

# Wilson High School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

### Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

#### **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.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Wilson High School
<b>Street</b>	1840 Benton St.
<b>City, State, Zip</b>	Santa Clara CA, 95050
<b>Phone Number</b>	(408) 423-3600
<b>Principal</b>	Pamela Galano
<b>E-mail Address</b>	pgalano@scusd.net
<b>Web Site</b>	www.wilson-scusd-ca.schoolloop.com
<b>CDS Code</b>	43-69674-4330247

<b>District Contact Information</b>	
<b>District Name</b>	Santa Clara Unified School District
<b>Phone Number</b>	(408) 423-2000
<b>Superintendent</b>	Stanley Rose III, Ed.D.
<b>E-mail Address</b>	communications@scusd.net
<b>Web Site</b>	www.santaclarausd.org

### **School Description and Mission Statement (School Year 2018-19)**

Wilson High School is an alternative, needs-based school located in the Santa Clara Unified School District. Wilson is one of four high schools in the district. Wilson has evolved from a small independent study program in 1982 to a fully accredited high school serving approximately 250 students a year. Wilson High School plays a key role in the district, meeting the needs of a diverse population of students benefiting from the independent study mode of delivery. The school's profile includes students who are unit deficient, school phobic, attention deficit, learning disabled, homebound, homeless, chronically ill or depressed, pregnant and parenting, continually truant from the comprehensive system and some who are transitioning from drug treatment programs or incarceration. Wilson students also include those who are looking for an alternative placement for religious purposes, flexible schedules because students are working to help support families, aspiring artists, musicians, athletes and the gifted and talented that are university bound.

Wilson High School's unique structure continues to provide two programs specifically designed to meet the individual needs of the students. The Minors Program currently serves students between the ages of fourteen and twenty who desire a high school diploma, wish to prepare for the GED certificate or High School Proficiency Examination, or are attempting to catch up on credits and re-enter a comprehensive or continuation high school. Based on grade level and individual needs, students attend school anywhere from one day a week for three hours, to several days a week for several hours. During this time, students meet one-on-one with their teacher to assess independent learning, meet in small groups with teacher instructed lessons, attend specially designed classes, labs and participate in computer-designed courses. Emphasis is placed on completing high school requirements, school-to career/college planning and the development of technological skills.

The Young Parents' Center is currently serving pregnant and parenting teen parents ranging in age from fourteen to eighteen who have dropped out of school or who do not choose to remain in their traditional high school of residence. This program is designed to keep young parents in school and to provide them with academic classes to earn a high school diploma with preparation and guidance for college or a vocational program. The program provides parenting classes, family planning, childbirth preparation, health and nutrition, and child development and parenting laboratories. Students in the Young Parents' Center attend classes Monday through Friday from 8:30am to 12:30pm. Emphasis is placed on requirements for a high school diploma as well as emotional health and coping skills for young parents, pregnancy prevention, self esteem building, goal setting, job readiness and career counseling. The students receive free on-site childcare, free lunches and free transportation.

Wilson High School is under the leadership of a principal, Pamela Galano, and a director, Brenda Carrillo. Wilson High School currently has seven full-time instructors, one full-time special ed resource teacher, one full time counselor, one part-time counselor, a registrar, and three secretaries. The Young Parents' Center has one Permit Teacher and one Childcare Assistant.

In the academic area, many of our students enter Wilson at below grade level in math and reading and behind in credits. We also serve over 25 Special Education Students and around 15 EL students.

With the continuing "at risk" nature of our students, we have implemented more classes and labs that are helping our students to succeed. We offer labs in Math, Science, Spanish, Social Studies, English, Technology, and Reading Improvement.

We believe that the success of our students is due to small class sizes, individual learning plans developed for every student, and much one-on-one attention from caring teachers, classified staff and administrators.

Our Mission Statement is: "Wilson High School is committed to student success by meeting the needs of diverse learners in a caring, safe environment while providing opportunities for lifelong learning, encouraging community involvement and fostering personal worth and dignity."

We believe that:

- \* All students can grow intellectually

- \* Varied educational environments are necessary to meet the different learning styles and learning paces of each student
- \* Individuals should take responsibility for their own actions
- \* All students are able to set goals and be prepared for life after high school
- \* Students need to feel that the staff care about them and respect them
- \* Our campus needs to be safe

We value:

- \* Collaboration and teamwork with parents, students, teachers and staff in order to meet the needs of the whole student
- \* Individual student learning plans

- \* Acceptance of diversity of lifestyles, values, views and cultural backgrounds
- \* Physically and emotionally safe schools
- \* Creativity and innovation-collaboration with other schools in our district
- \* Support of one another

School Vision

Wilson High School supports all students to be successful learners. We offer students essential academic knowledge and foster lifelong learning standards enabling them to be:

- : effective communicators
- : informed productive thinkers
- : self-directed learners
- : collaborative workers
- : contributing citizens
- : information processors

Students are given the opportunity to learn at their own pace. Our goals focus on curriculum, student services and assessment. The staff, parents, guardians, and community members form a support system for our students.

**Student Enrollment by Grade Level (School Year 2017-18)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 7</b>	4
<b>Grade 8</b>	12
<b>Grade 9</b>	18
<b>Grade 10</b>	35
<b>Grade 11</b>	40
<b>Grade 12</b>	57
<b>Ungraded Secondary</b>	53
<b>Total Enrollment</b>	219

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	4.1
American Indian or Alaska Native	0.9
Asian	7.8
Filipino	4.1
Hispanic or Latino	51.6
Native Hawaiian or Pacific Islander	2.7
White	23.7
Socioeconomically Disadvantaged	67.6
English Learners	24.7
Students with Disabilities	35.2
Foster Youth	3.7

## 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.

### Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	18	19	18	934
Without Full Credential	0	0	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: May 2018

All textbooks and materials were adopted by the board of trustees in 2018 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: <http://www.santaclarausd.org/InstructionalResources>.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	www.santaclarausd.org/InstructionalResources Board adopted: May 2018	Yes	0
Mathematics	www.santaclarausd.org/InstructionalResources Board adopted: May 2018	Yes	0
Science	www.santaclarausd.org/InstructionalResources Board adopted: May 2018	Yes	0
History-Social Science	www.santaclarausd.org/InstructionalResources Board adopted: May 2018	Yes	0
Foreign Language	www.santaclarausd.org/InstructionalResources Board adopted: May 2018	Yes	0
Health	www.santaclarausd.org/InstructionalResources Board adopted: May 2018	Yes	0
Visual and Performing Arts	www.santaclarausd.org/InstructionalResources Board adopted: May 2018	Yes	0
Science Laboratory Equipment (grades 9-12)	www.santaclarausd.org/InstructionalResources Board adopted: February 2016	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

#### 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](http://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](http://www.santaclarausd.org/bond)

**Age of School Buildings**

The main campus was built in 1951. Additions were added in 1954, 1958, 1961, 1963 and 1969. There are 73 classrooms and portables. Renovation of the entire campus have been completed, which include the creation of additional parking, 12 portable classrooms. A new administration building has been built. The facilities of Educational Options, which are available to Wilson High, include a full gym and associated locker space, a large swimming pool, a multipurpose room, a cafeteria, a Child Care Center, a garden area, preschool, staff and student lounges, cooking and sewing rooms, extensive playing fields, and numerous computer labs.

On this campus, under the Educational Option's umbrella, are Santa Clara Adult Education, Family/Child Education Programs, and Wilson High School. Because of these different educational opportunities located on the same campus, we are able to further offer our students a variety of classes, services and programs. For example, our students may take classes offered by adult education for high school credit. Career services are also available on campus.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b> Year and month of the most recent FIT report: April 2018		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2018 break.
<b>Interior:</b> Interior Surfaces	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2018 break.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2018 break.
<b>Electrical:</b> Electrical	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2018 break.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2018 break.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2018 break.

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: April 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2018 break.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2018 break.

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: April 2018	
Overall Rating	Exemplary

## 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, which 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); and
- 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.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	32.0	22.0	58.0	58.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	0.0	0.0	49.0	51.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	73	51	69.86	21.57
<b>Male</b>	37	26	70.27	15.38

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	36	25	69.44	28.00
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	42	30	71.43	16.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	12	66.67	25.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	53	37	69.81	13.51
English Learners	18	11	61.11	0.00
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	73	41	56.16	0
Male	37	26	70.27	0
Female	36	15	41.67	0
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	42	23	54.76	0
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	12	66.67	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	53	30	56.6	0
English Learners	18	7	38.89	0
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**Career Technical Education Programs (School Year 2017-18)**

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. As part of the Regional Occupation Program, each pathway has a sequence of two or more courses that build knowledge, skill and proficiency in a specific industry sector and leads to an industry certification. Articulation agreements with DeAnza, Mission and West Valley Community Colleges are in place for a number of our Regional Occupation programs, waiving the introductory course requirements once students begins their postsecondary education. Courses with articulation agreements include Automotive Technology, Business Technology, Culinary Arts, Hospitality & Management Preparation, Fashion Design, 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 (SVCTE, formerly CCOC) Center though 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 a college and career resource center which offers 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 Great America 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.

**Career Technical Education Participation (School Year 2017-18)**

Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	64.8
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

**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 areas of physical education.

**California Physical Fitness Test Results (School Year 2017-18)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	32.0		4.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**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 for the school district and each school site.

**Opportunities for Parental Involvement (School Year 2018-19)**

Parents are invited to become members of the School Site Council and the English Language Advisory Committee (ELAC) as well as other advisory committees. Also, unlike traditional high schools, Wilson has three parent/teacher conferences each year, one on intake, one in the fall and one in the Spring. This allows parents to develop a closer partnership with the school and teacher.

Teachers and counselors are also in constant contact with parents if a student is having problems. Flexibility in meeting times is a plus in helping parents and teachers connect.

### State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Dropout Rate</b>	31.6	29.8	26.9	9.4	8.7	5.4	10.7	9.7	9.1
<b>Graduation Rate</b>	30.6	37.2	35.9	82.3	84.6	84.9	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

#### Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
<b>All Students</b>	60.2	87.3	88.7
<b>Black or African American</b>	50.0	84.1	82.2
<b>American Indian or Alaska Native</b>	0.0	77.8	82.8
<b>Asian</b>	100.0	96.2	94.9
<b>Filipino</b>	60.0	92.4	93.5
<b>Hispanic or Latino</b>	56.1	78.8	86.5
<b>Native Hawaiian/Pacific Islander</b>	0.0	90.0	88.6
<b>White</b>	65.4	91.3	92.1
<b>Two or More Races</b>	0.0	91.9	91.2
<b>Socioeconomically Disadvantaged</b>	58.6	85.6	88.6
<b>English Learners</b>	33.3	47.3	56.7
<b>Students with Disabilities</b>	56.3	68.9	67.1
<b>Foster Youth</b>	100.0	100.0	74.1

### 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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	3.8	5.9	4.9	4.0	4.1	2.9	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.3	1.1	0.1	0.2	0.1	0.1	0.1	0.1

## School Safety Plan (School Year 2018-19)

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 2018.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	4.0	46			9.0	22	2	1	6.0	24		
Mathematics	4.0	21			8.0	13	1		6.0	16		
Science	15.0	4		1	14.0	5			10.0	4		
Social Science	8.0	20			19.0	6	2	2	14.0	9	1	

Note: Number of classes indicates how many classrooms 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.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	110
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0	N/A
Other	2	N/A

Note: Cells with N/A values do not require data.

\*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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$12,700	\$4,616	\$8,084	107209
District	N/A	N/A	7390	\$100,971
Percent Difference: School Site and District	N/A	N/A	9.0	6.0
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	12.6	29.5

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded (Fiscal Year 2017-18)**

Childcare is provided for students in our Young Parent's Center.

Two full computer labs and at least 8 computers in each classroom are available to students.

Through a local grant, students under special circumstances are provided with monthly bus passes or tokens as needed.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$66,873	\$49,512
Mid-Range Teacher Salary	\$101,093	\$77,880
Highest Teacher Salary	\$119,850	\$96,387
Average Principal Salary (Elementary)	\$149,931	\$123,139
Average Principal Salary (Middle)	\$168,390	\$129,919
Average Principal Salary (High)	\$167,917	\$140,111
Superintendent Salary	\$274,577	\$238,324
Percent of Budget for Teacher Salaries	38.0	36.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Advanced Placement (AP) Courses (School Year 2017-18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

## Professional Development (Most Recent Three Years)

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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 Single 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.

There are five days dedicated to professional development in the 2018-2019 school year. There were eight days of professional development in the 2017-2018 school year and there were eight days of professional development in the 2016-2017 school year. In addition, there is professional development happening on the school campus through professional learning communities, where teachers meet to discuss best practices while assessing student work.