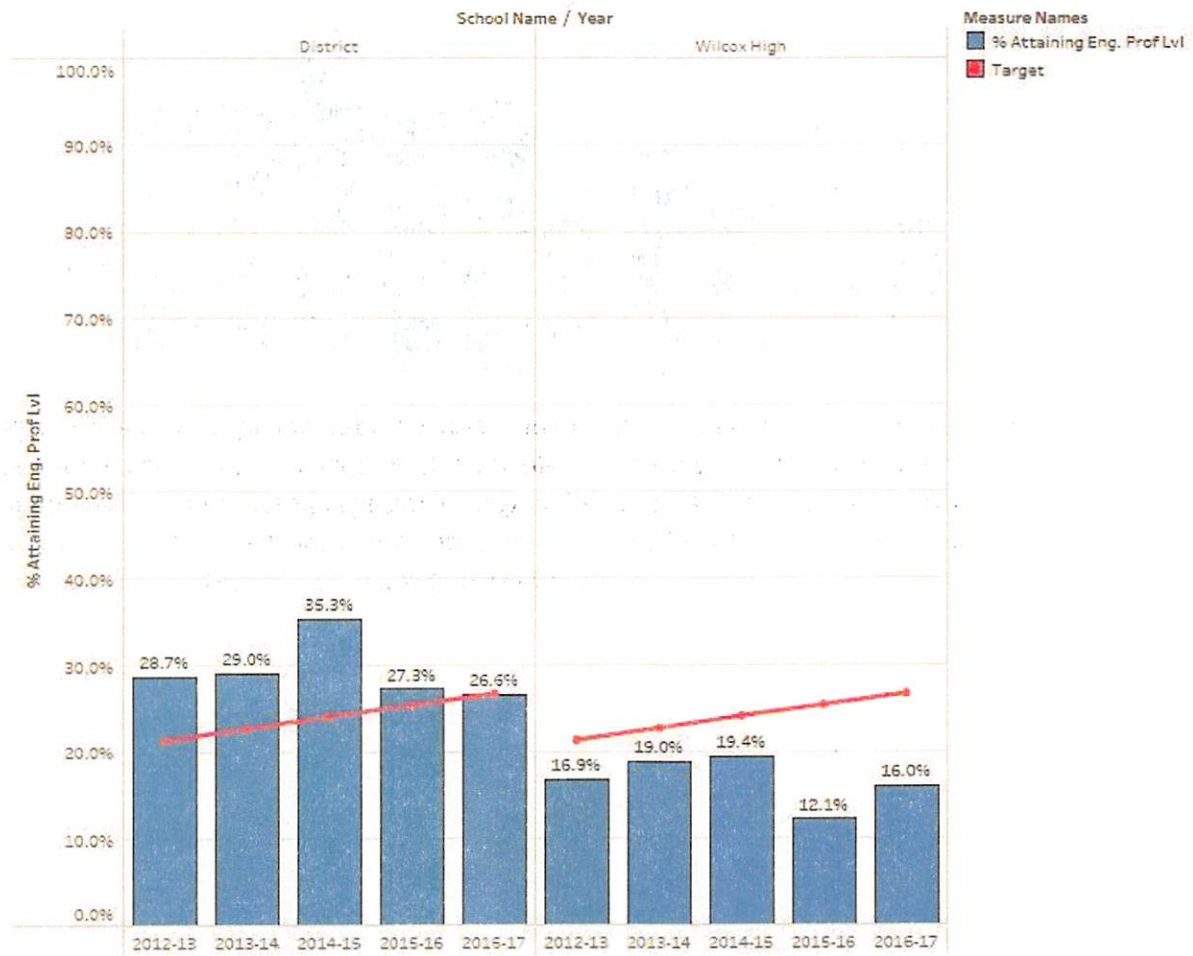
#### AMAO1



Wilcox English Language Learners continue to miss the target on AMAO 1, requiring EL students to make annual progress in learning English as measured by the CELDT. The accountability target for the 2016-2017 school year was 63.5% making progress. Only 43.0% of Wilcox students met the annual growth expectations.

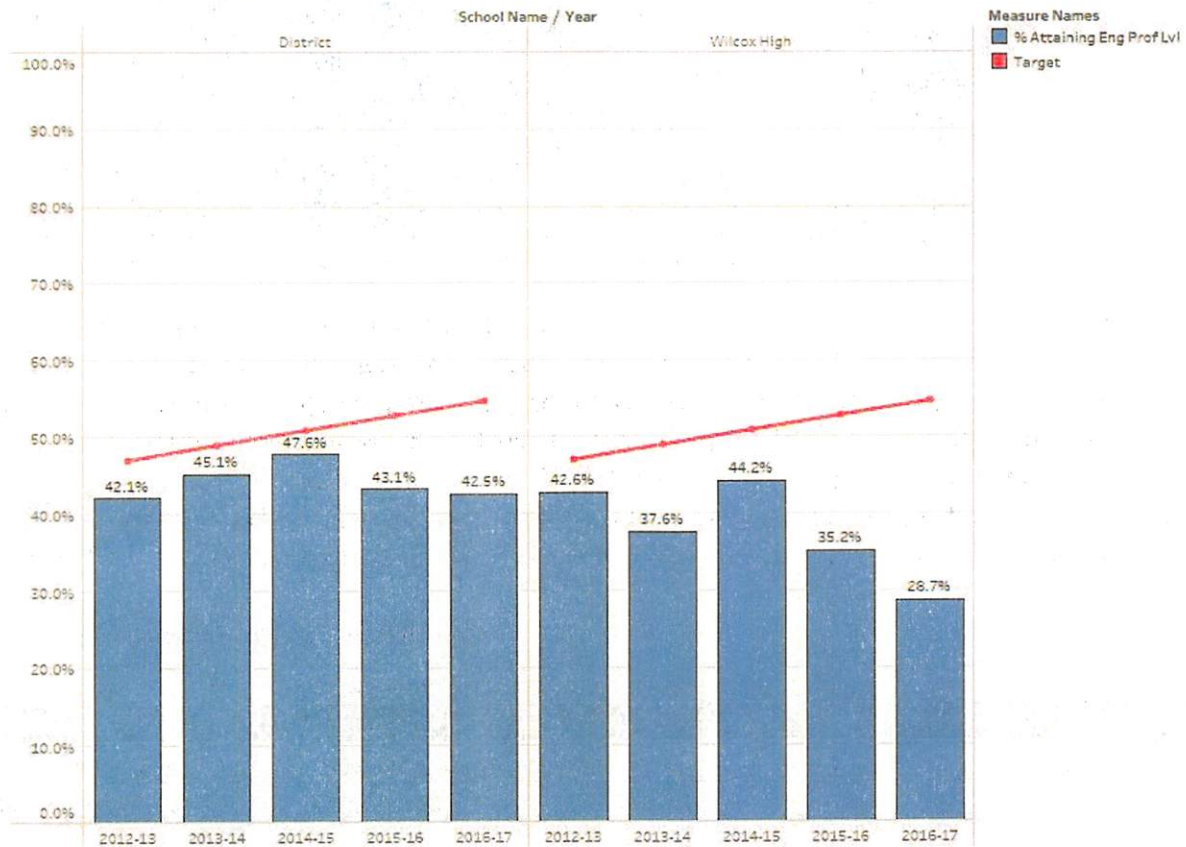


## AMAO 2 - Less than 5 Years as an English Learner



Wilcox English Language Learners continue to miss the target for the first cohort on AMAO 2, requiring a certain percentage of EL students who have been in the EL program less than 5 years attain English Language proficiency on the CELDT. The accountability target for the 2016-2017 school year was 26.7% making progress. Only 16.0% of these Wilcox students attained the English Proficient level on the CELDT.

### AMAO 2 - 5 or more years as an English Learner



Wilcox English Language Learners continue to miss the target for the second cohort on AMAO 2, requiring a certain percentage of EL students who have been in the EL program more than 5 years attain English Language proficiency on the CELDT. The accountability target for the 2016-2017 school year was 54.7% making progress. Only 28.7% of these Wilcox students attained the English Proficient level on the CELDT. One intervention we have in place to address this was implemented this year, and is an EL course designed specifically for our LTEL (Long Term English Learner) students. This will be discussed further in Action Plan Item #1.

### A-G Enrollment and Completion Rates

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	97.27
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	41.16

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	96.96
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	42.5

**UC/CSU Course Measure**
**Percent**

2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission

96.96%

2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission

45.97%

In the 2016 - 2017 school year SCUSD declared A-G enrollment the standard enrollment for all students. Wilcox High School was already practicing this, but it still shows a district-wide focus and commitment on A-G. The data for three years from the School Accountability Report Card shows a .31% increase in pupils enrolled in A-G courses from 2014 - 2017, but shows a 4.81 decline in completion rate for the same years.

**PSAT Data 10th Grade**

PSAT 2020 10th Grade Cohort	PSAT 2019 10th Grade Cohort	2018 PSAT 10th Grade Cohort
<p><b>School Mean Score</b></p> <p><b>966</b></p> <p>426 Test Takers N/A Enrolled ⑦ N/A Participation</p> <p>44% Met Both Benchmarks 65% Met ERW 46% Met Math 33% Met None</p>	<p><b>School Mean Score</b></p> <p><b>972</b></p> <p>403 Test Takers 528 Enrolled ⑦ 76% Participation</p> <p>44% Met Both Benchmarks 67% Met ERW 48% Met Math 29% Met None</p>	<p><b>School Mean Score</b></p> <p><b>968</b></p> <p>452 Test Takers 507 Enrolled ⑦ 89% Participation</p> <p>45% Met Both Benchmarks 69% Met ERW 48% Met Math 27% Met None</p>

PSAT Data for the last three years shows a 2% decline in Mean total Score for our 10th grade cohorts. This data also shows that approximately 20% more of our students are performing at level in English than in Math. Students meeting both benchmarks remains consistent at 44 or 45%. During this three years, we have been giving the PSAT to all students. Moving forward, we can use the data from this test to drive instruction. This data also leads into the next set of data discussing Algebra 1 and Algebra Proficiency.

## **Algebra Proficiency**

What we see with the math data in the PSAT is an issue with our students in our math classes. Our 10th graders are struggling. When one brings grades into play with our 9th grade students you can see that the issue is specifically in Algebra 1.

	1st semester of: 2017-2018	2nd semester of: 2016-2017	2nd semester of: 2015 -2016
# of 9th grade F's in Algebra 1	34	76	67
# of 9th grade F's in Geometry	2	2	16

One past support in place to address the issues in Algebra 1 is an Algebra support class for struggling students, which we currently have two sections of. The issue with Algebra support is that it lacks a specific structure, and the course content depends largely on who is teaching it and their approach/style. This year we have a different teacher for Algebra Support. While she is trying a new/different approach from past years, it is difficult to gauge how this program is helping students if it is not consistent in delivery of content and instruction. In the three years of data above, we see that Algebra Support may not be helping students in the way we envisioned it.

Another intervention strategy attempted is that three years ago the math department decided to spread out Algebra 1 classes, so that every teacher teaches at least one section Algebra 1. The initial idea/goal was to allow teachers to focus on this group of students, but in looking at the data above we have to question the effectiveness of this strategy.

Algebra 1 is an area of concern. Supporting our students in math, specifically in Algebra 1 is an identified area of growth for Wilcox.

## **II. Significant Changes and Developments**

### **Administration and Support Staff:**

A great number of changes on the Administrative staff have occurred since our last WASC visit, starting with a change of the principal. Mrs. Kristin Gonzalez was hired in 2015 after former principal Bonnie Billings moved to the District Office as Director of Educational Media & Learning Resources. Prior to being hired as principal, Kristin was the Vice Principal of Counseling, Curriculum and half of student Discipline at Wilcox. Following her move to principal, a new Vice Principal was hired that year to replace Kristin in the VP Role. Chandra Henry from neighboring Santa Clara High School was hired. This year, 2017 -2018, Santa Clara Unified School District approved the hiring of an additional Vice Principal at each of the middle and high school sites, and former Social Science teacher from Wilcox High School George Niczewitz was hired to fill that position. We now have one principal and four full-time Vice Principals on staff. With the hiring of an additional administrator, job descriptions and responsibilities were re-defined to better serve our students.

In addition to these changes in Administration, other changes in support staff due to retirement, promotion or the addition of new positions included a new Bookkeeper, the addition of a part-time Counseling Secretary along with three additional counselors, a full-time Wellness Coordinator, a Community Health Outreach Worker, an EL Facilitator and ELSAT, two New Athletic Directors, as well as two new campus security guards and an additional full-time custodial position.

Last year our two long time Athletic Directors made the decision to step down from their positions. For the 2016-2017 school year, PE teacher and Coach Paul Rosa was hired to fill a full-time position, and English teacher/coach Laura Stott-Hardesty was hired to fill a half-time Athletic Director Position, shared with veteran David Currie who is planning to phase out of the position next year. Dave agreed to stay on half-time and split the position with Laura in order to train our new AD's in their new positions. It would be expected that the replacement of two long time veterans may come with significant growing pains, but the current plan in place with Dave Currie still working half-time has had little to no disruption to our regular Athletic Activities thus far.

Two new security guards have been hired since the last visit as well, who have made a large impact on school safety and on our community. Over the last three years we have had periods where only one security guard was on staff, causing this person to be overextended, and leaving the supervision of a large campus of nearly 2,000 students to be a near impossible task. With a fully staffed security team, there has been a noticeable difference in high level student discipline infractions as these individuals have been focusing on building student relationships.

## **Program Additions:**

### **A: 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 site level. The Wellness Center at Wilcox has one full-time coordinator, added in 2016-2017. An additional staff member was added for the 2017-2018 school year, a full-time Community Health Outreach Worker. In addition to those two positions we also have 2 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 life. 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
- Provide emotional support to parents/guardians and school staff around situations that affect anyone in the school community
- Crisis intervention on campus
- Provide information on community resources to help families meet their needs
- Share mental-health related information with students, parents/guardians, and staff through presentations

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. Our counseling and wellness staff work together to focus on general student well-being, mental health and support in addition to college and career planning. As the Wellness Center is a new addition to our campus, we have yet to see the full impact this new program will have on our staff, students and school culture.

### **B: Post Secondary:**

During the summer of 2017, a number of portable classrooms were added to our campus near the football field to support the district's growing Post Secondary program. While this program is an extension of Wilson Alternative High School, a portion of the program is housed on our campus. While they are not technically under the umbrella of Wilcox High School, it is still additional students and staff members who have immediate needs that at times require the assistance of the Wilcox Administration and Support Staff.

### **C: AP Equity/District Funded AP Exams:**

In the middle of last school year, the Santa Clara Unified School Board approved the payment of all AP, SAT and ACT exams for SCUSD students. Students taking the 2017 AP exams were the first to benefit from this new initiative. Wilcox High School went from administering 1005

exams to 478 students in 2016 to administering 1427 exams to 607 students in 2017. This exponential increase created challenges in finding facilities and proctors to administer exams, and was also met with hesitation from the staff concerning pass rates. In the end, our pass rate remained essentially the same, with a 0.1% increase from the year before, even with the additional 422 exams administered. 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 we have also made changes and added various supports to our AP program. We have added one AP support class which is a .2 FTE funded from our SPSA. We have worked with Department Chairs to streamline the AP application window and process, as well as hosting AP Parent Nights, and Student Summer Workshops for incoming AP students. This will be discussed in more detail in Action Plan Item #3, Course Access.

#### **D: Peer Tutoring Program**

In our work with the EOS (Equal Opportunity Schools) program, we have been focusing on access to rigorous classes and coursework for all students. Wilcox has an open AP course policy, where any student wishing to challenge themselves in AP or Honors coursework is encouraged to do so. We also work with EOS to identify 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. To support these new AP students, we established an Academic Peer Tutoring program on campus. The program and .2 FTE for a teacher is funded by the SPSA. Peer tutors are managed and trained by AVID teacher, Amy Peoples. Students are then placed in specific classes for the semester to tutor students. This will be discussed in more detail in Action Plan Item #3, Course Access.

#### **E: Girls' Lacrosse:**

SCUSD and Wilcox high school are committed to expanding athletic options for female students. A girls Lacrosse team has been added for the Spring 2018 Athletic Season. A Varsity and Junior Varsity coach have been hired, and Athletic Directors are in the process of ordering uniforms and equipment. The district committed \$10,000, and the school site committed \$7,000 to support a successful launch of this new program.

#### **F: PTSA Teacher Representatives:**

During the 2016-2017 school year PTSA requested a teacher representative to attend PTSA meetings and represent the wants and needs of the teachers on our staff. Last year we had two representatives, and this year 2017-2018, we again have two representatives. This addition to the PTSA has helped in improving communication with parents and families, and building stronger relationships across the Wilcox community. These teachers have taken an active role in increasing communication and building relationships between teachers and parents.

**G: School Learning Team (SLT):**

The School Learning Team was an addition during the 2015-2016 school year. Our district has contracted with the CEC (Consortium for Educational Change), working to improve communications between certificated, classified, management and district office employees. Wilcox was one of the first schools to be involved in this initiative and has seen a positive impact on our community and daily interactions with one another. The SLT meets quarterly with any staff interested in attending and discusses school issues and policy. A smaller group of the SLT includes representatives from certificated, classified and management staff at Wilcox, and meets 1-2 times per month. They also meet with the larger district team multiple times a year. Some of the accomplishments this group have made include tackling small logistical problems like adding more bike racks and system-wide student tardy passes, to larger issues of chronic absenteeism and grad rates. This will be discussed further in Critical Areas for follow up #5, Communication.

**H: Counseling/Naviance:**

During the 2015-2016 school year, the SCUSD and School Board committed to increasing School Counseling Staff. Added counseling positions are making an impact on the level of counseling and support service we can provide our students. The counseling staff has doubled in size, lowering caseloads from 666 students to 1 counselor to 333. With these additions we have also added additional support staff in the form of another counseling secretary. 2017-2018 is the first year we are fully staffed with our six full-time counseling positions, so we have yet to see the full effect the additions of these new positions will have on our students and school culture. We also now have a Lead Counseling position at the district level, streamlining processes across the district. With these additions has also come another new program- Naviance. Naviance is career and college exploration tool. The major difference is that there are now college and career benchmarks in place for each grade level that students are meeting, starting in the 8th grade. Differences Naviance has made include individualized college/career counseling services that are tailored to student's individualized needs. It also utilizes a parent portal increasing parent engagement in this process. Kids are more aware of the college process with the Naviance tool, and this led to an increase in early action/early decision applications. We hope to see a higher 4 year college acceptance rate with this program as well. Look at what our district has done with AP and PSAT, SAT program - and shows our district's commitment to exposing all students to the possibility of 4 year college.

**I: EL Program and Support**

The hiring of a designated EL Facilitator as well as an ELSAT has had an impact on the level of service we are able to provide for our students learning English as a Second Language. We have added EL Support classes with one focused on supporting our LTEL students in addition to our beginning and advanced EL students. Our district leadership has also helped us to facilitate a partnership with ARRUPE tutors, who are bilingual and will be coming into our EL support classes on a rotating schedule during the second semester to further support our EL Students. We currently have partnered with Santa Clara University for interns who tutor in our EL support classes. While they are not bilingual, they are still an additional support for our



students. EL Facilitator Yana Staroselsky also leads the EL CAT group, which is a way to communicate with the larger staff about strategies to better support EL students in their mainstream classes.

The district also committed to funding a 6 hour ELSAT (English Language Support/Assessment Technician). Wilcox committed another 1.5 hours funded by the site (SPSA) to make a full-time employee. 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.

#### **J: Restorative Justice/Restorative Practice**

The school site and district have committed to decreasing suspensions with a focus on Restorative Justice/Restorative Practices. This year, we have a CAT group focused on Restorative practice, and one of our VPs along with 4 members of this group attended a Restorative Practice conference in Fairfield, CA earlier this year. Following the conference, the group gave a presentation to our staff at one of our staff meetings that included practical implementations for use in the classroom. The site is committed to expanding use of these practices with SPSA funding for Professional Development and more scheduled presentations by the CAT Group. Administration has also been implementing these practices along with conflict resolution in student discipline interactions. This will be discussed in more detail in Action Plan Item #2, School Climate.

#### **K: Implementation of CCSS (Common Core State Standards)**

Teachers and Administrators have been included in Professional Development during the last three years anticipating the changes in instruction and assessment that come with the implementation of the California Standards. Departments in core subjects have been working collaboratively during district Professional Development days and during department collaboration time to align assignments and assessments to the standards. State testing has changed, and the CAHSEE (California High School Exit Exam) has been eliminated, making way for the SBAC (Smarter Balance) tests which we have been administering since 2014-2015 as a part of the pilot process. In addition, Science has been working on aligning with the NGSS (New Generation Science Standards) standards, and Physical Education has been challenged with incorporating the New Health Mandate. This year, we will also be administering the school-day SAT, where we will give the exam free of charge (paid for by the district) to all of our Junior Students. The new California Standards have had an impact across the school and district as we work to align instruction and curriculum to meet new expectations and support student achievement. This will be discussed in more detail in Action Plan item #4, Implementation of CCSS.

#### **L: Chromebook 1-1 Roll-Out**

In January of 2018, Wilcox high school began our 1-1 Chromebook roll-out. This initiative, driven by the district begins with 10th and 11th grade students. Next school year 2018-2019 9th and 10th grade students will receive their Chromebooks as well, and at that point all of Wilcox

High School will be 1-1 with personal devices. Wilcox High School has offered multiple teacher workshops to support teachers with this new level of access to technology. We held a parent info night on Chromebooks, a student training in history classes, and have been focusing on digital citizenship for the last three years.

#### **M. Open House Format Changes**

Two years ago the Wilcox Administration and Department Chair team met to brainstorm a restructure of our Open House format. Open House had already been moved from the spring to the fall to encourage students who were deciding between their home school and local private schools in the area to consider attending Wilcox. During the last three years, we have worked to restructure Open House to follow a similar structure to the private schools. Teachers volunteer to host content and skills based mini-sessions for parents. PTSA Parents offer a session that is a parent Question and Answer panel. Teachers not hosting sessions run booths for their departments answering questions and promoting programs at Wilcox. Student leaders offer campus tours, and present reasons they enjoy attending Wilcox at the general session. We have seen an increase in attendance from private and charter school families over the past few years, which is our target audience.

#### **N. Summer School**

Two years ago our district reinstituted Summer School for students who need credit recovery. Only students retaking a course they received a D or F in during the school year are permitted to sign up for summer school. This helps students to stay on the graduation track and remain at the comprehensive high school site instead of having to enter an alternative program. There are currently no "get ahead" courses offered through the district, with the exception of PE Health.

#### **O. Teacher Collaboration Time**

Following a trip to the Solution Tree PLC conference three years ago attended by two administrators and a number of teachers and department chairs, teachers expressed the need for more open collaboration time. A group met and decided what this time should look like, and where the accountability would fall. Administration has supported this effort by limiting staff meetings to 30 minutes in order to allow more time for collaboration, and department chairs assist in encouraging and structuring collaboration in their departments. We have had this structure in place for two years and are currently reflecting on making changes for next year. 30 minute staff meetings have made it challenging to complete administrative tasks and/or look at data.

### III. Ongoing School Improvements

The former WASC Coordinator for Wilcox was named Principal beginning in the 2015-2016 school year. Chandra Henry was hired that same year as a Vice Principal and was selected as the WASC coordinator and has led the process for staff since her appointment to this position. In addition to a WASC Site Coordinator, Wilcox High School has four groups that oversee the implementation and monitoring of our school-wide action plan.

**School Site Council (SSC):** School Site Council consists of the principal and elected representatives in each of the following areas: three teachers, one classified, three parents and two students. This group meets monthly to monitor the progress of the school-wide action plan, review data, gather and review community input and make appropriate changes to the action plan annually.

**Department Chairs:** Department Chairs consist of the site administrative team and one to two teacher-elected representatives from each of the subject areas. Additionally a representative from counseling, EL and AVID are a part of this team. Department Chairs meet monthly to review and discuss department goals and progress, review data and advise the school administration in academic and extra-curricular changes that may be needed.

**SLT (School Learning Team):** The SLT consists of the principal, one vice principal, classified union leadership, certificated union leadership as well as classified and certificated staff representatives. The SLT meets one to two times monthly to review and discuss whole school data, identify areas of need and collaboratively explore and implement solutions. Beyond that, the SLT hosts quarterly meetings after school with interested staff to gather input and collaborate on solutions.

**CAT Groups (Collaborative Action Team):** CAT Groups consist of certificated staff from cross-curricular areas and administrators. Beginning in the 2016-2017 school year classified staff have joined CAT groups as well as representatives from the district office. CAT groups meet monthly and are 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.

Staff, parents and students all have opportunity to give input and feedback on the school-wide action plan via one of the groups listed above. In addition to these groups, Wilcox seeks community input through an annual survey to all stakeholders distributed by the SSC. Staff have also had additional opportunities for input and feedback during department and staff meeting time this school year that has been specifically dedicated to preparing for our mid-cycle visit. In December, staff used data gathered from departments in department meetings, to work in small groups to review the school-wide action plan progress. The results of this work were compiled and shared with the entire staff in January of 2018. In that meeting further changes and additions to the mid-cycle report were made at the January Department and CAT group meetings.

## **IV. Progress on Critical Areas for Follow-up/Schoolwide Action Plan**

### **SCHOOL WIDE ACTION PLAN**

#### **School Wide Action Plan Item #1:**

**Support English Language Development: Address the academic, social, emotional and vocational needs of underperforming groups- also utilize the district EL coordinator, involve EL Parents and increase outreach to the EL community**

#### ***Academic Needs/Supports-***

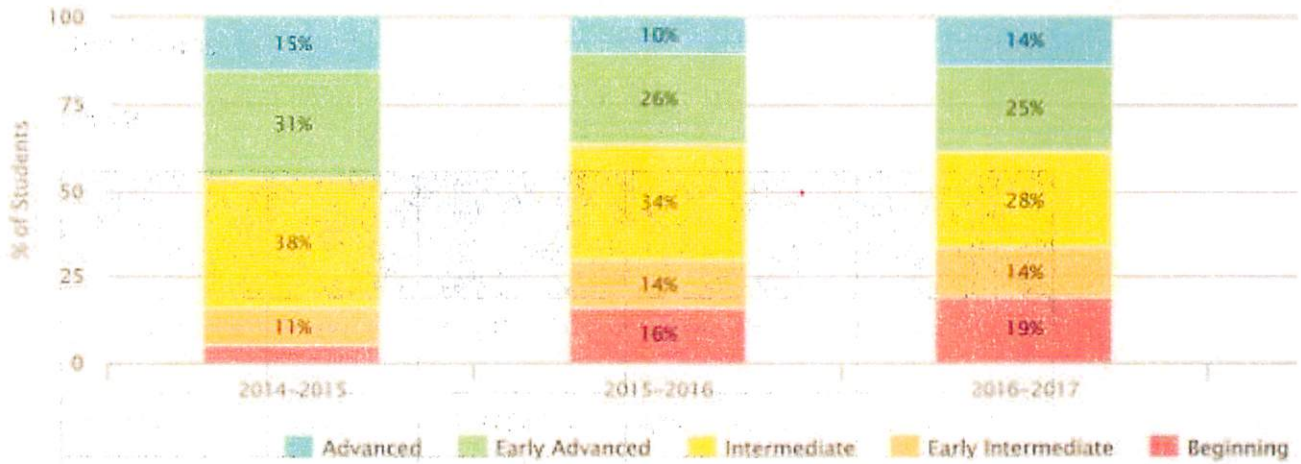
Over the last three years, Wilcox High School has added a number of programs to support our EL population both academically and socially. For the last three years we have had a CAT (Collaborative Action Team) group focused on our EL population. This is a cross-curricular group that brainstorms and implements ways to support and engage all of our EL students and families. The EL Academic Support 3 class for our LTEL(Long Term English Learner) students was discussed in this group and was implemented for the 2017-2018 school year. Last year our ELSAT worked to bring bilingual parent volunteers into the classroom to provide students with tutoring and additional support. This year, our district has partnered with Santa Clara University to provide ARRUE Tutors in our EL support classes. As these interventions are relatively new, time will tell what their effectiveness is over the long term.

Last year the EL Coordinator worked closely with Administration to create the master schedule to facilitate movement in student schedules when the students acquire enough English to move to the higher level course. EL and SDAIE Science courses were made 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. This allows them to receive additional drop-in support from the teacher as well as fellow students.
- Communication amongst EL teachers has increased with increased teacher collaboration time, and consistent teachers teaching EL courses, allowing them to better collaborate on how they can support students.
- The EL Support teachers also have designated Chromebook carts in their classrooms to increase the student access to technology.
- EL Coordinator meets with every student who is designated as EL or SDAIE during their English class in order to go over their transcripts, and hand-schedule 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 aide students in choosing classes and formulating academic goals and plans.

### CELDT Data



In 2014-2015, 46% of students were performing at Advanced or Early Advanced on the CELDT test. In 2015 - 2016 this number dropped to 36%, and went back up to 39% in 2016-2017.

### RFEP Rates

2014-15

School	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated EEP
<a href="#">Adrian Wilcox High</a>	1,936	266 ( 13.7 %)	836 ( 43.2 %)	10 ( 4.0 %)
<a href="#">District Total:</a>	15,298	4,319 ( 28.2 %)	3,397 ( 22.2 %)	385 ( 8.8 %)
<a href="#">County Total:</a>	276,689	66,784 ( 24.1 %)	77,538 ( 28.0 %)	8,381 ( 12.3 %)
<a href="#">State Total:</a>	6,235,520	1,392,263 (22.3%)	1,279,865 (20.5%)	154,959 (11.0%)

In 2014-2015, the percentage of Wilcox High School EL students who were redesignated as English Proficient was significantly below the district, county and state. This is likely due to the fact that there was no on-campus EL Coordinator or ELSAT during this time, so this work fell on the administrative team.



2015-16

School	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated EEP
<a href="#">Adrian Wilcox High</a>	1,977	235 ( 11.9 %)	905 ( 45.8 %)	49 ( 18.4 %)
<a href="#">District Total:</a>	15,388	3,908 ( 25.4 %)	3,879 ( 25.2 %)	833 ( 19.3 %)
<a href="#">County Total:</a>	274,948	64,143 ( 23.3 %)	78,155 ( 28.4 %)	8,705 ( 13.0 %)
<a href="#">State Total:</a>	6,226,737	1,373,724 (22.1%)	1,291,197 (20.7%)	155,774 (11.2%)

In 2015-2016, the percentage of Wilcox High School EL students who were redesignated as English Proficient was higher than the county and state by 5% or more. It was just over one percent lower than the district which could be attributed to the fact that this was Wilcox's first year with the return of an EL Coordinator on campus after two years without one. She also started mid-year due to maternity leave. Santa Clara, the other comprehensive High School in our district never had a time without an on-campus coordinator.

2016-17

School	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated EEP
<a href="#">Adrian Wilcox High 16-17</a>	1,942	209 ( 10.8 %)	965 ( 49.7 %)	43 ( 18.3 %)
<a href="#">District Total:</a>	15,409	3,847 ( 25.0 %)	4,113 ( 26.7 %)	533 ( 13.6 %)
<a href="#">County Total:</a>	273,264	61,845 ( 22.6 %)	80,533 ( 29.5 %)	9,419 ( 14.7 %)
<a href="#">State Total:</a>	6,228,236	1,332,405 (21.4%)	1,323,837 (21.3%)	183,272 (13.3%)

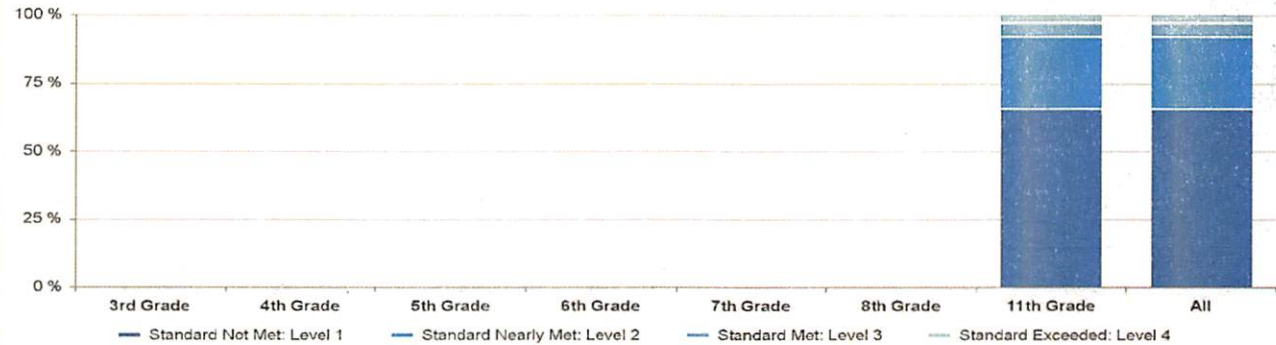
In 2016-2017, the percentage of Wilcox High School EL students who were redesignated as English Proficient was higher than the district, county, and state by 3.5% or more. This is likely attributed to the fact that this was the first year with both an on-campus EL Coordinator and ELSAT support.

## CAASPP ELA for English Language Learners

### ELA 2017

#### English Learner

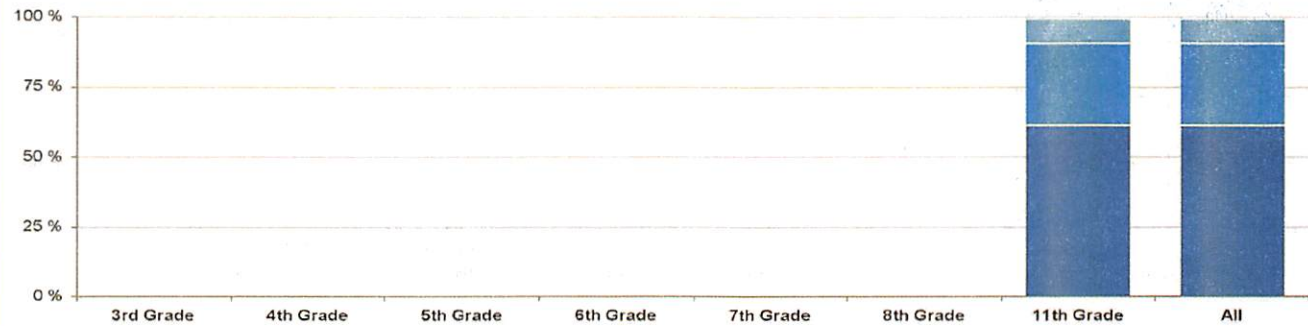
##### Achievement Level Distribution



### ELA 2016

#### English Learner

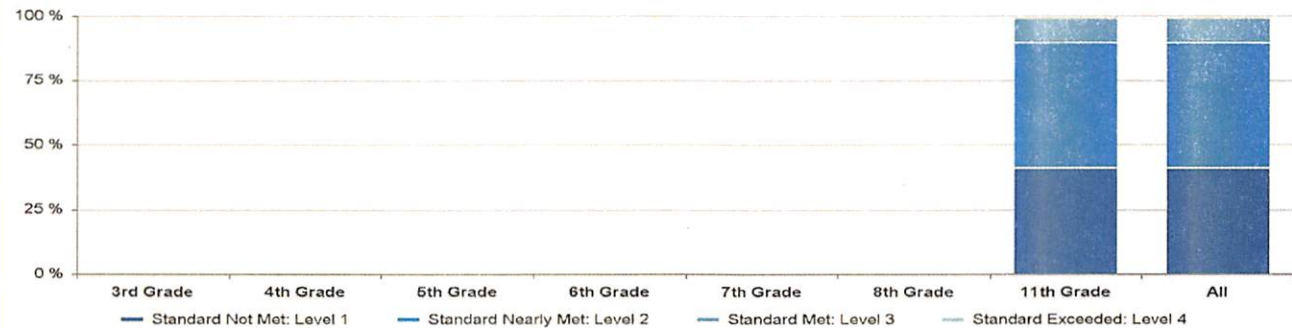
##### Achievement Level Distribution



### ELA 2015

#### English Learner

##### Achievement Level Distribution



ELA CAASPP EL	2017	2016	2015
Percent Passed	6%	8%	9%
Percent Not Passed	94%	92%	91%

ELA CAASPP EL	2017	2016	2015
Exceeds Standard	2%	0	0
Standard Met	4%	8%	9%
Standard Nearly Met	27%	29%	49%
Standard Not Met	67%	63%	42%

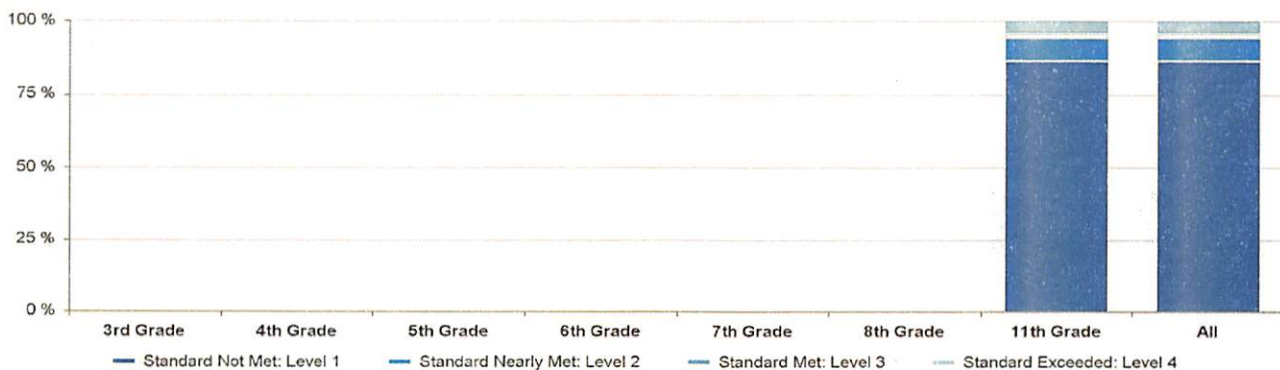
Over the last three years the percentage of EL students meeting or exceeding standards in ELA has declined from 9% at or above standard in 2015 to 6% at or above standard in 2017. The majority of our EL students are not performing at level on this exam. They also are not moving from standard not met to nearly met. There has been a 25% increase in EL students not meeting standard in ELA from 2015 to 2017.

## CAASPP MATH English Language Learners

### Mathematics 2017

#### English Learner

#### Achievement Level Distribution

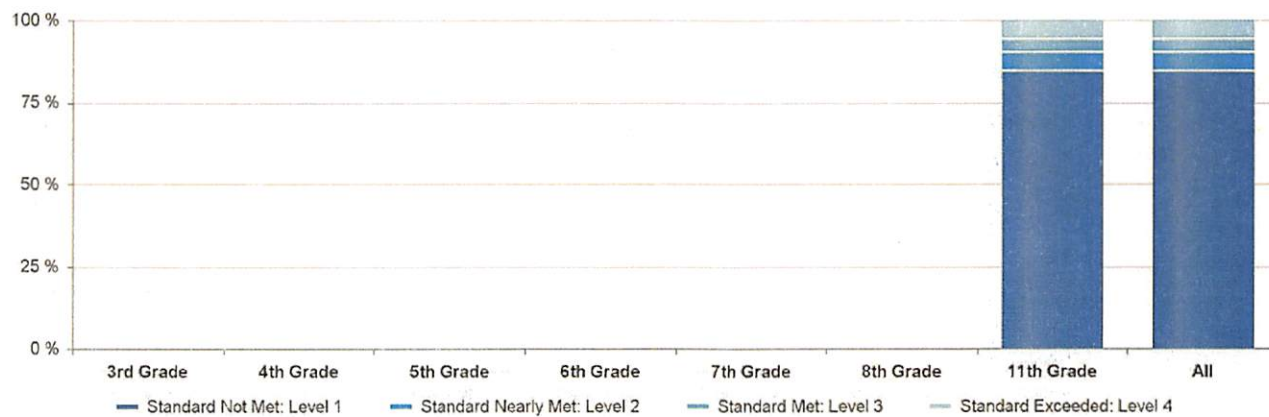




## Mathematics 2016

### ▼ English Learner

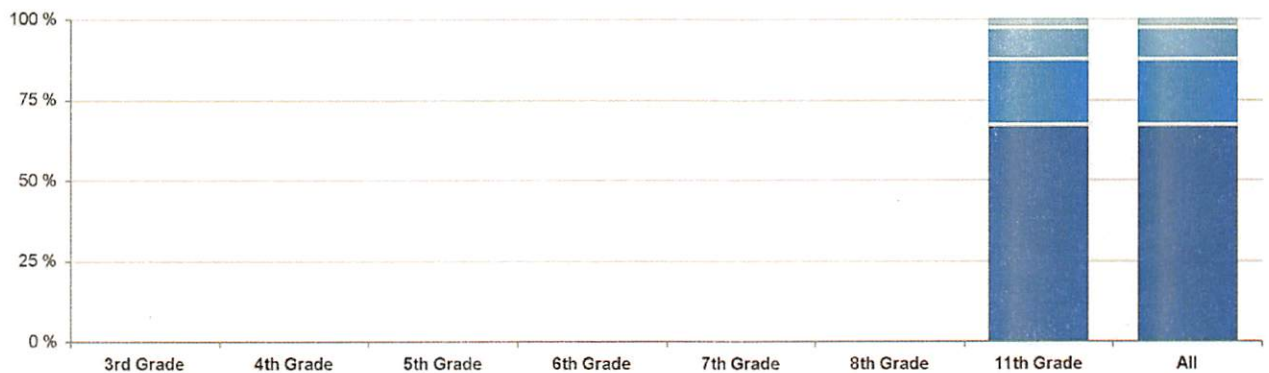
Achievement Level Distribution



## Mathematics 2015

### ▼ English Learner

Achievement Level Distribution



<b>Math CAASPP EL</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
<b>Percent Passed</b>	4%	8%	11%
<b>Percent Not Passed</b>	96%	92%	89%

<b>Math CASSPP EL</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
<b>Exceeds Standard</b>	4%	5%	2%
<b>Standard Met</b>	0	3%	9%
<b>Standard Nearly Met</b>	7%	5%	20%
<b>Standard Not Met</b>	89%	87%	69%

Over the last three years the percentage of students meeting or exceeding standards in Math has also declined from 11% at or above standard in 2015 to 4% at or above standard in 2017. The majority of our EL students are not performing at level on this exam. There is however a 20% increase in students moving from Standard Not Met to Standard Nearly met from 2015 to 2017 that contradicts the 25% drop in the same area discussed above in ELA. One thought about this is that one test relies heavily on language acquisition/mastery, and the other tests content and skill.

#### *Social/Emotional Needs/Support -*

The EL CAT Group spent a lot of time in the 2016-2017 school year reviewing data on EL Student's connectedness to school, and brainstorming ways to help them feel more of a part of the larger school community. Last year, 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 performer's 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. This year, we hired a bilingual Community Health Outreach Worker in our Wellness Center. This has helped many of our EL students feel more comfortable reaching out for help and support. The addition of the EL Coordinator and ELSAT (English Language Support and Assessment Technician) positions three years ago also provide social and emotional support for our EL students. The door to the classroom is 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. She 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. EL Students from Wilcox High School and around the district were a part of a student panel where their voices and personal stories were heard by staff across the district.

Some of our EL students also work with the EL Coordinator and volunteer to give tours to students who are new to the school and the country. A list of volunteer EL tour guides was sent to each of the counselors, and these students are called upon to give tours to students who are new to the country. This eases the transition to Wilcox High School for our newcomer students, and gives them a friendly face, and/or person to eat lunch with who can help them navigate the school and assist with any questions they may have.

The EL Coordinator's classroom is also open everyday at lunch for lunch gatherings. On any given day you can find anywhere from 10-20 students in the EL Support classroom. This is a diverse group of students who bond over food, interests, and common struggles. It is a safe place for these students to go where they feel comfortable.

#### *Vocational Needs/Support*

The EL Support 3 Class includes curriculum and units on career readiness, goal setting, study and organizational skills, and academic intervention projects. In addition, the school's College and Career resource center is located just across the hall from our EL Coordinator's classroom. There students can access college and career information and resources. Our EL Coordinator and College and Career Resource Technician work closely together on a number of projects to support our EL students with their vocational and college and career needs.

This year, the ELSAT and the EL Coordinator have also been helping students fill out the FAFSA in order to make college more attainable for our EL students. Our College and Career Resource Technician also coordinates with the EL Coordinator to schedule presentations specifically for our EL students, each year Wilcox hosts on campus visits from SVCTE (Silicon Valley Career Technical Education) and with Mission College.

Every year the counseling staff partner with the College and Career Resource center to provide grade level parent nights. These hold information about college and career planning specific to a students grade level. The EL Coordinator gets access to each of these presentations from the College and Career Resource Technician and translates them for parents. She then makes the information accessible to parents at our ELAC (English Learner Advisory Committee) meetings for our EL parents. \*ELAC will be discussed further in the commentary below. In the the fall, the College and Career Resource Technician also hosts an evening meeting for the parents of EL Freshmen. She has a Spanish Language teacher translate the presentation containing information on four year planning. Topics discussed include- SCVTE, Community College, 4-year College and other educational opportunities available to students at the high school and beyond.

#### *Site EL Coordinator-*

Three years ago, the addition of an EL Coordinator and part-time ELSAT on site have made a significant impact on the level of service we are able to provide our EL students. The first year the Site Coordinator position was added the position was 80% EL Coordinator with one EL class taught. It is currently a 60% EL Coordinator position with two EL classes taught. Our site funds 1.5 hours out of the SPSA to support our ELSAT and make that a full-time position. Our EL Coordinator works with the District EL Coordinator and collaborates with others in the district as well as Wilcox EL and SDAIE teachers on supports, assessments, curriculum and texts to use in the classroom.

#### *EL Parent Involvement and Outreach-*

The PIQE (Parent Institute for Quality Education) program brought to WHS started three years ago. They were booked last year, but came back to work with Wilcox again in 2017-2018. PIQE is a series of nine week classes that parents attend on Wednesday evenings that are hosted at the school site. The goal of the program is educating and empowering and inspiring parents to take an active role in their student's education and 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 provides 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 attending the first meeting. It is our hope that this attendance rate remains consistent through the end of 2018. One change in the program is that the first year was focused on Spanish speaking families. This year's class is split into two, one in Spanish and one in English that targets EL families.

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

This year, Wilcox also added a Freshman Parent Orientation for spanish speaking families. This was spearheaded by a parent volunteer who worked with the the Freshman Orientation Coordinator to bring this idea to fruition. This allowed for spanish speaking parents to meet one another, ask questions of our students and staff, and get clarification about anything they were apprehensive about for their children starting high school.

A subscription to Newsela was purchased with our ELLs in mind. This year the School Site Council approved the funding to provide a subscription to Newsela for all of our students and teachers. 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, but School Site Council approved funding for the Newsela Pro which provides tools for teaching including assessing student reading levels, reading comprehension assessments, annotations and writing prompts.

\*\*This section addresses Wilcox Action Plan Item #1(above) as well as Critical Area for Follow-up #4: Support from a district-wide EL coordinator, increased involvement of EL parents, and outreach to EL community.

### **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.**

### **Suspension Data - Cumulative Enrollment vs. Students Suspended**

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	% of Students Suspended with One Suspension	% of Students Suspended with Multiple Suspensions
<a href="#">Adrian Wilcox High</a>	2,065	69	58	2.8%	82.8%	17.2%
<a href="#">Santa Clara Unified</a>	16,194	1,071	658	4.1%	66.1%	33.9%
<a href="#">Santa Clara County</a>	282,774	11,243	7,193	2.5%	71.4%	28.6%
<a href="#">Statewide</a>	6,405,496	381,845	233,478	3.6%	69.3%	30.7%

The chart above shows that the overall suspension rate at Wilcox High School is 2.8% which is lower than the state and other schools in our district, but is slightly higher than the rate of the county. The percent of students suspended with only one suspension is significantly higher than the district, county and state, but comparatively, the percent of students with multiple suspensions is significantly lower than the district, county and state. The data shows that the majority of students suspended once at Wilcox do not get suspended again during that school year. The low percentage of students suspended two or more times shows that there are less repeat offenders of our school's discipline policy, and that students are changing their behavior after their first offense.



Ethnicity	Percent of Cumulative Enrollment 16-17	Percent of Students Suspended 16-17	Percent of Cumulative Enrollment 15-16	Percent of Students Suspended 15-16	Percent of Cumulative Enrollment 14-15	Percent of Students Suspended 14-15
African American	2.5%	3.4%	2.7%	6.6%	3.3%	10.3%
American Indian or Alaska Native	*	*	0.5%	0.0%	0.5%	0.0%
Asian	28.5%	8.6%	26.5%	4.9%	26.5%	7.4%
Filipino	5.9%	1.7%	6.4%	1.6%	7.0%	2.9%
Hispanic or Latino	37.3%	55.2%	37.7%	60.7%	36.5%	48.5%
Pacific Islander	0.8%	3.4%	0.6%	1.6%	0.9%	1.5%
White	20.6%	20.7%	21.7%	18.0%	22.1%	26.5%
Two or More Races	3.7%	6.9%	3.7%	6.6%	3.2%	2.9%
Not Reported	*	*	*	*	*	*
Total	2,065	58	2,073	61	2,024	68

The chart above shows a steady decrease in the total number of students suspended as well as a decrease in percentage of students suspended in most of our subgroups. Two subgroups with the most significant decrease are our African American Students with a 6.9% decrease, and our White population with a 5.8% decrease. Some of the interventions we have added in the last three years that may have contributed to this decrease are listed below.

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. This year a Restorative Practices group was added to our Collaborative Action Teams (CAT). 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.

As an administrative team we have been exploring alternatives to detention and suspension. Three years ago, one of our Vice Principals redesigned our referral form to include additional low level interventions and parent/student contacts 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.

We also have a Health and Wellness CAT group this year that is working on adding meditation as component to our after-school detention and Saturday School. While we have not worked out the logistics of implementing this yet, we are in the process of figuring out a practical way to incorporate it. Administration, security and staff are on board with this idea and have begun the initial work to get this started during the 2017-2018 school year.

We also have added a few lower level discipline interventions that can be used before or instead of assigning a student a 2 or 4 hour detention. One 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 then not given the option of lines and are instead assigned a detention, adding another layer to our progressive discipline policy.

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 - 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.

Our Vice Principals has also been working on an "Online Saturday School" module. We looked at data 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. 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 assign students portions of the online Saturday School assignments to complete while they were there. Typically these would be assignments where they could complete school work for their classes that they could access on a device. We found that students were productive in getting school work 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.

Another idea our Administrative team has had to add to our progressive discipline policy is to assign students additional Community Service hours instead of Detention/Saturday school. We have not moved forward on this as we have not worked out the logistics/details for follow up, but it is another intervention we are looking into.

For the last two years one of our Vice Principals in particular has built a relationship with the Peer Court. This relationship is still emerging and we actually sent our first case there this year.

One 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 last year was reducing 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.



This year (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. We will need time to collect the data on whether or not this addition will make an improvement in reducing repeat offenders of the school discipline policy.

### **Repeat Offenders to the Schools Discipline Policy**

\*Data collected from Aeries

<b>Year</b>	<b>Total # of Discipline Offenses</b>	<b>Number of Students with 2 or more infractions</b>	<b>Percentage of Repeat Offenders</b>
<b>2016 - 2017</b>	1251	213	17%
<b>2015 - 2016</b>	1143	199	17%
<b>2015 - 2014</b>	1389	272	20%

Since we have implemented the above interventions we have seen a 3% decrease in the percentage of repeat offenders to our discipline policy.

### **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**

#### ***Advanced Placement Program***

Another one of our CAT Collaboration teams this year is called Academic Opportunity. This group works with our district partnership with EOS (Equal Opportunity Schools), focusing on AP equity and awareness. This group has been working for four years. This year, the name of this group changed from AP Equity to Academic Opportunity. This discussion came after acknowledging a district/schoolwide 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 of balance in an AP program as we strive to help all students. This group has two main focus areas.

The first focus is to increase opportunity and remove barriers for students wishing to challenge themselves academically with Honors or AP courses.

#### ***AP Enrollment***

**2017-2018 AP Enrollment by Ethnicity**

	Total # of Students	Percent of Population	Students Currently in AP	% of Students Currently Participating in AP
White & Asian	<b>549</b>	<b>58.3%</b>	<b>378</b>	<b>68.9%</b>
Hispanic/Latino	<b>346</b>	<b>36.7%</b>	<b>124</b>	<b>35.8%</b>
Black/African American	<b>31</b>	<b>3.3%</b>	<b>15</b>	<b>48.4%</b>
All Other Races	<b>16</b>	<b>1.7%</b>	<b>3</b>	<b>18.8%</b>
Total	<b>942</b>		<b>520</b>	<b>55.2%</b>

**2015-2016 AP Enrollment by Ethnicity**

	Total # of Students	Percent of Population	Students Currently in AP	% of Students Currently Participating in AP
White & Asian	<b>579</b>	<b>61.0%</b>	<b>355</b>	<b>61.3%</b>
Hispanic/Latino	<b>327</b>	<b>34.5%</b>	<b>125</b>	<b>38.2%</b>
Black/African American	<b>32</b>	<b>3.4%</b>	<b>13</b>	<b>40.6%</b>
All Other Races	<b>11</b>	<b>1.2%</b>	<b>5</b>	<b>45.5%</b>
Total	<b>949</b>		<b>498</b>	<b>52.5%</b>

The data above shows the changes in AP enrollment at Wilcox High School from the 2015-2016 school year to the 2017 - 2018 school year. We have seen an overall increase of 2.7% in student enrollment in AP courses from 498 students in 15-16 to 520 students in 17-18. The number of Hispanic students enrolled in AP courses has increased 2.2%, and the number of African American Students enrolled has had remained the same.

***AP Supports***

Each year this group works 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 give a survey to all teachers, where they recommend students who they think might have the ability or potential to take one of these courses but have not enrolled in one yet. Then, the EOS portal matches students and interests, with teacher recommendations. Students list trusted adults on campus, and we match

these students with teachers to have one-on-one conversations with them about their academic potential and interests. While we hope that these conversations might encourage some new and different students to give challenging courses a try, we also want to focus on the opportunity it gives these teachers to build stronger relationships with students. In 2017 -2018 with the help of EOS we identified 269 sophomore/junior students who are not currently enrolled in an AP courses, but may be good candidates for one through the student interest survey. The survey gauges student interest and potential, and identifies barriers that may exist for these students that prevent them from trying an AP course.

This group also has held an AP parent night in the spring to inform the parents of students trying an AP course for the first time about what to expect. Teachers from each department present on the application process (if applicable- many departments have an open enrollment policy with no application process); and the time commitment they can expect (workload, homework etc.). Then there is an opportunity for parents to ask questions and get information directly from AP teachers. This will be our 4th year working with EOS and also our 4th year offering AP parent night to our families.

The Academic Opportunity 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 assist students in filling out applications and/or completing the essays required to be considered for the course. 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.

Another event this group facilitates is an AP "rally" held during SSR in the Spring, just before students register for the next year's courses. Students identified in the EOS survey as having AP/Honors potential and students recommended by teachers are invited to attend. During the rally, one of our AP teachers speaks, tells his personal story about taking higher level courses, then tells students what they can expect from an AP course. We then have a diverse group of students speak about the realities of taking one of these courses. This way students get to hear from their peers first-hand and make an informed decision about whether or not they want to try an AP or Honors course.

The second focus of this group, new last year, is Health and Wellness for students already involved in our honors/AP program. There has been much discussion about how much is too much as far as AP courses, and the stress level of our students. The CAT group this year has been intentional about their message that the goal of the group is not just "more AP" but healthier and happier students. The group has been looking at ways to identify AP students who are stressed and refer them to our Wellness Center. They have also been looking at ways to encourage and facilitate conversations between students and teachers about choosing AP courses they are truly interested in and will enjoy. They want staff to help students make informed decisions about the right number of these courses to take for them, and how this

number may vary from student to student. Another goal of this group is to focus on better educating parents in this area as well. This CAT group worked on creating a sheet for students and parents when considering AP and honors courses that is designed to help families talk with their students and make informed decisions when choosing their classes for the following year.

This work has had a significant impact on our AP program. Over the last four years we have added three new AP courses: AP Environmental Science, AP Psychology and AP Physics 2. This is 5 sections worth of AP that was not offered before, which has increased the number of students in our program significantly. This year, we are in the process of adding the AP Capstone program as well, with an AP Seminar and Research course. The plan is to tie this to our Career Technical Education (CTE) pathway, allowing our Business program to grow and add a capstone course with an AP component that is in high demand.

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.

Last year we had two sections of AP Support. This year we have one, due to declining enrollment. The goal of the AP Support class is to enroll students taking an AP course for the first time. One of our AVID teachers teaches the course which incorporates AVID 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.

The peer tutoring program is managed by another 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.

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.

Last year, 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. While this is only our second year paying for AP exams, and first year paying for the others, we will have to wait to see the full impact this has on AP/Honors enrollment.

Wilcox has been giving the PSAT to all sophomores for the last 4 years, free of charge, and for the first time this year will also be administering the SAT to all juniors, at our school site, during the school day. Students are automatically signed up, and tests are paid for, eliminating any barriers that a student and/or family may have (ie: transportation, time, money) for taking the exam. 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.

### ***AVID***

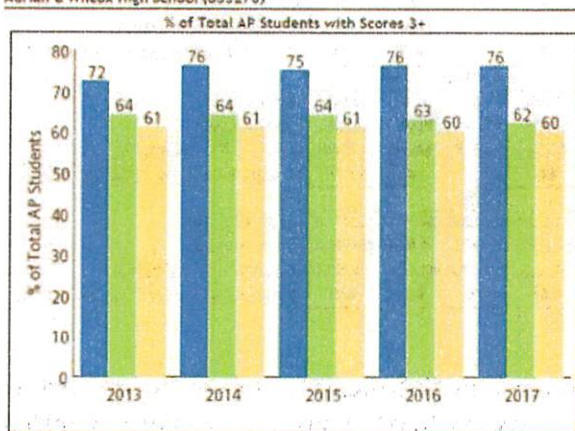
In addition to our AP equity work and free College Board and ACT testing we also have an established AVID (Advancement via Individual Determination) program that has been in place at Wilcox for nearly two decades. AVID is a college preparatory program that prepares students to meet the requirements for acceptance to a four-year university. Most AVID students are from underrepresented college populations or are the first generation in their family to attend college. These students are encouraged to take a rigorous course of study, including honors and AP courses so that they can be accepted to a four-year college. The goal is to enable students to select appropriate four year paths most suitable to their abilities and talents. We currently 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. Ongoing support and growth of the AVID program include AVID strategy presentations at staff meetings and attendance at the yearly AVID Summer Institute for current AVID teachers as well as other interested teachers. Our AVID team is looking to move toward a schoolwide AVID model.

### ***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 6 counselors on staff in 2017 -2018. 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.

## AP Performance Data

Adrian C Wilcox High School (053276)



	2013	2014	2015	2016	2017
<b>Adrian C Wilcox High School (053276)</b>					
Total AP Students	366	295	394	480	599
Number of Exams	739	836	768	988	1,389
AP Students with Scores 3+	265	300	295	365	456
% of Total AP Students with Scores 3+	72.4	75.8	74.9	76.0	76.1
<b>California</b>					
Total AP Students	338,891	354,227	372,502	396,254	416,765
Number of Exams	635,596	668,479	707,509	749,392	791,270
AP Students with Scores 3+	215,233	227,801	237,063	247,846	259,640
% of Total AP Students with Scores 3+	63.5	64.3	63.5	62.5	62.3
<b>Global</b>					
Total AP Students	2,225,625	2,352,026	2,497,164	2,625,319	2,762,364
Number of Exams	3,955,410	4,199,454	4,516,044	4,741,586	5,006,488
AP Students with Scores 3+	1,354,800	1,442,116	1,515,264	1,583,115	1,656,110
% of Total AP Students with Scores 3+	60.9	61.3	60.7	60.3	60.3

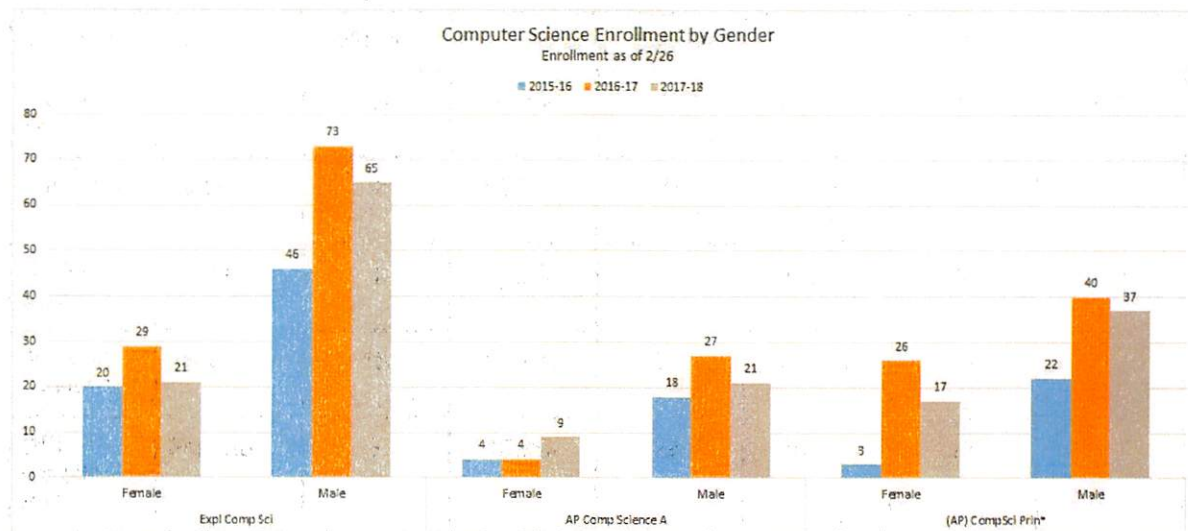
As you can see in the AP Exam data above, our district providing this opportunity is already making a significant impact. In 2016 Wilcox administered 988 exams. In 2017 (the first year of SCUSD offering free AP exams) we administered 1,389 exams. This is 401 more exams than the previous year. Even with the increase in exams, our AP pass rate remained steady with 76% scoring a 3 or higher on their exams in both 2016 and 2017.

### 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. One of our math teachers leads this program on Wednesday mornings in lieu of being a part of one of our Collaborative Action Teams. This allows him time to hold club meetings with students, bring in guest speakers etc.



## Female Enrollment in Computer Science Classes



Course title	Sex	2015-16	%	2016-17	%	2017-18	%
Expl Comp Sci	Female	20	30.3%	29	28.4%	21	24.4%
Expl Comp Sci	Male	46	69.7%	73	71.6%	65	75.6%
AP Comp Science A	Female	4	18.2%	4	12.9%	9	30.0%
AP Comp Science A	Male	18	81.8%	27	87.1%	21	70.0%
(AP) CompSci Prin*	Female	3	12.0%	26	39.4%	17	31.5%
(AP) CompSci Prin*	Male	22	88.0%	40	60.6%	37	68.5%

In looking at the above data on the enrollment of female students in Computer Science courses, enrollment has increased in the last three years in all courses with the exception of Exploring Computer Science. In 2016-2017 we added two courses to our Computer Science course offerings from 2015-2016 - one AP Computer Science Principles as well as one additional entry level course, Exploring Computer Science. We have seen an increase in the percentage of female enrollment in our Computer Science program over the last three years, some of which may be attributed to offering more courses, which offers more opportunity for students to sign up. We now have an increased number of female students enrolled in Computer Science courses, but it is still significantly lower than our male population in these courses.

### *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 educates eligible high school students for success in careers and college in a professional, hands-on environment. Courses are offered within 11 industry sectors where junior and senior high school students can explore and develop technical skills that will lead them to higher education or into the workplace." We have 37 students attending SVCTE courses in the morning, and core classes at Wilcox in the afternoon. 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	

Offering our students this extended variety of courses off-site give students the opportunity to access courses and careers that they are interested in and excited about. 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**

Implementation of Common Core State Standards in English and Math by teachers and Administrators is not just a school wide focus, but also a focus of our Curriculum and Instruction department at the district level. Over the last three years we have had a number of paid PD days added into our schedule. Some are mandatory and others are optional paid days, and

much of the focus of this PD has been focused on providing support to teachers across departments in implementing ELA and Math CCSS.

During the 2016 - 2017 school year Math teachers worked on vertically aligning CCSS in Mathematics district wide. Middle school teachers observed Common Core Mathematics lessons at the high school, and a time to discussed and debriefed this process, as well as discussed the process for choosing the essential Common Core State Standards in Math. They also spent one of the math PD days discussing the "CIA Strategic Plan" - or the Curriculum, Instruction and Assessment strategic plan for CCSS, to support student learning and achievement district wide. During the 2017 - 2018 School year the Math department continued this work, also working on Common Assessments aligned with CCSS Standards, specifically working on the Semester 1 Common Assessments.

During the 2016 - 2017 School year English Language Arts teachers began work on CCSS Curriculum Mapping, from the Middle School through the High School Level. Similar to Math, they worked on a "CIA" (Curriculum, Instruction and Assessment) Strategic Plan for ELA. They also looked at the ELD/ELA framework, and focused on creating a Common Core Scope and Sequence in their work moving forward. They have spent time revamping their established district wide common assessments in ELA- the PBA's that are given at each grade level 9-11, ensuring that they are also aligned to CCSS standards. At the site level, Wilcox has funded release time for collaboration for mathematics teachers, and has also funded conferences for math teachers to attend.

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.

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.

Last year (2016-2017) we offered a World Studies course in partnership with Stanford University and their student teaching program. Two classes of 10th grade English were paired with two classes of World History, and teachers shared students. One of the goals of this program was to increase collaboration between ELA and our Social Science department, and incorporate lessons based on the CCSS standards for ELA. While this collaboration did not continue this year, it is something we would consider continuing in the future if Stanford were interested in another partnership with our school. Only offering the program for one year did not let us collect the type of data that we would have liked to show whether or not this collaboration was beneficial to students.

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 older 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.

#### **CAASPP ELA**

<b>ELA CASSPP</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
<b>Exceeds Standard</b>	<b>48%</b>	<b>40%</b>	<b>34%</b>
<b>Standard Met</b>	<b>27%</b>	<b>32%</b>	<b>36%</b>
<b>Standard Nearly Met</b>	<b>14%</b>	<b>18%</b>	<b>20%</b>
<b>Standard Not Met</b>	<b>11%</b>	<b>10%</b>	<b>10%</b>

Over the last three years the percentage of students meeting or exceeding standards in ELA has risen from 70% in 2015, to 72% in 2016 and 75% in 2017. We attribute some of this 5% overall growth to the CCSS focused Professional Development going on district wide stated above, as well as the site level focus on aligning lessons and assessments to the CCSS. Wilcox saw a decrease of 6% in students in the "Standard Nearly Met" category, from 20% in 2015 to 14% in 2017, and a slight 1% increase during those same years of students categorized as not meeting standard.

## CAASPP MATH

Math CASSPP	2017	2016	2015
Exceeds Standard	23%	24%	18%
Standard Met	24%	24%	24%
Standard Nearly Met	19%	22%	27%
Standard Not Met	34%	30%	31%

Over the last three years the percentage of students meeting or exceeding standards in Math has grown and then decreased slightly. In 2015 42% of students tested met or exceeded standards in Mathematics. This percentage rose to 48% in 2016 and fell slightly to 47% in 2017. While district Professional Development is also focusing on CCSS in Mathematics this is still a work in progress and an area of growth for us as both a school and as a district.

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:

### English CCSS-

Visual and Performing Arts- The Visual and Performing Arts teachers require written responses in their rubrics, and written rationale for their projects.

Physical Education - Physical Education uses English CCSS by including short answer writing prompts on some of their assessments, as well as incorporating essay writing/responses.

Physical Education teachers provide students with an outline for essay writing assessment assignments. Daily lesson plans in Health specifically include daily journal reflections, journal entries and food log reflections.

Social Science-The Social Science department frequently requires students to write essay/short answer responses on assignments and exams. 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.

### Math CCSS-

Visual and Performing Arts - The Visual and Performing Arts teachers 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. VPA teachers also 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.

Physical Education- The Physical Education department uses Math CCSS in Health class as students are asked to track their target heart rate, BMI and BMR for their food log. 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.

Administration supports teacher collaboration for aligning lessons and curriculum with CCSS standards. By funding release time and conferences for teachers across the school they provide support for teachers.

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. Some ideas we have for future collection of this data are: 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. These can be shared at staff meetings or during professional development. Documenting that incorporating CCSS English and Math standards is happening across the school is something that we can be more intentional about.

#### **CRITICAL AREAS FOR FOLLOW UP**

##### **Critical Area for Follow Up #1:**

**Expand the use of data and research based strategies: to inform instructional practices, interventions, and evaluate effectiveness:**

A number of the CAT groups we have are working do exactly this. Their creation was an identified need from the SPSA/WASC Action Plan or LCAP. Examples include:

Chronic Absenteeism CAT Group (formerly the Truancy CAT Group) - This group was formed based on a self-identified need in our attendance data. The group has shifted focus to support at risk students academically. The group meets monthly to discuss ideas and strategies to implement and improve the attendance of our students with truancy issues. There has been a transition in the state of California from a focus on truancy to a focus on chronic absenteeism which includes all types of absences including excused absences. Their group identified early identification and intervention as a key component to improving chronic absenteeism. With the help of the County Office of Education they created a survey and gave it to 9th grade students in the fall asking them about their feelings and perception on their attendance and the effect it has on their education. The group also researched the causes and effects of chronic absenteeism and using data zone with the help of one of our district data and assessment technicians, they identified incoming 9th grade students who were identified as truant/at risk in middle school. The parents of these students were invited to attend an orientation letting them know what supports and resources are available to them at the high school level. Unfortunately no parents attended this orientation, which might be due to communication issues by the school.

After the group reflected on the idea they self identified that we need to increase publicity for events like this in the future. This year, the group identified 9th grade students who had absences totaling 10% of the school year. They identified 28 students who fit this category who were not already receiving other support services (SPED, EL etc.) and invited them to attend small group meetings during SSR. Students provided insight into why coming to school was challenging to them, and provided insight from transportation to depression and anxiety. One student from this group was referred to the Child Find Team and was identified as a student with a learning disability. The overall sentiment was that the students appreciated that someone was checking in on them. The group plans to continue these meetings throughout the year. The goal is to increase the student's connectedness to school and provide a trusted adult on campus. The hope is that in turn this may increase their attendance. We are still collecting data to gauge the effectiveness of this strategy.

SSR (Sustained Silent Reading) CAT Group - Last year this group collected data to gauge the effectiveness and implementation of our current SSR (Sustained Silent Reading) program. They examined district reading data, looked at incoming 9th grade students and the Reading Inventory data and the overall proficiency rate. They examined some research regarding the impact of reading on language proficiency and vocabulary acquisition and looked at our current uses for SSR time. They collected data, including the number of interruptions to the reading period. The group made recommendations based on the data. Those recommendations were presented to the whole staff at a staff meeting, and were reviewed by the administration after. Administration uses this information and data to plan bell schedules when they impact SSR. The SLT (School Learning Team) CAT Group is using this data to explore the possibility of implementing an advisory period for the future.

SLT CAT Group - Wilcox has been working with the CEC (Consortium for Educational Change) Labor Management Collaboration for the last three years. The goal of this partnership is to improve collaboration and communication across the school and the district. Wilcox currently has an SLT CAT group that meets twice a month consisting of Classified and Certificated staff as well as Administrators. This group is currently moving forward on the idea for adding an advisory period in addition to identifying and addressing other needs throughout the school. This group is regularly collecting and reviewing our student data, staff input as well as research around advisory programs to guide them on their path to potentially bringing advisory to Wilcox.

AP/Academic Opportunity CAT Group - The AP Opportunity CAT group was formally the AP Equity CAT group that originated from our district partnership with EOS (Equal Opportunity Schools). The focus of this group is to collect data via AP enrollment and AP interest surveys to increase the number of underrepresented students in our AP program. This program has seen significant growth since we started this work. We have added two additional AP courses: AP Environmental Science and AP Psychology - with two sections of each, adding 4 additional AP sections to our course offerings. This group is now also adding a wellness component, looking at ways to help students choose the number of advanced courses that are right for them and find balance with their extra-curricular activities.

**Restorative Practices CAT Group** - This group was formed this year to address a need teachers found to include restorative practices in their classrooms instead of just the traditional discipline (detention etc.) The group is working on a book study of *Restorative Circles in Schools: Building Community and Enhancing Learning, A practical guide for educators* by Costello, Wachtel and Wachtel as well as have attended a conference on implementing restorative practices in the classroom. This group is trying this strategies in their individual classrooms and sharing strategies with the whole staff at staff meetings.

**Wellness Center/Staff and CAT Group**- After looking at student data and stakeholder feedback on the district's LCAP survey, our district decided about three years ago that our students were in need of general health and wellness support. From stress and time-management to an increase in students being treated for depression and anxiety, it was clear that schools needed more on-site support for our students. We started with a shared coordinator between both the comprehensive high school sites, and now each site has their own full-time coordinator as well as a Community Health Outreach Worker. Each high school site has a Wellness Center to house these new employees where students and families can do drop in visits as well as have scheduled appointments and gain access to other resources available to them within the school, district and community. This new program on our campus has brought increased awareness to health and wellness for both our students and staff. This year a Wellness CAT group was formed in addition to our Wellness Center. The focus of this group is to explore new ways for teachers and staff to better support our students and their colleagues. They are exploring the possibility of meditation in Detention/Saturday School, and staff members in this group have committed to implementing Mindfulness practice into their daily classroom practices. The group has also presented at staff meetings to demonstrate simple mindfulness practices that any teacher could incorporate into their classroom routine.

**Counseling Department**- Is using Data Zone to examine credit deficiency, attendance and discipline to target students who need interventions like Summer School, SOAR/WILL (on campus credit recovery programs), or Alternative Ed, and identify students with truancy issues to target them for earlier counseling intervention. Counselors are using data from Naviance to gain information and insight on students' individual strengths and interests in order to best be able to support them on their post-secondary path. Additionally, the counseling department regularly reviews student performance data including grades and test scores and reports findings and trends to administration. Lastly, the counseling department will be adding a .2 FTE position in counseling focused on reducing the number of Hispanic 9th grade students earning less than 30 units in a semester and supporting all Hispanic 9th grade students to earn at least 50 credits in their freshman year.. The need for this position was driven by data as it was found that these students have a 33.91% D/F rate in their classes in the first semester compared to a 9.01% for non-hispanic students in the Freshman class.

**English Department**- Analyzes AP English Language and Literature College Board teacher reports from previous years to plan interventions and adjustments to course curriculum for the

following year. These teacher revise their units and lessons based on the data collected from the previous year. Beyond AP, this department uses the data entered into School City from the District Wide Performance Based Assessments during Professional Development days to see how their student's writing compares with that of students in other classes and across the district. Teachers collaborate and discuss best practices for teaching writing and make necessary adjustments to instruction.

**Critical Area for Follow-up #2:**

**Data Collection, Professional Development and Utilizing tools (ie School City): to promote access and disaggregated data use in all subject areas**

CAT Groups spend time collecting data as stated above in Critical Areas for Follow-up #1 to inform the direction their interventions will take. Some have used data banks like school city, some have contacted the Data and Assessment Department at the district to provide data, and others have collected their own data via staff and student surveys.

In addition to our CAT Groups using data to guide practice, Departments are also doing this at the district level during District PD days as referenced in School Wide Action Plan item #4, Implementation of CCSS Standards in English and Math. Professional Development agendas show departments reviewing and analyzing data and using it to target the needs of our learners and assist them in creating curriculum, assessments and rubrics.

At the site level, our Mathematics and English Departments regularly review and analyze data from their common assessments as well as during District Professional Development days with their district colleagues.

The English Department looks at the data from their PBA's using School City to evaluate both the effectiveness of their assessment as well as to analyze growth in student writing. Counselors and our Reading Intervention teacher utilize the SCUSD Reading Inventory Lexile Reports for current 8th graders who will be coming into our school as freshmen to decide on appropriate interventions, like READ 180.

The Math department also looks at the results of their common assessments and uses those results to guide practice and have conversations about the effectiveness of current strategies, interventions and programs. An example this is that when looking at Algebra 1 data, the department/district identified a need to support struggling students in that course. Once this need was identified, an Algebra Support class was put into place, in addition to the Math program ALEX, to begin addressing this issue. The effectiveness of the Algebra Support class is discussed yearly, and the vision and plan for the class changes as different needs are identified.

Administration used information in Data Zone, Aeries and DataQuest to share school demographic data at the beginning of the school year. Our Vice Principal of Curriculum and Instruction looks at grade data with the counseling team each semester, including D and F

reports and the percentage of students failing any given course (ie: Algebra 1) and discuss targeted interventions. Our Vice Principal overseeing student attendance looks at attendance data and works with the counseling staff to generate truancy interventions with identified students.

The World Language department collects data regarding student language levels in the world language course in which they are enrolling to determine appropriate course level placements at the beginning of the year. This is a regular occurrence in our Spanish program. Having a significant Hispanic and Spanish-speaking population, many students are assessed above the Spanish 1 level and enter the Native Speakers course.

The Career Technical Education (CTE) department regularly reviews and analyzes data with our district CTE coordinator. Much of the funding for our CTE programs is through grants allotted funding to our district that is tied to student enrollment data, gender enrollment data and program expansion data.

While we are using data to drive practice and instruction, an identified area of growth is to be even more intentional about our use of data and to continue to grow and improve in this area.

**Critical Area for Follow-up # 3:**

**Common Assessment CCSS: Use CCSS formative and summative assessments to benefit students across all departments and grade levels**

Some departments have and use common assessments created using the Common Core State Standards. In the past few years, our district has added TOSAs (Teachers on Special Assignment) in each department. These TOSA's facilitate discussion and the creation and maintenance of common assessments for departments across our district. While most of these assessments would be considered summative, it is a start at aligning teachers subjects and departments with the CCSS. Below are a few examples of how different departments use, create and maintain their CCSS Common Assessments.

**Math:** Mathematics CCSS common assessments are written by committees of district math teachers that teach the course. Members of the committee volunteer to be on the assessment committee. They look at our curriculum map, state and national standards and discuss and decide on the best types of problems to include on the exam. Assessments are given at the end of each semester. Our Algebra 1 courses also have a Quarter 1/mid-semester test used for grading and as a placement aide at the middle school level. These common assessments are reviewed and edited by the committee on a yearly basis as needed (examples would be if a curriculum map or standards change). Even if there have been no changes to the course, the exams are still reviewed to see if there are any items that teachers would like to add or eliminate.



**English:** English/Language Arts CCSS common assessments are written and created by district ELA teachers who teach the course in conjunction with the district TOSA (Teacher on Special Assignment). They are Performance Based Assessments or (PBAs). There is one for 9th, one for 10th and one for 11th grade. All grade level teachers give the PBA to students on a common, agreed upon date. For each assessment, students are asked to read a piece of text (short story, fiction, non-fiction article) based on a common theme for that course/grade level, as well as look at media or an image. Using multiple sources they are asked to craft a five paragraph essay that is scored against a common rubric. Many times the assessment is scored by not only the classroom teacher, but also 1-2 other English teachers in the department or district. Members of the assessment committee volunteer to be a part of creating, editing and updating these essay prompts and rubric as needed. They look at CCSS Standards for ELA in creating and updating them.

The English department also has other common assessments, like the I-Search paper assigned Junior year where students learn the components of writing a research paper, from choosing a topic to properly citing sources.

**Social Science:** The Social Science Department is still working on CCSS Common Assessments. The district has recently hired a TOSA or Teacher on Special Assignment position for the department, and that position is currently vacant. Since the creation/addition of this role, there has been significant turnover in the position. This turnover is not conducive to encouraging the creation of common assessments within the department or in the departments across the district. The department focus has been elsewhere the past year with implementing technology at the forefront of their efforts. The past two years, writing has been a district focus and social science teachers have been tasked with incorporating Mini Q's into their teaching (common lessons) as well as Common Sense Media Lessons which were mandated by the district in 10th and 11th grade social science classrooms.

Our 10th and 11th grade teachers have created common quarterly vocabulary assessments aligned with CCSS. As can happen, with teachers teaching different subjects each year, the drive to tweak the assessments has dwindled. However, U.S. History teachers are currently working to use our new technology to implement the third quarter test (All 10th and 11th grade students were given chromebooks beginning this year 2017-2018 in the spring semester). The U.S. History assessment will be given in a Google Form before the third quarter ends to troubleshoot issues involving technology. Teachers agreed to use Google Forms this year to make it easier to collect, analyze and share results. U.S. History teachers plan to meet, revise and refine the assessment as needed after all teachers have given the exam. World History teachers are waiting to see how the U.S. Google Form works before moving forward with their own tests utilizing the new technology as a tool.

Civics teachers finished their common vocabulary assessments this year and look forward to implementing them next year. Again, teachers are waiting to see how the Google Form process

works before taking that step. However, they are excited to use their recently finished vocabulary common assessment.

While not all departments have created and used CCSS common assessments, many departments do use common assessments that have been designed and developed through site and district level collaborative efforts. These common assessments are standards based.

**World Language:** Several years ago, the World Language department met for district PD Days, and the Spanish 1 and Spanish 2 teachers worked together to create a common multiple-choice final for their courses. With turnover in the Spanish department, these exams have been modified to meet the needs of each teacher, and some teachers do not use a version of this final at all. Due to these many changes, one of our current Department Chairs, who is a Spanish Language teacher, collaborated with other teachers in the department and created a common oral assessment that is given to all Spanish 1 students as a part of their June Final Exam.

Since Japanese and French teachers do not partner teach at any level, they do not have common assessments, and each teacher of each level creates their own. Last year, Spanish shared their common oral assessment with the French 1 teacher, who then adapted the assessment and did the same questions with the French 1 Students as a part of their June Final Exam.

**Physical Education:** This department has a number of common assessments used department wide created to align with the CCSS standards for Physical Education at the high school level.

The first is a Dance Unit, created by teachers in the department with grading scale based on the California State Standard that all freshmen are required to complete a unit including rhythm and movement. All eight teachers in the department use the grading scale and curriculum. It is taught during the second quarter of Freshmen PE. The assessment is updated and edited as needed by the entire department at the start of each new school year to discuss if any modifications to the program are necessary.

The second is a weekly fitness run connected to CCSS standard 2 Students achieving a level of physical fitness for health and performance. It was created by our Physical Education teachers and all members of the department use this assessment weekly, and is graded on a common scale. The assessment is revisited as needed during department meetings and collaboration. It is a formative assessment, allowing students and teachers to see growth and progress throughout the quarter.

The next CCSS Common Assessment used in the Physical Education department is called "Charger Power Testing." Assessments are created and updated to align with CCSS Standards. The 6 specific tests include: shuttle run (agility and speed), vertical jump (power), pull ups (upper body muscular strength), sit ups (core muscular endurance), sit and reach (flexibility) and

the mile run (cardiovascular endurance). All tests cover health and skill related components. This assessment is given at the end of the Third Quarter. Throughout the quarter the entire department teaches their students the skills to prepare them for the assessment in a Charger Power Unit. Students are graded on a common scale created and agreed upon by the department that is edited as needed by the department during collaboration and/or monthly department meetings. Charger Power testing was the idea of one of our Physical Education teachers, and the department worked together to create a common grading scale and all teachers teach a unit in connection to this testing during the 3rd quarter in the month of March, teaching them the skills and preparing their students for the assessment.

The last CCSS Common Assessment used in the Physical Education Department is a pre and post assessment for the Sex Ed Unit in the Health Class. Beginning last year (2017) this assessment was introduced to the Wilcox Department through curriculum provided by the District. All teachers in the department received training on how to introduce the new sex education mandated information passed by the State of California to abide by new legislation. Curriculum was adopted from a company called Health Connected, which established a pre and post test for our students to take to show their comprehension of presented material. These pre and post assessments provide data to the teachers to assess learning and modify their instruction as needed to ensure information is being translated as efficiently as possible and is successful in increasing a student's knowledge of the subject matter. All physical education teachers assigned to teach health during a given quarter use these assessments prior to the 2 week curriculum and after the lessons have been taught. As this curriculum is new, it is to be determined whether or not the assessments need to be modified or altered, but this discussion would take place during monthly department meetings.

**Science:** The Science department does not currently utilize any common assessments, other than the NGSS Science test. This is an identified area of growth for the department.

**Critical Area for Follow-up #4:**

**Support from a district-wide EL coordinator, increased involvement of EL parents, and outreach to EL community**

- This critical area for follow up is addressed above in our School Wide Action Plan #1.

**Critical Area for Follow-up #5:**

**Communication: Improve communication between administration and staff, and among stakeholders including parents, students and community**

*Administration and Staff Communication*

*CEC (Consortium for Educational Change)*

One way we have worked at Wilcox to improve communication between certificated, classified, management and district office employees is through our work with the CEC (Consortium for

Educational Change). Santa Clara Unified School District contracted with the CEC during the 2015-2016 school year with the goal of improving communication across the school and the district. Wilcox was one of the first schools to be involved in this initiative, and we have seen a positive impact on our school community as a result.

The CEC work has two levels. The first is the SLT, or the School Learning Team. The Wilcox SLT team consists of administration, classified and certificated employees. This group meets twice a month, as a CAT (Collaborative Action Team) and during another scheduled collaboration time to address suggestions and policy issues brought to their attention by staff.

The SLT has two different ways to collect feedback from certificated and classified staff. One way is direct contact. SLT leaders accept emails, phone calls, etc. from staff, and keep a running list to discuss at their next meeting. Staff can contact SLT members at any time. The second, and more structured way for collecting this information is through quarterly meetings called "Snacks and Sharing". All staff are invited to attend Snacks and Sharing meetings one Wednesday afternoon per quarter. During that meeting, there is a structure so that everyone in attendance can voice their concerns, provide feedback, input, and suggest potential solutions. These meetings typically have between 25 and 40 staff members in attendance, and everyone has an opportunity to speak.

The SLT at Wilcox has made many accomplishments in the last three years, from tackling smaller logistical problems like addressing the need for more bike racks and system-wide tardy passes to larger issues to focusing on larger issues like chronic absenteeism and graduation rates, and brainstorming ways to improve them. The group is currently exploring an Advisory period as a possible next level intervention. This group was also instrumental in changing our current staff collaboration schedule to include more collaboration time. All ideas and notes from SLT meetings are put in a Google doc and are shared with the whole staff.

Another accomplishment from the SLT that is a great example of the spirit of this work has been the addition of Special Education data to teacher's attendance screens. It came up in a Snacks and Sharing meeting that teachers would like to be able to more easily identify their students with IEP and 504 plans on their daily attendance screens. The SLT heard this suggestion, and brought it to the district level. From their our district technology team worked with Aeries to have IEPs and 504s available to teachers on teachers on their attendance screens. This is an example of how we are seeing the benefits of this structured communication across the district.

The Wilcox SLT is also in the process of adding a student component to the SLT. Two team members, one administrator and one certificated from our team are looking at getting a team of diverse student representatives to meet in a forum similar to the "Snacks and Sharing" meeting model. This will be an opportunity for students to express their concerns and ideas to the staff.

The second level of the CEC is the DLT (District Learning Team). The DLT consists of classified, certificated and management staff from the SLTs at each school site, along with

district representatives. Wilcox has 6 members of the SLT on the DLT team who bring ideas from Wilcox to the district level. As a result of this work, teachers and staff are proactively communicating with the SLT members about items they would like to discuss at a future SLT or DLT meeting.

### *Communication with Students, Parents and Community*

#### *Website Use*

Administration and staff use the School Loop website regularly to communicate with all students (and families). We publish news, events, calendars etc. School Loop also has a feature where emails can be sent to all students, parents, and/or staff, by group, by grade level or as a whole. Teachers also regularly use this communication tool to communicate with parents and students.

#### *Website Updates and Improvements*

During the summer of 2017, a group of parents from the PTSA group expressed a need for increased communication and information on our school website. Our principal and another administrator met with parents and our on-site teacher webmaster to discuss ideas for how improve the website.

The parents suggested the idea of "opt-in" emails regarding specific news items geared toward their student's personal interests (for example, if their student played basketball, they could opt in to news about basketball) and get updates sent directly to the linked email addresses. The parents did research and saw that a number of other schools in the area had this feature as an option. Wilcox worked with the district and the parents on implementing this new system, and began piloting it at the beginning of the 2017 school year. We have received positive feedback about this service from the parents in PTSA this year.

#### *Student Communication/Input*

The student senate meets monthly in the ASB (Associated Student Body) office, and consists of a student representative from each 3rd period class. ASB students discuss future events and activities with the Student Senate, and allow time for input and discussion. One goal is that Student Senate representatives will then go back to their classes and present the information shared at the meeting with their teacher and classmates, to increase communication school-wide. Another goal in having a representative from 3rd period classes is to hear different voices from the student body than those who are already involved in ASB Leadership.

#### *Community Outreach*

In an effort to communicate with the broader Santa Clara community, our district has a relationship with our local town newspaper, "Santa Clara Weekly". They regularly publish articles featuring our students. These articles highlight different aspects of our school, from athletics to academic and career technical education program student achievements.

Our district also publishes a district update quarterly that is posted to our district website. School sites have the opportunity to submit articles and content for the District Update. Submitting items to the District Update is a great opportunity for Wilcox to highlight our programs and our students.



## **V. Schoolwide Action Plan Refinements**

The Wilcox High School Schoolwide Action Plan, also known as the Single Plan for Student Achievement (SPSA), is updated annually by the School Site Council. The most recent refinements to the document were made at the end of the 2016-2017 school year after reviewing student achievement data and collecting feedback from stakeholders in the Wilcox community via an online survey. This process was also used to make refinements to the plan at the end of the 2015-2016 school year. Prior to that during the 2014-2015 school year, Wilcox was completing our last full self-study and at that time per instructions from ACS WASC, we worked to merge our Single Plan for Student Achievement (SPSA) and WASC Schoolwide Action Plan into one document. Previously these had been two separate documents that often had overlapping goals and actions as well as differing goals and actions. Combining the two documents and narrowing our efforts has allowed us to focus on narrowing down the true needs of our students and community.

Changes to the Schoolwide Action Plan since the last self-study include:

- Eliminating outdated student measurement data (CAHSEE)
- Changing, refining and broadening language used to identify goals in order to better describe and target the work toward student needs
- Adding actions based on data and stakeholder input demonstrating need
- Eliminating actions based on data and stakeholder input demonstrating need

The Wilcox Revised Schoolwide Action Plan is attached to this document in appendix A.

## Wilcox High School

### Revised Schoolwide Action Plan/SPSA 2017-2020

#### School Goal 1: Increase English Language Proficiency

1. Continue to help each ELL student advance in his/her English language course placement at least one course level annually.
2. Monitor the appropriate placement of each ELL student through the use of California English Language Development Test (CELDT) scores and teacher recommendations.
3. Provide support to all teachers of EL students in the form of professional development, collaboration time, and materials to help students achieve language development targets.
4. Provide classes that support EL students in their growth in language acquisition and transition from EL and SDAIE courses to mainstream classes.

To address the academic, social, emotional and vocational needs of under-performing groups, with primary focus on English Language Learners (ELL), as measured by increased performance on local, state, and federal assessments. One of our goals at Wilcox is to help our students become proficient in the use of spoken and written English, the primary language for civic and economic communication in the United States. Students should be able to effectively communicate with others, and clearly interpret and comprehend the information they receive on a daily basis in order to be productive, participating members of their communities. For students whose primary language is not English, we have an additional responsibility to help them develop basic fluency in English. While all students are assessed in English-Language Arts, for English Language Learners (ELLs) we monitor their basic fluency in English using the California English Language Development Test (CELDT).

Actions	Assessing, Monitoring, and Reporting Progress	Person/s Responsible	Timeline	Resources
1. Provide EL Academic Support classes and SDAIE courses to support students in their growth and language acquisition so that they are able to transition into mainstream.	Schoolwide, department, individual teacher, and School Site Council (SSC) analysis of CELDT when available.	Administration EL Teachers EL Support Teacher	July 1, 2017 to June 30, 2018	Targeted Allocation 2017-2018

<p>2. A certificated teacher or counselor will be hired (.6 position) to attend to the coaching of EL teachers and EL students. The person hired for direct EL support to students will facilitate the necessary Catch-Up plans for LTELs and the Intervention plans for the necessary RFEP students. The certificated person will provide individualized class schedules for EL students to assure they are properly placed in course work that will support their growth in language acquisition. They will observe and offer support on best practice EL instruction and work with teachers toward reclassifying EL students.</p> <p>A classified staff member will be hired to plan and schedule the necessary Catch Up plans for LTELs, the Intervention plans for RFEP and help in organizing the CELDT testing.</p> <p>A parent liaison will be paid a stipend to help improve the communication and the involvement of our EL parents. She will call key EL parents with a personal invitation to attend the ELAC meetings.</p>		<p>Administration ELD Task Force SSC PTA ELAC</p>		
<p>3. Professional development for teachers to support them in implementing curriculum and strategies to support student growth and language development and transition into mainstream and redesignation.</p>		<p>Administration 2 to 5 EL teachers</p>		
<p>4. The ELD teachers will work collaboratively with a trainer/coach to identify what strategies are working well to improve the EL students English proficiency. They will work toward identifying at least three key instructional strategies that we can strengthen. The team will study what areas we need to improve in EL instruction, they will then strategize and make a plan on how we can implement the change, followed by implementing the plan. An extra ELD Support class will be created during the second semester to provide additional instructional support to EL students.</p>		<p>Administration 2 to 3 teachers ELAC committee</p>		
<p>5. Instructional materials to support student growth and language development.</p>		<p>Administration Teachers EL Support Teacher</p>		

6. NewsELA subscription for every student on campus across all curriculum to allow 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.		Administration Teachers		
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### School Goal 2: Strengthen School Climate

1. Support student mental health and wellness.
2. Support students transitioning from 8th grade to high school.
3. Strengthen communication and access to information for parents and students.
4. Support a school climate of college and career readiness.

We recognize that all students must view Wilcox High School as a safe environment before they will be able to learn. Students must be willing to come to school each day confident that their physical and emotional well-being will be protected by the staff and other students. Our goal is to provide an environment where students feel safe by reducing the number of students who are repeat offenders of the schools discipline policy. Implementing our progressive discipline policy requires the Vice Principals to respond quickly to a teacher referral. During testing time, CAHSEE, SBAC, CELDT, PSAT, SAT/ACT, and AP our Vice Principals are not able to respond quickly to teacher referrals as they currently act as the testing coordinator. If we hire a testing coordinator the Vice Principals time is spent on proactive duties such as Link Crew and mentoring students whom received a teacher referral. A recent staff/parent survey was conducted regarding the school climate. The consistency of our discipline plan is an area of concern.

Actions	Assessing, Monitoring, and Reporting Progress	Person/s Responsible	Timeline	Resources
1. Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, Boomerang Project's proven high school transition program trains mentors from your junior and senior classes to be Link Crew Leaders. As positive role models, Link Crew Leaders are mentors and student leaders who guide the freshmen to discover what it takes to be successful during the transition to high school and help facilitate freshman success. More and more studies show that if students have a positive experience their first year in high school, their chance for success increases dramatically. Link Crew provides the structure for freshmen to receive support and guidance from juniors and seniors who have been through the challenges that high school poses, and understand that the	The 2014 California Healthy Kids Survey indicates an area of improvement is school safety with respect to harassment & bullying and mean rumors being spread. There were 31% of 9th graders and 30% of the 11th graders that have experienced harassment or bullying. There were 28% of 9th graders and 34% 11th	Link Crew Advisors Administration	July 1, 2017 to June 30, 2018	Targeted Allocation 2017-2018

<p>transition to a larger school can sometimes be overwhelming.</p> <p>Link Crew is a year long transition program with four components that contribute to its success:</p> <p>High School Orientation - Link Leaders and freshmen start building the mentor relationship and freshmen receive information about how to be successful in high school</p> <p>Academic Follow Ups - Link Leaders support freshman academic success and character development through structured classroom visits</p> <p>Social Follow Ups - Link Leaders and freshmen connect outside the classroom at social events to increase student engagement, and promote positive school climate</p> <p>Leader Initiated Contacts - Link Leaders connect with their freshmen on a more individual basis</p> <p>Link Crew's goal is to provide schools with a structure in which students make real connections with each other thus increasing school safety and reducing incidence of bullying with anti-bullying education. Through this program, freshmen learn that people at school care about them and their success and leaders experience increased self esteem as well as overall character development. Link Crew is the high school transition program that will increase attendance, decrease discipline referrals and improve academic performance at your school.</p>	<p>graders that have experienced mean rumors being spread about them. These percentages may have a correlation to the student behavior in the classroom and the number of discipline referrals made by staff members.</p> <p>The average number of discipline issues for the school year 2012-13 per student was 3.2 incidents per student for all students, 4.9 incidents per Hispanic students, and 2.3 for non-hispanic students.</p> <p>We will analyze the California Healthy Kids Survey and the site behavioral data when available to determine our baseline data and work towards decreasing the baseline number of incidents by 10%.</p>			
<p>2. Provide anti-bullying training and mental health and wellness related training for the Wilcox community, including staff, students, and parents.</p>		Vice Principals		
<p>3. Provide Teen Empowerment Workshops through YWCA to be delivered in PE Health courses.</p>		PE Staff YWCA Staff		
<p>4. Technology and communications facilitator. Facilitate and support student 1:1 technology roll out. Plan and deliver staff development around student use of technology. Strengthen outgoing communications and school information to parents in various languages, including maintaining</p>		Administration Tech Liaison ELSAT Various staff		

an up to date School Loop page and home mailings.				
5. PIQE Program to support Spanish speaking families in their ability to support their students academically and socially.		Administration Counseling EL Support Teacher		
6. Support and grow Academic Peer Tutoring Program.		Administration 1 Teacher		
7. Regular behavior interventions for low level discipline.		Administration Teachers		
<b>School Goal 3: Increase academic achievement for all students and provide appropriate supports.</b>				
1. Improve student engagement and supports for our most at risk populations.				
2. Increase student access to technology.				
3. Provide support class for students who are trying an AP course for the first time or who are struggling in an AP course and need additional support.				
4. Provide Academic Peer tutors in classes of all levels throughout the school.				
5. Provide professional development and collaboration time for staff so they may identify student learning needs and implement supports in their curriculum and classrooms.				
6. Support a school climate of college and career readiness.				
After analyzing enrollment data for various academic courses, we found that some subgroups of students are consistently under-represented in higher-level science classes. Specifically, Hispanic, Native American students, as well as students whose parents did not attend college have been under-represented in Honors and AP courses for several years. Certain subgroups of students are not performing on level with their peers. Subgroup graduation rate and dropout rate not not match school demographics.				
<b>Actions</b>	<b>Assessing, Monitoring, and Reporting Progress</b>	<b>Person/s Responsible</b>	<b>Timeline</b>	<b>Resources</b>
1. Replace antiquated computers and/or other technology in classrooms so that teachers are able to provide access to best practices in technology strategies that benefit all students, but especially EL and SPED students. This will help to ensure that all students have equitable opportunities to be prepared for a college and/or career of their choice.	Report on enrollment at the beginning of each semester. Report on course selections during master scheduling process. Regular review and analysis of student	Technology Liaison Administration	July 1, 2017 to June 30, 2018	Targeted Allocation 2017-2018



2. Materials for the new Maker's Space lab. Specific needs to be determined.	performance data including: PSAT test scores, AP Potential Report, Enrollment in AP classes, AP test scores, California Healthy Kids Survey, overall student performance data, technology asset data, SBAC data, CELDT data, EOS survey data	Administration		
3. Partner with Equal Opportunity Schools to increase the number of students enrolled in AP classes such that the demographics of the AP classes matches the demographic makeup of the school.		Counselors Teachers Administrators		
4. Increase parent education night offerings will to help communicate the school plan of preparing every student for college or career. Educational opportunities, course taking, college preparation, CTE preparation is presented at the parent meetings.		Counselors Administrators		
5. Turnitin.com subscription to support teachers and students in integrating technology responsibly into the classroom.		Librarian Department Chairs		
6. Printing and distribution of school newspaper.		Journalism teacher/advisor		
7. After school tutoring will be offered 4 days per week after school for 1.5 hours per day.		Administration Various staff		
8. Support AP program growth needs, technology, materials and additional proctors.		Administration Testing coordinator		
9. Student workshops supporting college readiness.		Career Center Technician Counseling Staff		
10. Funds for teacher professional development and collaboration time to allow our teachers to keep up with current best practices in education.		Administration		
<b>School Goal 4: Increase Literacy Proficiency</b> 1. Show improvement in student scores in the English Language Arts (ELA) portion of the California Assessment of Student Performance and Progress (CAASPP). 2. Support student reading for enjoyment as indicated by an increase in library circulation of materials and student satisfaction levels with the library. 3. Provide teachers support and professional development on Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS)				

so that they may implement these standards cross-curricular among all subject areas.

4. Provide support class for students who enter high school below grade reading level.

5. All students will master the ELA Common Core standards as measured by the SBAC assessments established in 2014 2015.

One of our goals at Wilcox is to help our students become proficient in the use of spoken and written English, the primary language for civic and economic communication in the United States. Students should be able to effectively communicate with others, and clearly interpret and comprehend the information they receive on a daily basis in order to be productive, participating members of their communities. We will base our definition of “proficiency” on the standards established by the State of California for the Common Core. In particular, we will use the state SBAC assessments as the measure of proficiency in English language literacy. We consider the ELA Common Core to represent a more realistic assessment of proficiency for participating in civic discourse. While we eventually want all of our students to reach this level of proficiency, we acknowledge that previous education, life experiences and exposure to English may make it more difficult for some students to reach this level in the short term.

Actions	Assessing, Monitoring, and Reporting Progress	Person/s Responsible	Timeline	Resources
1. The New Yorker subscription for English students.	Schoolwide, department, individual teacher, and School Site Council (SSC) analysis of CAASP data, PSAT data, SAT data, site level data.	Administration English Department Chair	July 1, 2017 to June 30, 2018	Targeted Allocation 2017-2018
2. Teachers and classified instructional support staff will be trained on SBAC assessment and tools of the test.		Administrators, Principal and all Vice Principals Department Chairs		
3. Collaborate with ELA teachers and used a variety of award listings to choose award winning fiction and non-fiction in the young adult category to suit our students reading needs. These awards include the YALSA nominees, Printz Award winners, ALA best Books for Young Adults, National Book Award nominees, finalists and winners in the Young Adult Literature categories, School Library Association starred review books and the California Young Reader Medal nominees. Teen Read Week serves the entire student population and encourages reading.		Librarian		
4. Instructional materials, collaboration and professional development to support students academic achievement.		Administration Department Chairs		

### **School Goal 5: Increase Mathematics Proficiency**

1. Increase the percentage of students who score Standard Met or Standard Exceeded on the Mathematics portion of the California Assessment of Student Performance and Progress (CAASPP) test.
2. Utilize an after-school tutoring program for struggling students by referring students who do not achieve proficiency on benchmark tests and/or students who are earning Ds or Fs in their mathematics classes.
3. Provide support class for students who need support with skills needed to be successful in an Algebra 1 course.
4. All students will master the Math common core standards as measured by the SBAC assessment established in 2014-15.

We will be focusing on rolling out the Common Core. The Common Core is about Mathematical Practice. "These practices rest on important processes and proficiency" with longstanding importance in mathematics education." ( Common Core Content Standards for Mathematics) We will base our definition of "proficiency" on the standards established by the State of California. We consider the math Common Core to represent a more realistic assessment of mathematical proficiency for effective participation in today's economy and job market. While we eventually want all our students to reach the level of proficiency or above, we acknowledge that previous education and life experiences may make it more difficult for some students to reach this level in the short term. Therefore students will establish a baseline of Math proficiency, as evidenced by SBAC.

<b>Actions</b>	<b>Assessing, Monitoring, and Reporting Progress</b>	<b>Person/s Responsible</b>	<b>Timeline</b>	<b>Resources</b>
1. Math teachers will work collaboratively with the district TOSA's, Teacher On Special Assignment, to develop unit plans, pacing guides, and assessments that are aligned to the Math common core standards.	Schoolwide, department, individual teacher, and School Site Council (SSC) analysis of CAASPP data, PSAT data, SAT data, site level data.	Math teachers will work collaboratively with the district TOSA's, Teacher On Special Assignment, to develop unit plans, pacing guides, and assessments that are aligned to the Math common core standards.	July 1, 2017 to June 30, 2018	Targeted Allocation 2017-2018

2. After school tutoring will be offered 4 days per week after school for 1.5 hours per day.		Math Teachers		
3. Improve instructional materials in the math department by ensuring every math classroom has access to updated technology including graphing calculators.		Math Department Technology Department Administration		
4. Math professional development and collaboration for teachers to stay engaged and up to date with curriculum and best practices.		Math Teachers		

## **Wilcox High School WASC Glossary**

### **Aeries**

In house data and student information system. Used to store and track student demographic data, attendance, grades, courses and master schedule.

### **APC**

Alternative Placement Center. Suspended students serve their suspension in a classroom on one of our campuses with a credentialed teacher and classroom aide. Resources and materials are available for student use including textbooks and computers.

### **Bill Wilson Center**

Provides counseling services to students on campus as well as to students and families at their facility, as well as other support services.

<http://www.billwilsoncenter.org/>

### **California Youth Outreach (CYO)**

Wilcox contracts with CYO to provide support services for at-risk students and gang-impacted youth.

<http://www.cyoutreach.org/>

### **Child Find**

Process used to identify and evaluate students who may need testing for special education or other interventions. Team consists of administrators, school psychologist, Special Education department chair and counselors.

### **Data Zone**

Santa Clara County Office of Education data website, used to collect and report data on various assessments from site level to state level. This site pulls data directly from Aeries and allows us to review and analyze data live data trends.

### **DGM**

Dads, Grads, and Mom booster club that raises money to support students through scholarships.

[http://www.wilcox.schoolloop.com/cms/page\\_view?d=x&piid=&vpid=1236521107572](http://www.wilcox.schoolloop.com/cms/page_view?d=x&piid=&vpid=1236521107572)

### **EOS**

Equal Opportunity Schools, Wilcox is partnering with this non-profit organization to bring equity to the AP program.

<http://eosschools.org/>

### **Link Crew**

A program on campus that helps facilitate the successful transition of students from eighth grade to their freshman year through peer mentoring and activities such as Freshmen Orientation.

**Naviance**

Online college and career readiness tool used by students, parents and the counseling department to assist students in planning for post-secondary options.

<https://www.naviance.com/>

**Parchment**

Online tool for students to order and manage their transcripts.

<http://www.kudernavigator.com/>

**Pyramid of Interventions**

A series of scaffolded strategies for support that staff can refer to when working with students who are struggling.

**PBA**

Performance Based Assessments. Common district assessments used in the English department.

**School City**

Website run by the Santa Clara County Office of Education, used to collect and report data on various assessments from site level to state level. We are moving toward using Data Zone instead of School City.

<https://starsapp3.schoolcity.com/prod03/sc/logon?isn=santaclarausd>

**School Loop**

Our most used and most effective form of mass communication to our stakeholders. This website is used to share news, communicate student progress and grades, share resources, keep track and monitor student achievement, etc.

<http://www.wilcox.schoolloop.com/>

**SVCTE/CCOC**

An off campus program that provides students the opportunity to get hands-on experience in industry sectors while also earning credits to complete high school.

<http://www.metroed.net/svcte/>

**WILL**

Course offered on campus at Wilcox for credit recovery using the online program Aventa.