

Wilson High School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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) <https://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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Wilson High School
Street	1840 Benton St.
City, State, Zip	Santa Clara CA, 95050
Phone Number	(408) 423-3600
Principal	Pamela Galano
Email Address	pgalano@scusd.net
Website	www.wilson-scusd-ca.schoolloop.com
County-District-School (CDS) Code	43-69674-4330247

District Contact Information (School Year 2020-2021)

Entity	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
Website	www.santaclarausd.org

School Description and Mission Statement (School Year 2020-2021)

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 for 4 hours. 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. Wilson High School currently has seven full-time instructors, one full-time special education 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 2019-2020)

Grade Level	Number of Students
Grade 7	4
Grade 8	8
Grade 9	17
Grade 10	36
Grade 11	42
Grade 12	126
Total Enrollment	233

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.9
Asian	11.2
Filipino	6
Hispanic or Latino	50.6
Native Hawaiian or Pacific Islander	0.9
White	24
Two or More Races	3.9
Socioeconomically Disadvantaged	57.1
English Learners	21
Students with Disabilities	34.3
Foster Youth	1.3
Homeless	3.4

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	8	8	18	941
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	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

All textbooks and materials were adopted by the board of trustees in 2020 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.

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 2020	Yes	0
Mathematics	www.santaclarausd.org/InstructionalResources Board adopted: October 2020	Yes	0
Science	www.santaclarausd.org/InstructionalResources Board adopted: October 2020	Yes	0
History-Social Science	www.santaclarausd.org/InstructionalResources Board adopted: October 2020	Yes	0
Foreign Language	www.santaclarausd.org/InstructionalResources Board adopted: October 2020	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	www.santaclarausd.org/InstructionalResources Board adopted: October 2020	Yes	0
Visual and Performing Arts	www.santaclarausd.org/InstructionalResources Board adopted: October 2020	Yes	0
Science Laboratory Equipment (grades 9-12)	www.santaclarausd.org/InstructionalResources Board adopted: October 2020	Yes	0

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

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

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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: June 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2020 break.
Interior: Interior Surfaces	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2020 break.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2020 break.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2020 break.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2020 break.
Safety: Fire Safety, Hazardous Materials	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2020 break.
Structural: Structural Damage, Roofs	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2020 break.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2020 break.
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	38	N/A	62	N/A	50	N/A
Mathematics (grades 3-8 and 11)	10	N/A	52	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	16	N/A	39	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Career technical education (CTE) prepares students to continue on to college and career 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. Our high schools offer pathways in Arts, Media and Entertainment, Automotive Technology, Biotechnology, Business Technology, Construction, Culinary Arts & Hospitality Management, 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. Articulation agreements with Evergreen, 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, Biotechnology, Business, Culinary Arts, Hospitality & Management Preparation, Fashion Design, and Information Technology. All CTE classes generate Practical Arts credit with some offering credit in other A-G subjects like Science and Math that help students meet 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) 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 a college and career resource center that 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; and other career assessment testing; scholarship and financial aid advising; test prep and application workshops for all postsecondary schools.

All CTE teachers receive 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 as well as local businesses to help students prepare for the workforce and obtain work-based learning opportunities. The SCUSD CTE Advisory Board is comprised of over 50 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 (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	113
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	57.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	20

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	72.4
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	3.28

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 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

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.

More information: (408) 423-3600

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	26.9	32.2	25	5.4	5.7	7.4	9.1	9.6	9
Graduation Rate	35.9	28.8	46.9	84.9	89	87.1	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.9	7.8	2.9	3.4	3.5	3.5
Expulsions	1.1	1.0	0.1	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	0.0	N/A
Expulsions	0.1	0.0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

School Safety Plan (School Year 2020-2021)

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 2020.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	6	24			8	22	1		9	20	2	
Mathematics	6	16			6	18			6	16	1	
Science	10	4			11	6			8	7		
Social Science	14	9	1		10	14	2	1	12	12		1

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	97.1

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.5

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,936	\$5,254	\$8,681	107209
District	N/A	N/A	8099	\$111,914
Percent Difference - School Site and District	N/A	N/A	6.9	-4.3
State	N/A	N/A	\$7,750	\$84,577
Percent Difference - School Site and State	N/A	N/A	11.3	23.6

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

Types of Services Funded (Fiscal Year 2019-2020)

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

One full computer lab, chromebooks available to check out for each student, and 30 chromebooks are available in 1 classroom/lab.

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

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$73,103	\$52,484
Mid-Range Teacher Salary	\$110,509	\$81,939
Highest Teacher Salary	\$131,013	\$102,383
Average Principal Salary (Elementary)	\$163,065	\$129,392
Average Principal Salary (Middle)	\$181,340	\$136,831
Average Principal Salary (High)	\$181,671	\$147,493
Superintendent Salary	\$308,954	\$254,706
Percent of Budget for Teacher Salaries	29.0	34.0

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	5.0	5.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

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

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	3

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.

There are three days dedicated to districtwide professional development in the 2020-2021 school year. There were four days of professional development in the 2019-2020 school year, and five days in the 2018-2019 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.