

# Adrian Wilcox High School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



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

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2025-26 School Contact Information

<b>School Name</b>	Adrian Wilcox High School
<b>Street</b>	3250 Monroe Street
<b>City, State, Zip</b>	Santa Clara CA, 95051
<b>Phone Number</b>	(408) 423-2400
<b>Principal</b>	Brandon Wall
<b>Email Address</b>	bwall@scusd.net
<b>School Website</b>	<a href="https://wilcox.santaclarausd.org/">https://wilcox.santaclarausd.org/</a>
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	43-69674-4338802

### 2025-26 District Contact Information

<b>District Name</b>	Santa Clara Unified School District
<b>Phone Number</b>	(408) 423-2000
<b>Superintendent</b>	Damon Wright, Ed.D.
<b>Email Address</b>	communications@scusd.net
<b>District Website</b>	<a href="http://www.santaclarausd.org">www.santaclarausd.org</a>

### 2025-26 School Description and Mission Statement

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 two unique spirit/performance team programs, over 60 cultural, academic, or interest-based clubs, theater programs, music, and art.

## 2025-26 School Description and Mission Statement

Progress toward school SPSA Goals is 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. Investigate, implement, and increase access to specific resources to support English Learners and Students with Special Needs for the purpose of improving academic performance for career and college readiness.
2. Strengthen campus engagement (in and out of the classroom) for students, community, and staff.
3. Explore and provide equitable access and promotion of all curriculum and courses (CTE/AP/Electives) to the student population.
4. Identify instructional practices that will support achievement for students, paying close attention to the achievement of EL, Latinx, SED, and SpED students.
5. Identify protocols to support effective collaboration to improve professional development outcomes, develop common assessments school-wide, and promote equitable grading practices.

### 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.

### 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

## 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	375
Grade 10	362
Grade 11	396
Grade 12	481
<b>Total Enrollment</b>	<b>1614</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	51.6
Non-Binary	0.2
American Indian or Alaska Native	0.4
Asian	32.7
Black or African American	1.5
Filipino	5.1
Hispanic or Latino	39.6
Native Hawaiian or Pacific Islander	0.7
Two or More Races	4.5
White	15.2
English Learners	14.4
Foster Youth	0.1
Homeless	1
Migrant	0.2
Socioeconomically Disadvantaged	31.5
Students with Disabilities	13.1

### 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	81.7	84.93	690.2	89.56	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0.6	0.69	1.1	0.15	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.3	3.43	10	1.3	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.6	1.66	20.2	2.63	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	8.9	9.27	48.9	6.36	15831.9	5.67
<b>Total Teaching Positions</b>	96.2	100	770.6	100	279044.8	100

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	81.4	88.16	665.6	89.12	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	2.8	3.07	4.8	0.65	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.3	1.47	28.3	3.8	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.5	1.69	16.3	2.19	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	5.1	5.57	31.6	4.24	14303.8	5.15
<b>Total Teaching Positions</b>	92.4	100	746.9	100	277698	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	80.1	89.32	682.7	89.79	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	1.7	1.94	3.4	0.46	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.2	0.22	23.7	3.12	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.2	2.45	18.1	2.39	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	5.4	6.05	32.2	4.24	13705.8	4.91
<b>Total Teaching Positions</b>	89.7	100	760.4	100	278927.1	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	3.30	1.3	0.2
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	3.30	1.3	0.2

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	1.00	0	0
<b>Local Assignment Options</b>	0.60	1.5	2.2
<b>Total Out-of-Field Teachers</b>	1.60	1.5	2.2

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.1	4.4	0.3
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.3	5.4	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks and materials were reviewed and adopted by the Board of Trustees in 2025 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](http://www.santaclarausd.org/InstructionalResources).

<b>Year and month in which the data were collected</b>	January 2025
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a> Board adopted: September 2025	0
<b>Mathematics</b>	<a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a> Board adopted: September 2025	0
<b>Science</b>	<a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a> Board adopted: September 2025	0
<b>History-Social Science</b>	<a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a> Board adopted: September 2025	0
<b>Foreign Language</b>	<a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a> Board adopted: September 2025	0
<b>Health</b>	<a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a> Board adopted: September 2025	0
<b>Visual and Performing Arts</b>	<a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a> Board adopted: September 2025	0
<b>Science Laboratory Equipment (grades 9-12)</b>	<a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a> Board adopted: September 2025	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](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 the construction of new elementary and middle 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 a new high school on the Agnews campus, a new elementary school for Laurelwood on the Patrick Henry campus, new multipurpose buildings and early childhood classroom buildings, 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)

**Year and month of the most recent FIT report**

July 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
<b>Interior:</b> Interior Surfaces	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
<b>Electrical</b>	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.

## School Facility Conditions and Planned Improvements

<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
<b>Safety:</b> Fire Safety, Hazardous Materials	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
<b>Structural:</b> Structural Damage, Roofs	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.

## 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).

#### College and Career Ready

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	59	74	58	60	47	48
<b>Mathematics</b> (grades 3-8 and 11)	39	45	47	49	35	37

## 2024-25 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	387	364	94.06	5.94	74.45
<b>Female</b>	181	173	95.58	4.42	81.50
<b>Male</b>	205	190	92.68	7.32	67.89
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	126	124	98.41	1.59	90.32
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	18	18	100.00	0.00	88.89
<b>Hispanic or Latino</b>	146	129	88.36	11.64	55.04
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	20	19	95.00	5.00	84.21

<b>White</b>	63	61	96.83	3.17	80.33
<b>English Learners</b>	49	37	75.51	24.49	5.41
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	127	114	89.76	10.24	55.26
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	51	45	88.24	11.76	31.11

## 2024-25 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	387	366	94.57	5.43	44.54
<b>Female</b>	181	174	96.13	3.87	47.13
<b>Male</b>	205	191	93.17	6.83	42.41
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	126	123	97.62	2.38	74.80
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	18	18	100.00	0.00	44.44
<b>Hispanic or Latino</b>	146	132	90.41	9.59	13.64
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	20	19	95.00	5.00	63.16
<b>White</b>	63	61	96.83	3.17	50.82
<b>English Learners</b>	49	40	81.63	18.37	7.50
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	127	116	91.34	8.66	18.10
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	51	44	86.27	13.73	4.55

## 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.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

<b>Subject</b>	<b>School 2023-24</b>	<b>School 2024-25</b>	<b>District 2023-24</b>	<b>District 2024-25</b>	<b>State 2023-24</b>	<b>State 2024-25</b>
<b>Science</b> (grades 5, 8 and high school)	32.88	42.43	41.6	46.48	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	611	595	97.38	2.62	34.62
<b>Female</b>	272	266	97.79	2.21	30.08
<b>Male</b>	338	328	97.04	2.96	38.11
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	174	171	98.28	1.72	54.97
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	34	34	100.00	0.00	41.18
<b>Hispanic or Latino</b>	269	259	96.28	3.72	13.90
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	27	27	100.00	0.00	40.74
<b>White</b>	89	87	97.75	2.25	57.47
<b>English Learners</b>	74	71	95.95	4.05	1.41
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	233	225	96.57	3.43	15.56
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	84	76	90.48	9.52	9.21

## 2024-25 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. Visit the school's website to view its course catalog for a full and current list of available career technical programs offered at the school.

Students at Santa Clara Unified School District have a variety of CTE programs to choose from. The high schools offer pathways in automotive technology, biotechnology, business technology, culinary arts, hospitality and management preparation, fashion design, marketing sales, and service 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 industry certification and higher education programs. Articulation agreements with Mission 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 business, culinary arts, hospitality and management preparation, fashion design, digital media and information technology. Automotive, construction and biotech have dual enrollment opportunities for students. Most 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.

## 2024-25 Career Technical Education Programs

Students in CTE courses are counseled by their program teacher and the full-time career center technician. All 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 fairs; Armed Services Vocational Aptitude Battery (ASVAB) and other career assessment testing; scholarship and financial aid advising for all postsecondary schools.

All CTE teachers have received high-quality professional development around 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 conduct an end-of-year review, which includes student surveys, grade analysis, enrollment data evaluation, and detailed descriptive narratives.

The district has Carl Perkins programs that follow the quality indicators and criteria for program approval. The district has developed professional partnerships with community organizations to help students prepare for the workforce and obtain work placements. The SCUSD CTE Advisory Board is composed of over 75 local industry representatives from our industry sectors with programs in our schools and is led by the Coordinator of Career Technical Education.

## 2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	593
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	24.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	90.5

## 2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	98.2
Graduates Who Completed All Courses Required for UC/CSU Admission	51.98

## 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.

#### 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	97.3	95.4	97.5	95.6	97.3

## 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.

#### 2025-26 Opportunities for Parental Involvement

Wilcox High School involves parents in their students' education by informing them of their students' progress and of upcoming events and opportunities. The school maintains a website, a weekly student and parent bulletin via Parent Square, holds parent-teacher conferences, and sends out frequent progress reports and grade updates via Aeries.

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 support athletics and curricular programs through volunteer hours and funding. The Music Booster club raises money for the music program. Parents also participate in student learning by serving on the School Site Council (SSC), and the English Learner Advisory Committee (ELAC), assisting librarians with textbook checkout, distributing registration and school packets, copy room volunteers, and fundraising.

The PIQE program is entering its 8th year on the Wilcox campus. This program invites Spanish-speaking parents to attend 9 weekly sessions, each focused on a different piece of the school system and how to understand and effectively navigate it.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
<b>Dropout Rate</b>	4.7	4.4	5	8.5	9.1	4.7	8.2	8.9	8
<b>Graduation Rate</b>	94.2	94.5	94	89.2	88.9	91	86.2	86.4	87.5

#### 2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	480	451	94.0
<b>Female</b>	220	208	94.5
<b>Male</b>	260	243	93.5
<b>Non-Binary</b>	0.0	0.0	0.0
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	154	144	93.5
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	28	28	100.0
<b>Hispanic or Latino</b>	196	182	92.9
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	20	20	100.0
<b>White</b>	69	66	95.7
<b>English Learners</b>	121	102	84.3
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	13	10	76.9
<b>Socioeconomically Disadvantaged</b>	251	233	92.8
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	66	63	95.5

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1691	1651	326	19.7
Female	813	795	149	18.7
Male	874	852	177	20.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	546	529	64	12.1
Black or African American	27	26	7	26.9
Filipino	82	82	4	4.9
Hispanic or Latino	680	666	198	29.7
Native Hawaiian or Pacific Islander	12	12	3	25.0
Two or More Races	76	75	14	18.7
White	253	248	34	13.7
English Learners	258	247	96	38.9
Foster Youth	--	--	--	--
Homeless	19	18	13	72.2
Socioeconomically Disadvantaged	594	583	178	30.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	225	218	79	36.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.69	3.58	2.6	2.78	2.45	2.99	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0.12	0.01	0	0.01	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.60	0.12
Female	1.11	0.00
Male	4.00	0.23
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.73	0.00
Black or African American	3.70	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.85	0.15
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.63	0.00
White	1.19	0.40
English Learners	8.14	0.39
Foster Youth	0.00	0.00
Homeless	15.79	0.00
Socioeconomically Disadvantaged	3.54	0.34
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.44	0.44

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 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 2025.

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	33	34	24
Mathematics	26	14	36	13
Science	28	12	19	24
Social Science	28	9	23	22

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	35	46	3
Mathematics	25	16	42	1
Science	25	13	40	2
Social Science	27	12	44	3

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	31	43	4
Mathematics	26	15	40	3
Science	24	18	33	
Social Science	26	12	45	

## 2024-25 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	282.5

## 2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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
<b>School Site</b>	15952	0	15952	140947
<b>District</b>	N/A	N/A	16,738	\$143,489
<b>Percent Difference - School Site and District</b>	N/A	N/A	-4.8	-1.8
<b>State</b>	N/A	N/A	\$11,146	\$103,743
<b>Percent Difference - School Site and State</b>	N/A	N/A	35.5	30.4

## Fiscal Year 2024-25 Types of Services Funded

Wilcox High School offers a variety of programs that support student success, connection, and readiness for life after high school. School Improvement Program funds, staff development, and other categorical resources help us provide college and career readiness activities, CTE pathways, tutoring, and curriculum support in math and English. To ease the transition into high school, our Link Crew program pairs trained upperclassmen with incoming 9th graders, while our Ambassador Program matches peer tutors with students who are new to the country to support their academic and social adjustment.

Wilcox provides several additional programs that help students explore academic and career opportunities, including AVID, GAINS, the Wilcox Business Experience (WBE), and the CHAMPs culinary and hospitality pathway. The SVCTE program further expands access to technical and industry-based courses and currently serves about 40 Wilcox students. These opportunities guide students in developing strong academic skills, planning for the future, and connecting with mentors and peers.

To promote ongoing academic support, Wilcox offers after-school tutoring four days a week staffed by credentialed math and science teachers. The school also continues to strengthen family engagement through the PIQE (Parent Institute for Quality Education) program, now in its eighth year, which provides nine weekly sessions for Spanish-speaking parents to learn how to navigate the school system and support their students' success.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
<b>Beginning Teacher Salary</b>	\$92,273	\$62,783
<b>Mid-Range Teacher Salary</b>	\$139,485	\$97,783
<b>Highest Teacher Salary</b>	\$165,366	\$128,020
<b>Average Principal Salary (Elementary)</b>	\$210,146	\$160,224
<b>Average Principal Salary (Middle)</b>	\$225,318	\$166,992
<b>Average Principal Salary (High)</b>	\$232,555	\$180,971
<b>Superintendent Salary</b>	\$331,500	\$313,465
<b>Percent of Budget for Teacher Salaries</b>	32.35%	30.05%
<b>Percent of Budget for Administrative Salaries</b>	5.34%	5%

## 2024-25 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	35.3
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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
<b>Computer Science</b>	4
<b>English</b>	8
<b>Fine and Performing Arts</b>	3
<b>Foreign Language</b>	5
<b>Mathematics</b>	9
<b>Science</b>	11
<b>Social Science</b>	15
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	55

## 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 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

## Professional 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	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	5	4