



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	April 22, 2026	June 11, 2026

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 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 in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Wilcox High School meets ESSA requirements in alignment with the District LCAP by utilizing a data-driven cycle of inquiry to support mathematics, literacy, and the “whole child,” ensuring that resource allocation and program adjustments are directly responsive to student performance data. To promote academic excellence and continuous growth in ELA and Math, the school is implementing school-wide literacy strategies across all departments, including close reading techniques and structured academic talk to better support Emergent Bilingual students and address persistent achievement gaps. In the area of culture and engagement, Wilcox is working to reduce suspension rates and improve school climate by implementing Restorative Practices as a primary “Other Means of Correction,” focusing on repairing harm and building community through restorative circles and mediation rather than relying solely on punitive measures; this approach prioritizes keeping students in the learning environment while developing the social-emotional skills needed to reduce behavioral incidents over time. Additionally, the school's commitment to college and career readiness is reflected in its focus on graduation rates through targeted monitoring of student groups, early intervention, and expanded credit recovery opportunities to ensure all students meet or exceed grade-level standards. By aligning site-based goals with the District's adult portraits and systemic equity priorities, Wilcox High School remains committed to accelerating progress for its most vulnerable student groups while fostering a strong foundation for adolescent growth.

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

Wilcox High School facilitates a collaborative planning process that integrates the voices of staff, students, parents, and community members to ensure the School Plan for Student Achievement (SPSA) is responsive to current needs. Central to this process are the School Site Council (SSC) and the English Learner Advisory Committee (ELAC), which serve as the primary bodies for data review, program monitoring, and resource allocation.

Involvement Process and Access:

To ensure broad participation, all meetings are open to the public with agendas posted at least 72 hours in advance. The SSC maintains a consistent schedule to review specific data sets—including quarterly grades, CA Dashboard results, and the California Healthy Kids Survey (CHKS). This structured approach allows partners to move beyond general feedback and make data-driven decisions, such as the March 11, 2026 vote to reallocate funds specifically toward Special Education and English Learner support services based on identified data trends.

Timeline of Meetings and Milestones:

October 8, 2025: SSC elects officials and approves School Safety Plan.

October 15, 2025: ELAC elects officials and provides an overview of committee responsibilities.

November 5, 2025: SSC reviews 1st quarter grade data and 2025 CA Dashboard data.

January 28, 2026: SSC reviews 2026 CA Dashboard data and provides input on the 2025/2026 SPSA; ELAC reviews legal requirements of the EL program, RFEP process, and ELPAC administration.

February 26, 2026: SSC conducts YTD expenditure review and adjustments; reviews Community Input Survey draft.

March 11, 2026: SSC reviews fall semester grade data and CHKS data; votes to reallocate funds toward SPED and EL students.

March 18, 2026: ELAC Principal reviews the 2025/2026 SPSA and discusses the school needs assessment.

March 26, 2026: SSC reviews initial Community Input Survey feedback and proposed changes for the 2025-2026 school year.

April 22, 2026: SSC conducts final review and approval of the SPSA.

May 6, 2026: ELAC finalizes all committee requirements for the school year.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI only.

Wilcox High School is not an ATSI/TSI/CSI school. This section is not applicable at this time.

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.

English Learner Progress remains the only indicator in the Orange category for Wilcox, with no indicators currently in the Red. While this metric has improved from Red in 2024 to Orange in 2025, reflecting positive movement, it continues to be an area requiring focused attention. Currently, 38.6% of English Learner students are making progress, which represents a 2.2% decline from the previous year.

In response, the School Leadership Team has identified improving English Learner Progress as the school's Problem of Practice based on the California Dashboard data. To support this work, Tier 1 instructional strategies for English Learners have been a focus of sitewide professional development. Staff have also received training on the components of the ELPAC exam to better understand how to support students' language development. Additionally, multiple professional development opportunities have been provided to support the use of AI tools to strengthen instructional practices for English Learners.

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.

Suspension Rate: English Learners

College and Career: Students W/ Disabilities

ELA: English Learners, Students W/ Disabilities, Hispanic, Socioeconomically Disadvantaged

Math: English Learners, Students W/ Disabilities, Hispanic, Socioeconomically Disadvantaged

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

The school's suspension rate is in the green category, indicating a low overall rate. However, English Learners are in the orange category, highlighting a need for continued focus on equitable discipline practices and supports. The administration team has begun a continued emphasis on implementing restorative practices as part of other means of correction, with a focus on building student accountability, repairing harm, and reducing repeat incidents. In College and Career readiness, Wilcox is also in the green category overall, demonstrating solid postsecondary preparation. Students with Disabilities are in the orange category, indicating a need for additional support to ensure readiness for college and career pathways.

The English and Math departments saw significant gains in CAASPP performance during the 2024–2025 school year, with overall performance improving from Yellow in both subjects in 2024 to Blue in ELA and Green in Math in 2025. Both departments continue to focus on strategies implemented during the 2024–2025 school year to support students in underperforming groups.

While Wilcox High School demonstrates strong overall performance, these subgroup disparities highlight the importance of intentional 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.

California Healthy Kids Survey data shows positive overall trends at Wilcox; however, 9th grade students and female students report lower levels of connection and safety compared to 11th grade students and male peers. In response, the school is focusing on strengthening supports that build belonging and school connectedness, especially during the transition into high school.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.41%	0.37%	0.53%	7	6	8
African American	1.89%	1.55%	1.59%	32	25	24
Asian	33.57%	32.71%	33.60%	569	528	506
Filipino	4.84%	5.08%	4.52%	82	82	68
Hispanic/Latino	39.12%	39.59%	37.32%	663	639	562
Pacific Islander	0.59%	0.68%	0.66%	10	11	10
White	14.99%	15.18%	16.80%	254	245	253
Multiple/No Response	4.31%	4.52%	4.58%	73	73	69
Total Enrollment				1695	1614	1506

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	363	375	391
Grade 10	401	362	375
Grade 11	485	396	356
Grade 12	446	481	384
Total Enrollment	1,695	1,614	1,506

Conclusions based on this data:

1. A multi-year review of student enrollment reveals a consistent downward trend in the total student population, which has decreased from 1,859 in 22-23 to 1,614 in 24-25. This represents a total loss of 245 students over the three-year period, indicating a significant shift in the school's overall size.
2. Analysis of demographic shifts indicates that the Hispanic/Latino student group remains the most stable population on campus, consistently representing nearly 40% of all students. The data shows that despite the campus-wide enrollment decline, this subgroup's proportional share actually reached a three-year high of 39.59% in the most recent school year.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	188	232	193	14.0%	11.1%	12.8%
Fluent English Proficient (FEP)	765	710	676	42.7%	45.1%	44.9%
Reclassified Fluent English Proficient (RFEP)	637	565		35.9%	37.60%	

Conclusions based on this data:

1. The English Learner (EL) population experienced a significant dip followed by a recent increase, moving from 14.0% (261 students) in 22-23 down to 11.1% in 23-24, before rising back to 14.4% (232 students) in 24-25. This trend indicates a renewed need for targeted EL supports and resources to accommodate the growing number of students currently acquiring English proficiency.
2. There is a consistent level of academic language readiness, with the Fluent English Proficient (FEP) group maintaining a stable presence at approximately 44% of the total student population over the last three years.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	439	467	384	421	449	363	421	447	363	95.9	96.1	94.5
All Grades	439	467	384	421	449	363	421	447	363	95.9	96.1	94.5

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2627.	2602.	2657.	38.24	29.08	44.08	31.59	29.98	30.30	14.96	21.03	12.95	15.20	19.91	12.67
All Grades	N/A	N/A	N/A	38.24	29.08	44.08	31.59	29.98	30.30	14.96	21.03	12.95	15.20	19.91	12.67

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	33.57	30.87	39.39	52.14	52.13	48.48	14.29	17.00	12.12
All Grades	33.57	30.87	39.39	52.14	52.13	48.48	14.29	17.00	12.12

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	39.47	29.98	50.41	46.89	46.31	36.09	13.64	23.71	13.50
All Grades	39.47	29.98	50.41	46.89	46.31	36.09	13.64	23.71	13.50

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	17.14	15.44	22.87	68.81	72.48	68.60	14.05	12.08	8.54
All Grades	17.14	15.44	22.87	68.81	72.48	68.60	14.05	12.08	8.54

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	34.29	28.64	37.19	55.71	59.06	54.82	10.00	12.30	7.99
All Grades	34.29	28.64	37.19	55.71	59.06	54.82	10.00	12.30	7.99

Conclusions based on this data:

1. There has been a significant recovery in performance, with the percentage of students in the "Standard Exceeded" category rising from 29.08% in 23-24 to a three-year high of 44.08% in 24-25. This positive trend is further supported by a reduction in the "Standard Not Met" group, which decreased to 12.67%, indicating that specialized instructional focus is effectively moving more students toward high-level proficiency.
2. Analysis of the ELA Writing claim data indicates a strong upward trajectory in student proficiency, with the percentage of students scoring "Above Standard" jumping from 29.98% in 23-24 to 50.41% in 24-25. This progress is further emphasized by a sharp decline in the "Below Standard" student group, which fell from 23.71% to 13.50% over the same period, suggesting that targeted writing interventions are yielding measurable results.
3. A review of the Mathematics claim areas reveals that "Concepts & Procedures" remains a primary area of concern, with 51.40% of students scoring "Below Standard" in the 23-24 school year. When compared to the overall achievement data where 42.79% of students did not meet standards, it is clear that foundational procedural knowledge in math is the most significant barrier to achieving overall grade-level proficiency.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	439	468	384	413	451	365	413	451	365	94.1	96.4	95.1
All Grades	439	468	384	413	451	365	413	451	365	94.1	96.4	95.1

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2590.	2583.	2612.	21.55	17.96	30.68	20.10	20.84	13.97	19.61	18.40	16.99	38.74	42.79	38.36
All Grades	N/A	N/A	N/A	21.55	17.96	30.68	20.10	20.84	13.97	19.61	18.40	16.99	38.74	42.79	38.36

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	28.81	21.29	32.88	34.14	42.79	30.14	37.05	35.92	36.99
All Grades	28.81	21.29	32.88	34.14	42.79	30.14	37.05	35.92	36.99

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	21.55	19.73	30.96	55.93	54.99	46.30	22.52	25.28	22.74
All Grades	21.55	19.73	30.96	55.93	54.99	46.30	22.52	25.28	22.74

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	19.13	19.51	26.58	58.60	59.20	52.60	22.28	21.29	20.82
All Grades	19.13	19.51	26.58	58.60	59.20	52.60	22.28	21.29	20.82

Conclusions based on this data:

1. A review of the three-year Mathematics CAASPP trends indicates a notable rebound in high-level proficiency, as the percentage of students in the "Standard Exceeded" category rose significantly from 17.96% in 23-24 to 30.68% in 24-25.
2. "Concepts & Procedures" remains a primary area of concern, with 51.40% of students scoring "Below Standard" in the 23-24 school year. When compared to the overall achievement data where 42.79% of students did not meet standards, it is clear that foundational procedural knowledge in math is the most significant barrier to achieving overall grade-level proficiency.
3. There is a significant positive shift in advanced mathematical application, with the percentage of students scoring "Above Standard" in Problem Solving & Modeling/Data Analysis rising from 19.73% in 23-24 to 30.96% in 24-25. This growth is mirrored in the Communicating Reasoning domain, which also saw a peak of 26.58% at the "Above Standard" level

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1542.2	1507.2	1516.1	1546.6	1491.7	1513.2	1537.3	1522.1	1518.6	69	42	67
10	1561.8	1526.1	1518.6	1570.3	1521.4	1512.2	1552.7	1530.2	1524.5	82	57	37
11	1544.5	1513.0	1517.7	1535.3	1502.7	1509.0	1553.4	1522.8	1525.8	45	49	52
12	1544.7	1533.4	1536.9	1552.3	1531.2	1532.6	1536.6	1535.2	1540.6	48	39	58
All Grades										244	187	214

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	14.71	19.05	13.43	39.71	14.29	26.87	19.12	19.05	23.88	26.47	47.62	35.82	68	42	67
10	39.02	12.28	21.62	13.41	31.58	10.81	13.41	19.30	16.22	34.15	36.84	51.35	82	57	37
11	20.00	4.08	3.85	35.56	26.53	42.31	20.00	26.53	13.46	24.44	42.86	40.38	45	49	52
12	26.09	15.38	17.24	21.74	28.21	24.14	26.09	23.08	20.69	26.09	33.33	37.93	46	39	58
All Grades	26.14	12.30	13.55	26.56	25.67	27.10	18.67	21.93	19.16	28.63	40.11	40.19	241	187	214

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	32.35	23.81	28.36	33.82	14.29	20.90	11.76	21.43	19.40	22.06	40.48	31.34	68	42	67
10	42.68	29.82	32.43	15.85	26.32	10.81	13.41	12.28	8.11	28.05	31.58	48.65	82	57	37
11	26.67	16.33	25.00	37.78	30.61	25.00	13.33	16.33	19.23	22.22	36.73	30.77	45	49	52
12	30.43	33.33	36.21	34.78	25.64	20.69	10.87	12.82	12.07	23.91	28.21	31.03	46	39	58
All Grades	34.44	25.67	30.37	28.63	24.60	20.09	12.45	15.51	15.42	24.48	34.22	34.11	241	187	214

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	4.41	0.00	5.97	23.53	28.57	8.96	35.29	14.29	35.82	36.76	57.14	49.25	68	42	67
10	14.63	3.51	10.81	31.71	19.30	13.51	17.07	36.84	18.92	36.59	40.35	56.76	82	57	37
11	6.67	0.00	1.92	26.67	6.12	7.69	28.89	42.86	46.15	37.78	51.02	44.23	45	49	52
12	8.70	2.56	5.17	15.22	12.82	18.97	36.96	38.46	29.31	39.13	46.15	46.55	46	39	58
All Grades	9.13	1.60	5.61	25.31	16.58	12.15	28.22	33.69	33.64	37.34	48.13	48.60	241	187	214

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	13.24	9.52	8.96	61.76	40.48	43.28	25.00	50.00	47.76	68	42	67
10	23.17	10.53	10.81	41.46	50.88	37.84	35.37	38.60	51.35	82	57	37
11	15.56	6.12	3.85	57.78	42.86	40.38	26.67	51.02	55.77	45	49	52
12	15.22	7.69	12.07	52.17	53.85	39.66	32.61	38.46	48.28	46	39	58
All Grades	17.43	8.56	8.88	52.28	47.06	40.65	30.29	44.39	50.47	241	187	214

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	72.06	35.71	59.70	5.88	19.05	10.45	22.06	45.24	29.85	68	42	67
10	65.85	50.88	43.24	8.54	17.54	8.11	25.61	31.58	48.65	82	57	37
11	57.78	44.90	57.69	17.78	30.61	13.46	24.44	24.49	28.85	45	49	52
12	54.35	58.97	63.79	21.74	12.82	12.07	23.91	28.21	24.14	46	39	58
All Grades	63.90	47.59	57.48	12.03	20.32	11.21	24.07	32.09	31.31	241	187	214

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	10.29	9.52	9.09	45.59	30.95	31.82	44.12	59.52	59.09	68	42	66
10	31.71	8.77	10.81	29.27	50.88	32.43	39.02	40.35	56.76	82	57	37
11	11.11	2.04	1.92	42.22	36.73	50.00	46.67	61.22	48.08	45	49	52
12	15.22	2.56	6.90	30.43	48.72	32.76	54.35	48.72	60.34	46	39	58
All Grades	18.67	5.88	7.04	36.51	42.25	36.62	44.81	51.87	56.34	241	187	213

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1.47	0.00	0.00	67.65	54.76	62.69	30.88	45.24	37.31	68	42	67
10	2.44	0.00	2.70	64.63	61.40	48.65	32.93	38.60	48.65	82	57	37
11	17.78	0.00	1.92	55.56	57.14	57.69	26.67	42.86	40.38	45	49	52
12	6.52	5.13	10.53	63.04	66.67	49.12	30.43	28.21	40.35	46	39	57
All Grades	5.81	1.07	3.76	63.49	59.89	55.40	30.71	39.04	40.85	241	187	213

Conclusions based on this data:

1. There is a persistent performance gap between the two main language composites. While more than half of the students (50.27%) reached Level 3 or 4 in Oral Language, only 18.18% achieved those same levels in Written Language. This disparity is further evidenced by the fact that 48.13% of all students remain at the "Beginning" stage (Level 1) for Written Language, compared to only 34.22% for Oral.
2. There is a downward trend in the percentage of students identified as "Well Developed." In the Reading domain, the percentage of "Well Developed" students fell from 18.67% to 5.88% over the last two years, while the Writing domain reached a three-year low of just 1.07%.
3. Examination of the four individual domains identifies Speaking as a relative area of strength for the student population. Even with the overall decline in high-level scores, 47.59% of students are still performing at the "Well Developed" level in Speaking, which is significantly higher than any other domain (Listening at 8.56%, Reading at 5.88%, and Writing at 1.07%). This highlights a strong foundation in verbal communication that can be leveraged to support growth in written literacy.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1614	31.5%	14.4%	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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	232	14.4%
Foster Youth	2	0.1%
Homeless	16	1%
Socioeconomically Disadvantaged	509	31.5%
Students with Disabilities	212	13.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	25	1.5%
American Indian	6	0.4%
Asian	528	32.7%
Filipino	82	5.1%
Hispanic	639	39.6%
Two or More Races	73	4.5%
Pacific Islander	11	0.7%
White	245	15.2%

Conclusions based on this data:

- The school serves a diverse population where the Hispanic group represents the largest demographic at 39.6% (639 students), followed by Asian students at 32.7% (528 students) and White students at 15.2% (245 students).

2. A substantial portion of the student body requires targeted academic and social support, with 31.5% (509 students) identified as Socioeconomically Disadvantaged, 14.4% (232 students) as English Learners, and 13.1% (212 students) as Students with Disabilities.

School and Student Performance Data

Overall Performance

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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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Three CA Dashboard categories saw improvements, including ELA from Yellow to Blue, Math from Yellow to Green, and EL Progress from Red to Orange.
2. Only one CA Dashboard category saw a decline, which was College/Career from Blue to Green.

School and Student Performance Data

Academic Performance English Language Arts

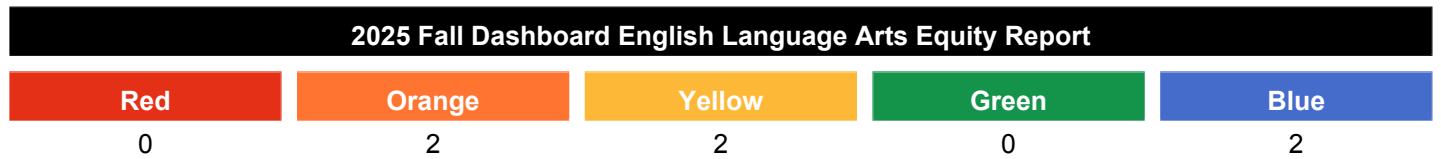
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Blue 76.3 points above standard Increased 55 points 358 Students	English Learners  Orange 60.4 points below standard Increased 17 points 95 Students	Long-Term English Learners  No Performance Color 137.6 points below standard Declined 7.6 points 16 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged  Yellow 11.4 points below standard Increased 24.9 points 118 Students

Students with Disabilities  Orange 68.7 points below standard Increased 39.9 points 54 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Blue 143 points above standard Increased 63.2 points 123 Students	Filipino  No Performance Color 99.4 points above standard Increased 48.3 points 18 Students	Hispanic  Yellow 26.8 points below standard Increased 21.7 points 134 Students
Two or More Races  No Performance Color 149.4 points above standard Increased 125.3 points 18 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Blue 99.6 points above standard Increased 39.5 points 59 Students

Conclusions based on this data:

1. All student categories saw an increase in ELA CAASPP performance, except LTEL's, who saw a decline of 7.6 points.
2. While the school achieved an overall performance level of Blue, a significant equity gap exists as four of the six student groups performed at least two levels below the school-wide average.
3. Two or more races saw the most significant increase of 125.3 points. The next highest increase was Asian students, which saw an increase of 63.2 points.

School and Student Performance Data

Academic Performance Mathematics

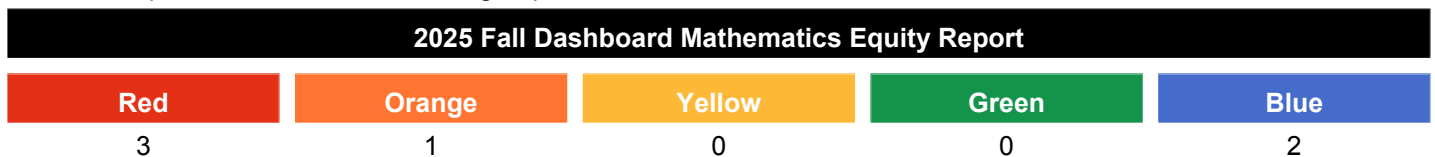
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 13.2 points below standard Increased 29.7 points 361 Students	English Learners  Red 158.6 points below standard Declined 9 points 98 Students	Long-Term English Learners  No Performance Color 229.6 points below standard Declined 38.2 points 16 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged  Red 121.7 points below standard Declined 3.9 points 119 Students

Students with Disabilities  Orange 176.4 points below standard Increased 18.3 points 54 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Blue 94.6 points above standard Increased 53.5 points 123 Students	Filipino  No Performance Color 7.9 points below standard Increased 16.4 points 18 Students	Hispanic  Red 140.3 points below standard Declined 13.8 points 135 Students
Two or More Races  No Performance Color 46.9 points above standard Increased 89.8 points 18 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Blue 22.9 points above standard Increased 29.1 points 59 Students

Conclusions based on this data:

1. Despite an overall ranking of Green, three student groups performed in the Red (lowest) category. Those groups were English Learners, Socioeconomically Disadvantaged students, and Hispanic students, who all had year-over-year declines.
2. Two or More Races increased the most at 89.8 points. The next highest increase was Asian students, who saw a 53.5 point increase.
3. Five student groups increased and four student groups decreased, with the overall increase being 29.7 points.

School and Student Performance Data

Academic Performance Science

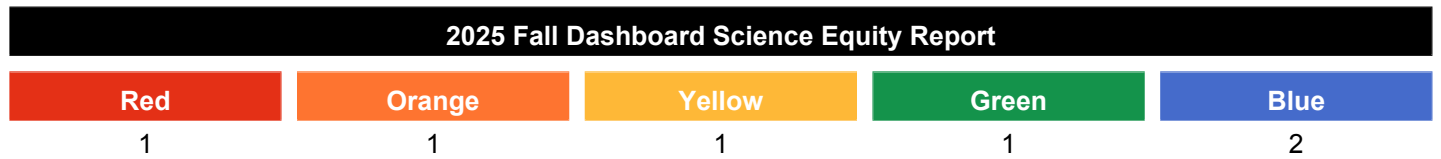
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Blue 59.1 science points Increased 5.2 points 360 Students	English Learners  Yellow 40.9 science points Increased 4 points 90 Students	Long-Term English Learners  No Performance Color 30.3 science points Maintained 0.4 points 18 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged  Orange 44.5 science points Maintained 0.1 points 112 Students

Students with Disabilities  Red 29 science points Declined 4.8 points 39 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color 0 Students
Asian  Blue 67.1 science points Maintained 1.2 points 136 Students	Filipino  No Performance Color 60.4 science points Increased 3.9 points 22 Students	Hispanic  Green 45.4 science points Increased 2.9 points 131 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Blue 70.2 science points Increased 14.7 points 57 Students

Conclusions based on this data:

1. Four student groups saw an increase, with the greatest being White, which saw a 14.7 point increase.
2. Only one student group showed a decline: Students with Disabilities, which decreased by 4.8 points.
3. Asian, Socioeconomically Disadvantaged, and LTEL's all maintained from the year prior.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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 provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 Orange
38.6 making progress.	40.6 making progress.
Number Students: 184 Students	Number Students: 64 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.

2025 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
10.3%	51.1%	0%	38.6%

Conclusions based on this data:

1. There were a higher percentage of students who maintained their ELPI than increased, with 51.1% maintaining and 38.6% increasing.
2. LTEL's are making progress at about the same rate as all English Learner's, with 40.6% of LTEL's making progress and 38.6% of all EL's making progress.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 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.

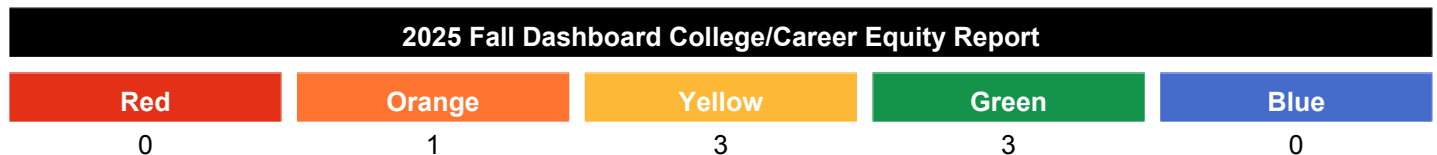
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



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.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students Green Prepared 73.8% Declined 4.8% 480 Students	English Learners Yellow Prepared 43.8% Maintained -1.9% 121 Students	Long-Term English Learners Green Prepared 47.9% Increased 5.3% 71 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color Prepared 30.8% 13 Students	Socioeconomically Disadvantaged Yellow Prepared 64.1% Declined 3.9% 251 Students

Students with Disabilities  Orange Prepared 39.4% Declined 2% 66 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Green Prepared 88.3% Declined 3.7% 154 Students	Filipino  No Performance Color Prepared 89.3% Increased 2.3% 28 Students	Hispanic  Yellow Prepared 55.6% Declined 5.2% 196 Students
Two or More Races  No Performance Color Prepared 85% Increased 8.5% 20 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  Green Prepared 87% Declined 3% 69 Students

Conclusions based on this data:

1. Five out nine student groups declined, with Hispanic students having the greatest decline of 5.2%.
2. LTEL's had the greatest percent increase, going up by 8.5%. The next highest increase was LTEL's, who went up 5.3% and are now in the Green ranking.
3. Students with Disabilities declined by 2% and have the lowest dashboard rating of any group, at Orange.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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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Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2025 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. Not applicable at this time.

School and Student Performance Data

Academic Engagement Graduation Rate

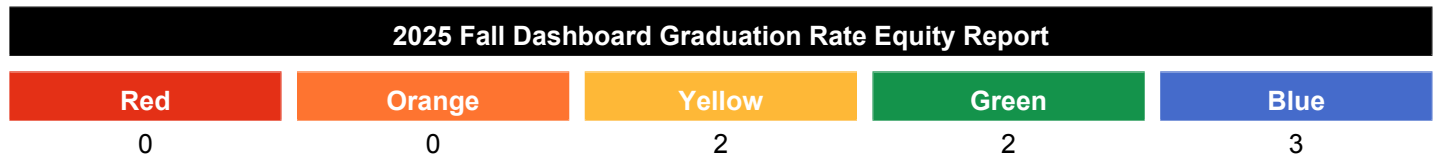
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Green 94% graduated Maintained -0.5% 484 Students	English Learners  Green 84.8% graduated Increased 3.9% 125 Students	Long-Term English Learners  Blue 95.8% graduated Increased 6.9% 71 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 78.6% graduated 14 Students	Socioeconomically Disadvantaged  Yellow 92.9% graduated Declined 1.2% 254 Students

Students with Disabilities  Blue 95.5% graduated Increased 6.9% 66 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Yellow 93.5% graduated Declined 2.2% 155 Students	Filipino  No Performance Color 100% graduated Maintained 0% 28 Students	Hispanic  Green 93% graduated Increased 1.7% 199 Students
Two or More Races  No Performance Color 100% graduated Increased 11.8% 20 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  Blue 95.7% graduated Declined 2.9% 69 Students

Conclusions based on this data:

1. Five out of eight student groups increased in graduation rate, with the greatest increase being Two or More races, which increased 11.8%
2. Students W/ Disabilities and LTEL's both increased by 6.9% and are now in the Blue category.
3. White students declined the greatest of the three groups, with a decline of 2.9%.

School and Student Performance Data

Conditions & Climate Suspension Rate

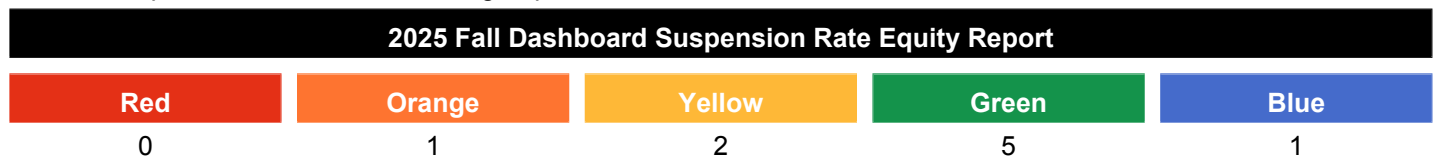
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Green 2.6% suspended at least one day Declined 1% 1691 Students	English Learners Orange 8.1% suspended at least one day Increased 1.8% 258 Students	Long-Term English Learners Yellow 6.7% suspended at least one day Declined 2.9% 90 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless No Performance Color 15.8% suspended at least one day Increased 4% 19 Students	Socioeconomically Disadvantaged Green 3.5% suspended at least one day Declined 2.9% 594 Students

Students with Disabilities  Green 4.4% suspended at least one day Declined 5.2% 225 Students	African American  No Performance Color 3.7% suspended at least one day Declined 11% 27 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students
Asian  Green 0.7% suspended at least one day Declined 0.5% 546 Students	Filipino  Blue 0% suspended at least one day Declined 1.2% 82 Students	Hispanic  Green 4.9% suspended at least one day Declined 1.3% 680 Students
Two or More Races  Yellow 2.4% suspended at least one day Maintained 0% 82 Students	Pacific Islander  No Performance Color 0% suspended at least one day 12 Students	White  Green 1.2% suspended at least one day Declined 0.4% 253 Students

Conclusions based on this data:

1. 8 out of 11 student groups declined in suspension rate, but EL's, the student group with the highest percentage, increased by 1.8% and are in the Orange category.
2. Suspension rates of Hispanic students declined 1.3, but are still suspended at almost double the rate of all students.
3. African American students had the greatest decline in suspension rate at 11%, followed by Students W/ Disabilities, who declined 5.2% and are in the Green category.

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.

English Learner Progress

Big Goal: English Learners will improve performance across all CA Dashboard indicators where they currently perform below the all-student group.

Focus Goals For English Learners on the CA Dashboard:

A. English Learner Progress - Orange Level

At least one level increase to Yellow or higher

B. Suspension Rate - Orange Level (Green for All)

At least one level increase to Yellow or higher

C. College and Career - Yellow Level (Green for All)

At least one level increase to Green or higher

D. English Language Arts - Orange Level (Blue for All)

At least one level increase to Yellow or higher

E. Math - Red Level (Green for All)

At least one level increase to Orange or higher

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.

Comparative analysis shows that English Learners are performing significantly lower than their overall peers across every metric of the CA Dashboard except Graduation Rate.

A. Suspension Rate - 2.6% Overall

8.6% for English Learners, more than triple overall students.

B. College and Career - 73.8% Prepared Overall

43.8% of English Learners Prepared Overall, 30% lower than overall

C. English Language Arts - 76.3 Points ABOVE Standard Overall

60.4 Points BELOW Standard, 136 points lower than overall

D. Math - 13.2 Points BELOW Standard Overall

158.6 Points BELOW Standard, 146 points lower than overall

These metrics show a need to provide targeted interventions for English Learners to help close achievement gaps.

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
Suspension Rate of EL's	24/25: 8.6% of EL's suspended 23/24: 6.3% of EL's suspended 22/23: 9.3% of EL's suspended	6% or lower of EL's suspended.
CAASPP Scores of EL's	ELA 24/25: 60.4 Points BELOW Standard 23/24: 77.4 Points BELOW Standard 22/23: 55.5 Points BELOW Standard Math 24/25: 158.6 Points BELOW Standard 23/24: 149.6 Points BELOW Standard 22/23: 157.6 Points BELOW Standard	ELA 50 Points BELOW standard or better Math 140 points below standard or better
College and Career Readiness of EL's	24/25: 43.8% of English Learners Prepared Overall 23/24: 40% of English Learners Prepared Overall 22/23: 44% of English Learners Prepared Overall	50% of English Learners Prepared Overall

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 5800: Professional/Consulting Services And Operating Expenditures 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 5000-5999: Services And Other Operating Expenditures 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 5000-5999: Services And Other Operating Expenditures 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, furniture, and food to support this work with students. Funding for flexible classroom furniture to support instruction in English Learner and Special Education Classes. Funding for an extra section (0.2FTE) of ELD, to reduce class sizes. Intervention program funding for teacher 1:1 time to mentor, tutor and support newcomer EL students. Funding to support purchase of materials and library resources to support this work with students. Resources, funding, staffing, food and transportation for new Student Ambassador program and ELAC program.	EL and SpEd Students	62100 Targeted Allocation 4000-4999: Books And Supplies human resources, library resources 400 Targeted Allocation 4000-4999: Books And Supplies Food and snacks for students 500 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures 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: 2025-26

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.

Wilcox High School has engaged the entire staff in advancing SPSA Goal 1: English Learner Progress through targeted professional learning, expanded student supports, and ongoing data analysis. On December 10, Department Chairs were trained on Structured Partner Interactions, a strategy designed to build student confidence in speaking and scaffold access to content, and then redelivered this training to their departments. This work was reinforced during the January 5

Professional Development Day, where staff participated in sessions led by Principal Wall and Vice Principal Rothstein focused on the ELPAC exam and the use of AI tools to support lesson planning for English Learners. A follow-up session on January 21 provided additional time to deepen these practices. Staff also analyzed quarter and semester grade data during meetings on November 5 and February 11, which showed an overall decrease in the percentage of F grades for English Learners across most departments, including significant improvement in History and gains in English, Math, and Fine Arts. Additionally, the Ambassador Program has continued to expand its number of tutor-tutee partnerships for English Learners and was recognized with the Hoffman Award by SCCOE this year, further demonstrating its effectiveness as a strong Tier III intervention. Family engagement efforts have also strengthened this work, with 55 parents successfully completing the six-week Parent Institute for Quality Education (PIQE) program.

These efforts reflect meaningful progress toward SPSA Goal 1 by strengthening Tier 1 instruction, increasing the use of data-informed practices, and expanding targeted supports for English Learners. Moving forward, Wilcox will continue to build on this work through learning walks to support implementation, while refining Tier II and expanding Tier III interventions. The leadership team, in collaboration with the School Site Council, will also explore the strategic use of targeted funds to further enhance support for English Learners and sustain continued progress toward this goal.

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

\$55,000 was reallocated to Task 1.4 to support the purchase of flexible furniture for EL and SPED classrooms, enhancing instructional practices tailored to the needs of these student groups.

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

This goal was retitled to explicitly focus on English Learner Progress give the achievement gaps identified across CA Dashboard metrics.

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

Big Goal: Reduce Suspensions and Increase School Climate Indicators on the California Healthy Kids Survey (CHKS).

Focus Goals on Suspension Rate and CHKS:

A. Suspension Rates of LTEL's - Yellow Level

At least one level increase to Green or higher

B. Meaningful Participation Category on CHKS - 33%

C. Academic Motivation Category on CHKS - 66%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Comparative analysis shows that some student groups are disproportionately suspended compared to others, while CHKS survey responses highlight areas where improvement is needed.

A. Suspension Rate - 2.6% Overall

6.7% for LTEL, more than double overall students.

B. Meaningful Participation Category on CHKS - 33%

While higher than the national average, we would want more than 1/3 students to feel like their participation in meaningful.

D. Academic Motivation Category on CHKS - 66%

While higher than the national average, we would want more than 2/3 students to feel academically motivated.

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
California Healthy Kids Survey	Meaningful Participation Category - 33% Academic Motivation Category - 66%	Meaningful Participation Category - 40% Academic Motivation Category on CHKS - 70%
Suspension Rates	All Students 2.6% suspended at least one day Declined 1% LTELs 6.7% suspended at least one day Increased 0.3%	All students-2.2% suspended at least one day LTEL's - 5% suspended at least one day

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
2.1	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 2000-2999: Classified Personnel Salaries human resources 2000 Targeted Allocation 4000-4999: Books And Supplies Food, snacks and water for student activities and events. 4000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Field trip expenses (see above)
2.2	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 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	Freshmen students	3000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Provide Auxiliary Services Link Crew, Human Resources, Resources and Materials 750 Targeted Allocation 4000-4999: Books And Supplies

	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, staffin, materials and food for the 8th/9th grade summit.		Food, snacks and water for Leader Training and Freshman Orientation.
2.3	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 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	All students	20000 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures training, material, contracted services

	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.		
2.4	Formation of Wilcox Culture Committee (WCC) composed of certificated and classified staff to focus on tier 1 behavior and social-emotional behaviors.	All students	15400 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Conferences for the Committee 500 Targeted Allocation 4000-4999: Books And Supplies Provide food and snacks for student engagement and input meetings.
2.5	Printing and distribution of The Scribe school newspaper and publication licensing. Print, Website Hosting and supplies	All students	3500 Targeted Allocation 4000-4999: Books And Supplies Printing and digital licenses
2.6	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 4000-4999: Books And Supplies
2.7	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 2000-2999: Classified Personnel Salaries Human Resources, Materials, Equipment and Resources 1000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures 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.		
2.8	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 2000-2999: Classified Personnel Salaries human resources, materials and resources
2.9	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 5000-5999: Services And Other Operating Expenditures materials needed for parent education meetings and human resources

Annual Review

SPSA Year Reviewed: 2025-26

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.

Campus engagement continues to be a strength of Wilcox. The School Climate Report Card reflects several positive trends across student experience, engagement, and overall school environment. Student-reported data shows notable growth in school connectedness and belonging, with the percentage of students who feel a part of the school increasing significantly, alongside a strong rise in students reporting that they try hard in their schoolwork. Indicators related to school climate also improved, including decreases in students who view school as boring or a waste of time, as well as a meaningful reduction in reported chronic sadness and hopelessness. Attendance trends show modest improvement, with fewer students reporting frequent absences. Additionally, perceptions of campus cleanliness and parent engagement saw substantial gains, highlighting progress in both the physical environment and school-home partnerships. While safety indicators remain strong overall, there were slight increases in reports of bullying that will continue to be an area of focus.

The district office has provided all members of the administrative team with targeted training on student discipline laws, with a specific focus on implementing “other means of correction” as alternatives to suspension. As a result, the school has increased its use of these alternative approaches, including restorative practices and other intervention strategies designed to address behavior while keeping students engaged in the learning environment. This shift has led to more consistent and effective responses to student behavior, supporting both accountability and skill-building, and contributing to more positive outcomes for students overall.

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

Activity 2.3 originally allocated funds for an administrative substitute; however, the district office covered that cost this year. As a result, the \$55,000 was reallocated to Goal 1 to further strengthen support for English Learner progress.

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.

Activity 2.4 has been updated to reflect the newly established Wilcox Culture Committee and to remove the reference to a “student listening team,” which has not been in place for several years.

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.

Equitable Access and High-Quality Instruction

Big Goal: Provide all students with access to rigorous courses and high-quality instruction, supported by collaboration, to improve achievement and college and career readiness.

Focus Goals For Targeted Student Groups on the CA Dashboard:

A. Math For Hispanic Students- Red Level

At least one level increase to Orange or higher

B. Math For Socioeconomically Disadvantaged Students- Red Level

At least one level increase to Orange or higher

C. Math For Students W/ Disabilities- Orange Level

At least one level increase to Yellow or higher

D. ELA For Students W/ Disabilities- Orange Level

At least one level increase to Yellow or higher

E. ELA For Hispanic- Yellow Level

At least one level increase to Green or higher

F. ELA For Socioeconomically Disadvantaged Students- Yellow Level

At least one level increase to Green or higher

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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 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.

Comparative analysis shows that certain student groups are performing significantly lower than their overall peers across Math and ELA metrics on the CA Dashboard.

A. Math - 13.2 Points Below Standard Overall
Hispanic Students Scored 140.3 Points Below Standard

B. Math - 13.2 Points Below Standard Overall
Socioeconomically Disadvantaged Students Scored 121.7 Points Below Standard

C. Math - 13.2 Points Below Standard Overall
Students W/ Disabilities Scored 176.4 Points Below Standard

D. ELA - 76.3 Points Above Standard Overall
Students W/ Disabilities Scored 68.7 Points Below Standard

E. ELA - 76.3 Points Above Standard Overall
Hispanic Students Scored 21.7 Points Below Standard

F. ELA - 76.3 Points Above Standard Overall
Socioeconomically Disadvantaged Students Scored 11.4 Points Below Standard

These metrics show a need to provide targeted interventions for certain student groups to help close significant achievement gaps in ELA and Math.

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
Math Indicators on CA Dashboard	Hispanic Students 24/25: 140.3 Points BELOW Standard 23/24: 126.4 Points BELOW Standard 22/23: 130.2 Points BELOW Standard Socioeconomically Disadvantaged Students 24/25: 121.7 Points BELOW Standard 23/24: 117.8 Points BELOW Standard 22/23: 109.8 Points BELOW Standard Students W/ Disabilities 24/25: 176.4 Points BELOW Standard 23/24: 194.7 Points BELOW Standard 22/23: 184.6 Points BELOW Standard	Hispanic Students 120 Points BELOW Standard or better Socioeconomically Disadvantaged Students 100 Points BELOW Standard or better Students W/ Disabilities 165 Points BELOW Standard or better
English Indicators on CA Dashboard	Students W/ Disabilities 24/25: 68.7 Points BELOW Standard 23/24: 108.6 Points BELOW Standard 22/23: 111.5 Points BELOW Standard Hispanic Students 24/25: 26.8 Points BELOW Standard 23/24: 48.6 Points BELOW Standard 22/23: 10.4 Points BELOW Standard Socioeconomically Disadvantaged Students 24/25: 11.4 Points BELOW Standard	Students W/ Disabilities 55 Points BELOW Standard or better Hispanic Students 10 Points BELOW Standard or better Socioeconomically Disadvantaged Students 1 Points BELOW Standard or better

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
3.1	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 5000-5999: Services And Other Operating Expenditures
3.2	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 1000-1999: Certificated Personnel Salaries human resources and materials
3.3	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 5000-5999: Services And Other Operating Expenditures materials and human resources
3.4	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	
3.5	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	1600 Targeted Allocation 4000-4999: Books And Supplies Subscription Cost
3.6	Support program growth needs (i.e. technology, materials, resources, etc.) to support growth at all instructional levels for various programs (i.e. incorporation of Project Based Learning practices (PBL), equitable grading practices, AP/Honors first-time students, co-teaching, etc.) Funding to support purchase of materials, technology and food to support this work.	All students and especially students with disabilities/SpEd and other sub groups	1000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Human Resources and materials

3.7	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 5800: Professional/Consulting Services And Operating Expenditures
3.8	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 5800: Professional/Consulting Services And Operating Expenditures
3.10			

Annual Review

SPSA Year Reviewed: 2025-26

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.

During the 2024–2025 school year, Wilcox identified CAASPP performance as its primary area of focus and aligned schoolwide efforts to improve student outcomes. Staff committed to implementing targeted instructional strategies across content areas. In addition, the school refined its testing practices by having students complete the CAASPP exams within their English, Math, and Science classes, allowing for greater familiarity, consistency, and support during the testing process. As a result of these coordinated efforts, Wilcox saw significant gains in CAASPP performance, with

English advancing to the Blue level on the California Dashboard and Math improving to Green, reflecting meaningful growth in student achievement. After the success of last year, the focus will shift to the underperforming student groups.

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

Funding for the makerspace lab technician has been reallocated to Goal 2, as the role more directly supports campus engagement and student involvement initiatives.

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.

Given the increased CAASPP scores last year, the focus of the goal has shifted to the subgroups that continue to underperform compared to all students.

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
1000-1999: Certificated Personnel Salaries	26,000.00
2000-2999: Classified Personnel Salaries	105,000.00
4000-4999: Books And Supplies	75,501.00
5000-5999: Services And Other Operating Expenditures	44,000.00
5800: Professional/Consulting Services And Operating Expenditures	57,900.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	26,000.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	105,000.00
4000-4999: Books And Supplies	Targeted Allocation	75,501.00
5000-5999: Services And Other Operating Expenditures	Targeted Allocation	44,000.00
5800: Professional/Consulting Services And Operating Expenditures	Targeted Allocation	57,900.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3

Total Expenditures
85,500.00
160,301.00
62,600.00

School Site Council Membership

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

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

Name of Members	Role
Brandon Wall	Principal
Kristi Gradwohl	Parent or Community Member
Raj Panchapakesan	Parent or Community Member
Quan Sims	Classroom Teacher
Samantha Herman	Classroom Teacher
Chan Maharaj	Other School Staff
Kaden Yoo	Secondary Student
Shanaya Shamim	Secondary Student
Aishwarya Jain	Secondary Student
Mihir Vinnakota	Secondary Student
Eashan Wahi	Secondary Student

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 4/22/26.

Attested:

Brandon Wall

Principal, Brandon Wall on 4/22/26

Eashan Wahi

SSC Chairperson, Eashan Wahi on 4/22/26