

Woodlake High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

School Contact Information	
School Name	Woodlake High School
Street	400 West Whitney Avenue
City, State, Zip	Woodlake, CA 93286
Phone Number	(559) 564-3307
Principal	Rick Rodriguez
E-mail Address	rrodriguez@w-usd.org
Web Site	www.whstigers.org
CDS Code	54-76794-5436282

District Contact Information	
District Name	Woodlake Unified School District
Phone Number	(559) 564-8081
Superintendent	Drew Sorensen
E-mail Address	dsorensen@w-usd.org
Web Site	www.woodlakepublicschools.org

School Description and Mission Statement (School Year 2016-17)

Woodlake High School Vision Statement : "In an environment conducive to learning, our vision is to teach and model the personal, academic, and technological skills needed to become active, successful, and contributing participants in the global community."

Woodlake High School Mission Statement: "A Place of Purposeful Teaching and Relevant Learning". The staff at WHS takes pride in ensuring a safe school environment conducive to learning. Every student is encouraged to maximize his or her potential, in order to achieve their personal best academically, physically and socially in and out of the classroom. Our school wide effort includes fostering students of character and empowering each to have pride in one's self, school and community. In this report, you will find facts from school wide data that pertain to student achievement, staffing, school safety, test scores, resources, and finances. Many characteristics contribute to making a public school successful and we believe that analyzing multiple measures of data provides the most insight on ways to cultivate continuous improvement and increase student achievement.

Woodlake High School(WHS) is located in Woodlake, CA. WHS serves approximately 610 students in grades nine through twelve and receives students from three feeder schools-Woodlake Valley Middle School, Stone Corral Elementary School (located in the rural community of Seville 10 miles west of Woodlake) and Three Rivers Elementary School (located in the community of Three Rivers 25 miles east of Woodlake). WHS is the only comprehensive high school in the school district and meets the Provision 2 guidelines under the US Department of Agriculture for non-pricing meals. Approximately 10.8% of the student body is White, 87.6% are Hispanic, and the remaining 1.6% of our student population comes from the American Indian/Alaska Native, Asian, Laotian, Filipino, and African American sub-groups. Approximately 14.9 % of the student body are English Language Learners.

Woodlake High School offers Advanced Placement classes and a variety of Fine Arts, Vocational, and Agriculture classes. Students are encouraged to take classes from the local junior college, College of the Sequoias (COS), to receive both high school and college credit. Students are able to take English 251 in the fall semester and English 1 in the spring semester, allowing WHS students to complete their first college English transferable course. Every student is given the opportunity to participate in SAT, ACT Aspire and ASVAB which are just a few examples of multi aptitude tests administered to students to help each student identify his/her strengths and challenge areas, as well as his/her possible career interests. In addition, all students in grades 9-11 take the PSAT and the results used to guide instruction, provide needed interventions, and make site level decisions.

In addition to specific course requirements, every student must complete 85 hours of community service learning, a Student Portfolio, and participate in an exit interview at the end of their senior year to receive a WHS Diploma. To participate in the graduation ceremony, students must meet all graduation requirements and also have a 94% average yearly attendance rate. The Senior Portfolio provides evidence that each student has met the Expected School Wide Learning Results (ESLR's) required for WASC Accreditation. The Expected School Wide Learning Results are represented by the 6 outcomes listed below called the "WHS Graduate Profile" and whose first letters spell out "TIGERS"; our school mascot:

1. Technology Literate-Student will ethically and thoughtfully employ digital media and technology to analyze, organize and process content to create quality products and performances.
2. Innovative Thinker-Student will think critically and creatively by making claims, assessing evidence and solutions and draws on multiple perspectives when approaching complex issues and adapting to challenges.
3. Group Collaborator-Student will work in teams to share ideas and responsibilities, solve problems, and achieve common goals.
4. Ethical Decision Maker-Student will demonstrate personal and professional integrity when making decisions and consistently will produce high quality academic and professional products and performances that model reflection and revision, persistence and accountability.
5. Responsible World Citizen-Student will exercise the rights and obligations of citizenship and engagement in the local and global community through application of content knowledge and cultural awareness. Seeks to understand other perspectives.

6. Scholar: A)Self directed Learner- Independently seeks new learning toward academic, professional, and personal goals, B) Skilled Communicator- Listens, comprehends, critiques, and communicates effectively by adapting to audience, task, purpose, and discipline. Refines and applies core content knowledge through speaking and writing. C) Health & Wellness Advocates-Demonstrates a commitment to the physical and mental health of self and others through interpretation and application of a wide range of health information and practices.

The following are Student Performance Goals developed by School Site Council with input from ELAC, teachers and community stakeholders:

1. Every student will demonstrate academic achievement by meeting or exceeding established performance levels on local, district and state measures.
2. WHS staff will focus on closing the achievement gap of English Language Learners(EL's).
3. WHS staff will prepare every student for college and career readiness by providing opportunities for each student to become well rounded academically and socially.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	176
Grade 10	151
Grade 11	162
Grade 12	174
Total Enrollment	663

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0
Asian	0.6
Filipino	0
Hispanic or Latino	86
Native Hawaiian or Pacific Islander	0
White	13.1
Two or More Races	0
Socioeconomically Disadvantaged	87.5
English Learners	19.9
Students with Disabilities	5.1
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	33	25	28	93
Without Full Credential	2	8	6	20
Teaching Outside Subject Area of Competence (with full credential)	.16	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	1

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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	86.3	13.7
All Schools in District	83.1	16.9
High-Poverty Schools in District	83.1	16.9
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: August 2015

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English Language Arts Grades 9-12 published by McDougal Littell, adopted in 2009	Yes	0
Mathematics	Math grades 9-12 published by Mc Dougal Littell, adopted in 2008	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Biology published by Holt Rinehart & Winston adopted in 2007 Chemistry published by Holt Rinehart & Winston, adopted in 2000	Yes	0
History-Social Science	US Government published by Prentice Hall, adopted in 1998 World History published by Holt, Rinhart & Winston adopted in 2008 US History published by Prentice Hall/Pearson, adopted in 2003	Yes	0
Foreign Language	Good Condition. Class sets and student sets available.	No	0
Health	Fair Condition. Class sets and student sets available.	No	0
Visual and Performing Arts	Adequate instruments, supplies, and uniforms available.	Yes	0
Science Laboratory Equipment (grades 9-12)	Fair condition, Sufficient to meet needs	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. To maintain a safe and healthy environment, all custodians and maintenance staff receive training in general maintenance procedures, handling hazardous materials, safety procedures, maintenance of athletic facilities and work safety issues. An online work order process is used to ensure efficient service and that emergency repairs are given the highest priority. All WHS staff have the capability to make a work order request. Currently, the school has safe, clean and adequate facilities for staff and students.

Cleaning Process and Schedule

In addition to custodial staff on duty during the school day, a team of maintenance specialists come in after hours for daily cleaning. District and school maintenance staff work cooperatively with administrators to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Program

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis 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. The deferred maintenance program ensures that all classrooms and facilities are maintained to a degree of adequacy that allows for a good learning environment.

Woodlake High School has completed all phases the Robinson Painter Stadium School Bond Improvement Construction Project that includes a parking lot and all weather track. New bleachers on the visitor side of the stadium, new tennis courts and renovations to the auditorium were also completed in 2016.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: October 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			none
Interior: Interior Surfaces		X		Several ceiling tiles have water staining(work order completed for roof leaks and replacement), Interior wall of one classrooms need repainting(painting planned for 2016)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None
Electrical: Electrical	X			None
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			None
Safety: Fire Safety, Hazardous Materials	X			Exterior paint on overhang outside room 54 is peeling off; painting planned for 2016
Structural: Structural Damage, Roofs	X			None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			None

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: October 2016				
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	44	54	29	35	44	48
Mathematics	11	21	15	23	34	36

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	156	149	95.5	54.0
Male	11	86	81	94.2	42.5
Female	11	70	68	97.1	67.7
Hispanic or Latino	11	131	127	97.0	52.4
White	11	22	19	86.4	68.4
Socioeconomically Disadvantaged	11	134	129	96.3	52.3
English Learners	11	17	15	88.2	26.7
Students with Disabilities	11	14	13	92.9	

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

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	156	149	95.5	21.5
Male	11	86	81	94.2	19.8
Female	11	70	68	97.1	23.5
Hispanic or Latino	11	131	127	97.0	17.3
White	11	22	19	86.4	47.4
Socioeconomically Disadvantaged	11	134	129	96.3	20.9
English Learners	11	17	15	88.2	
Students with Disabilities	11	14	13	92.9	7.7

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	50	54	43	46	36	32	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	151	148	98.0	42.6
Male	86	85	98.8	43.5
Female	65	63	96.9	41.3
Hispanic or Latino	135	132	97.8	40.9
White	15	15	100.0	53.3
Socioeconomically Disadvantaged	134	131	97.8	40.5
English Learners	44	43	97.7	9.3

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Career Technical Education Programs (School Year 2015-16)

Woodlake High School addresses the needs of all students for college and career readiness in a multitude of ways. WHS offers Career Technical Education (CTE) Pathways of courses in the area of Ag Science, Ag Mechanics, and Business. Students enrolled at WHS can take courses in ROP Ag Mechanics, ROP Business Graphics, and ROP Performing Arts Dance. In 2015-2016, WHS implemented the Academy of Ag that involves a cohort of students who take a specific sequence of courses and are provided with real-world learning experiences, guest presentations, field trips, problem-based learning, internships opportunities and other work-based experiences through partnerships with the Academy of Ag Advisory Committee and local businesses.

Every 9th-11th grade student takes the PSAT. In addition, each 9th-10th grade student has the option to take the ASPIRE. These examinations provide a detailed individualized student report of skills and knowledge they possess, as well as an analysis of academic needs. Counselors then meet with parents and students to review the data to create goals and map out a plan of action to better prepare them for college and career options.

Every 11th grade student takes the Armed Services Vocational Aptitude Battery Test (ASVAB), which is another career planning and exploration tool whose results are used to help students identify self interest in various civilian and military employment opportunities. Counselors share this data with students and parents to help students with career exploration and college opportunities. In addition WHS has a Student Services Coordinator that oversees the Special Education Workability Program. The Student Services Coordinator places identified students at various businesses within the community to provide employment experiences and social skills needed to be successful in the workforce.

Other opportunities offered at WHS include leadership conferences, Academic Decathlon, Mock Trial, College Study Trips, Career Day, and other activities designed to support students in their college and career exploration. Woodlake High School administration along with district staff support will continue to explore, modify and create pathways of coursework that will expose students to more college and career options. WHS Administration and the Counseling Department offer Grade Level Parent Nights to discuss academic progress towards A-G completion and college/career planning options.

WHS students are involved in different activities at each grade level through the Counseling Department and Career Center.

Ninth grade year-

- Students participate in Freshman Orientation in August of each year, prior to starting high school. Freshman Orientation consists of breakout workshops that include 1. School Culture and Expectations, 2. Study Skills - (Goals, Plans and Actions), 3. Getting Involved in the 4 A's (Academics, Athletics, Activities & the Arts) and 4. College and Career Readiness
- Teachers are expected to design lessons that assist students in meeting Expected School Wide Learning Results and also support the students in the completion of their "Senior Portfolio". There are Portfolio expectations for each grade level that include: A Youth Service Learning Project, documentation of one's yearly accomplishments and participation in activities, athletics, etc, resume development and samples of their individualized class work/projects that is used as evidence of meeting the expected school wide learning results.

- Students visit the Career Center and are able to review results of the Naviance, research information (on-line information and occupational guidance handbooks) and begin planning their personal statements to be used later when applying for colleges and or scholarships.

Tenth grade year-

- Students continue receiving strategic and focused lessons on how to meet the Expected School Wide Learning Results with samples of evidence and major components leading up to the completion of their personal Senior Portfolio. There are Portfolio expectations for each grade level that include: A Youth Service Learning Project, documentation of one's yearly accomplishments and participation in activities, athletics, etc, resume development and samples of their individualized class work/projects as evidence on how they met the expected school wide learning results.
- Students receive information regarding college, A-G requirements, and the different pathways following high school such as community colleges, state colleges, universities, private colleges, vocational trade schools, military, work forces, etc. This is done by the counseling department by rotating into classes on scheduled dates and hosting 10th grade parent meetings.
- Students visit the Career Center and with the guidance from the counseling department, they participate in ACT's College and Career Readiness System "The Plan". Naviance helps 10th graders build a solid foundation for future academic and career success and provides information needed to address school districts' high-priority issues. It is a comprehensive guidance resource that helps students measure their current academic development, explore career/training options, and make plans for the remaining years of high school and beyond.

Eleventh grade year-

- Students receive information regarding entrance exams such as SAT, SAT II, and ACT through evening parent meetings and counseling department rotating into classes on scheduled dates. Students also learn about the necessary components needed for a personal statement, college applications, etc.
- Students complete and turn in their Rough Draft Senior Portfolio, which includes their personal statement, a resume, letters of recommendation, Youth Service Learning Project, and samples of their individualized class work/projects as evidence on how they met the expected school wide learning results.

Twelfth grade year-

- Students receive information and reminders about important dates with college applications, financial aid, etc. throughout the school year.
- Students visit the Career Center and receive assistance in refining their letter of introduction, completing college applications, etc.
- A Senior Parent meeting is held at the beginning of the spring semester to review end of year activities, tasks, timelines and other pertinent information that will support the transition from high school to college and or career.
- Students are required to have a final Senior Exit Interview before a panel of volunteers from the community (from various professions), site, district and county educators. Students are graded on a rubric in the areas of poise and confidence, appearance, projection and clarity of voice, content, etc... Each student is provided feedback and suggestions on ways to improve for future college and career interviews.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	390
% of pupils completing a CTE program and earning a high school diploma	19
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	15

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	97.93
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	44.0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17.9	21.8	35.9

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 Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

WHS staff believes that educating our students requires a partnership among students, parents, school and community. Woodlake High School communicates with parents by means of telephone, email, school newsletters, parent notices, school and district website, school newspaper and in person meetings to inform them of school events, activities, important deadlines, parent committee meetings and other school related items.

The essential ingredient to ensuring the academic success of every child is communication and active involvement by all stakeholders. Parents are given opportunities to participate in school committees such as School Site Council, English Language Advisory Committee, and Ag Advisory Board to be a part of the decision making process that impacts curriculum, assessments, instruction and school culture. In addition, parents can get involved by chaperoning school events and joining parent booster clubs such the WHS FFA Boosters and WHS Football Boosters. Parents are welcomed to contact the school Principal to learn about ways they can volunteer. Parents are invited and encouraged to attend school related activities/events such as parent grade level meetings, Back to School Night, Open House, and performances. WHS staff has an added focus on providing opportunities for parents to participate in non-meeting like gatherings and events such as Noche de Ciencias (Science Night) or Chalk Art Festival, that will foster a positive school relationship and involve parents in hands-on activity with their student(s). The following are specific opportunities for parents to get involved and be informed in the education of their student:

1. Parents may request a Student Study Team meeting in the case that he or she believes his/her child is academically at risk and or having challenges in a given course. Teachers and other school staff also have the ability to refer students to the Coordination of Services Team (COST), to review issues and concerns relating to the students. COST assess level of need and coordinates recommended services by the Team.
2. Yearly, during the Fall semester, a "Back to School/ Title I Parent Night" is held for parents to visit with teachers and also be inform about status of meeting state accountability requirements, performance on state testing, Title I, graduation requirements, and other pertinent information and or changes to school policy and procedures. During the Spring Term, an "Open House" is held for parents to visit with teachers, learn about the curriculum that is being taught and discuss and discuss the academic progress of their student(s).
3. Students and parents can visit the school's website at www.whstigers.org for a multitude of resources. Included in our website is a yearlong calendar of school wide events and activities, dates for athletic functions by fall, winter and spring sports. The school newspaper can also be accessed at the WHS website. There is a direct link to every teacher that includes their email, course syllabus and expectations. Teachers frequently update their link daily to provide a listing of all student class work and homework assignments, as well as testing preparation and dates. In addition, the school bulletin is posted daily with school announcements, important college related information, scholarship deadlines and updates on club meetings, athletic events and other school related activities.

4. Grade level and "At Risk" Parent/Student meetings are held periodically throughout the year to inform families about their student's status towards meeting high school graduation requirements, college preparation and options available to get back on track to fulfill school wide academic expectations and or requirements. Credit Recovery courses are offered to students by means of Zero Period, Acellus (on-line classes) and summer school.

5. Yearly Parent Workshops on topics such as Bullying, Understanding the Common Core State Standards, Self Esteem & Values, and Community Issues are provided.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	10.20	5.50	4.50	11.70	9.00	4.50	11.40	11.50	10.70
Graduation Rate	84.08	92.31	90.23	80.00	87.62	85.90	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	100	99	86
Black or African American	0	0	78
American Indian or Alaska Native	0	0	78
Asian	100	100	93
Filipino	0	0	93
Hispanic or Latino	100	98	83
Native Hawaiian/Pacific Islander	0	0	85
White	100	100	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	100	100	66
English Learners	100	100	54
Students with Disabilities	100	98	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	7.0	6.8	4.3	7.2	5.6	4.8	4.4	3.8	3.7
Expulsions	0.8	0.0	0.1	0.4	0.1	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Safety of students and staff is a primary concern of Woodlake High School. Breaks during the school day, sports, performances and other school sponsored events are supervised by certificated school staff. WHS Administration and Woodlake Police Department maintain a collaborative partnership and are immediately available when a need arises. The Woodlake Police Department is located in close proximity of the school, approximately 2.5 city blocks away. All students are permitted to leave campus during the lunch break, but for their safety, they are not permitted to drive or ride in vehicles during lunch. Students that decide to leave campus during lunch are expected to adhere to all Woodlake High School rules or risk losing the privilege of leaving campus. All visitors must sign in at the front office and wear appropriate identification badges while on campus.

The Comprehensive School Safety Plan (CSSP) is designed to assist in maintaining a safe school environment and preparing for emergencies. Yearly, school staff is trained in the Emergency preparedness drills. Practice drills, including lock-down and fire drills, are conducted regularly. The school safety plan is revised annually and is available to be viewed by the public in the school main office. Updates to CSSP occurred in October 2016 and reviewed with school staff. Woodlake High School works collaboratively with various agencies including law enforcement, other site administrators, social services and auxiliary counseling services to ensure that every student has a safe place to learn.

Woodlake High School, in alignment with district board policies and education code, has an assertive discipline plan, which allows for a systematic approach to classroom discipline that ensures equity and fairness for all students. Each step carries levels of consequences. Students may be given steps for classroom disruptions that interrupt the learning process for self and others. While there is no on campus suspension classroom and or teacher, students who are referred to the office for excessive steps or extreme inappropriate behavior can be assigned on campus suspension with a site administrator, 4 hours of Saturday School, and/or community service hours at the school campus or for a local non profit organization. Tardies are monitored daily and for every cumulative 3rd tardy, students are assigned 4 hours of Saturday School. Students who violate school rules that fall under the "48900" Educational Code can receive off campus home suspension, a behavior contract, and/or an involuntary transfer to alternative education depending on the severity and number of instances of the violations. The school will first implement, when appropriate, other means of correction prior to assigning an out of school suspension.

Woodlake High school maintains a 94% yearly attendance rate requirement. Students that do not meet the attendance rate requirement are not eligible to participate in their senior year graduation ceremony. Students that fall below the 94% attendance rate can improve their percentage by attending Saturday School, completing extra community service hours, and or attending summer school.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	33.3

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	22	15	20	4	19	20	22	2	24	11	17	2
Mathematics	25	8	14	6	21	15	16	3	22	12	10	2
Science	28	4	11	6	24	4	15	3	27	2	16	0
Social Science	24	6	9	6	18	12	8	6	24	5	9	3

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	323
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.5	N/A
Social Worker	0.5	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	0.25	N/A
Resource Specialist	0	N/A
Other	0	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,230	\$4,896	\$5,334	\$52,538
District	N/A	N/A	\$6,746	\$60,702
Percent Difference: School Site and District	N/A	N/A	-20.9	-13.4
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	-6.0	-22.0

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

Types of Services Funded (Fiscal Year 2015-16)

The following programs and supplemental services are provided through the categorical sources:

- Personnel: 1 bilingual classroom aide
- Supplemental Instructional Materials: Materials are purchased for English, English Language Development, History/Social Science, Science and Mathematics to supplement the regular CORE materials provided by the school site
- Instructional equipment: Equipment to improve the instructional delivery of teachers and to aid student participation, including computers, chromebooks, projectors, supplies for technology, software, licensing and updates
- Professional development conferences and workshops to improve the effectiveness of instruction and meet the needs of diverse learning styles and student subgroups, including English Language Learners
- Zero period, Acellus online learning , Summer School credit advancement/ recovery courses
- Parent Education: A series of parent education sessions to provide parents information and strategies on how help their student be successful academically and ways to collaborate and communicate with the school staff to ensure their child is college and career ready
- After School Content Tutorials, extended library hours, enrichment classes and fully funded educational field trips

These supplemental resources are provided through the following categorical sources:

- Title I
- Title III
- Supplemental and Concentration Grants (LCFF)

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,308	\$42,063
Mid-Range Teacher Salary	\$63,222	\$64,823
Highest Teacher Salary	\$83,989	\$84,821
Average Principal Salary (Elementary)	\$105,368	\$101,849
Average Principal Salary (Middle)	\$100,291	\$107,678
Average Principal Salary (High)	\$112,688	\$115,589
Superintendent Salary	\$154,578	\$169,152
Percent of Budget for Teacher Salaries	30%	35%
Percent of Budget for Administrative Salaries	7%	6%

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 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	1	N/A
All courses	7	16.0

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)

The WHS Management Team consists of the Principal, Assistant Principal, Coordinator of College and Career Programs, Head Counselor, Athletic Director, Activities Director and Office Manager. This team meets weekly or when necessary to plan, prepare, implement and monitor ongoing progress towards school wide goals and objectives. The site Cabinet Team is made up of site administration, counselors, and department chairpersons who meet a minimum of once per month to make departmental and school wide decisions that pertain to school culture, curriculum, instruction and assessments. Each department meets yearly to establish Department and Instructional Goals that are aligned to site/district goals.

The focus of Professional Development include the following:

1. Professional Learning Community Collaboration Meetings are held every Wednesday with students having a 1-hour late start day. These sessions are led by the Principal, administrative team and Department Chairs. PLC time is utilized by teachers to align curriculum, instruction and assessments to the new Common Core State Standards. PLC time is also designated to target ELD, student engagement, Depth of Knowledge, adjusting pacing calendars, creating relevant lessons, and analyzing student performance data from a variety of sources in order to drive instruction and provide intervention.

2. District and Site Administration, cabinet members and other school staff members take part in observing instruction and student learning through focus walks, Instructional Rounds and Department release days. Results from these observations and next action steps are shared at staff meeting, PLC's sessions and subsequent Instructional Round sessions to inform on the progress of school initiatives.

3. Approximately 90% of the school teaching staff has been formally trained in Kagan Structures or Cooperative Learning Strategies. This training allowed staff to obtain hands-on practicum on the best strategies to embed in instruction in order to engage students in learning, provide opportunities for students to work cooperatively and foster active participation by all students.

4. Data Driven Decisions – A portion of Professional Learning Communities is dedicated for staff to design and analyze formative assessments called Progress Monitoring Assessments (PMA's). PMA's are administered twice per semester. After the data is analyzed, school staff identifies which students did not master the concepts taught and then create a re-teaching and re-assessment cycle. Students that demonstrate mastery are provided with an enrichment activity that extends their class learning.

5. Additional Professional Development:

California Common Core State Standards Institutes in ELA, Math and Social Studies

Expository Reading and Writing Course Training provided by CSUF and FCOE

Comprehensive Counseling and Career Advisement Workshops /Conferences

College Board (CAPE Initiative & Training), and Summer Institutes for AP Biology, AP Spanish Language, AP Physics

English Language Development Standards and Workshops that focus on addressing the needs of English Language Learners and students on IEP's/504's.

Kagan Structures

Long Term English Language Learners

Department Rigorous Curriculum Design Days

English, Math, Science and English Language Development Support Days facilitated by Tulare County Office of Ed. Consultants

Common Core and New Generation Science Standards Training

