

Adrian Wilcox High School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Adrian Wilcox High School
Street	3250 Monroe Street
City, State, Zip	Santa Clara CA, 95051
Phone Number	(408) 423-2400
Principal	Kristin Gonzalez
Email Address	kgonzalez@scusd.net
School Website	https://wilcox.schoolloop.com/
County-District-School (CDS) Code	43-69674-4338802

2021-22 District Contact Information

District Name	Santa Clara Unified School District
Phone Number	(408) 423-2000
Superintendent	Stella M. Kemp, Ed.D.
Email Address	communications@scusd.net
District Website Address	www.santaclarausd.org

2021-22 School Overview

Wilcox opened in September of 1961 with freshmen and sophomores, graduating its first class in June 1964. The school is located on a 33-acre campus two blocks east of Lawrence Expressway and is surrounded by private homes and apartments. Wilcox serves students from Santa Clara, Sunnyvale, and North San Jose. Wilcox High School has a student-centered culture where student needs are put first when planning programs and allocating resources. We offer a robust educational program with a variety of options for students including unique CTE pathways, a strong computer science program, an exceptional AP program and a MakerSpace facility. We offer a competitive athletic program where both female and male athletes have the opportunity to compete in 26 different sports. Wilcox also offers 3 unique spirit/performance team programs, over 50 cultural, academic or interest-based clubs, theater program, music and art.

Progress toward school SPSA Goals are monitored regularly at School Site Council meetings, annually through the Wilcox School Site Council survey to staff, students, parents and community, as well as through the WASC Accreditation process. These goals are:

1. Increase English Language proficiency for EL learners
2. Strengthen School Climate and Engagement
3. Increase overall student achievement and provide appropriate supports for students

Wilcox Mission Statement

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

Wilcox Vision Statement

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

2021-22 School Overview

Student Learner Outcomes (SLOs)

BE CHARGER STRONG

BE academically excellent by...

reading, comprehending, and producing a variety of materials in a variety of fields of study.

being self-directed and determined in your educational endeavors.

maximizing the development of your intellectual capacities.

Be a CHARGER citizen who...

actively participates in the community and acts as a caretaker of the environment.

respects diversity.

demonstrates integrity, responsibility, and perseverance.

Be a STRONG critical thinker and communicator who...

demonstrates critical thought.

clearly conveys information and ideas in written and visual form.

speaks with clarity and listens to understand.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	528
Grade 10	522
Grade 11	481
Grade 12	450
Total Enrollment	1,981

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.5
Asian	33.1
Black or African American	1.7
Filipino	5.4
Hispanic or Latino	36.9
Native Hawaiian or Pacific Islander	0.7
Two or More Races	3.9
White	17.7
English Learners	16.2
Foster Youth	0.1
Homeless	0.6
Socioeconomically Disadvantaged	39.4
Students with Disabilities	15.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	78.8	82.7	660.2	87.6	228366.1	83.1
Intern Credential Holders Properly Assigned	0.7	0.8	1.7	0.2	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.6	2.8	14.2	1.9	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.2	2.3	20.7	2.7	12115.8	4.4
Unknown	10.7	11.3	56.7	7.5	18854.3	6.9
Total Teaching Positions	95.2	100.0	753.6	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	2.6
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	2.6

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	1.0
Local Assignment Options	1.1
Total Out-of-Field Teachers	2.2

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.6

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks and materials were adopted by the board of trustees in 2021 and are current, in good condition, and available to all students. A full list of core and supplemental textbooks and materials can be found on the district website at: www.santaclarausd.org/InstructionalResources.

Year and month in which the data were collected

December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	www.santaclarausd.org/InstructionalResources Board adopted: October 2021	Yes	0
Mathematics	www.santaclarausd.org/InstructionalResources Board adopted: October 2021	Yes	0
Science	www.santaclarausd.org/InstructionalResources Board adopted: October 2021	Yes	0
History-Social Science	www.santaclarausd.org/InstructionalResources Board adopted: October 2021	Yes	0
Foreign Language	www.santaclarausd.org/InstructionalResources Board adopted: October 2021	Yes	0
Health	www.santaclarausd.org/InstructionalResources Board adopted: October 2021	Yes	0
Visual and Performing Arts	www.santaclarausd.org/InstructionalResources Board adopted: October 2021	Yes	0
Science Laboratory Equipment (grades 9-12)	www.santaclarausd.org/InstructionalResources Board adopted: October 2021	Yes	0

School Facility Conditions and Planned Improvements

General

Santa Clara Unified School District (SCUSD) takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, SCUSD uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available by request made to the SCUSD's Facilities department at (408) 423-2061.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Maintenance and Repair

SCUSD maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The governing board has adopted cleaning standards for all schools in SCUSD, Board Policy 3514. The policy can be found online at www.santaclarausd.org/BoardPolicies. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance

SCUSD participates in the State School Deferred Maintenance Program to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Modernization Projects

SCUSD strives to be a model of financial responsibility, making every effort to spend taxpayer dollars wisely. At the same time, ongoing bond programs are necessary in a district this large, with so many students, teachers, and facilities needs. Bond funds allow the District to maintain safe, modern school facilities and bring in updated technology essential to student achievement. Measure B 1997 improvements included new elementary school play structures, new high school science classrooms and outdoor athletic facilities, the major renovation of eleven elementary schools, an ambitious roof replacement program, and two high school performing arts buildings. Measure J 2004 generated funds to modernize buildings and classrooms for middle schools, high schools, and the adult education campus. Measure H 2010 upgraded fire, safety and security systems, renovated and reopened a closed elementary school, installed solar panels to decrease energy costs, purchased the Agnews campus property, and expanded overcrowded schools. Measure H 2014 funds construction of three new schools on the Agnews campus, expands overcrowded schools, and addresses critical facility needs such as replacing roofs and adding air conditioning to elementary school classrooms. Measure BB 2018 funds the construction of three new schools, reconstructs fields, replaces aging play structures and playground paving, adds shade structures, and upgrades fencing and gates, among many other crucial projects. More: www.santaclarausd.org/bond

Age of School Buildings

There are 74 classrooms, a multipurpose room, a library, locker rooms, two gymnasiums, a swimming pool, an administration building, and a performing arts theater. The main Wilcox campus was built in 1960-1962. Additions were made in 1970, 1974, 1977, 1982, and 2011. Portables were added and a new Science wing was built in 1998. The Mission City Center for the Performing Arts (MCCPA) was completed in February 2006. The MCCPA is a joint project between the Santa Clara Unified School District and the City of Santa Clara which includes a 360 seat theater, set construction workshop, dressing rooms, and a black box theater for rehearsals and smaller performances. The three-story classroom building was completed in 2011 with twenty-four new classrooms complete with LCD projectors, digital cameras, and an audio-visual teaching wall. Our main office and two-story classroom building renovation were completed in 2013. The quad and the multi-purpose building remodels were completed in 2014. The new multi-purpose building includes a student cafeteria, a student physical fitness center, and a staff lounge. The new quad area includes a raised stage area, lights, landscaping, and seating areas for students to eat lunch outdoors. Our parking lot also had solar panels installed in 2014.

Year and month of the most recent FIT report

June 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Any necessary remediation was minor and addressed immediately or during routine

School Facility Conditions and Planned Improvements

			maintenance work orders over the summer 2021 break.
Interior: Interior Surfaces	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over the summer 2021 break.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over the summer 2021 break.
Electrical	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over the summer 2021 break.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over the summer 2021 break.
Safety: Fire Safety, Hazardous Materials	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over the summer 2021 break.
Structural: Structural Damage, Roofs	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over the summer 2021 break.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over the summer 2021 break.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	470	398	84.68	15.32	71.98
Female	220	195	88.64	11.36	79.17
Male	250	203	81.2	18.8	64.97
American Indian or Alaska Native	--	--	--	--	--
Asian	172	163	94.77	5.23	83.95
Black or African American	--	--	--	--	--
Filipino	21	19	90.48	9.52	73.68
Hispanic or Latino	164	130	79.27	20.73	49.6
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	23	85.19	14.81	86.96
White	74	58	78.38	21.62	82.14
English Learners	76	56	73.68	26.32	22.22
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	102	72	70.59	29.41	48.53
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	68	35	51.47	48.53	27.27

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	470	387	82.34	17.66	54.52
Female	220	190	86.36	13.64	60.00
Male	250	197	78.80	21.20	49.24
American Indian or Alaska Native	--	--	--	--	--
Asian	172	161	93.60	6.40	75.16
Black or African American	--	--	--	--	--
Filipino	21	18	85.71	14.29	33.33
Hispanic or Latino	164	124	75.61	24.39	25.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	23	85.19	14.81	65.22
White	74	56	75.68	24.32	66.07
English Learners	76	52	68.42	31.58	23.08
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	102	65	63.73	36.27	24.62
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	68	30	44.12	55.88	13.33

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	388	NT	NT	NT	NT
Female	189	NT	NT	NT	NT
Male	199	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	142	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	22	NT	NT	NT	NT
Hispanic or Latino	117	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	16	NT	NT	NT	NT
White	77	NT	NT	NT	NT
English Learners	36	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	57	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	35	NT	NT	NT	NT

2020-21 Career Technical Education Programs

Career technical education (CTE) prepares students to continue on to postsecondary education with expertise in specific areas. CTE supports high academic standards, includes career exploration, and is designed to offer students exposure to a broad range of career opportunities, access to relevant and rigorous educational programs that help them achieve their career aspirations, and opportunities to benefit from workplace learning experiences.

Students at Santa Clara Unified School District have a variety of CTE programs to choose from. CTE courses are available to students beginning in middle school with options in technology, culinary arts, and construction technology. The two comprehensive high schools offer pathways in Automotive Technology, Biotechnology, Business Technology, Culinary Arts, Hospitality & Management Preparation, Fashion Design, and Information Technologies. Each CTE Pathway has a sequence of two or more courses that build knowledge, skill and proficiency in a specific industry sector and can lead to an industry certification and higher education programs. Articulation agreements with Mission, Ohlone and West Valley Community Colleges are in place for a number of our CTE Pathways, waiving the introductory course requirements once students begin their postsecondary education. Courses with articulation agreements include Automotive Technology, Business, Bio Technology, Culinary Arts, Hospitality & Management Preparation, Fashion Design, Digital Media and Information Technology. All CTE classes generate elective credits that help students toward meeting the district's graduation requirements. Many of our CTE classes offer University of California A-G approved course credit, making it attractive to students wanting both college preparation and the CTE experience. Junior and Senior students at all high schools also have full access to work experience and a comprehensive selection of courses available at the Silicon Valley Career Technical Education Center through MetroEd's joint powers agency.

Students in CTE courses are counseled by their program teacher as well as the full-time career center technician. All of the four high schools have college and career resources that offer college and career planning. Career center technicians arrange college fairs; college visits and presentations with traditional colleges and universities, as well as technical and trade schools; job shadowing opportunities; job fairs; ASVAB and other career assessment testing; scholarship and financial aid advising; test prep and application workshops for all postsecondary schools.

All CTE teachers have received high-quality professional development around the topics of recruitment and supporting non-traditional and special population students as well as topics within their industry field. All CTE classes are aligned with the CTE model curriculum standards for California public schools. The CTE staff works closely with counselors, special education, and ELL facilitators to ensure full access and support for these special population students. All programs complete an end-of-the-year review which includes student surveys, grade review, and enrollment data review as well as descriptive narratives.

The district has nine Carl Perkins programs that follow the quality indicators and criteria for program approval. The district has developed professional partnerships with community organizations such as NOVA, as well as local businesses such as Intel, Cisco, and NextFlex to help students prepare for the workforce and obtain work placements. The SCUSD CTE Advisory Board is comprised of over 30 local industry representatives from our ten industry sectors with programs in our schools and is led by the Coordinator of Career Technical Education.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	966
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	42.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	92.9

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	96.87
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	60

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Wilcox High School involves parents in their student's education by informing them of their student's progress and of upcoming events and opportunities. The school maintains a web page, produces a parent newsletter, holds parent-teacher conferences, and sends out frequent progress reports. We have several parent organizations that help support programs for students through fundraising. Our Parent Teacher Student Association (PTSA) and our Dads, Grads, and Moms (DGM) booster club supports athletics and curricular programs through volunteer hours and funding. The Music Booster club raises money for the Marching Band program. Parents also participate in student learning by serving on the School Site Council (SSC), the English Learner Advisory Committee (ELAC) assisting librarians with textbook checkout, distributing registration and school packets, copy room volunteers and fundraising.

More information: (408) 423-2400

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	4.2	2.9	3.9	7.4	6.5	3.6	9.0	8.9	9.4
Graduation Rate	94.2	93.5	94.6	87.1	86.9	90.5	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	441	417	94.6
Female	204	197	96.6
Male	237	220	92.8
American Indian or Alaska Native	--	--	--
Asian	149	142	95.3
Black or African American	12	12	100.0
Filipino	26	26	100.0
Hispanic or Latino	150	138	92.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	15	15	100.0
White	83	79	95.2
English Learners	73	58	79.5
Foster Youth	0.0	0.0	0.0
Homeless	13	8	61.5
Socioeconomically Disadvantaged	208	189	90.9
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	62	60	96.8

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2032	2006	163	8.1
Female	989	978	66	6.7
Male	1042	1027	97	9.4
American Indian or Alaska Native	10	10	2	20.0
Asian	667	662	15	2.3
Black or African American	35	35	4	11.4
Filipino	112	108	6	5.6
Hispanic or Latino	755	744	100	13.4
Native Hawaiian or Pacific Islander	15	14	4	28.6
Two or More Races	81	78	4	5.1
White	355	353	28	7.9
English Learners	339	329	48	14.6
Foster Youth	2	2	2	100.0
Homeless	16	16	3	18.8
Socioeconomically Disadvantaged	839	820	112	13.7
Students Receiving Migrant Education Services	10	9	2	22.2
Students with Disabilities	322	315	64	20.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	3.40	0.25	3.37	0.12	3.47	0.20
Expulsions	0.05	0.00	0.15	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.41	2.17	2.45
Expulsions	0.00	0.01	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.25	0.00
Female	0.00	0.00
Male	0.48	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	2.86	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.40	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.28	0.00
English Learners	0.29	0.00
Foster Youth	0.00	0.00
Homeless	12.50	0.00
Socioeconomically Disadvantaged	0.36	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.55	0.00

2021-22 School Safety Plan

All California public schools kindergarten and grades one through twelve must develop a comprehensive school safety plan, per California Education Code sections 32280-32289. School safety plans assess school climate and safety, identifying goals and actions to improve safety and climate. The safety plan is written and developed with collaboration from students, parents, community, and law enforcement. It is reviewed and updated annually with the School Site Council (SSC).

We are committed to providing a safe, responsible and respectful school environment for all students, staff, and community. We support and promote building a sense of community and belonging where every child feels included and valued, teaching children positive social skills and attitudes including resolving conflicts without violence, and preparing for and responding appropriately to emergencies and disasters to keep children safe.

The school safety plan is available for review in the school office and was approved by the School Site Council in 2021.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	33	30	25
Mathematics	26	17	36	16
Science	26	14	34	17
Social Science	27	12	22	20

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	32	29	26
Mathematics	27	15	37	17
Science	27	12	38	13
Social Science	28	10	25	19

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	28	31	27
Mathematics	25	22	37	16
Science	27	13	34	16
Social Science	28	13	21	22

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	283

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.1
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.2

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,132	\$2,802	\$8,330	\$116,016
District	N/A	N/A	\$8,540	\$114,438
Percent Difference - School Site and District	N/A	N/A	-2.5	1.4
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-1.4	29.3

2020-21 Types of Services Funded

School Improvement Program (staff development and student enrichment), and other categorical funds (some examples are: School-to-Career, pathways, math and English curriculum supports, and tutoring).

Wilcox High School has several specific programs designed to help students explore their academic and career options. Our efforts to help all students reach their academic and post-secondary goals include programs such as the national Advancement Via Individual Determination (AVID) program and Girls Achieving in Non-traditional Subjects (GAINS).

The AVID program prepares under-represented and first-generation college-bound students for four-year college eligibility by encouraging open access and enrollment in Advanced Placement and Honors courses, and by providing students with academic instruction, tutorial and counseling support, and motivational activities. AVID teachers work with other teachers to encourage writing as a tool of learning and inquiry, collaborative grouping and cooperative learning.

The GAINS program offers academic and post-secondary guidance and planning, career information, and mentorship to its student members and their families. Wilcox also has the Culinary, Hospitality and Management Preparation (CHAMP) Program, a three-year career pathway program in the area of Food Service and Hospitality. Additional educational options are provided through the Silicon Valley Career Technical Education program (SVCTE) which is serving 40 Wilcox students this year in a variety of career technical education fields. Read 180 helps struggling readers become grade level readers. Algebra Support classes are offered to help struggling students in Algebra 1. ALEKS, a computer software program, is used to help strengthen students skill level with Algebra 1. After school tutorial is open every day after school and is staffed by two credentialed teachers.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$75,297	\$52,562
Mid-Range Teacher Salary	\$113,825	\$83,575
Highest Teacher Salary	\$134,944	\$104,166
Average Principal Salary (Elementary)	\$168,906	\$131,875
Average Principal Salary (Middle)	\$186,621	\$137,852
Average Principal Salary (High)	\$187,798	\$150,626
Superintendent Salary	\$275,000	\$260,243
Percent of Budget for Teacher Salaries	29%	34%
Percent of Budget for Administrative Salaries	5%	5%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	31.6
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	7
Fine and Performing Arts	3
Foreign Language	5
Mathematics	9
Science	10
Social Science	13
Total AP Courses Offered	47

Professional Development

Staff development activities and expenditures are tied to district and school goals including the SPSA, WASC, LCAP, and District Strategic Plan. Staff development time continues to support teachers in self-reflection, analysis of student achievement data, and collaboration activities designed to help reach achievement goals. We believe in modeling lifelong learning for our students by engaging in collaborative sessions and professional development opportunities that align with the school's School Plan for Student Achievement (SPSA) goals and support student achievement in content standards and Expected Schoolwide Learning Results (ESLRs). District and school staff development programs support meeting the academic, social, and emotional needs of all students by providing opportunities for teachers to advance their skills, develop teaching strategies, and create curriculum. During staff in-service days, teachers share information about instructional practices, cognitive development and learning disabilities, and best practices for English Language Learners. These presentations and workshops help us understand who our students are so we can better support them with individual counseling, curriculum design, and instructional practices.

In addition to the number of school days dedicated to districtwide professional development, there is professional development happening on the school campus through professional learning communities, where teachers meet to discuss best practices while assessing student work.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	4	3	4

Santa Clara Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Santa Clara Unified School District
Phone Number	(408) 423-2000
Superintendent	Stella M. Kemp, Ed.D.
Email Address	communications@scusd.net
District Website Address	www.santaclarausd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	7577	858	11.32	88.68	65.90
Female	3674	426	11.59	88.41	72.26
Male	3902	432	11.07	88.93	59.56
American Indian or Alaska Native	41	6	--	85.37	--
Asian	2293	269	11.73	88.27	80.83
Black or African American	191	21	10.99	89.01	29.41
Filipino	432	73	16.90	83.10	63.89
Hispanic or Latino	2660	280	10.53	89.47	46.36
Native Hawaiian or Pacific Islander	39	2	5.13	94.87	--
Two or More Races	479	49	10.23	89.77	79.17
White	1442	158	10.96	89.04	73.20
English Learners	1656	111	6.70	93.30	14.56
Foster Youth	--	--	--	--	--
Homeless	108	4	3.70	96.30	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2199	193	8.78	91.22	40.22
Students Receiving Migrant Education Services	30	3	10.00	90.00	--
Students with Disabilities	1173	100	8.53	91.47	21.11

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	7577	831	10.97	89.03	49.46
Female	3674	414	11.27	88.73	51.09
Male	3902	417	10.69	89.31	47.84
American Indian or Alaska Native	41	6	--	85.37	--
Asian	2293	264	11.51	88.49	74.24
Black or African American	191	20	10.47	89.53	26.32
Filipino	432	71	16.44	83.56	37.14
Hispanic or Latino	2660	266	10.00	90.00	21.97
Native Hawaiian or Pacific Islander	39	2	5.13	94.87	--
Two or More Races	479	48	10.02	89.98	66.67
White	1442	154	10.68		57.79
English Learners	1656	94	5.68	94.32	16.13
Foster Youth	--	--	--	--	--
Homeless	108	4	3.70	96.30	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2199	176	8.00	92.00	18.97
Students Receiving Migrant Education Services	30	2	6.67	93.33	--
Students with Disabilities	1173	81	6.91	93.09	10.26

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	6409	5876	91.68	8.32	64.86
Female	3135	2862	91.29	8.71	68.59
Male	3273	3014	92.09	7.91	61.31
American Indian or Alaska Native	33	29	87.88	12.12	55.17
Asian	1976	1900	96.15	3.85	81.68
Black or African American	153	138	90.2	9.8	55.07
Filipino	342	309	90.35	9.65	62.14
Hispanic or Latino	2233	1945	87.1	12.9	40.87
Native Hawaiian or Pacific Islander	34	32	94.12	5.88	46.88
Two or More Races	415	378	91.08	8.92	75.93
White	1226	1145	93.39	6.61	76.68
English Learners	1455	1296	89.07	10.93	23.77
Foster Youth	--	--	--	--	--
Homeless	43	34	79.07	20.93	52.94
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1888	1643	87.02	12.98	46.2
Students Receiving Migrant Education Services	26	23	88.46	11.54	4.35
Students with Disabilities	903	799	88.48	11.52	24.78

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	6409	5886	91.84	8.16	47.55
Female	3135	2882	91.93	8.07	47.54
Male	3273	3004	91.78	8.22	47.57
American Indian or Alaska Native	33	29	87.88	12.12	27.59

Asian	1976	1908	96.56	3.44	76.36
Black or African American	153	137	89.54	10.46	27.74
Filipino	342	319	93.27	6.73	42.95
Hispanic or Latino	2233	1945	87.1	12.9	17.43
Native Hawaiian or Pacific Islander	34	31	91.18	8.82	19.35
Two or More Races	415	379	91.33	8.67	51.72
White	1223	1138	93.05	6.95	54.31
English Learners	1455	1291	88.73	11.27	17.74
Foster Youth	--	--	--	--	--
Homeless	43	32	74.42	25.58	18.75
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1888	1648	87.29	12.71	22.21
Students Receiving Migrant Education Services	26	22	84.62	15.38	0
Students with Disabilities	899	793	88.21	11.79	13.75

*At or above the grade-level standard in the context of the local assessment administered.