



Additional Targeted Support and Improvement (ATSI) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Adrian Wilcox High School	43-69674-4338802	March 26, 2025	June 12, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Adrian Wilcox High School for meeting ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the Local Control and Accountability Plan (LCAP) 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.

The overall objective is to have all students make continuous growth in ELA and Math CAASPP, reduce chronic absenteeism and suspensions, increase graduation rates and increase student performance outcomes for all subgroups to accelerate growth to close the achievement gap and meet grade level standards. The goals are strategically aligned with the current LCAP and meet the needs of the school.

Educational Partner Involvement

How, when, and with whom did your Adrian Wilcox High 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 2025 the Wilcox Administration used the survey designed by SSC to survey stakeholders regarding the 2024-2025 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.

Timeline:

September 25, 2024: SSC 2024-2025 SPSA plan review and elections

October 30, 2024: SSC 2024-2025 SPSA plan review

November 20, 2024: SSC 2024-2025 SPSA plan review and officer elections

January 15, 2025: SSC 2024-2025 YTD expenditure review and adjustments, review of 2023-2024 student performance data

February 26, 2025: SSC 2024-2025 YTD expenditure review and adjustments, review of Community Input Survey draft

March 19, 2025 ELAC reviews SPSA, takes SPSA Community Input Survey

March 26, 2025: SSC review of initial Community Input Survey feedback, review of known proposed changes for 2025-2026 school year

April, 22 2025: Final review and approval of SPSA

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Wilcox only had one area in the "Red" or "Orange" and this was English Learner Progress. Two years ago, English Learner Progress was a site-wide focus and priority. After that year, our data indicated significant gains for English Learners. As our focus shifted away from EL students, due to a shifting district focus and priority, we turned our attention to other things. This likely contributed to the decline in English Learner Progress for Wilcox.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Suspensions (Green): Orange- African American, LTELs, Students w/Disabilities

College and Career (Blue): Orange: LTELs. Yellow- English Learners, Students w/Disabilities

Graduation (Green): Orange- Hispanic, Socioeconomically Disadvantaged. Yellow- Students w/Disabilities

ELA (Yellow): English Learners, Hispanic

Math (Yellow): Socioeconomically Disadvantaged, Students w/Disabilities

Wilcox High School's performance on the California Dashboard reflects strong overall outcomes with areas for targeted improvement among specific student groups.

The school's suspension rate is in the green category, indicating a low overall rate. However, disparities exist, with African American students, Long-Term English Learners (LTELs), and Students with Disabilities experiencing higher suspension rates, placing them in the orange category.

In college and career readiness, the school has achieved a blue rating, demonstrating strong postsecondary preparation. However, LTELs are in the orange category, while English Learners and Students with Disabilities are in yellow, signaling the need for additional support in ensuring these students are fully prepared for postsecondary opportunities.

Graduation rates are also in the green category, meaning most students successfully complete high school. Students with Disabilities are in yellow, while ELs and LTELs are in orange.

In English Language Arts (ELA), overall performance falls within the yellow category. English Learners and Hispanic students are particularly in need of additional academic support in this area.

Similarly, in math, the school also performs at the yellow level. Challenges persist for Socioeconomically Disadvantaged students and Students with Disabilities, who require targeted interventions to improve their achievement in this subject.

While Wilcox High School is performing well in many areas, these disparities emphasize the importance of focused strategies to support historically underserved student groups and ensure equitable outcomes for all learners.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

We look forward to including and analyzing FAIB student performance data for both English and Math.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Adrian Wilcox High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.46%	0.59%	0.41%	9	11	7
African American	1.45%	1.56%	1.89%	28	29	32
Asian	32.47%	32.17%	33.57%	629	598	569
Filipino	5.16%	5%	4.84%	100	93	82
Hispanic/Latino	38.77%	39.32%	39.12%	751	731	663
Pacific Islander	0.57%	0.7%	0.59%	11	13	10
White	16.78%	16.19%	14.99%	325	301	254
Multiple/No Response	4.18%	4.25%	4.31%	81	79	73
Total Enrollment				1937	1859	1695

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	510	402	363
Grade 10	478	510	401
Grade 11	487	465	485
Grade 12	462	482	446
Total Enrollment	1,937	1,859	1,695

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 a decrease of over 240 students in our overall student population.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	347	261	188	16.20%	17.9%	11.1%
Fluent English Proficient (FEP)	751	793	765	39.80%	38.8%	45.1%
Reclassified Fluent English Proficient (RFEP)	637	668	637	8.4%	32.9%	37.6%

Conclusions based on this data:

1. We again saw a decline in the EL student population over the last 2 school years.
2. There was a whole staff focus on EL achievement in the classroom during the 2022-2023 year. Wilcox saw increases in student performance in this area that can be attributed to this comprehensive school-wide focus. Shifting focus away from this group as a priority seems to align with the negative shift in the data.
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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	482	439	467	453	421	449	453	421	447	94.0	95.9	96.1
All Grades	482	439	467	453	421	449	453	421	447	94.0	95.9	96.1

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2647.	2627.	2602.	41.28	38.24	29.08	31.35	31.59	29.98	17.22	14.96	21.03	10.15	15.20	19.91
All Grades	N/A	N/A	N/A	41.28	38.24	29.08	31.35	31.59	29.98	17.22	14.96	21.03	10.15	15.20	19.91

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	36.28	33.57	30.87	54.65	52.14	52.13	9.07	14.29	17.00
All Grades	36.28	33.57	30.87	54.65	52.14	52.13	9.07	14.29	17.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	42.67	39.47	29.98	44.67	46.89	46.31	12.67	13.64	23.71
All Grades	42.67	39.47	29.98	44.67	46.89	46.31	12.67	13.64	23.71

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	24.12	17.14	15.44	67.04	68.81	72.48	8.85	14.05	12.08
All Grades	24.12	17.14	15.44	67.04	68.81	72.48	8.85	14.05	12.08

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	35.32	34.29	28.64	57.62	55.71	59.06	7.06	10.00	12.30
All Grades	35.32	34.29	28.64	57.62	55.71	59.06	7.06	10.00	12.30

Conclusions based on this data:

1. While our grade distribution and average GPA have stayed similar year to year our CAASPP scores have declined almost 46 points in ELA
2. Wilcox students consistently perform the best in Writing: Producing clear and purposeful writing
3. Wilcox students consistently perform next best in Reading: Demonstrating understanding of literary and non-fictional texts

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	482	439	468	440	413	451	439	413	451	91.3	94.1	96.4
All Grades	482	439	468	440	413	451	439	413	451	91.3	94.1	96.4

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2609.	2590.	2583.	27.11	21.55	17.96	16.17	20.10	20.84	22.10	19.61	18.40	34.62	38.74	42.79
All Grades	N/A	N/A	N/A	27.11	21.55	17.96	16.17	20.10	20.84	22.10	19.61	18.40	34.62	38.74	42.79

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	26.88	21.55	19.73	52.62	55.93	54.99	20.50	22.52	25.28
All Grades	26.88	21.55	19.73	52.62	55.93	54.99	20.50	22.52	25.28

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	26.65	19.13	19.51	55.35	58.60	59.20	18.00	22.28	21.29
All Grades	26.65	19.13	19.51	55.35	58.60	59.20	18.00	22.28	21.29

Conclusions based on this data:

1. Wilcox saw a slight decrease in students performing below standards for Communicating and Reasoning, while there was a small increase in students performing below standard in Problem Solving & Modeling/Data Analysis.
2. In 23-24, our Communicating and Reasoning section demonstrated a less than 1% 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. This is consistent with the previous year's scores.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1527.8	1542.2	1507.2	1518.0	1546.6	1491.7	1537.2	1537.3	1522.1	104	69	42
10	1550.7	1561.8	1526.1	1547.6	1570.3	1521.4	1553.2	1552.7	1530.2	57	82	57
11	1530.6	1544.5	1513.0	1528.4	1535.3	1502.7	1532.3	1553.4	1522.8	57	45	49
12	1518.5	1544.7	1533.4	1510.5	1552.3	1531.2	1525.9	1536.6	1535.2	55	48	39
All Grades										273	244	187

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	8.91	14.71	19.05	38.61	39.71	14.29	26.73	19.12	19.05	25.74	26.47	47.62	101	68	42
10	21.05	39.02	12.28	31.58	13.41	31.58	29.82	13.41	19.30	17.54	34.15	36.84	57	82	57
11	7.27	20.00	4.08	36.36	35.56	26.53	25.45	20.00	26.53	30.91	24.44	42.86	55	45	49
12	11.76	26.09	15.38	23.53	21.74	28.21	25.49	26.09	23.08	39.22	26.09	33.33	51	46	39
All Grades	11.74	26.14	12.30	33.71	26.56	25.67	26.89	18.67	21.93	27.65	28.63	40.11	264	241	187

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	18.81	32.35	23.81	43.56	33.82	14.29	14.85	11.76	21.43	22.77	22.06	40.48	101	68	42
10	29.82	42.68	29.82	43.86	15.85	26.32	10.53	13.41	12.28	15.79	28.05	31.58	57	82	57
11	23.64	26.67	16.33	41.82	37.78	30.61	12.73	13.33	16.33	21.82	22.22	36.73	55	45	49
12	31.37	30.43	33.33	17.65	34.78	25.64	13.73	10.87	12.82	37.25	23.91	28.21	51	46	39
All Grades	24.62	34.44	25.67	38.26	28.63	24.60	13.26	12.45	15.51	23.86	24.48	34.22	264	241	187

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	7.92	4.41	0.00	22.77	23.53	28.57	36.63	35.29	14.29	32.67	36.76	57.14	101	68	42
10	10.53	14.63	3.51	24.56	31.71	19.30	36.84	17.07	36.84	28.07	36.59	40.35	57	82	57
11	1.82	6.67	0.00	10.91	26.67	6.12	38.18	28.89	42.86	49.09	37.78	51.02	55	45	49
12	3.92	8.70	2.56	7.84	15.22	12.82	25.49	36.96	38.46	62.75	39.13	46.15	51	46	39
All Grades	6.44	9.13	1.60	17.80	25.31	16.58	34.85	28.22	33.69	40.91	37.34	48.13	264	241	187

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	13.86	13.24	9.52	62.38	61.76	40.48	23.76	25.00	50.00	101	68	42
10	10.53	23.17	10.53	77.19	41.46	50.88	12.28	35.37	38.60	57	82	57
11	5.45	15.56	6.12	65.45	57.78	42.86	29.09	26.67	51.02	55	45	49
12	5.88	15.22	7.69	45.10	52.17	53.85	49.02	32.61	38.46	51	46	39
All Grades	9.85	17.43	8.56	62.88	52.28	47.06	27.27	30.29	44.39	264	241	187

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	47.00	72.06	35.71	32.00	5.88	19.05	21.00	22.06	45.24	100	68	42
10	61.82	65.85	50.88	20.00	8.54	17.54	18.18	25.61	31.58	55	82	57
11	54.55	57.78	44.90	25.45	17.78	30.61	20.00	24.44	24.49	55	45	49
12	43.14	54.35	58.97	23.53	21.74	12.82	33.33	23.91	28.21	51	46	39
All Grades	50.96	63.90	47.59	26.44	12.03	20.32	22.61	24.07	32.09	261	241	187

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	13.86	10.29	9.52	37.62	45.59	30.95	48.51	44.12	59.52	101	68	42
10	14.04	31.71	8.77	49.12	29.27	50.88	36.84	39.02	40.35	57	82	57
11	5.45	11.11	2.04	36.36	42.22	36.73	58.18	46.67	61.22	55	45	49
12	7.84	15.22	2.56	23.53	30.43	48.72	68.63	54.35	48.72	51	46	39
All Grades	10.98	18.67	5.88	37.12	36.51	42.25	51.89	44.81	51.87	264	241	187

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	1.47	0.00	69.00	67.65	54.76	31.00	30.88	45.24	100	68	42
10	5.26	2.44	0.00	68.42	64.63	61.40	26.32	32.93	38.60	57	82	57
11	7.27	17.78	0.00	56.36	55.56	57.14	36.36	26.67	42.86	55	45	49
12	4.00	6.52	5.13	62.00	63.04	66.67	34.00	30.43	28.21	50	46	39
All Grades	3.44	5.81	1.07	64.89	63.49	59.89	31.68	30.71	39.04	262	241	187

Conclusions based on this data:

1. English Learner progress saw a 22% increase to almost 60% in 2022-23 and then a proportional 18.5% decrease to 40.7% making progress in 2023-24.
2. With the start of the 2023-24 school year 29% (76) of English Learners were reclassified as fluent english proficient (RFEP) and an additional 7% (18) in August.
3. While 37% of our long term English Learner (LTEL) population scored a 4 on the summative ELPAC and nearly 70% improved at least one level.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,695	33.9%	11.1%	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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	188	11.1%
Foster Youth	1	0.1%
Homeless	7	0.4%
Socioeconomically Disadvantaged	575	33.9%
Students with Disabilities	232	13.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	32	1.9%
American Indian	7	0.4%
Asian	569	33.6%
Filipino	82	4.8%
Hispanic	663	39.1%
Two or More Races	73	4.3%
Pacific Islander	10	0.6%
White	254	15%

Conclusions based on this data:

1. Wilcox continues to see declining enrollment.

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

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2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Graduation Rate  Green	Suspension Rate  Green
Mathematics  Yellow		
English Learner Progress  Red		
College/Career  Blue		

Conclusions based on this data:

1. The school's suspension rate is in the green category, indicating a low overall rate. However, disparities exist, with African American students, Long-Term English Learners (LTELs), and Students with Disabilities experiencing higher suspension rates, placing them in the orange category.
2. In college and career readiness, the school has achieved a blue rating, demonstrating strong postsecondary preparation. However, LTELs are in the orange category, while English Learners and Students with Disabilities are in yellow, signaling the need for additional support in ensuring these students are fully prepared for postsecondary opportunities.
3. Graduation rates are also in the green category, meaning most students successfully complete high school. Nonetheless, Hispanic and Socioeconomically Disadvantaged students are in the orange category, and Students with Disabilities are in yellow, highlighting gaps that need to be addressed to ensure equitable graduation outcomes.

School and Student Performance Data

Academic Performance English Language Arts

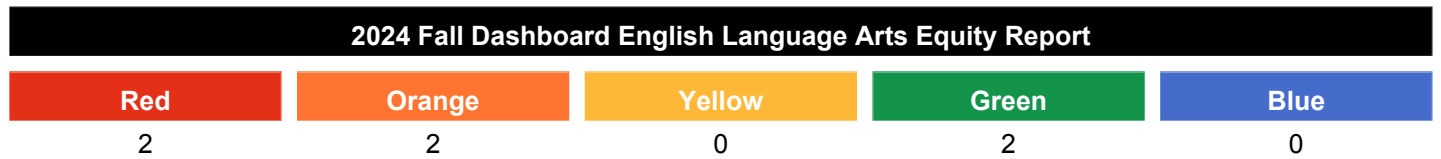
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 21.4 points above standard Declined 25.3 points 444 Students	English Learners  Red 77.4 points below standard Declined 22.0 points 108 Students	Long-Term English Learners  No Performance Color 130.0 points below standard Declined 27.6 points 23 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 3 Students	Socioeconomically Disadvantaged  Orange 36.3 points below standard Declined 41.1 points 173 Students

Students with Disabilities  Orange 108.6 points below standard Increased 3.0 points 63 Students	African American  No Performance Color Less than 11 Students 5 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Green 79.8 points above standard Declined 11.1 points 144 Students	Filipino  No Performance Color 51.1 points above standard Increased 45.7 points 27 Students	Hispanic  Red 48.6 points below standard Declined 38.2 points 178 Students
Two or More Races  No Performance Color 24.1 points above standard Declined 15.8 points 20 Students	Pacific Islander  No Performance Color Less than 11 Students 5 Students	White  Green 60.1 points above standard Declined 18.8 points 67 Students

Conclusions based on this data:

1. In English Language Arts (ELA), overall performance falls within the yellow category.
2. English Learners and Hispanic students are particularly in need of additional academic support in this area- scoring 2 levels below overall student performance (red).
3. Students with Disabilities and Socioeconomically Disadvantaged students are scoring in the orange, one level below all students.

School and Student Performance Data

Academic Performance Mathematics

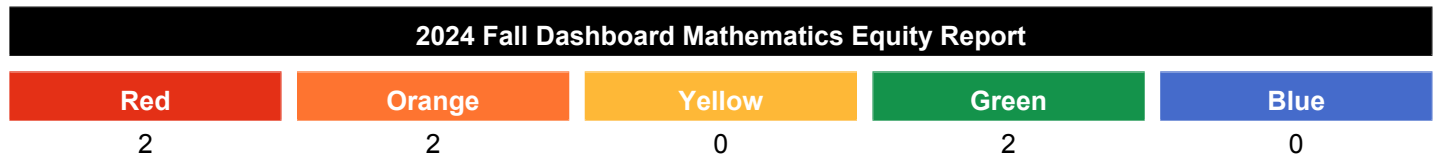
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 42.9 points below standard Declined 4.8 points 447 Students	English Learners  Orange 149.6 points below standard Increased 7.9 points 112 Students	Long-Term English Learners  No Performance Color 191.4 points below standard Declined 4.0 points 23 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 3 Students	Socioeconomically Disadvantaged  Red 117.8 points below standard Declined 8.0 points 175 Students

Students with Disabilities  Red 194.7 points below standard Declined 10.1 points 63 Students	African American  No Performance Color Less than 11 Students 5 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Green 41.1 points above standard Declined 7.1 points 144 Students	Filipino  No Performance Color 24.3 points below standard Increased 60.2 points 27 Students	Hispanic  Orange 126.4 points below standard Increased 3.8 points 179 Students
Two or More Races  No Performance Color 42.9 points below standard Increased 51.9 points 19 Students	Pacific Islander  No Performance Color Less than 11 Students 5 Students	White  Green 6.1 points below standard Increased 6.9 points 68 Students

Conclusions based on this data:

1. In math, the school also performs at the yellow level.
2. Challenges persist for Socioeconomically Disadvantaged students and Students with Disabilities, who require targeted interventions to improve their achievement in this subject, as they are scoring in the red, 2 levels below all students.
3. Hispanic students and ELs are scoring in the orange, one level below all students.

School and Student Performance Data

Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 Red
40.7% making progress.	42.7% making progress.
Number Students: 162 Students	Number Students: 75 Students

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.

2024 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
14.8%	42.6%	0.6%	40.1%

Conclusions based on this data:

1. LTELs and ELs are scoring in the red as we do not see significant progress.
2. While 37% of our long term English Learner (LTEL) population scored a 4 on the summative ELPAC and nearly 70% improved at least one level
3. Majority of EL students are maintaining their levels.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

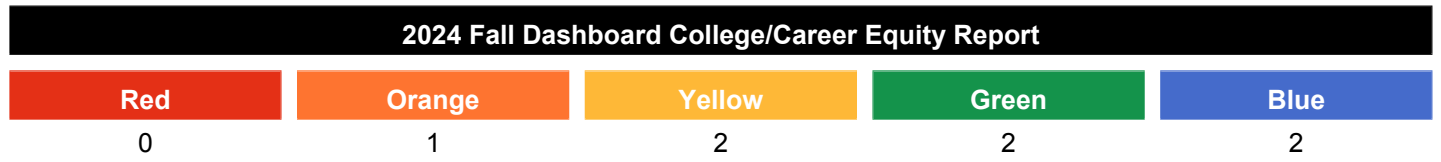
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students  Blue 76.8 Prepared Increased 2.3 457 Students	English Learners  Yellow 43.6 Prepared Maintained 0.4 94 Students	Long-Term English Learners  Orange 42.6 Prepared Declined 2.3 54 Students
Foster Youth  No Performance Color Less than 11 Students 0 1 Student	Homeless  No Performance Color Less than 11 Students 0 8 Students	Socioeconomically Disadvantaged  Green 66.2 Prepared Increased 6.5 222 Students

Students with Disabilities  Yellow 40 Prepared Maintained 0 70 Students	African American  No Performance Color 54.5 Prepared 0 11 Students	American Indian  No Performance Color Less than 11 Students 0 2 Students
Asian  Blue 90.2 Prepared Maintained 1.4 163 Students	Filipino  No Performance Color 87 Prepared Increased 10.3 23 Students	Hispanic  Green 59.6 Prepared Increased 4 171 Students
Two or More Races  No Performance Color 70.6 Prepared Declined 15.1 17 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 88.6 Prepared Increased 7.6 70 Students

Conclusions based on this data:

1. In college and career readiness, the school has achieved a blue rating, demonstrating strong postsecondary preparation.
2. LTELs are in the orange category, while English Learners and Students with Disabilities are in yellow, signaling the need for additional support in ensuring these students are fully prepared for postsecondary opportunities.
3. Hispanic students are scoring in the green.

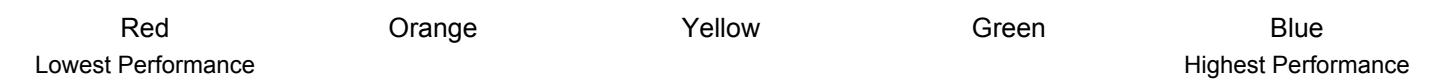
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No data available.

School and Student Performance Data

Academic Engagement Graduation Rate

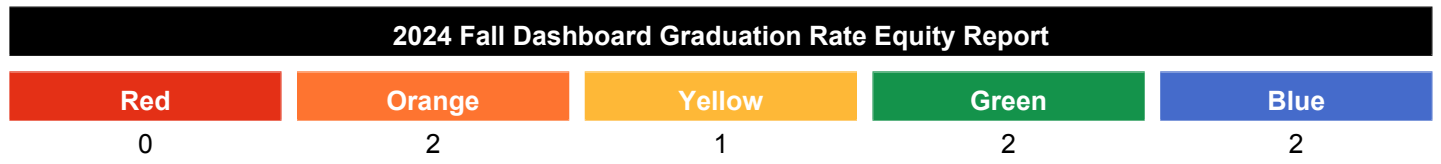
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Green 94.5% graduated Maintained 0.3% 457 Students	English Learners  Orange 80.9% graduated Declined 1.9% 94 Students	Long-Term English Learners  Orange 88.9% graduated Declined 6.8% 54 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Socioeconomically Disadvantaged  Green 94.1% graduated Increased 3.2% 222 Students

Students with Disabilities  Yellow 88.6% graduated Maintained 0.2% 70 Students	African American  No Performance Color 100% graduated 11 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  Blue 95.7% graduated Declined 1.7% 163 Students	Filipino  No Performance Color 100% graduated Increased 3.3% 23 Students	Hispanic  Green 91.2% graduated Maintained 0.9% 171 Students
Two or More Races  No Performance Color 88.2% graduated Declined 11.8% 17 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 98.6% graduated Increased 4.5% 70 Students

Conclusions based on this data:

1. Graduation rates are also in the green category, meaning most students successfully complete high school.
2. Hispanic and Socioeconomically Disadvantaged students are in the green category.
3. Students with Disabilities are in yellow, while ELs and LTELs are in orange.

School and Student Performance Data

Conditions & Climate Suspension Rate

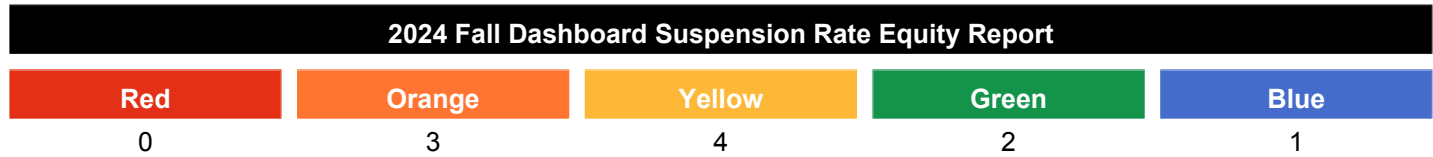
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 3.6% suspended at least one day Declined 1.1% 1761 Students	English Learners  Yellow 6.3% suspended at least one day Declined 2.9% 237 Students	Long-Term English Learners  Orange 9.6% suspended at least one day Increased 0.3% 104 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Homeless  No Performance Color 11.8% suspended at least one day 17 Students	Socioeconomically Disadvantaged  Yellow 6.4% suspended at least one day Declined 0.4% 642 Students

Students with Disabilities  Orange 9.6% suspended at least one day Maintained 0.1% 250 Students	African American  Orange 14.7% suspended at least one day Declined 4.6% 34 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students
Asian  Yellow 1.2% suspended at least one day Increased 0.5% 580 Students	Filipino  Green 1.2% suspended at least one day Declined 2% 86 Students	Hispanic  Yellow 6.1% suspended at least one day Declined 0.9% 703 Students
Two or More Races  Green 2.5% suspended at least one day Declined 1.1% 81 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	White  Blue 1.5% suspended at least one day Declined 3.6% 260 Students

Conclusions based on this data:

1. Overall Wilcox is performing in the green with a -1.1% decline in suspensions.
2. African American students, Students with Disabilities and LTELs are being disproportionally suspended and we are scoring in orange for these groups.
3. We are scoring in the yellow for ELs, Hispanic, Asian and Socioeconomically Disadvantaged.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Access to resources for targeted populations

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals

Goal 1: All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

Goal 2: All students will equitably receive the social-emotional and behavioral support they need to graduate as resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society.

Goal 3: SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to graduate as resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

Identified Need

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

Wilcox has a need to focus on improving outcomes for all students and closing the achievement gap for our student subgroups furthest from the opportunity (Students with Disabilities, Socio-economically Disadvantaged, Hispanic and English Learners).

Key Causal Factors:

Lack of a curricular alignment to Common Core Standards

Lack of CAASPP interim assessments in ELA and Math to inform instructional decision-making during the year

Lack of common understanding among teachers regarding CAASPP domains and targets

Lack of common understanding among teachers regarding CAASPP set up and questions

Lack of communication with students and families regarding the CAASPP and its importance

College and Career (Blue): Orange: LTELs. Yellow- English Learners, Students w/Disabilities

ELA (Yellow): English Learners, Hispanic

Math (Yellow): Socioeconomically Disadvantaged, Students w/Disabilities

In college and career readiness, the school has achieved a blue rating, demonstrating strong postsecondary preparation. However, LTELs are in the orange category, while English Learners and Students with Disabilities are in yellow, signaling the need for additional support in ensuring these students are fully prepared for postsecondary opportunities.

In English Language Arts (ELA), overall performance falls within the yellow category. English Learners and Hispanic students are particularly in need of additional academic support in this area.

Similarly, in math, the school also performs at the yellow level. Challenges persist for Socioeconomically Disadvantaged students and Students with Disabilities, who require targeted interventions to improve their achievement in this subject.

With the start of the 2023-24 school year 29% (76) of English Learners were reclassified as fluent english proficient (RFEP) and an additional 7% (18) in August. While 37% of our long term English Learner (LTEL) population scored a 4 on the summative ELPAC and nearly 70% improved at least one level. Unfortunately, we did not have as much success with our newcomer population. During that same school year that specific group tallied 174 total F's, 596 total absences, and 7 major disciplinary incidents. This data drove us to reevaluate how we support these students from the moment they arrive.

During that same school year that specific group tallied 174 total F's, 596 total absences, and 7 major disciplinary incidents. This data drove us to reevaluate how we support these students from the moment they arrive. Our counseling team developed an onboarding and monitoring process which ensured that we meet with the student before they start, on their first day including a full campus tour with a student ambassador who speaks their native language, two week, four week, and six week check-ins with ongoing monitoring as needed. In these meetings counselors and student ambassadors are not only checking a students attendance and grades but they are having the students demonstrate their ability to use all the technological tools available to them. They also ensure they are connected with the 1:1 tutoring services offered through the ambassador program.

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EL Progress, ELPAC, RFEP scores.	ELA 40.7% Making Progress Declined 18.5% Math 42.7% Making Progress Declined 23.2% 2023-24 school year 29% (76) of English Learners were reclassified as fluent english proficient (RFEP) and an additional 7% (18) in August. 37% of our long term English Learner (LTEL) population scored a 4 on the summative ELPAC, nearly 70% improved at least one level	Improvement in ELPAC scores and RFEP rates.
CAASPP Scores	ELA EL Students 77.4 points below standard Declined 22 Points from previous year Current English Learners 163.2 points below standard Declined 40.3 Points Recently Reclassified English Learners	Improvement in CAASPP scores

	29 points below standard Declined 17.8 Points Students w/ Disabilities 108.6 points below standard Increased 3 Points Math EL Students 149.6 points below standard Increased 7.9 Points Current English Learners 207.4 points below standard Declined 3.5 Points Recently Reclassified English Learners 117 points below standard Increased 9.2 Points Students w/ Disabilities 194.7 points below standard Declined 10.1 Points	
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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.	EL and SpEd Students	6000 Targeted Allocation Professional Development Opportunities
1.2	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, ELAC, etc.) Strengthen outgoing communication and school information to parents in various languages, including maintain an up to date teachers webpages, gradebooks and school website.	EL Students	1500 Targeted Allocation human resources
1.3	Contract with the PIQE Program to support Spanish-speaking families and other EL families in their ability to support their students academically and socially.	EL Students	15000 Targeted Allocation contract with PIQE, materials, resources and perishable items to promote parent participation in the PIQE program

1.4	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 and ELAC program.	EL and SpEd Students	7100 Targeted Allocation human resources 400 Targeted Allocation Food and snacks for students 500 Targeted Allocation Transportation for field trips
1.5	Implementation of CAASPP ELA Writing FIABs at 9th, 10th and 11th grade Math- implementation of CAASPP strategies and practice questions Data Analysis Protocol with Departments CAASPP Awareness and Literacy Goal Socialization: Partnering with students and parents: BTSN Principal's Welcome, Junior/Senior Parent Night, English Department FIAB letter to parents CAT Group Focused on CAASPP Integration, CER/CEA and Literacy Use of lessons incorporating CER/CEA Expand co-teaching course offerings/opportunities	All students and especially students with disabilities/SpEd and other sub groups	

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

In 2023-24, 33 newcomer students enrolled, resulting in 165 total support meetings and 17 ambassadors assisting 20 students in need of tutoring. Despite these efforts, newcomers logged 54 F's, 429 absences, and 4 disciplinary incidents. In the first semester of 2024-25, 22 newcomers enrolled, with 110 support meetings conducted and 15 ambassadors supporting 31 students. Data on F's, absences, and disciplinary incidents for this period is still pending.

Additionally, we contract with the Parent Institute for Quality Education (PIQE) to provide in depth learning and support for the families of this student population. In the 2022-23 school year we had 35 parent graduates, in 2023-24 there was a scheduling error and we could not host the program but in 2024-25 we had 57 parent graduates.

Collaboration is at the heart of our decision-making process. By maintaining open communication, we ensure that our plans are well thought out and responsive to the needs of both students and staff. Through our School Leadership Team (SLT), we have built a culture of shared decision-making, where administration and staff work together to shape academic priorities. By continuing to embrace this structure, we can refine attendance strategies, enhance student engagement, and strengthen instructional practices—particularly for EL and Special Education (SpEd) students.

Slow and steady progress is being made on the integration of CER/CEA (claim, evidence, reasoning OR claim, evidence, analysis) into all classrooms across campus. We need to collect more quantitative data around this implementation as what we have now is qualitative. We do not have a current structure for collecting the quantitative data around this.

We are committed to increasing communication, engagement, and mental health support to improve academic outcomes around student literacy and performance on the CAASPP. This includes a completely redesigned testing schedule and structure to a more student-friendly format extended over several weeks and testing students in the related class periods with familiar teachers and staff. Additionally, several departments have formed CAASPP/Literacy/CER/CEA- specific CAT groups to increase their focus and opportunity for collaboration on implementing these instructional practices. Several departments have committed to incorporating formal CAASPP practice questions as a part of their instruction. The English and math departments have been working to implement FAIBs. With district support, the English department has successfully administered an FAIB and began to analyze student performance data. Math is still working on implementation.

As we move forward, we recognize the importance of continuing our support for English Learner (EL) students—particularly around classroom instruction. During the time that ELs were our site/district focus, we made impressive gains in this area. When our focus shifted away from these efforts we saw a subsequent decline in EL student performance data.

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

Regarding activity 1.1 within this goal, we had budgeted to send staff to the CABE Conference for professional learning, however, our team was invited to present their Student Ambassador Program on behalf of the district. SCUSD picked up the cost of this conference for our presenters which left us with some extra available funds in this area for this year. We do intend to keep the same action and budget for next year as the need for professional development in this area still exists.

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.

Due to targeted fund budgetary reductions over the last 2 years, we have reduced the dollar amount allocated to professional development in the form of conferences and travel within this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Campus engagement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals

Goal 1: All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

Goal 2: All students will equitably receive the social-emotional and behavioral support they need to graduate as resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society.

Goal 3: SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to graduate as resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

Identified Need

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

Ensure sufficient social-emotional support for students. Continue to support our Wellness Center, expanded implementation of restorative practices, Student Listening Team, CYO services, Horizons Program, Link Crew Program, etc. Ongoing professional development for staff and support of parents/families in their children's education.

Suspensions (Green): Orange- African American, LTELs, Students w/Disabilities

The school's suspension rate is in the green category, indicating a low overall rate. However, disparities exist, with African American students, Long-Term English Learners (LTELs), and Students with Disabilities experiencing higher suspension rates, placing them in the orange category.

One of our most telling statistics coming out of the pandemic has been absenteeism. The percentage of students out of school or in school but out of class is increasing. We noticed students out of class for extended periods of time (20+ minutes) during the 2021-22 school year. Anecdotally, students were reporting that they were stressed or dealing with things outside of school but could not cope with it at the moment. In response, our MTSS Collaborative Action Team (CAT) in collaboration with counseling and wellness created kits for students to use while in class if they needed a break or distraction without leaving the room. We also put together a crisis matrix to assist classified staff in navigating students to the appropriate place when students needed help. At the start of the 2024-25 school year the entire staff is focused on a daily greeting at the door for each of their students.

Wilcox has an overall Chronic Absenteeism rate of 18% following the 2022-23 school year. The subgroups of Hispanic/Latino (31%), Socioeconomically Disadvantaged (27%), EL/Multilingual Learners (35%), and Students with Disabilities (34%) are the most disproportionately affected students.

We also experienced a large decline in our ELAC participation during the 2023-24 school year. Most meetings only had a single participant or two. In response, our EL Coordinator with one of our wellness therapists, and office staff made some key changes to the messaging and the structure of our ELAC to draw in parents and students. Through our first three meetings in the 2024-25 school year our attendance has increased: October, 35 participants, November, 18 participants, and December 26 participants. More importantly, we are seeing consistency in who attends and a community building amongst the parents- giving them a source outside of school staff for support.

Developmental Relationships Survey Results 2024-2025 School Year (first year of implementation)

Youth generally reported experiencing moderate developmental relationships overall. Youth reported a gap in their relational experiences versus how adults described their own relational actions. Overall, youth reported strong levels of social and emotional competence. Youth generally reported that the organization had a strong culturally responsive environment. Youth who reported that the organization had a strong culturally responsive environment had stronger social and emotional competence scores.

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.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS and Developmental Relationships Survey	Developmental Relationships Survey 35% of youth had strong experiences of developmental relationships 56% moderate experiences 9% had weak experiences. 48% of youth reported strong social and emotional competence 45% moderate competence 7% reported weak social and emotional competence. 16% of young people reported they experienced bias or discrimination from peers and/or adults, while 84% reported no experience of bias or discrimination. Of the 16% who experienced bias or discrimination, most stated that it came from their peers, 10% from staff	A positive trend in the scores.
Suspension Rates	All Students 3.6% suspended at least one day Declined 1.1% African American 14.7% suspended at least one day Declined 4.6% LTELs 9.6% suspended at least one day Increased 0.3% Students w/ Disabilities 9.6% suspended at least one day Maintained 0.1% Asian 1.2% suspended at least one day Increased 0.5% English Learners 6.3% suspended at least one day Declined 2.9% Hispanic 6.1% suspended at least one day Declined 0.9% Socioeconomically Disadvantaged 6.4% suspended at least one day Declined 0.4% White 1.5% suspended at least one day Declined 3.6%	Continued decline in suspension rates for all students and subgroups.

Chronic Absenteeism	1st Semester 2022-2023 All Students 18.2% (332) EL 33.8% (70) Hispanic 28.1% (199) Socio-economically Disadvantaged 28.3% (73) SpEd 30.5% (75)	Continued decline in chronic absenteeism rates for all students and subgroups.
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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. This includes field trips for students and all related expenses (transportation, tickets/admission to event, food, substitutes, etc.)	All students	36000 Targeted Allocation human resources 2000 Targeted Allocation Food, snacks and water for student activities and events. 4000 Targeted Allocation Field trip expenses (see above)
1.2	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	Freshmen students	3000 Targeted Allocation Provide Auxiliary Services Link Crew, Human Resources, Resources and Materials 750

	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.		Targeted Allocation Food, snacks and water for Leader Training and Freshman Orientation.
1.3	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	All students	75000 Targeted Allocation training, material, contracted services

	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.		
1.4	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.	All students	1000 Targeted Allocation 500 Targeted Allocation Provide food and snacks for student engagement and input meetings.
1.5	Printing and distribution of The Scribe school newspaper and publication licensing. Print, Website Hosting and supplies	All students	3500 Targeted Allocation Printing and digital licenses
1.6	Supply new texts for Teen Read Week and Virtual Teen Read Week	All students and especially students with disabilities/SpEd and other subgroups	4651 Targeted Allocation
1.7	Promote student, parent and community connectedness and engagement with activities such as extracurricular activities, field trips/experiences, Open House, Back to School Nights, Parent Engagement (i.e. ELAC) and education nights and events that support classroom curriculum and school climate and culture. This includes a budget for related expenses such as food, branding materials, transportation, supervision, etc. that support each event. 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.	All students and especially students with disabilities/SpEd and other subgroups	19000 Targeted Allocation Human Resources, Materials, Equipment and Resources 1000 Targeted Allocation Conferences, trainings and travel expenses

	This section will fund all the necessary staffing, resources, materials and food to support the activities. Personnel to support communication with the community via various communication platforms: marquee, Parent Square, social media. Funding for training and conferences to support use of these platforms. Personnel to support student access to Mission College courses offered on campus- Liaison. After school and special event student supervision.		
1.8	CAASPP Awareness and Literacy Goal Socialization: Partnering with students and parents: BTSN Principal's Welcome, Junior/Senior Parent Night, English Department FIAB letter to parents	All students and especially students with disabilities/SpEd and other subgroups	

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

In the 2023-2024 school year, Wilcox High School identified chronic absenteeism as a school-wide focus using California Dashboard data. Staff collaborated through SLT and Department Chair meetings to review research and finalize strategies for implementation in 2024-2025. Key initiatives included an attendance campaign videos and advertisements shared via ParentSquare, Wilcox Buzz videos, Back to School Night, and social media as well as a revamped truancy process compliant with state requirements. Aeries updates allowed staff to monitor truancy letters, and family meetings were offered with a vice principal upon issuance of a second letter. Teachers committed to engaging absent students through one-on-one conversations and welcoming students at classroom doors, which was supported by administrative walkthroughs and recognition. A revised Charger Chip menu incentivized positive attendance and engagement, while social work interns managed absenteeism data, bridging Wellness services and front-office operations. Additionally, SART and SARB processes were strengthened, incorporating teacher feedback and engaging families. The data on the attendance tab of our compiled data spreadsheet suggests that overall absences and the average number of absences per student have decreased over time, and continues to drop in the 2024-2025 period.

Regarding parent participating levels in ELAC, we are seeing consistency in who attends and a community building amongst the parents- giving them a source outside of school staff for support.

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

Action 1.3, 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 was not implemented as intended and resulted in a surplus of funds allocated to this action for this school year. This was due to a vice principal going out on leave for the majority of the 2024-2025 school year- the Intervention Specialist was hired as the substitute vice principal for the individual out of leave.

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

We plan to reinstate the funding and plan for the Intervention Specialist" for the 2025-2026 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Course and curriculum access for all

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals

Goal 1: All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

Goal 2: All students will equitably receive the social-emotional and behavioral support they need to graduate as resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society.

Goal 3: SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to graduate as resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

Identified Need

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

Wilcox has a need to focus on improving outcomes for all students and closing the achievement gap for our student subgroups furthest from the opportunity (Students w/ Disabilities, Socio-economically Disadvantaged, Hispanic and English Learners).

College and Career (Blue): Orange: LTELs. Yellow- English Learners, Students w/Disabilities

Graduation (Green): Orange- Hispanic, Socioeconomically Disadvantaged. Yellow- Students w/Disabilities

ELA (Yellow): English Learners, Hispanic

Math (Yellow): Socioeconomically Disadvantaged, Students w/Disabilities

In college and career readiness, the school has achieved a blue rating, demonstrating strong postsecondary preparation. However, LTELs are in the orange category, while English Learners and Students with Disabilities are in yellow, signaling the need for additional support in ensuring these students are fully prepared for postsecondary opportunities.

Graduation rates are also in the green category, meaning most students successfully complete high school. Students with Disabilities are in yellow, while ELs and LTELs are in orange.

In English Language Arts (ELA), overall performance falls within the yellow category. English Learners and Hispanic students are particularly in need of additional academic support in this area.

Similarly, in math, the school also performs at the yellow level. Challenges persist for Socioeconomically Disadvantaged students and Students with Disabilities, who require targeted interventions to improve their achievement in this subject.

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College and Career Readiness	College / Career Indicator Overall 76.8% Prepared 2.3% Increase ELs 43.6% prepared Maintained -0.4% Students with Disabilities 40% prepared Maintained 0% Hispanic 59.6% prepared Increased 4% Socioeconomically Disadvantaged 66.2% prepared Increased 6.5% Asian 90.2% prepared Maintained -1.4% White 88.6% prepared Increased 7.6% No Performance Level African American	Continued increase in student performance data in this area.
Course Enrollment and Grade Data	The percentage of students taking 7 courses has increased from 38% to 48% to 53% in consecutive years. Advanced Placement Statistics Total # Students = 566 Total # Tests = 1427 % Passed = 72% Report Card Analysis - Grades Earned 2024-25 - Semester 1 Percentages As = 45.80%	May see decline in enrollment numbers due to overall declining enrollment. Expect to sustain passing percentages.

	Bs = 23.90% Cs =15% Ds =7.90% Fs = 6.2%	
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Increase teacher and student access to technology for all subject areas with a specialized focus on accessibility through devices and classroom wireless displays and access	All students and especially students with disabilities/SpEd and other subgroups	15000 Targeted Allocation
1.2	Materials for the new Maker's Space lab. Specific needs to be determined. Funding for a part-time classified staff member 15 hours per week to support the Maker's Space as well as supporting students and staff using the space. (i.e. scheduling, maintenance, ordering materials, etc.) (Salary and benefits = \$46,514.00) Funding for staff professional development on utilizing the Maker's Space and creating curriculum for the Maker's Space.	All students and especially students with disabilities/SpEd and other sub groups	50000 Targeted Allocation human resources, materials and resources
1.3	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. Brochures for Parent Mtgs & Open House	All students and especially students with disabilities/SpEd and other sub groups	500 Targeted Allocation materials needed for parent education meetings and human resources
1.4	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.	All students and especially students with disabilities/SpEd and other sub groups	26000 Targeted Allocation human resources and materials
1.5	Student workshops supporting college and career readiness as well as post-secondary life skills.	All students and especially students with disabilities/SpEd and other sub groups	3000 Targeted Allocation materials and human resources
1.6	Implementation of CAASPP ELA Writing FIABs at 9th, 10th and 11th grade Math- implementation of CAASPP strategies and practice questions	All students and especially students with disabilities/SpEd and other sub groups	

	Data Analysis Protocol with Departments		
	CAT Group Focused on CAASPP Integration, CER/CEA and Literacy		
	Use of lessons incorporating CER/CEA		
	Expand co-teaching course offerings/opportunities		

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

The 2022-23 school year began with a coordinated effort to promote course pathways and schedule students in a way that maximized their opportunities. The process begins prior to 9th grade with three major events: Open House (November), Middle School visits [counselors and special education case managers] (February), and Incoming 9th Grade Summit (March). Each of these exclusive events provides an opportunity for incoming students to hear about and talk with teachers across all departments, explore interests, and schedule classes. A key aspect of working towards this goal is our advocacy and the district's support for all 9th grade students to have equitable access to requirements through the opportunity to take 7 courses. This is essential to maintain progress towards graduation, a-g eligibility, and participate in electives or CTE pathways. This process continues in 9th grade when counselors visit all freshmen to begin work on the academic plan and leads to a 1:1 meeting with all 10th grade students to map out the final 3-years of high school based on post-secondary goals. The number of course takes where the percentage of students taking 7 courses has increased from 38% to 48% to 53% in consecutive years. Our College and Career center has hosted a trades faire and a jobs faire to help students see the connections between elective and CTE courses and careers beyond high school. Due to a targeted fund budget reduction to Wilcox, SSC had to make the difficult decision to reduce the number of hours the Wilcox MakerSpace would be open for operation, reducing from 5 days per week to 2 days per week.

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

Funding allocated to action 1.2 to fund personnel to manage the MakerSpace was not used as planned as SCUSD created a new position for the 2024-2025 school year that absorbed the salary of the individual at the district level. For the following school year, the salary responsibility will return to the site level.

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

We will reinstate the funding out of the SPSA/targeted funds to keep the Wilcox MakerSpace open 2 days per week as the budget allows for the 2025-2026 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Instructional practices for targeted groups

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals

Goal 1: All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

Goal 2: All students will equitably receive the social-emotional and behavioral support they need to graduate as resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society.

Identified Need

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

College and Career (Blue): Orange: LTELs. Yellow- English Learners, Students w/Disabilities
Graduation (Green): Orange- Hispanic, Socioeconomically Disadvantaged. Yellow- Students w/Disabilities
ELA (Yellow): English Learners, Hispanic
Math (Yellow): Socioeconomically Disadvantaged, Students w/Disabilities

In college and career readiness, the school has achieved a blue rating, demonstrating strong postsecondary preparation. However, LTELs are in the orange category, while English Learners and Students with Disabilities are in yellow, signaling the need for additional support in ensuring these students are fully prepared for postsecondary opportunities.

Graduation rates are also in the green category, meaning most students successfully complete high school. Students with Disabilities are in yellow, while ELs and LTELs are in orange.

In English Language Arts (ELA), overall performance falls within the yellow category. English Learners and Hispanic students are particularly in need of additional academic support in this area.

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Co-Teaching Data vs. Non Co-Taught	Co-Taught Spanish 1, Semester 1 SpEd Student Performance Grade Data % A = 7.32% B = 13.41% C = 4.88% D = 2.44% F = 2.44% GenEd Student Performance Grade Data % A = 35.37% B = 18.29% C = 14.63% D = 1.22% F = 0% NON Co-Taught Spanish 1, Semester 1 SpEd Student Performance Grade Data % A = 1.50% B = 3.01% C = 0.75% D = 0.75% F = 0% GenEd Student Performance Grade Data % A = 50.38% B = 24.06% C = 15.79% D = 2.26% F = 1.50%	

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	School wide subscriptions to a variety of online learning resources and platforms to support learning, examples include but are not limited to: Turnitin.com, Teachmore, Parchment, KUTA and 10to8 subscriptions to support teachers, counselors and students in to learning. Annual subscription service for Parchment.com to provide electronic transcript access to students and parents.	All students and especially students with disabilities/SpEd and other sub groups	16000 Targeted Allocation Subscription cost
1.2	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	All students and especially students with disabilities/SpEd and other sub groups	1000 Targeted Allocation

	(PBL), equitable grading practices, AP/Honors first-time students, co-teaching, etc.) Funding to support purchase of materials, technology and food to support this work.		human resources and materials
1.3	Implementation of CAASPP ELA Writing FIABs at 9th, 10th and 11th grade Math- implementation of CAASPP strategies and practice questions Data Analysis Protocol with Departments CAT Group Focused on CAASPP Integration, CER/CEA and Literacy Use of lessons incorporating CER/CEA Expand co-teaching course offerings/opportunities	All students and especially students with disabilities/SpEd and other sub groups	

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

For students with disabilities the push to enhance access has come primarily through co-teaching. In 2022-23 and 2023-24 the school maintained 7 to 8 sections. However, a deeper analysis into the course selection process revealed that the choices for co-teaching classes were not necessarily representative of student needs prompting a systematic change to the data collection and shared decision making. This simple change doubled our total offerings to 17 classes primarily focused on 9th and 10th grade.

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

N/A

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 needs to implement regular collection and analysis of student performance in co-taught courses in comparison to non co-taught courses.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Effective collaboration

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals

Goal 1: All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

Identified Need

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

Wilcox has a need to focus on improving outcomes for all students and closing the achievement gap for our student subgroups furthest from the opportunity (Students with Disabilities, socio-economically disadvantaged, Hispanic and English Learners).

College and Career (Blue): Orange: LTELs. Yellow- English Learners, Students w/Disabilities

Graduation (Green): Orange- Hispanic, Socioeconomically Disadvantaged. Yellow- Students w/Disabilities

ELA (Yellow): English Learners, Hispanic

Math (Yellow): Socioeconomically Disadvantaged, Students w/Disabilities

In college and career readiness, the school has achieved a blue rating, demonstrating strong postsecondary preparation. However, LTELs are in the orange category, while English Learners and Students with Disabilities are in yellow, signaling the need for additional support in ensuring these students are fully prepared for postsecondary opportunities.

Graduation rates are also in the green category, meaning most students successfully complete high school. Students with Disabilities are in yellow, while ELs and LTELs are in orange.

In English Language Arts (ELA), overall performance falls within the yellow category. English Learners and Hispanic students are particularly in need of additional academic support in this area.

Similarly, in math, the school also performs at the yellow level. Challenges persist for Socioeconomically Disadvantaged students and Students with Disabilities, who require targeted interventions to improve their achievement in this subject.

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College and Career Readiness	College / Career Indicator Overall 76.8% Prepared 2.3% Increase ELs 43.6% prepared Maintained -0.4% Students with Disabilities 40% prepared Maintained 0% Hispanic 59.6% prepared Increased 4% Socioeconomically Disadvantaged 66.2% prepared Increased 6.5% Asian 90.2% prepared Maintained -1.4% White 88.6% prepared Increased 7.6% No Performance Level African American	Continued increase in student performance data in this area.
AP Course Enrollment and Performance	Advanced Placement Statistics Total # Students = 566 Total # Tests = 1427 % Passed = 72%	Continued increase in student performance data in this area. Maintain course enrollment in spite of decrease in overall enrollment.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Funds for teacher and staff professional development and collaboration time to allow our teachers and staff to keep up with current best practices in education (i.e. inclusive practices, co-teaching, equitable grading practices, small group instruction, student support, counseling services, ASCA, RAMP, data-driven counseling models, data-driven best practices, ASB Works, FCMAT, etc.). 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.	All students and especially students with disabilities/SpEd and other sub groups	15000 Targeted Allocation
1.2	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. Release time for co-teacher collaboration.	All students and especially students with disabilities/SpEd and other sub groups	1000 Targeted Allocation
1.3	Implementation of CAASPP ELA Writing FIABs at 9th, 10th and 11th grade Math- implementation of CAASPP strategies and practice questions Data Analysis Protocol with Departments CAT Group Focused on CAASPP Integration, CER/CEA and Literacy	All students and especially students with disabilities/SpEd and other sub groups	

	Use of lessons incorporating CER/CEA Expand co-teaching course offerings/opportunities		
1.4			

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

In 2023-24 in consultation with ACB Consulting SCUSD hit a reset on the existing School Leadership Teams (SLT) structures and created a Toolkit for a site by site reboot. Traditionally, the Wilcox SLT has been a high trust group of teacher leaders empowered to drive the change for the school. Most recently its memberships expanded to include classified staff in the past two years. The reboot provided an opportunity for the group to engage in a thorough process on data analysis and decision making.

One example of this work at the department level took place in the 2023-24 school year in the math department. The Math department utilized department meetings in October, November, and December along with professional learning days in October and January the math department realigned syllabi across Geometry, and Algebra 2 including common grading practices. They also continued to develop common assessments for Algebra 1. Next steps are to highlight this work to the whole staff and create the conditions for similar work across all departments.

Another example took place in the English department in the 2024-25 school year. The English department utilized department meetings in August, October, November, and December along with professional learning days in October and January to focus on the FIAB (Smarter Balanced Focused Interim Assessment Blocks). English teachers reviewed the district wide common writing assessment plan, the scaffolded process to apply synthesis strategies for argument writing, and the argument writing unit.

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

N/A

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.

N/A

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$308,401.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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 (\$)
Targeted Allocation	\$308,401.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$308,401.00

Total of federal, state, and/or local funds for this school: \$308,401.00

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	308,401	0.00
	0	0.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	308,401.00

Expenditures by Budget Reference

Budget Reference	Amount
	23,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Targeted Allocation	308,401.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	30,500.00
Goal 2	150,401.00
Goal 3	94,500.00
Goal 4	17,000.00
Goal 5	16,000.00

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
- 3 Other School Staff
- 4 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Kristin Gonzalez	Principal
Michael Stieren	Other School Staff
Medha Vinnakota	Secondary Student
Rachina Bhatt	Parent or Community Member
Aida Sued	Parent or Community Member
Kristi Gradwohl	Parent or Community Member
Raj Panchapakesan	Parent or Community Member Secondary Student
Mihir Vinnakota	Secondary Student
April Lujan	Classroom Teacher
Samantha Herman	Other School Staff
Eashan Wahi	Secondary Student
Quan Sims	Classroom Teacher
Andrea Murray Elbert	Other School Staff

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 3/26/25.

Attested:



Principal, Kristin Gonzalez on 3/26/25

SSC Chairperson, Rachna Bhatt on 3/26/25