

School Year: **2023-24**



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Adrian Wilcox High School	43-69674-4338802	May 2023	June 8, 2023

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program  
Additional Targeted Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Wilcox High School will effectively meet the ESSA requirements in alignment with the Local Control and Accountability Plan as well as other federal, state and local programs by regularly gathering and analyzing student performance data, making appropriate program changes and updates and allocating resources based on that information.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

### Student Survey

In the spring of 2023, we administered a survey to students regarding feedback on our current SPSA goals. This feedback was used to guide the development of this year's goals and action items.

### Staff Survey

In the spring of 2023, we administered a survey to parents regarding feedback on our current SPSA goals. This feedback was used to guide the development of this year's goals and action items.

### Parent Survey

In the spring of 2023, we administered a survey to parents regarding feedback on our current SPSA goals. This feedback was used to guide the development of this year's goals and action items.

### Socio-Emotional Learning Survey (SEL)

This survey was administered to students in the spring of 2023 (February). The feedback and data was used to guide the development of this year's goals and action items.

Overall, the data collected via the surveys as well as findings from our self-study and recent WASC visit, support the need to alter our goals moving forward. The data guided us to create a new action plan with new areas of focus.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The administration team has set a goal to observe at least three classrooms per week with a focus on instructional practices. When available, the administrative team observes together and then discusses the observation as it relates to the school's goals at least once per month. Informal data gathered through observations are used to inform the administrative team on how best to support the staff to implement the school goals.

Formal evaluations are completed by administration according to District policy.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

All students are assessed using state-mandated assessments. We are currently working to adopt a standardized district assessment in ELA and Math (i-Ready, Reading Inventory) beginning with 9th graders in the fall of 2023. Data is regularly analyzed by teachers and administrators to monitor student learning and improve instruction.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

All students are assessed using multiple measures including site-based, classroom and curriculum-embedded assessments. Data is frequently analyzed by teachers and administrators to monitor student learning and improve instruction.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our teachers are highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers of core academic subjects possess the appropriate credential, authorization or intern credential and demonstrate subject matter knowledge and competence. The school/district provides professional development for teachers in all subject areas, grade levels, special education, ELD and technology that focus on full implementation of district-adopted curriculum, pacing guides, and Common Core Standards.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All professional development is designed to support transition to and implement of the California Standards and 21st century teaching and learning practices.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers receive support with instruction through ongoing professional development, coaching and collaboration. Instructional leadership providers include TOSAs, administrators, department chairpersons, grade level leads, teacher leaders, and outside consultants.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Designated time for teacher collaboration occurs on a regular basis.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All instructional materials are aligned, or in the process of becoming aligned, to the California Standards (e.g., Common Core, Next Generation Science Standards, CTE Model Curriculum Standards, and ELA/ELD Framework).

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school complies with and monitors the daily implementation of recommended and required instructional time for all content areas including English Language Development, Language Arts, Mathematics and Physical Education.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Supporting struggling students is a priority across our TK-12 programs. In Elementary, teachers collaborate with specialists, SAI teachers and administrative staff to determine intervention schedules. In Secondary, building the master schedule is centered upon prioritization of Intervention courses.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Every student has access to standards-based instructional materials as required by the Williams Act.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All teachers use instructional materials aligned to the California standards, including intervention materials to help differentiate instruction.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Underperforming students, (including students with disabilities who have not met academic criteria and for whom Wilcox is under ATSI) are offered a range of supports including (for example) differentiated instruction, inclusion, intervention specialists, tutoring, homework clubs, and core support classes. Supports are based on individual student needs.

## Evidence-based educational practices to raise student achievement

The district's teachers consistently use research-based educational practices to raise student achievement, including (for example) Reading/Writing Workshop, Reading Recovery, RIS, Balanced Literacy (shared and guided reading/writing), leveled readers/reading materials, direct instruction (including spelling, phonics and vocabulary development), Total Physical Response (TPR), oral language development, READ 180, target meetings, assessment walls, Marzano's Effective Strategies, Understanding by Design (UbD), and Gradual Release of Responsibility.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Programs that support at-risk students include PIP, support classes, SOAR after school intervention, clubs, Parent Institute for Quality Education (PIQE), mentoring programs, tutoring, counseling, LIT, Reading Recovery, Extended Day, State Preschool, Before and After School Programs sports, library, Healthy Play, summer school, alternative and opportunities programs, and educational options.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council (SSC) and English Learner Advisory Committee (ELAC) annually determine the activities and services that will be implemented to support all students' academic achievement. Throughout the year, the SSC, ELAC and advisory committees monitor the school's SPSA.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The School Site Council (SSC) allocates funds towards activities, materials, staffing and other services that accelerate learning for underperforming students, including students with disabilities who have not met academic criteria and for whom Wilcox is under ATSI. The English Learner Advisor Committee (ELAC) and Site Leadership Team provide recommendations to the SSC on the particular needs of at risk student groups,

Fiscal support (EPC)

The school's/district's general and categorical funds are coordinated, prioritized and allocated to align with the district's LCAP goals and the school's SPSA goals.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

In the spring of 2023 the Wilcox Administration used the survey designed by SSC to survey stakeholders regarding the 2022-2023 SPSA and implementation The SSC's goal was to continue to increase the amount of participants in this year's feedback survey through increased communication

and advertising of the survey at staff meetings and via email communications to students, parents and the community.

## Resource Inequities

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

None were identified for the 2023-2024 school year.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	528	510	402
Grade 10	522	478	510
Grade 11	481	487	465
Grade 12	450	462	482
<b>Total Enrollment</b>	1,981	1,937	1,859

### Conclusions based on this data:

1. We have seen a slight, steady increase in the Asian and Pacific Islander populations at our site.
2. We have seen a slight decrease in the African American, Hispanic, White and Filipino populations.
3. Over the last 3 years we have seen about a 20 student increase in our overall student population.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	321	347	261	16.20%	17.9%	14.0%
Fluent English Proficient (FEP)	788	751	793	39.80%	38.8%	42.7%
Reclassified Fluent English Proficient (RFEP)	27			8.4%		

### Conclusions based on this data:

1. We saw a decline in the EL student population in the 2022-2023 school year.
2. There was a whole staff focus on EL achievement in the classroom this year.
3. A change in the RFEP process may have contributed to the RFEP changes.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	460	482		398	453		389	453		86.5	94.0	
All Grades	460	482		398	453		389	453		86.5	94.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2646.	2647.		41.90	41.28		30.08	31.35		13.37	17.22		14.65	10.15	
All Grades	N/A	N/A	N/A	41.90	41.28		30.08	31.35		13.37	17.22		14.65	10.15	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	42.30	36.28		48.04	54.65		9.66	9.07	
All Grades	42.30	36.28		48.04	54.65		9.66	9.07	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	44.50	42.67		38.74	44.67		16.75	12.67	
All Grades	44.50	42.67		38.74	44.67		16.75	12.67	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	22.45	24.12		70.23	67.04		7.31	8.85	
All Grades	22.45	24.12		70.23	67.04		7.31	8.85	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	39.12	35.32		53.89	57.62		6.99	7.06	
All Grades	39.12	35.32		53.89	57.62		6.99	7.06	

**Conclusions based on this data:**

1. Our students tested strongest in the Research/Inquiry section at 84.11% at, near or above standard. This is a 2% increase from the previous year.
2. Our greatest area of growth is in the Reading (83.23% at, near or above) section followed by the Listening (85.98% at, near or above) section.
3. 65.73% of our 11th grade students meet or exceed standards overall on the ELA section of the test. This is a 2.24% increase from the previous year. Students with Disabilities did NOT meet growth criteria for second consecutive year, therefore our school has been identified for ATSI under ESSA.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	460	482		387	440		387	439		84.1	91.3	
All Grades	460	482		387	440		387	439		84.1	91.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2644.	2609.		32.30	27.11		22.22	16.17		24.29	22.10		21.19	34.62	
All Grades	N/A	N/A	N/A	32.30	27.11		22.22	16.17		24.29	22.10		21.19	34.62	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	41.09	30.07		39.28	38.04		19.64	31.89	
All Grades	41.09	30.07		39.28	38.04		19.64	31.89	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	32.12	26.88		49.48	52.62		18.39	20.50	
All Grades	32.12	26.88		49.48	52.62		18.39	20.50	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	29.46	26.65		58.66	55.35		11.89	18.00	
All Grades	29.46	26.65		58.66	55.35		11.89	18.00	

### Conclusions based on this data:

1. Our greatest growth area remains in Concepts and Procedures demonstrated by the 40.71% of students who scored "Below Standard." This is a -1.51% decrease from the previous year.

2. Our Communicating and Reasoning section demonstrated a +3.35% increase from the previous year in students at, near or above standard.
3. Wilcox student performed significantly better on the English portion of this exam, 65.73% of students met or exceeded ELA standards, only 47.77% did the same in math. This is consistent with the previous year's scores. Overall, our students did perform better this year in comparison to the previous year, however, Students with Disabilities did NOT meet growth criteria for second consecutive year, therefore our school has been identified for ATSI under ESSA.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1538.9	1527.8		1555.5	1518.0		1521.8	1537.2		78	104	
10	1547.5	1550.7		1561.8	1547.6		1532.8	1553.2		72	57	
11	1554.4	1530.6		1560.3	1528.4		1548.0	1532.3		73	57	
12	1532.4	1518.5		1539.1	1510.5		1525.4	1525.9		53	55	
All Grades										276	273	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	24.19	8.91		43.55	38.61		12.90	26.73		19.35	25.74		62	101	
10	27.69	21.05		29.23	31.58		23.08	29.82		20.00	17.54		65	57	
11	35.21	7.27		16.90	36.36		19.72	25.45		28.17	30.91		71	55	
12	22.00	11.76		20.00	23.53		34.00	25.49		24.00	39.22		50	51	
All Grades	27.82	11.74		27.42	33.71		21.77	26.89		22.98	27.65		248	264	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	51.61	18.81		25.81	43.56		9.68	14.85		12.90	22.77		62	101	
10	46.15	29.82		30.77	43.86		10.77	10.53		12.31	15.79		65	57	
11	45.07	23.64		25.35	41.82		8.45	12.73		21.13	21.82		71	55	
12	36.00	31.37		34.00	17.65		14.00	13.73		16.00	37.25		50	51	
All Grades	45.16	24.62		28.63	38.26		10.48	13.26		15.73	23.86		248	264	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	8.06	7.92		30.65	22.77		29.03	36.63		32.26	32.67		62	101	
10	12.31	10.53		20.00	24.56		29.23	36.84		38.46	28.07		65	57	
11	14.08	1.82		19.72	10.91		22.54	38.18		43.66	49.09		71	55	
12	8.00	3.92		14.00	7.84		28.00	25.49		50.00	62.75		50	51	
All Grades	10.89	6.44		21.37	17.80		27.02	34.85		40.73	40.91		248	264	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	16.39	13.86		62.30	62.38		21.31	23.76		61	101	
10	16.92	10.53		66.15	77.19		16.92	12.28		65	57	
11	11.27	5.45		56.34	65.45		32.39	29.09		71	55	
12	4.00	5.88		64.00	45.10		32.00	49.02		50	51	
All Grades	12.55	9.85		61.94	62.88		25.51	27.27		247	264	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	72.88	47.00		15.25	32.00		11.86	21.00		59	100	
10	76.19	61.82		11.11	20.00		12.70	18.18		63	55	
11	69.01	54.55		9.86	25.45		21.13	20.00		71	55	
12	68.00	43.14		18.00	23.53		14.00	33.33		50	51	
All Grades	71.60	50.96		13.17	26.44		15.23	22.61		243	261	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	15.00	13.86		51.67	37.62		33.33	48.51		60	101	
10	18.75	14.04		40.63	49.12		40.63	36.84		64	57	
11	21.13	5.45		29.58	36.36		49.30	58.18		71	55	
12	12.00	7.84		36.00	23.53		52.00	68.63		50	51	
All Grades	17.14	10.98		39.18	37.12		43.67	51.89		245	264	



Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	3.28	0.00		77.05	69.00		19.67	31.00		61	100	
<b>10</b>	3.13	5.26		73.44	68.42		23.44	26.32		64	57	
<b>11</b>	18.31	7.27		56.34	56.36		25.35	36.36		71	55	
<b>12</b>	10.00	4.00		60.00	62.00		30.00	34.00		50	50	
<b>All Grades</b>	8.94	3.44		66.67	64.89		24.39	31.68		246	262	

**Conclusions based on this data:**

1. We are hopeful that we will see an increase across the board in this data. Preliminary data shows this is likely.
2. We are particularly proud of our work that supported the significant increase in the "well-developed" scores for Speaking and Oral Language domains.
3. We saw significant increases across all grades, in all domains, of students scoring in the "well developed" and "somewhat/moderately" categories. With decreases in the "beginning"/Level 1 categories.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,937	32.2	17.9	0.1
Total Number of Students enrolled in Adrian Wilcox High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	347	17.9
Foster Youth	1	0.1
Homeless	11	0.6
Socioeconomically Disadvantaged	623	32.2
Students with Disabilities	278	14.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	28	1.4
American Indian	9	0.5
Asian	629	32.5
Filipino	100	5.2
Hispanic	751	38.8
Two or More Races	81	4.2
Pacific Islander	11	0.6
White	325	16.8

**Conclusions based on this data:**

1. This is old data. Our current enrollment sits at 1,829 as of 5/17/23.
2. Our subgroup populations are shifting which impacts certain individual programs and resource allocations.
3. A significant portion of our student populations fall into one or more subgroup categories meaning that a significant portion of our resources should be allocated proportionally.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  High	<b>Graduation Rate</b>  Very High	<b>Suspension Rate</b>  Medium
<b>Mathematics</b>  Medium		
<b>English Learner Progress</b>  Low		
<b>College/Career</b> Not Reported in 2022		

**Conclusions based on this data:**

1. While the EL progress is listed as low, we expect to see increase in this when the 22-23 data is finalized.
2. Wilcox continues to see steady data around graduation rates.
3. Wilcox has seen a decrease in overall suspension rates in the long term. In the short term we have seen some small increases in certain categories. This continues to be an area of focus for us.

# School and Student Performance Data

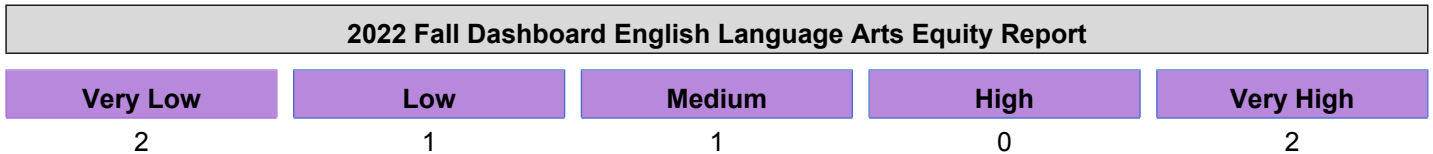
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

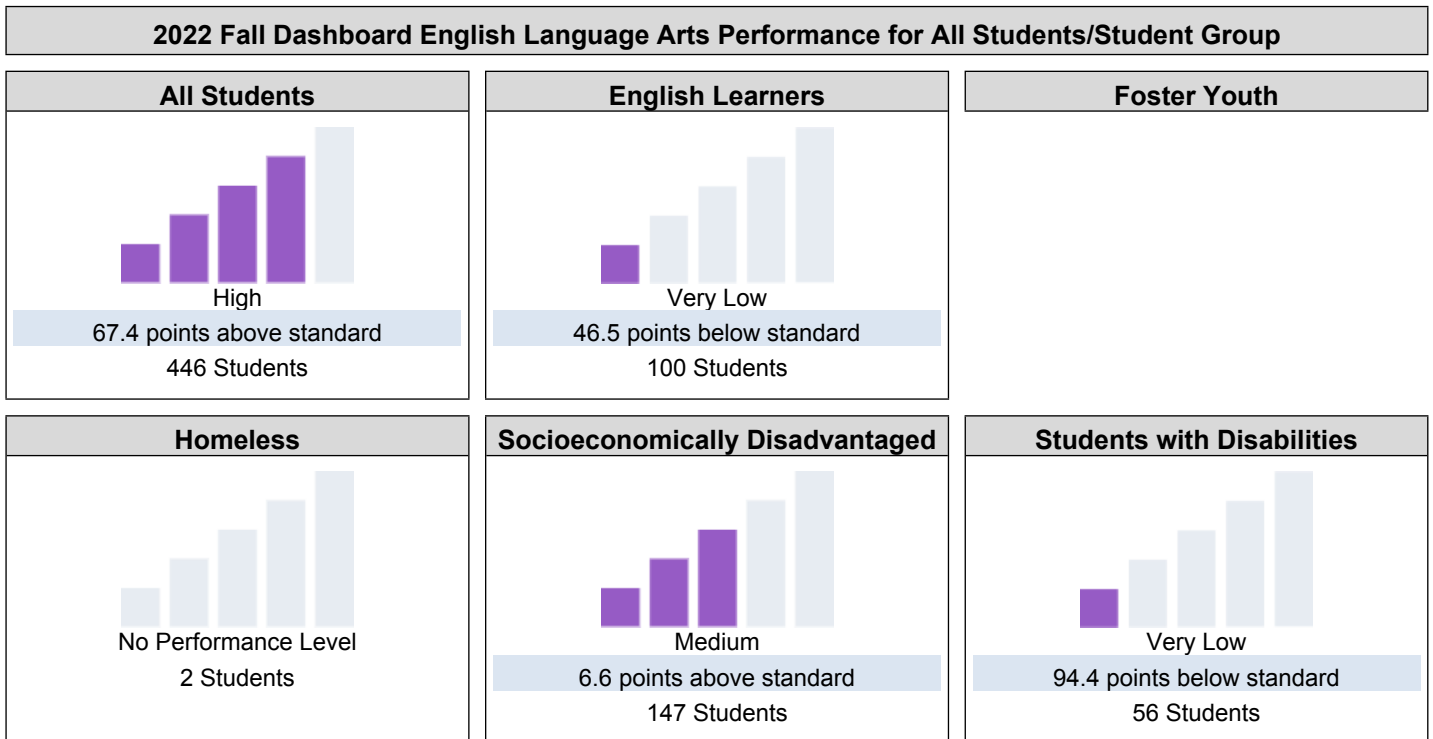
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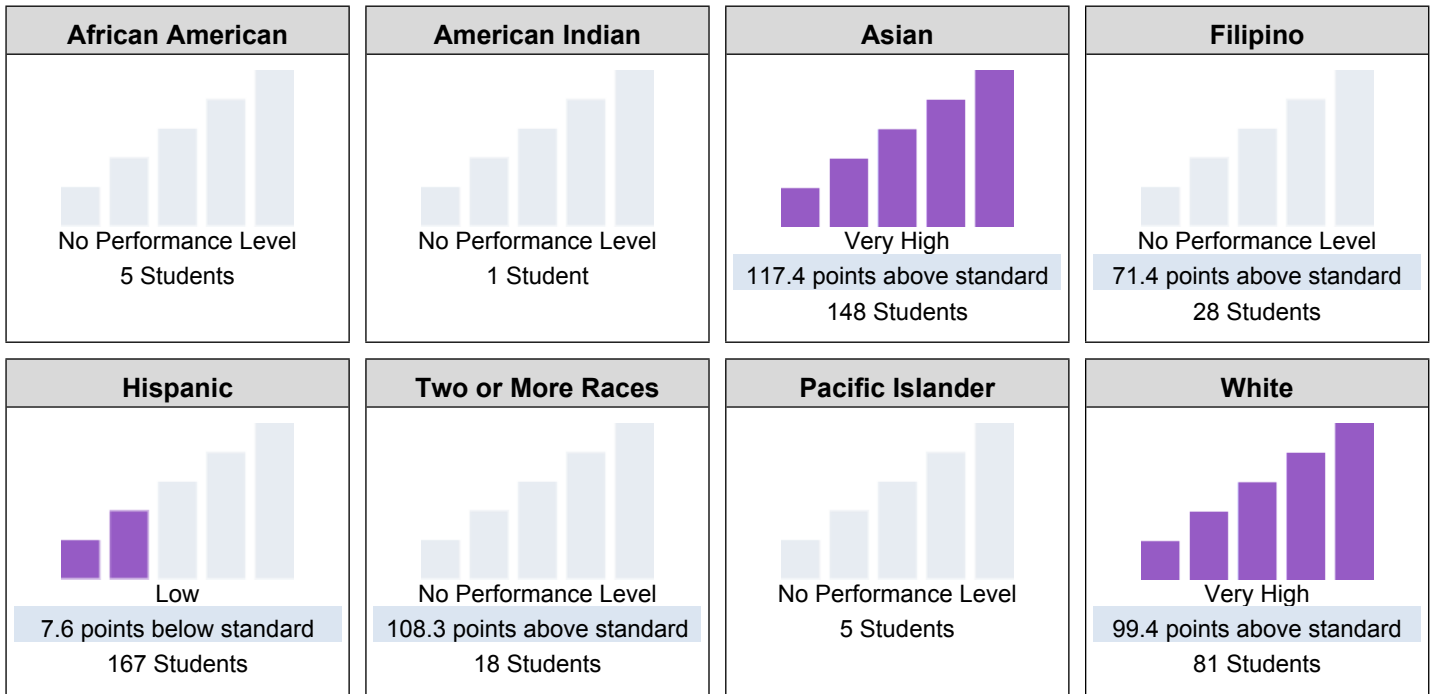
This section provides number of student groups in each level.



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



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
123.0 points below standard 50 Students	24.1 points above standard 51 Students	81.8 points above standard 194 Students

**Conclusions based on this data:**

- Our EL and students with disabilities are scoring in the VERY LOW zone on ELA because they are performing below standard and their scores declined from the previous year. Wilcox is under Additional Targeted Support and Intervention (ATSI) for lack of academic progress of students with disabilities
- Our socio-economically disadvantaged students are scoring MEDIUM on ELA due to their increase in ELA scores from the previous year.
- Our Asian students are scoring in the VERY HIGH zone.

# School and Student Performance Data

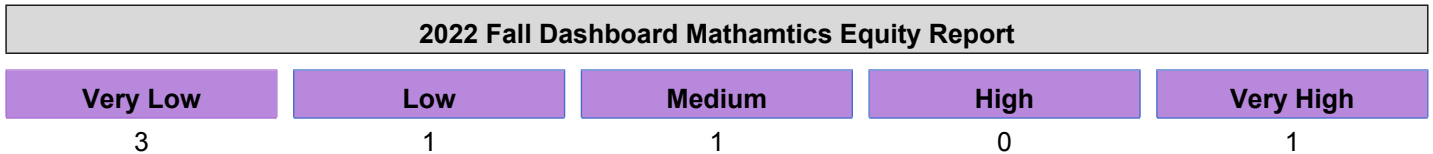
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

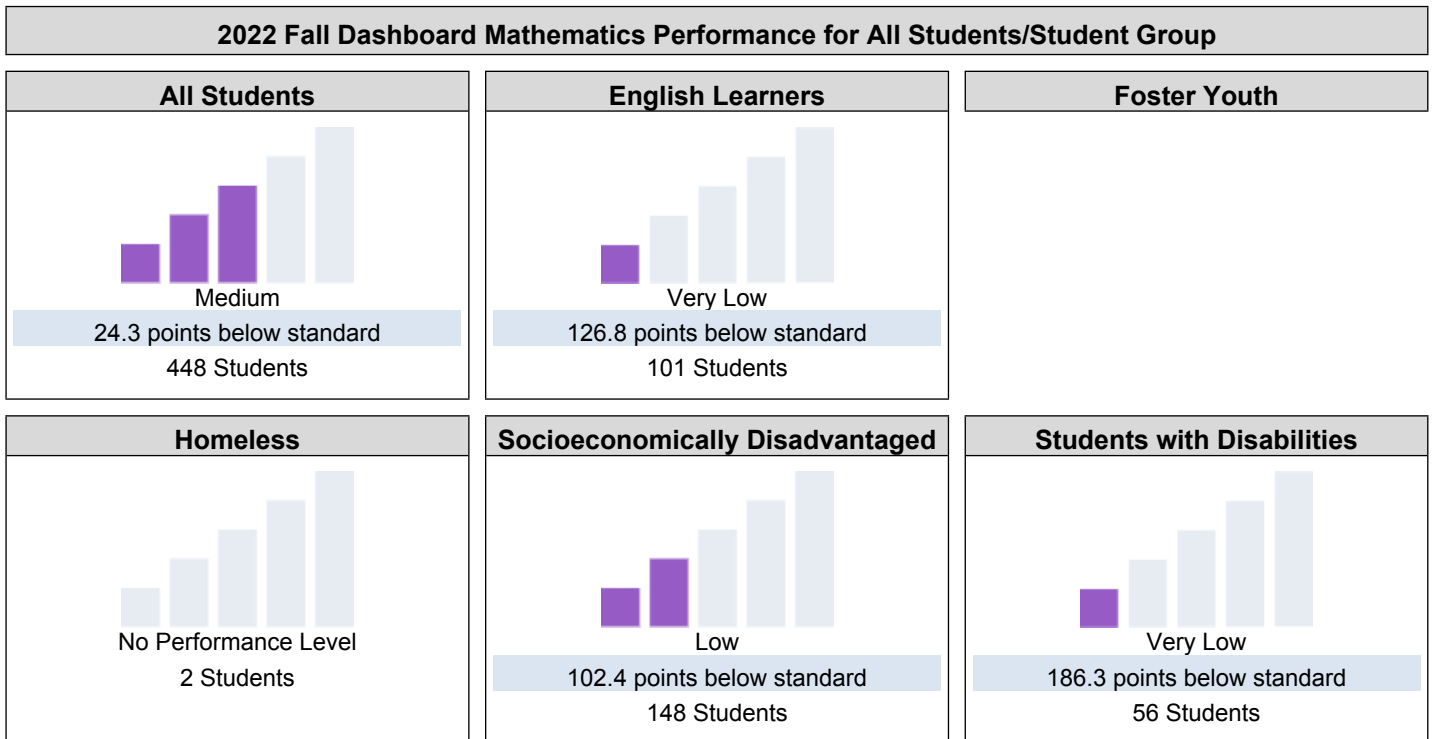
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

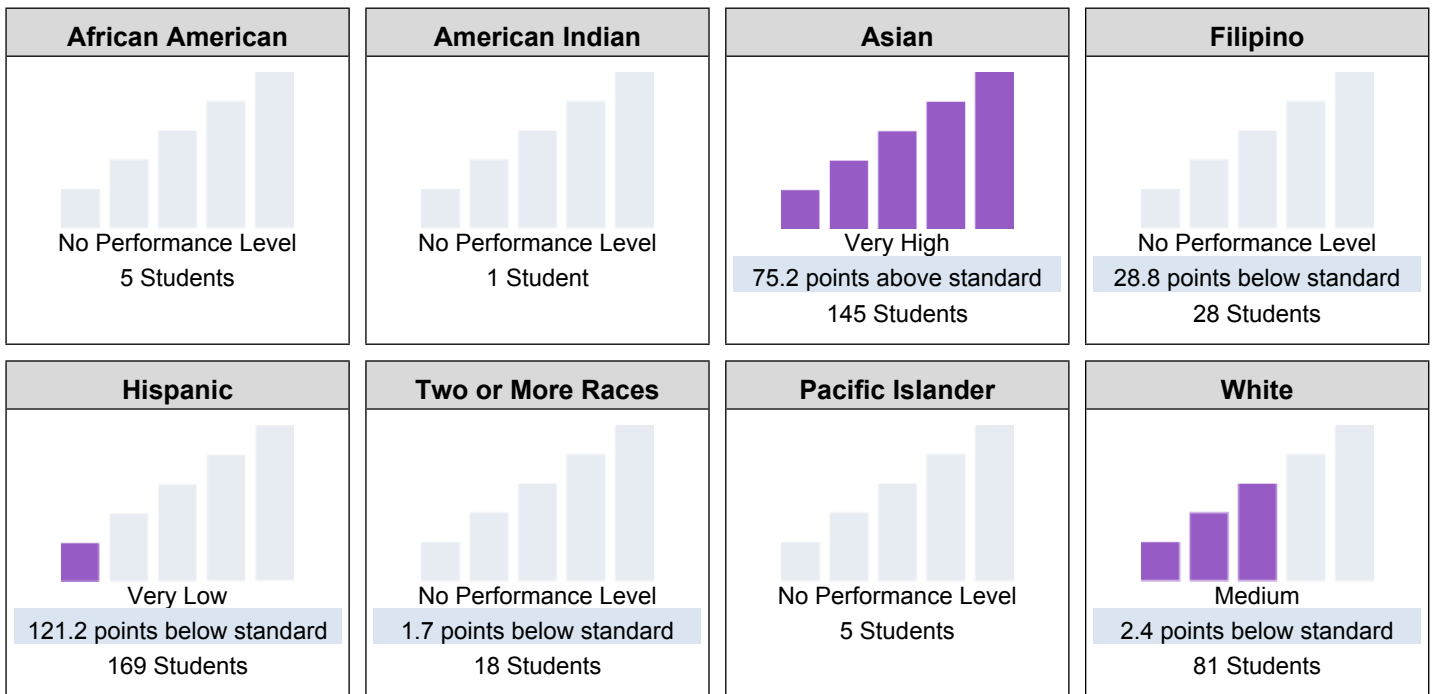


This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8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





## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
201.0 points below standard 52 Students	55.7 points below standard 51 Students	18.6 points below standard 194 Students

### Conclusions based on this data:

1. Our Asian students are performing VERY HIGH in math. This is the only group performing in that range.
2. Our EL, Students with Disabilities and Socio-Economically Disadvantaged students are scoring VERY LOW or LOW in math. This is an ongoing trend in this area.
3. Overall, our student population is scoring in the MEDIUM range for math.

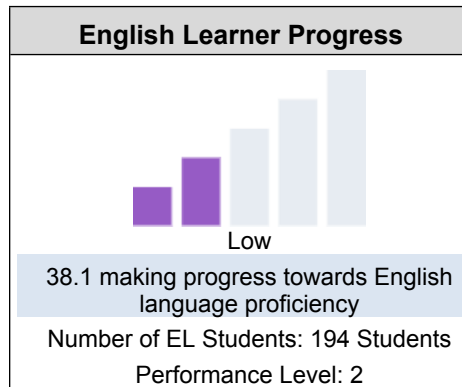
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.6%	42.3%	1.0%	37.1%

#### Conclusions based on this data:

- 38.1% of EL students are reported to be making progress towards English proficiency. This was a focus for the 22-23 school year and we anticipate that this data point will increase.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

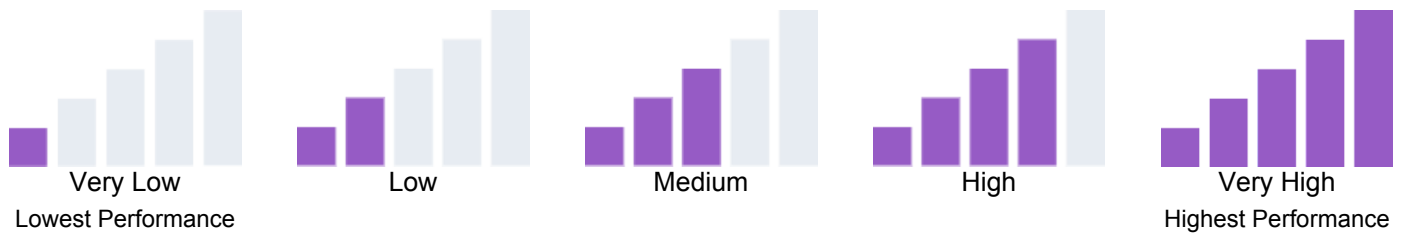
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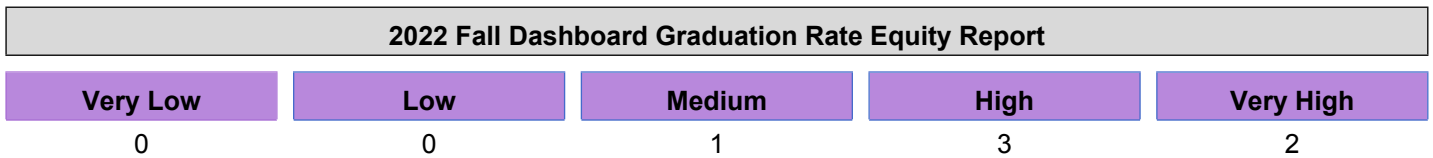
# School and Student Performance Data

## Academic Engagement Graduation Rate

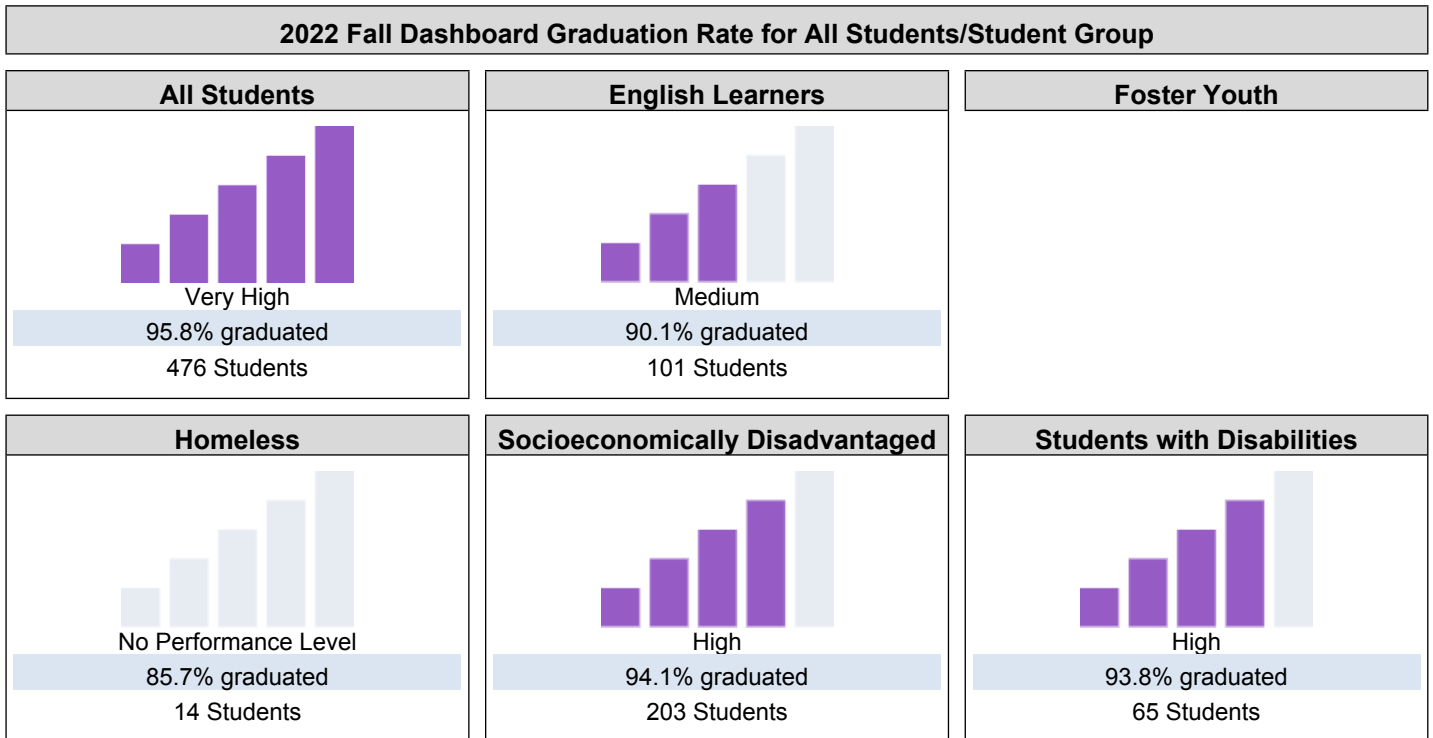
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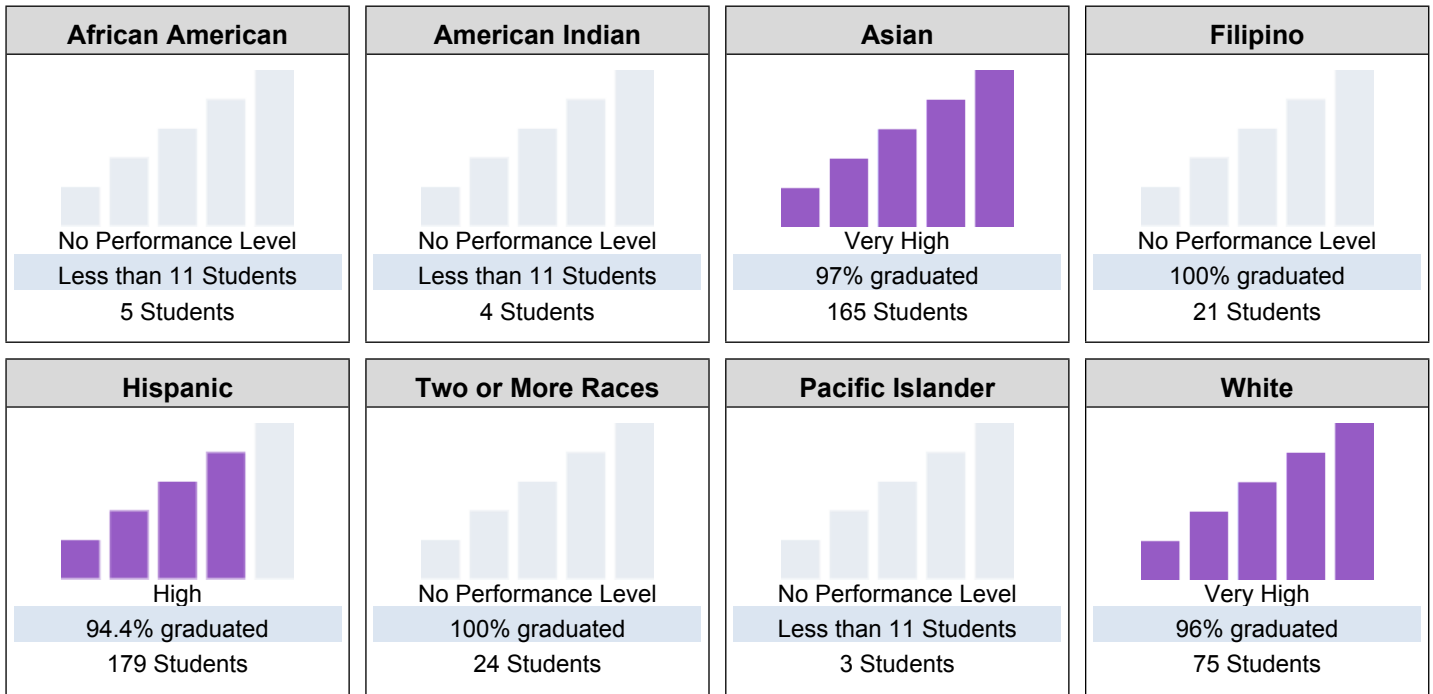
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Graduation Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. Wilcox maintains a HIGH or VERY HIGH graduation rate for all students and subgroups, with the exception of ELs that are rated as MEDIUM.

# School and Student Performance Data

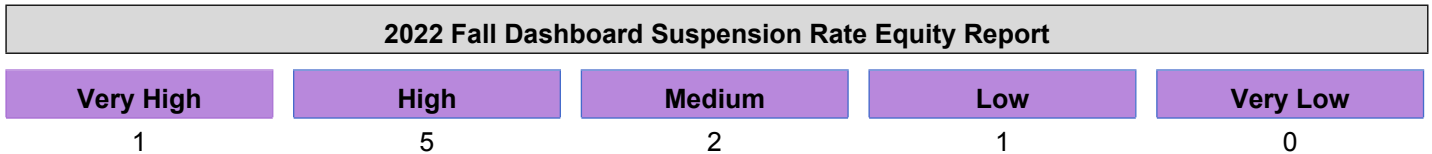
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

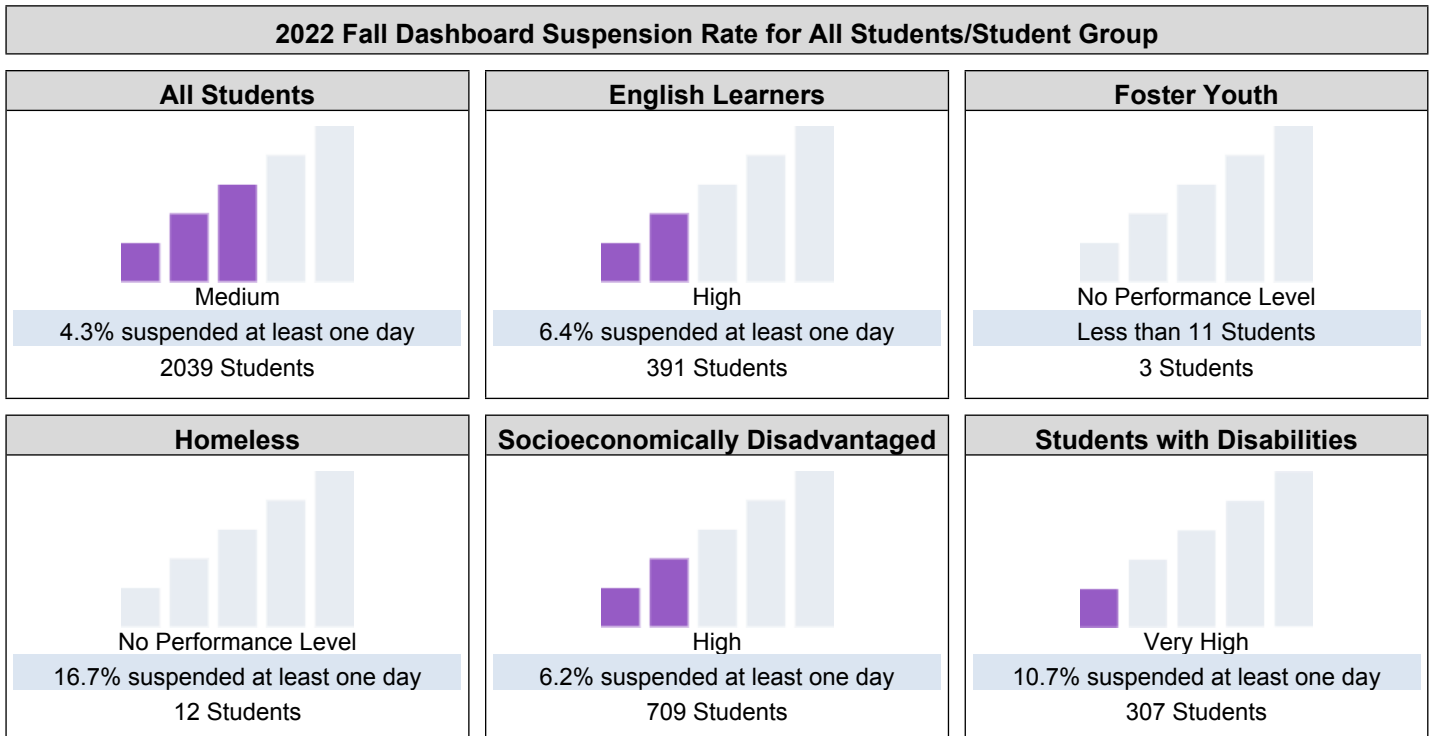
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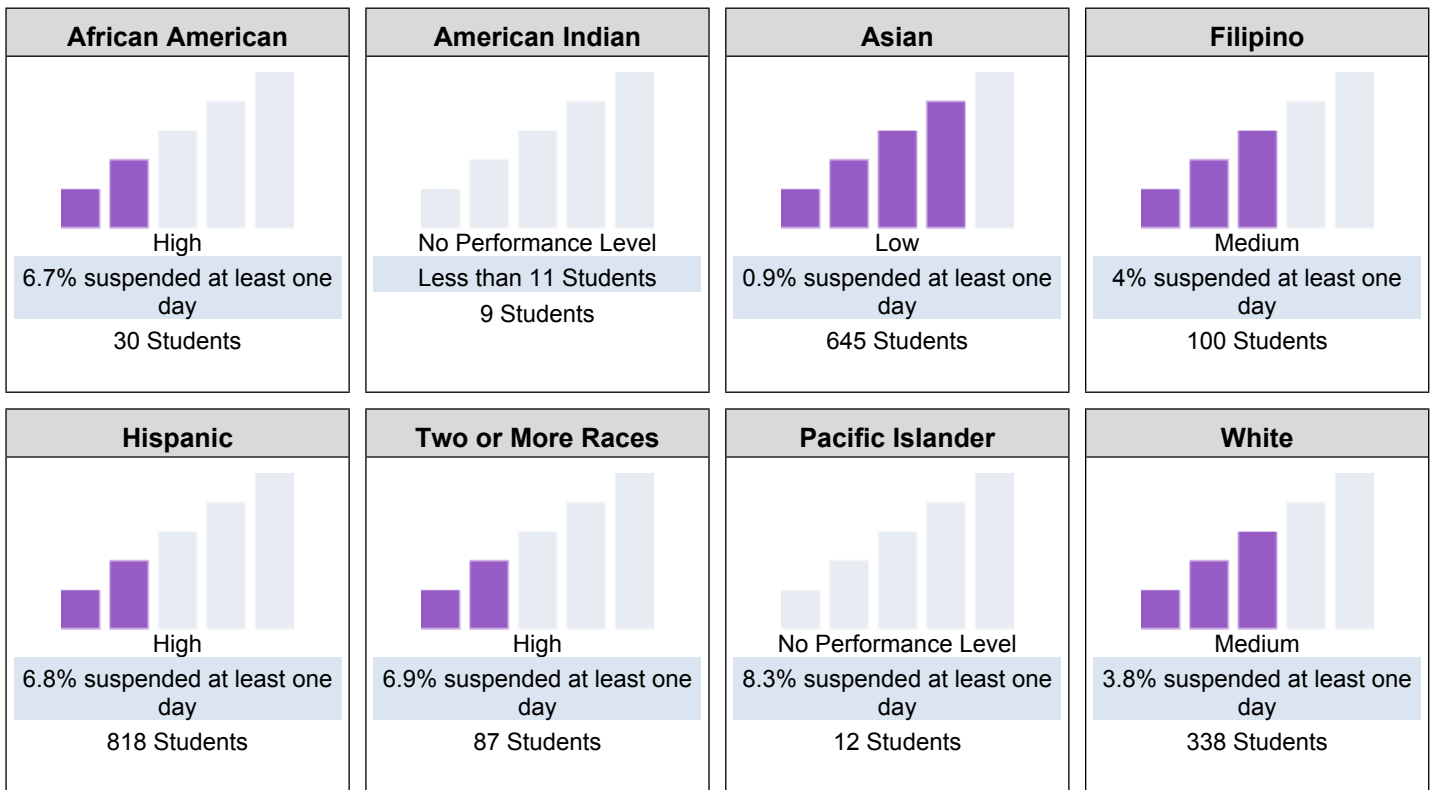
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. Our EL, Socio-Economically Disadvantaged and Students with Disabilities are reported as HIGH or VERY HIGH in their suspension data.
2. Long term data shows a significant decrease in overall suspension rates over time.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Access to resources for targeted populations

## District Priorities/LCAP Goals/District Focus Areas Alignment

District Priorities:

- 1) Use data to improve adult practice and student outcomes
- 2) Focus on our students furthest from opportunity first to close the gaps
- 3) Create high performing systems and teams

## Goal 1

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

## Identified Need

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

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

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

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

WASC C1. Student Engagement in Challenging and Relevant Learning Criterion: To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

WASC C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion: All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

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

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

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

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

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

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

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

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC, RFEP scores.	Little to no growth.	Improvement in ELPAC scores and RFEP rates.
CAASPP Scores		Improvement in CAASPP scores
Course Access and D/F report		Increased access to and passage of A-G & CTE aligned courses
District Assessment Data in ELA and Math (i-Ready)		Establish baseline and measurable growth in both areas

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL and SpEd Students

#### Strategy/Activity

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. Funding to support purchase of materials and food to support this work.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

20000

Source(s)

Targeted Allocation

Professional Development Opportunities

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Funding for translation services for curriculum and other school-related printed materials for students.

Translation and interpretation services for digital communication and information to parents and the school community (i.e. announcements, emails, parent nights, etc.) Strengthen outgoing communication and school information to parents in various languages, including maintain an up to date teachers webpages, gradebooks and school website.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500

Source(s)

Targeted Allocation

human resources

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Contract with the PIQE Program to support Spanish-speaking families and other EL families in their ability to support their students academically and socially.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

13000

Targeted Allocation

contract with PIQE, materials, resources and perishable items to promote parent participation in the PIQE program

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL and SpEd Students

#### Strategy/Activity

Funding for staff to plan and lead reading, writing and speaking workshops for EL and/or SpEd students to take place during SSR/Tutorial or after school.

Funding for teacher collaboration on common lessons/units/assessment design specifically to scaffold for SpEd and EL students. Funding to support purchase of materials and food to support this work with students.

Intervention program funding for teacher 1:1 time to mentor, tutor and support newcomer EL students. Funding to support purchase of materials and food to support this work with students.

Resources, funding, staffing, food and transportation for new Student Ambassador program.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

25000

Targeted Allocation

human resources

3000

Targeted Allocation

Food and snacks for students

1000

Targeted Allocation

Transportation for field trips

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

Wilcox was able to implement the strategies/activities as described. Wilcox would like to continue working on these strategies as they are and look forward to comparative data when it is available.

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

This goal was implemented as intended.

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

Many EL students are new to the United States and have had limited or no educational background in their home language or gaps in their education. Wilcox would like to explore offering a course that teaches them remedial skills based on their needs.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Campus engagement

## District Priorities/LCAP Goals/District Focus Areas Alignment

District Priorities:  
 1) Use data to improve adult practice and student outcomes  
 2) Focus on our students furthest from opportunity first to close the gaps  
 3) Create high performing systems and teams

## Goal 2

Strengthen campus engagement (in and out of the classroom) for students, community, and staff.

## Identified Need

WASC E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.  
 WASC E2.2. High Expectations/Concern for Students: The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.  
 WASC E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, and professionalism.  
 WASC E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.  
 WASC E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

CHKS

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids scores or comparable data scores.	Maintained data scores from previous years.	A positive trend in the scores.
Parent Participation portion of annual SPSA evaluation survey		
Student Participation portion of annual SPSA evaluation survey		
CA Dashboard scores.		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

Support overall student inclusivity, mental/physical health, wellness, and safety before during and after school.

This includes a budget for the Wellness Center to provide materials, resources and perishable items to promote student engagement in the Wellness Center.

This includes a budget for supervision of student activities

This includes a budget for a social emotional coping toolbox in each classroom

This includes a budget for resources, staff, training, and materials that support rebuilding school culture, implement proactive, preventative practices that support student citizenship. (i.e. restorative practices, PBIS, etc.)

This includes a budget for resources, materials, and displays that promote inclusion

Access to Library and other campus resources by ensuring they are staffed appropriately.

Funding for an "intervention specialist" on campus to support student behavior and interventions.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
43254	Targeted Allocation human resources
2000	Targeted Allocation Food, snacks and water for student activities and events.

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Freshmen students

**Strategy/Activity**

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 transition to a larger school can sometimes be overwhelming.

Link Crew is a year long transition program with four components that contribute to its success:  
 High School Orientation - Link Leaders and freshmen start building the mentor relationship and freshmen receive information about how to be successful in high school

Academic Follow Ups - Link Leaders support freshman academic success and character development through structured classroom visits

Social Follow Ups - Link Leaders and freshmen connect outside the classroom at social events to increase student engagement, and promote positive school climate

Leader Initiated Contacts - Link Leaders connect with their freshmen on a more individual basis

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.

This includes a budget for materials and resources to support transition students from 8th to 9th grade or who are new to Wilcox. Including updating website and printed material to communicate information to new/incoming students as well as funding release days for staff to collaborate with middle schools in supporting transitioning students. Funding to support purchase of materials and food to support this work. This includes planning, preparation, resources, staff, materials and food for the 8th/9th grade summit.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9000	Targeted Allocation Provide Auxiliary Services Link Crew, Human Resources, Resources and Materials
1000	Targeted Allocation Food, snacks and water for Leader Training and Freshman Orientation.

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity



(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

Build campus culture and climate to create a safe campus for ALL students. Provide community building training for mental health and wellness and creating a safe campus for all students for the Wilcox community, including staff, students, and parents. (i.e. Charger Wellness Week). This includes contracting with outside community resources like California Youth Outreach (CYO) and YWCA services. Funding to support purchase of materials and food to support this work. Materials for evacuation safety.

This includes a budget for resources, training, and materials that support rebuilding school culture, implement proactive, preventative practices that support student citizenship, conflict resolution and other student interventions as needed. (i.e. restorative practices, PBIS, etc.)

Funding for an "intervention specialist" on campus to support student behavior and interventions. Continue to develop and implement instructional strategies specific to subgroup populations (EL, SWD) for the purpose of increasing achievement in core academic classes and assessments. Funding to support staffing, resources and purchase of materials and food to support this work.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

60000

Source(s)

Targeted Allocation

training, material, contracted services

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

Fund activities and resources for the Student SLT (Student Listening Team) for the purpose of organizing and soliciting regular student feedback on strategic actions or activities.

This includes a budget for staff facilitation and / or professional learning for students, materials, food for student engagement (\$500), etc.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500

Source(s)

Targeted Allocation

500	Targeted Allocation Provide food and snacks for student engagement and input meetings.

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Printing and distribution of The Scribe school newspaper and publication licensing.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	Targeted Allocation Printing and digital licenses

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students and especially students with disabilities/SpEd and other subgroups

Strategy/Activity

Supply new texts for Teen Read Week and Virtual Teen Read Week

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6000	Targeted Allocation

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

## Strategy/Activity

Promote student, parent and community connectedness and engagement with activities such as extracurricular activities, field trips/experiences that support classroom curriculum. This includes a plan and budget for staff supervision on campus for the purpose of allowing students to stay on campus and participate in various school activities. It also includes funding for staff in regards to updating of the marquee, parent square and other communications as needed for students and the community. Funding to support purchase of materials and food to support this work. This section will fund all the necessary staffing, resources, materials and food to support the activities.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
25550	Targeted Allocation Human Resources, Materials, Equipment and Resources
0	

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

Wilcox was able to implement the strategies/activities as described. Wilcox would like to continue working on these strategies.

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

This goal was implemented as intended.

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

Wilcox made some adjustments to funding allocations based on data analysis and spending patterns.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Course and curriculum access for all

## District Priorities/LCAP Goals/District Focus Areas Alignment

District Priorities:

- 1) Use data to improve adult practice and student outcomes
- 2) Focus on our students furthest from opportunity first to close the gaps
- 3) Create high performing systems and teams

## Goal 3

Explore and provide equitable access and promotion of all curriculum and courses (CTE/AP/Electives) to the student population.

## Identified Need

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

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

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

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

WASC C1. Student Engagement in Challenging and Relevant Learning Criterion: To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

WASC C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion: All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

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

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

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

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

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

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

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

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP scores. *Academic grade reports in lieu of circumstances related to COVID-19	Decline in scores.	Increase in scores.
Attendance rate for all students, especially the subgroup: English Learners (COVID-19 related addition)	Low attendance among English Learners	Increased attendance among English Learners
Course Enrollment and Grade Data		
California Healthy Kids Survey (CHKS)		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and especially students with disabilities/SpEd and other subgroups

#### Strategy/Activity

Increase student access to technology for all subject areas with a specialized focus on accessibility through devices

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000

Source(s)

Targeted Allocation

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and especially students with disabilities/SpEd and other sub groups

Strategy/Activity

Materials for the new Maker's Space lab. Specific needs to be determined.

Funding for a permanent part-time classified staff member to launch the Maker's Space (i.e. scheduling, maintenance, ordering materials, etc.)

Funding for staff professional development on utilizing the Maker's Space and creating curriculum for the Maker's Space.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

100,000

Source(s)

Targeted Allocation

human resources, materials and resources

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and especially students with disabilities/SpEd and other sub groups

### Strategy/Activity

Increase opportunities for students and parents through education night offerings 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. For the purpose of increasing the understanding of the core curriculum for traditionally underrepresented student groups. Funding to support purchase of materials and food to support this work.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

Targeted Allocation

materials needed for parent education meetings and human resources

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and especially students with disabilities/SpEd and other sub groups

### Strategy/Activity

After school tutoring will be offered 4 days per week before and after school for 1.5 hours per day. Funding to support purchase of materials and food to support this work.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

25,200

Source(s)

Targeted Allocation

human resources and materials

### Strategy/Activity 10

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and especially students with disabilities/SpEd and other sub groups



## Strategy/Activity

Student workshops supporting college and career readiness as well as post-secondary life skills.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Targeted Allocation

materials and human resources

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

Wilcox was able to implement the strategies/activities as described. Wilcox would like to continue working on these strategies.

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

This goal was implemented as intended.

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

Wilcox made some adjustments to funding allocations and highlighted the intent to focus on the academic needs of students with disabilities, due to Wilcox's ATSI status. Most changes will be found in Goal 3. Wilcox will analyze progress and outcome data to track academic improvement for students with disabilities.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Instructional practices for targeted groups

## District Priorities/LCAP Goals/District Focus Areas Alignment

District Priorities:

- 1) Use data to improve adult practice and student outcomes
- 2) Focus on our students furthest from opportunity first to close the gaps
- 3) Create high performing systems and teams

## Goal 4

Identify instructional practices that will support achievement for students paying close attention to the achievement of EL, Latinx, SED, and SpED students.

## Identified Need

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

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

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

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

WASC C1. Student Engagement in Challenging and Relevant Learning Criterion: To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

WASC C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion: All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

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

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

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

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

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

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

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

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Course Enrollment and Grade Data		
CAASPP scores. *Academic grade reports in lieu of circumstances related to COVID-19		
ELPAC, RFEP scores.		
District Assessment Data in ELA and Math (i-Ready)		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and especially students with disabilities/SpEd and other sub groups

Strategy/Activity

School wide subscriptions to a variety of online learning resources and platforms to support learning, examples include but are not limited to: No Red Ink, Turnitin.com, Padlet, Kahoot, etc. subscriptions to support teachers and students in integrating technology responsibly into the classroom and week as access to distance learning. Instructional materials, digital resources, collaboration time and professional development to all staff to be better able to support students academic achievement (i.e. subscription to the New Yorker) Annual subscription service for Parchment.com to provide electronic transcript access to students and parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

32000

Source(s)

Targeted Allocation  
Subscription cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and especially students with disabilities/SpEd and other sub groups

Strategy/Activity

Support program growth needs (i.e. technology, materials, resources, etc.) to support growth at all instructional levels for various programs (i.e. incorporation of Project Based Learning practices (PBL), equitable grading practices, AP/Honors first-time students, co-teaching, etc.) Funding to support purchase of materials and food to support this work.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

Targeted Allocation  
human resources and materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

## Annual Review

**SPSA Year Reviewed: 2022-23**

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

### ANALYSIS

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

Wilcox is looking forward implementing this new goal and specific strategies/activities as described. This goal was newly added as a recommendation from the WASC visiting team.

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

This is TBD.

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

This goal was newly added as a recommendation from the WASC visiting team.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Effective collaboration

## District Priorities/LCAP Goals/District Focus Areas Alignment

District Priorities:

- 1) Use data to improve adult practice and student outcomes
- 2) Focus on our students furthest from opportunity first to close the gaps
- 3) Create high performing systems and teams

## Goal 5

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

## Identified Need

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

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

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

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

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

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

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

WASC C1. Student Engagement in Challenging and Relevant Learning Criterion: To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

WASC C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion: All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

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

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

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

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

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

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

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

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Assessment Data in ELA and Math (i-Ready)		
CAASPP scores. *Academic grade reports in lieu of circumstances related to COVID-19		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and especially students with disabilities/SpEd and other sub groups

#### Strategy/Activity

Funds for teacher professional development and collaboration time to allow our teachers to keep up with current best practices in education (i.e. inclusive practices, co-teaching, equitable grading practices, small group instruction). Funding to support purchase of materials and food to support



this work. This includes funding for Department, SLT and CAT group additional collaboration and work time, resources, materials and food for their projects that are aligned to the LCAP or SPSA.

Work to identify and eliminate barriers in order to increase equity in access to and the number of students enrolled in a-g approved/Honors/AP/CTE classes such that the demographics match the demographic makeup of the school for the purpose of improving overall college and career readiness.

Promote knowledge of and access to course information so that students are making informed choices about their course enrollment, including resources and materials to support and promote student/counselor and family/counselor meetings and communications.

This includes a budget for outreach to students and parents/guardians of underrepresented populations. Funding to support purchase of materials and food to support this work.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10000

Source(s)

Targeted Allocation

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students and especially students with disabilities/SpEd and other sub groups

Strategy/Activity

Paid collaboration time and release time for teachers to develop common assessments/rubrics in subject/course-alike content areas and investigate alignment of grading practices. (WASC 1.2)  
Funding to support purchase of materials and food to support this work.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000

Source(s)

Targeted Allocation

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**



(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

## Annual Review

**SPSA Year Reviewed: 2022-23**

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

### ANALYSIS

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

Wilcox is looking forward implementing this new goal and specific strategies/activities as described. This goal was newly added as a recommendation from the WASC visiting team.

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

This is TBD.

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

This goal was newly added as a recommendation from the WASC visiting team.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$400,004.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
	\$0.00
Targeted Allocation	\$400,004.00

Subtotal of state or local funds included for this school: \$400,004.00

Total of federal, state, and/or local funds for this school: \$400,004.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Targeted Allocation	400,004	0.00
	0	0.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
Targeted Allocation	400,004.00

## Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	Targeted Allocation	400,004.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	63,500.00
Goal 2	152,804.00
Goal 3	133,700.00
Goal 4	37,000.00
Goal 5	13,000.00

# School Site Council Membership

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

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

Name of Members	Role
Kristin Gonzalez	Principal
Michael Stieren	Other School Staff
Sezen Musa	Secondary Student
Rachina Bhatt	Parent or Community Member
Sudharshan Seerapu	Parent or Community Member
Judy Keesecker	Parent or Community Member
Samantha Gong	Secondary Student
Keith Maben	Secondary Student
Mindy Trisko	Classroom Teacher
Lilian Kwiatkowski	Classroom Teacher

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/17/23.

Attested:



Principal, Kristin Gonzalez on 5/17/23

SSC Chairperson, Rachna Bhatt on 5/17/23