

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Woodlake High School	District Name	Woodlake Union High School District
Street	400 West Whitney Avenue	Phone Number	(559) 564-8081
City, State, Zip	Woodlake, CA 93286	Web Site	
Phone Number	(559) 564-3307	Superintendent	Tim Hire
Principal	Lisa Castillo	E-mail Address	thire@woodlakepublicschools.org
E-mail Address	Lisacastillo@woodlakepublicschools.org	CDS Code	54-72280-5436282

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

Our Mission Statement at Woodlake High School is, "A Place Where Every Individual Has the Power to Succeed". We at WHS feel that it is our responsibility to ensure that every student receives a quality education and is safe in our school. All students will be encouraged to maximize their academic potential and achieve their personal best, thus excelling in and out of the classroom. Our goals at WHS are to foster students of character, as we empower our students to have "Tiger Pride" in one's self, our school, community. In this report, you will find facts from school wide data that pertains to student achievement, staffing about our teachers, school safety, test scores, resources, and finances. Many characteristics contribute to making a public school successful, and no single report can fully describe them all. We've done our best to present a wide range of facts, and, when possible, we feature this data alongside data for other schools at the same grade level in the county and state. We believe that viewing the facts about our school compared to other schools in the county and state provides the most insight.

Our student athletes compete on various teams, including football, baseball, basketball, track, soccer, wrestling, softball, volleyball, swimming and tennis. Our students are given opportunities to participate in extracurricular clubs, programs and activities that enrich students' lives and help them thrive in high school. Our Advancement Via Individual Determination (AVID) program motivates students to attend college and learn organizational skills to help them be efficient with time management and organizational skills, our Youth and Government and Mock Trial Clubs helps our students learn about politics and debate through presentations and discussions of global current events. Our Journalism Club is open to all students and provides them an opportunity to use their writing skills and creativity resulting in publication of the school newspaper "Tiger Times" twice per year.

Focus on Ongoing Student Improvement:

Overall, Woodlake High School students continue to make steady Adequate Performance Index (API) progress. API scores are aligned to school wide student achievement California Standards Testing results. In 2010-2011, WHS exceeded their growth target and gained twelve points compared 2009-2010. In 2010-2011, the school wide overall API score was 693 compared to 686 in 2010-2011. When comparing API Sub-Group data, in 2010-2011, our ELL population had a four point loss with a score of 597 compared to 601 in 2009-2010. Our Hispanic student population had an eleven point gain with a score of 670 compared to 659 in 2009-2010. Our White student population made a one point gain with a score of 781 compared to 780 in 2009-2010.

When we disaggregate the data further, these are some facts:

43% of our 9th grade students were proficient and advanced in ELA compared to 49% county wide and 55% statewide.
39% of our 10th grade students were proficient and advanced in ELA compared to 40% county wide and 48% statewide
38% of our 11th grade students were proficient and advanced in ELA compared to 37% county wide and 45% statewide
3% of our students were proficient and advanced in Algebra I compared to 33% county wide and 32% statewide
13% of our students were proficient and advanced in Geometry compared to 23% county wide and 31% statewide
36% of our students were proficient and advanced in World History compared to 41% county wide and 43% statewide

Adequate Yearly Progress (AYP) is aligned to schoolwide California High School Exit Exam (CAHSEE) results. WHS students made steady progress on the California High School Exit Exam (CAHSEE) Passing Rate in ELA and Math.

In 2010-2011, in the area of ELA, 77% of our students passed the CAHSEE compared to 71% in 2009-2010. WHS exceeded the county passing rate of 76% by one point. The statewide CAHSEE passing rate in ELA is 83%. In 2010-2011, in the area of Math, 77% of our students passed the CAHSEE compared to 74% in 2009-2010. WHS is slightly below the county passing rate of 79% and the state passing rate of 83%.

Woodlake High School students made steady Adequate Yearly Progress (AYP) in ELA. In 2010-2011, 49.1% of WHS students were proficient or advanced in ELA on the CAHSEE compared to 40.9% the previous year in 2009-2010. Overall, Woodlake High School students declined in Adequate Yearly Progress (AYP) in the area of Math. In 2010-2011, 39.5% of WHS students were proficient and advanced in Math on the CAHSEE compared to 40.8% the previous year in 2009-2010.

In the future, we pledge to focus on continuous improvement in the Nine Essential Program Components outlined by the California Department of Education to meet the diverse needs of all of our students. This includes making data driven decisions to positively impact student achievement for ALL students paying close attention to all sub-group populations such as our ELL, SPED, SED, Hispanic and White groups. The goal of Woodlake High School will be to continue to meet and or exceed Academic Performance Index (API) and Adequate Yearly Progress (AYP) growth targets, as well as improve the graduation and A-G coursework completion rates.

Major Achievements in the 2010-2011 school year include the following:

Many of our graduating seniors received scholarships to assist them with their future college and career goals to the sum of \$397,850.00. In the fall of 2010, our Woodlake Girls Varsity Lady Tigers were the East Sequoia League Champions. In addition, our Woodlake Varsity Boys Soccer Team won the East Sequoia League Championship Title and Valley Championship Title.

While at WHS, all students are required to complete a student portfolio detailing their experiences, which demonstrates that they have met the Expected School Wide Learning Results (ESLR's). The Expected School Wide Learning Results are:

1. Effective Communicators - Demonstrating effective communication through a variety of media such as writing, oral language and
1. or graphic communication
2. Effective Problem Solvers - Learn to consider a variety of strategies for solving problems and demonstrate initiative and an ability
3. to complete the problem solving process
4. Group Contributors - Demonstrate the ability to work collaboratively to complete a task, develop effective interpersonal skills and
5. encourage and recognize contributions from all group members
6. 4. Responsible Citizens - Demonstrate respect for oneself and others through daily activities and Youth Service Learning Projects
7. 5. Lifelong Learners - Organize and effective plan for education and or career goals, establish priorities and evaluate progress
8. One student portfolio expectation is that all students are required to complete a minimum of 85 hours of Youth Service Learning hours of volunteerism to the community, as we feel it is important to instill in our students the value of giving back to a community who supports their academic and personal efforts. The final component of the portfolio consists of all seniors participating and completing a Senior Exit Interview, which includes a review of their entire portfolio, questions about their future plans and high school experiences.

Challenges in the coming year include the following:

1. Meeting the learning needs of English Language Learners
2. A school wide focus to support our all our students to reach proficiency or advanced on the California High School Exit Exam
3. Having all students prepared for college and career through completion of A-G coursework and additional opportunities for courses
1. that offer pathways to vocational skills and or trades.
4. Exceeding API and AYP growth targets yearly to meet the needs of all student sub-group populations

Open communication between our students, staff, parents, community and our public is something we value highly, and it's a responsibility we take seriously. Our staff believes that educating our students requires a partnership among students, parents and school staff. We hope this report will generate a dialogue between members of our community and school leadership. To get involved at our school, please contact our school office.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Woodlake High School recognizes the importance of parental involvement . Parents are encouraged to join School Site Council, the English Language Advisory Committee, WASC Committee, band, drama and sports boosters, as well as the agricultural advisory committees. Woodlake High School communicates with parents by means of telephone, email, school wide newsletters, parent notices, our school website and in person to inform them of school events, functions, activities and meetings. so that they are participate in their student's education at Woodlake High School by monitoring their child's progress in academics and prompt and daily attendance. being informed on school events, and volunteering at school activities. The following includes opportunities for involvement.

Monitoring Student Progress in School

All parents, community members and or visitors are welcome to visit our school and or classrooms anytime. We ask that you stop by our front office to sign up for a visitors pass.

1. School wide, all teachers update Power School with documentation of student classroom participation, completion of classwork and homework, attendance and current grades. Parents can logon to PowerSchool via the internet 24/7 to see students' grades, assignments and attendance. To get a logon and password to view students progress online contact the school secretary Christy Castillo at 559-564-3307. In the event that parents/guardians/families do not have internet access at home, Y Tigers Homework Center located in our school library is open and available to students and parents Monday through Friday from 3:15 - 6:00 p.m with computer access to PowerSchool. In addition, parents may also phone the school to request a copy of your child's current grades.
2. Parents can request a Student Study Team meeting which is a meeting that includes teachers, parents, the student, a counselor, and an administrator to discuss and or create a plan that is best suited to meet your child's academic, social, or emotional needs. To arrange for a Student Study Team meeting contact Steve Katz at 559-564-3307 extension 141.
3. Yearly, during the Fall semester, a "Back to School" night is held and in the Spring an "Open House" is held. These events are intended to give parents an opportunity to meet their student's teachers and become more familiar with the school, teacher, classroom and course expectations. Parents are provided pertinent information on how to help their child succeed in every class. Teachers review their course syllabus for each course with students and parents.
4. 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. There is a direct link to every teacher that includes their email, course syllabus and expectations. Teachers update their link daily to provide a listing of all student classwork and homework assignments, as well as testing preparation and dates. In addition, the school bulletin is posted daily with school announcements, important college preparation testing opportunities, scholarship deadlines and updates on club meetings, athletic events and so on.

5. School Newsletters and individualized notices are sent home to inform parents of important dates, school wide events and activities, that recognize student achievement and or recognition of extracurricular or athletic achievements. In addition, parents are provided updates on Y Tigers Homework Center and the Enrichment Opportunities and After School Content Tutorials support offered to all students.
6. During the start of the Fall semester of each year, a Title I Parent meeting is held to inform all parents about the yearly (API) Academic Performance Index score aligned to student performance on (CST's), (AYP) Adequate Yearly Progress aligned to 10th grade student performance on the (CAHSEE) California High School Exit Exam, Title I status, graduation requirements, and other pertinent information and or changes to school policy and procedures.
7. Academic "At Risk" meetings are provided to students periodically throughout the year to inform students of their individual status towards high school graduation, college preparation and options on how to get back on track to fulfill academic expectations. There are also parent/student meetings held when a student is academically at risk. There is a "0" Period and Cyber High Credit Recovery Class option offered to students, who have a credit deficiency and or need to raise his or her poor academic performance.
8. At the start of each school year, a nomination form is given to all parents to self nominate and or nominate other parents to serve on the School Site Council or English Language Advisory Council. Serving on these councils gives parents the opportunity to learn about the programs of the school and how they are funded and monitored. For more information on serving on the English Language Advisory Council or School Site Council contact: Principal Lisa Castillo at (559) 564-3307

Volunteering

There are numerous opportunities for parents to become actively involved in their child's academic progress and or volunteer on campus with events and activities. Some activities include participation in parent boosters and or sports team fund raising and or chaperone opportunities for school events such as Winter Formal and Prom and more. Presenting to students, and more. For more information on ways a parent can volunteer their time at Woodlake High School contact Principal Lisa Castillo at 559-564-3307.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 9	225
Grade 10	188
Grade 11	172
Grade 12	190
Total Enrollment	776

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.4	White	9.4
American Indian or Alaska Native	0	Two or More Races	0.1
Asian	0.4	Socioeconomically Disadvantaged	97.8
Filipino	0.3	English Learners	36.3
Hispanic or Latino	39.2	Students with Disabilities	4.1
Native Hawaiian/Pacific Islander	0.1		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	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	25.6	5	15	2	31	4	18	6	26.5	5	20	2
Mathematics	31.9	0	12	12	31	4	15	5	29.5	2	13	4
Science	33.1	1	9	16	32	1	8	7	29.1	1	13	4
Social Science	32.6	0	3	7	33	1	10	9	29.3	1	8	3

* 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.

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The school safety plan is revised annually and is available to be viewed by the public in the school office. The last date of review was November, 2010. To help maintain a safe learning environment there is a Youth Development Officer, who maintains an office on campus and can be contacted by either calling Woodlake Police Department or the high school. Woodlake High School works collaboratively with various agencies including law enforcement, social services and auxiliary counseling services to ensure that all students have a safe place to learn.

All staff members participate in staff development training at least twice per year to review site procedures and practice emergency procedures for fire and "lock down". Campus security cameras are on site for additional campus security.

School staff work collaboratively to monitor the campus safety. Administration provides supervision before and after school. During the instructional school hours administration, counseling and certificated staff assist with student supervision to ensure that all students are safe. Administration monitors all after school events, activities and sports with the assistance of scheduled certificated and classified staff members, who assist with student supervision and school safety. 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.

Woodlake High School, in alignment with district board policies and education code policies and procedures, 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 tardies and or 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 given steps and or referrals can be assigned on campus suspension with a site administrator. Students who violate school rules that fall under the "48000" 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. Students are provided Saturday School opportunities twice per month to recoupe unexcused absences and or tardies.

District Wide there is protocol and procedures on the application screening, interview and individual clearance procees for all paid coaching and volunteer staff. All must go through training regarding safe practices related to athletics, certification in CPR/AED and Live-Scan Fingerprint clearance through a federal data base to check for a criminal history.

Any accident taking place on campus or during a school event is reported to site and administration. All incidents are investigated and documented to ensure that safety hazards are corrected immediately. Completion of accidental injury forms are recorded for every incident. The site principal and lead custodian have weekly facilities and maintenance walk through's on site to identify and correct safety concerns.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0	11.52	14.95	0	14.67	20.39
Expulsions	0	0.9	0.26	0	0.85	0.49

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 09/2011

Woodlake High School participated in a Williams Settlement Visitation on August 30, 2012 from the Tulare County Office of Education and there were no instructional deficiencies. In addition, there were no facility issues that posed an emergency or threat to the safety of pupils or staff. It was determined that students have access to "sufficient" instructional materials in the four core subjects of English language arts, mathematics, history/social science and science.

The district maintenance staff and site custodians maintain the campus and buildings. 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.

Proposed future construction projects include an new all weather track and football stadium, tennis courts, additional parking and renovations to the Performing Arts Building.

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	None
Interior: Interior Surfaces	[]	[]	[]	[X]	Replaced stained, missing and broken ceiling tiles. Replaced light bulbs and missing light covers
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	Fixed faucets, toilet, replaced missing restroom stall door and toilet paper holder in girls PE Locker Room. Removed wasps nest.
Electrical: Electrical	[]	[]	[]	[X]	Covered exposed outlets, fixed light covers, replaced missing light covers, purchased power chord covers and facility use request made to replace broken mirrors in dance room.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[]	[X]	Fixed Boys RR sink. Replaced broken faucet handles. Drinking fountain fixtures replaced near room 31. Facility use request made for low water pressure in drinking fountain in band foyer
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	Replaced expired fire extinguishers in PE Gym and Event Center
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	Replaced drywall that had a hole
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	[]	Fixed broken window
Overall Rating	[]	[]	[X]	[]	76.71% Fair

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	25	30	32	
Without Full Credential	8	3	1	
Teaching Outside Subject Area of Competence				---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	0

* 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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	380
Counselor (Social/Behavioral or Career Development)	0.5	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	1	---
Psychologist	0.5	---
Social Worker	0.5	---
Nurse	0.5	---
Speech/Language/Hearing Specialist	0.25	---
Resource Specialist (non-teaching)	0	---
Other		---

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

- English Language Arts Grades 9-12 published by McDougal Littell, adopted in 2009
- Math grades 9-12 published by Mc Dougal Littell, adopted in 2008
- Biology published by Holt Rinehart & Winston adopted in 1994
- Chemistry published by Holt Rinehart & Winston, adopted in 2000
- 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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Excellent Condition. Class sets and student sets available.	Yes	0
Mathematics	Excellent Condition. Class sets and student sets available.	Yes	0
Science	Fair to Poor Condition. Class sets and student sets available.		0
History-Social Science	Good Condition. Class sets and student sets available.	Yes	0
Foreign Language	Good Condition. Class sets and student sets available.		0
Health	Fair Condition. Class sets and student sets available.		0
Visual and Performing Arts	Adequate instruments, supplies, and uniforms available.		0
Science Laboratory Equipment (grades 9-12)	Good condition, limited quantity.		0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$10,230	\$4,896	\$5,334	\$52,538
District	---	---	\$6,746	\$52,538
Percent Difference: School Site and District	---	---	21%	0%
State	---	---	\$5,455	\$61,647
Percent Difference: School Site and State	---	---	2.2%	14.8%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Some of the programs and supplemental services available at Woodlake High School are as follows;

Advancement Via Individual Determination (AVID)-AVID is a program that focuses on increasing college eligibility of students. Students from 9th -12th grade are enrolled in an AVID courses. The AVID teacher's responsibility is to ensure that students are enrolled in the correct classes, are maintaining grades of C or higher, and are employing study skills that will improve their academic achievement.

The 21st Century Learning ASSETS Grant provides additional opportunities to the students at Woodlake High School. This funding sources helps pay for the staffing for After School/Before School Tutoring-Tutoring is available either before or after school for students who need extra help on their assignments in Math, Science, English and Social Studies. In addition, there is staff on hand to provided homework help in the WHS Homework Center located in the school library with extended hours daily Monday through Friday. Students have access to computers and printers.

Counseling Services-There is a wide array of counseling services for students. Counselors do both individual and group counseling to ensure that students are on track to graduate and are aware of what courses are required to be eligible for college. Counselors meet with parents and students when students are academically at risk of not meeting promotion requirements. The counselors also provide after school parent workshops on how to help their child succeed in school. The counseling department works collaboratively to oversee all scholarship opportunities provided by non profits, businesses, private providers and outside agencies for all students. In addition, the counseling department organizes testing schedules for The Plan, state assessments ACT, etc..... to ensure students explore compatible career choice options and college preparedness.

Vocational Education-There are vocational education classes offered in Ag Science, Ag Mechanics, Assistance Service Dog Training, Professional Dance, Business, and Child Care. All these classes are offered during the regular instructional school hours

Visual and Performing Arts - Woodlake High School offers classes in theater, dance, music, and visual arts.

Extra Curricular/Co-curricular - One goal of Woodlake High School is to have 100% of the students participating in an extracurricular or co-curricular activity. This is a challenge, due to the fact that the person designated as the Activities Director is a part-time employee with one period designated as the certificated staff member who oversee's students in Leadership. Some of the clubs on site include include sports clubs, service clubs, special interest clubs, academic organizations, visual and performing arts clubs, and more.

A PE Teacher is given a yearly stipend to possess the title as Athletic Director for Woodlake High School. One period is designated to oversee the Athletic Program and sports scheduling for all teams.

English Language Development - Woodlake High School offers classes of Intensive English Training for students who are learning English and not yet at a level of proficiency to be able to be successful in mainstream English class. Currently English Language Development is provided to all English Language Learners (ELL's) who have a Beginning, Early Intermediate and Intermediate Performance Level of English Proficiency. All ELL's have access to grade specific CORE curriculum. In the Fall of 2012, all ELL's will have an class period of English Language Development, in addition to their CORE content courses.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,063	\$39,811
Mid-Range Teacher Salary	\$56,086	\$58,757
Highest Teacher Salary	\$76,994	\$77,146
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$100,642
Average Principal Salary (High)	\$103,591	\$101,665
Superintendent Salary	\$133,250	\$129,619
Percent of Budget for Teacher Salaries	27%	29%
Percent of Budget for Administrative Salaries	4%	5%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	30	38	40	28	35	38	49	52	54
Mathematics	5	10	9	5	11	9	46	48	50
Science	19	22	30	17	21	28	50	54	57
History-Social Science	24	32	36	23	29	34	41	44	48

* 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	38	9	28	34
All Student at the School	40	9	30	36
Male	40	10	35	44
Female	41	7	26	28
Black or African American	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	34	5	26	29
Native Hawaiian/Pacific Islander				
White	64	21	46	59
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	40	9	30	36
English Learners	10	0	4	9
Students with Disabilities	0	0	0	0
Students Receiving Migrant Education Services	31	2	22	26

* 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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	40	40	47	38	39	44	52	54	59
Mathematics	41	39	38	39	38	36	53	54	56

* 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.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	56	23	21	64	27	9
All Students at the School	53	24	22	62	29	10
Male	57	20	23	57	31	12
Female	51	28	21	66	27	7
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Filipino	0	0	0	0	0	0
Hispanic or Latino	57	22	21	63	29	9
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White	37	37	27	56	30	15
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	53	25	22	61	29	10
English Learners	92	8	0	94	6	0
Students with Disabilities	0	0	0	0	0	0
Students Receiving Migrant Education Services	74	13	13	74	17	9

* 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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	16.8	29.3	29.3

* 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	2	2	3
Similar Schools	2	2	2

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	38	37	7
Black or African American			
American Indian or Alaska Native			
Filipino			
Hispanic or Latino	42	33	11
Native Hawaiian/Pacific Islander			
White	10	44	1
Two or More Races	N/D		
Socioeconomically Disadvantaged	37	38	6
English Learners	16	46	-4
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	525	693	571	680	4,683,676	778
Black or African American	1		1		317,856	696
American Indian or Alaska Native	1		1		33,774	733
Asian	4		6		398,869	898
Filipino	2		2		123,245	859
Hispanic or Latino	409	670	446	656	2,406,749	729
Native Hawaiian/Pacific Islander	0		0		26,953	764
White	105	781	112	770	1,258,831	845
Two or More Races	1		1		76,766	836
Socioeconomically Disadvantaged	523	693	566	679	2,731,843	726
English Learners	202	597	220	584	1,521,844	707
Students with Disabilities	17	248	21	288	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2010-2011
Year in Program Improvement	Year 3	Year 2
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	33.3

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (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 webpage at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 webpage at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	1.3	4	1.9	2	6.1	3	4.9	5.7	4.6
Graduation Rate	93.9	81.82	93.51	90.5	76.14	89.22	80.21	78.59	80.44

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students			N/D
Black or African American			N/D
American Indian or Alaska Native			N/D
Asian			N/D
Filipino			N/D
Hispanic or Latino			N/D
Native Hawaiian/Pacific Islander			N/D
White			N/D
Two or More Races			N/D
Socioeconomically Disadvantaged			N/D
English Learners			N/D
Students with Disabilities			N/D

* "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010-11)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Woodlake High School funding also helps to pay for the wide array of classes and programs offered to students. Students can take Agriculture, Business, Performing Arts, Assisted Service Dog Training, Advancement Via Individual Determination (AVID), Advanced Placement, and many other classes. Other opportunities funded by Woodlake High School include Academic Decathlon, Mock Trial, College Study Trips, Career Day, and many other activities testing opportunities designed to support students in their college and career preparation. Woodlake High School administration along with district staff support will continue to creatively and collaboratively create pathways of coursework that will expose students to additional career choice opportunities and options.

Career Technical Education Participation (School Year 2010-11)

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/articulated between the school/institutions of postsecondary education	15

Courses for University of California and/or California State University Admission (School Year 2009-10)

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	60.6
Graduates Who Completed All Courses Required for UC/CSU Admission	34.7

Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	2	---
Fine and Performing Arts	0	---
Foreign Language	2	---
Mathematics	1	---
Science	1	---
Social Science	0	---
All courses	6	4.3

XII. Instructional Planning and Scheduling**Professional Development**

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determined the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

The administrative team consists of the principal, a learning director and three counselors. Both administrators and two counselors possess a master's degree. There are 33 teachers on staff, one of which is an intern. Approximately 32 percent of our teachers have fewer than three years of teaching experience, which is above the average for new teachers in other high schools in California. Our teachers have, on average, 11.1 years of experience. About 21 percent of our teachers have completed a master's degree or higher. During the 2010-2011 school year there were two credentialed staff members that served as BTSA Providers to three teachers, who provided ongoing support in the areas of curriculum and instruction.

During the 2010-2011 school year, Springboard Consultants provided professional development support to Woodlake High School Staff on the following:

Pivot Learning Partners, provided instructional support to the Math Department focusing on aligning curriculum, instructional materials and assessments to the highly weighted CST standards. The team worked on creating assessments to use as monitoring tools regarding student achievement in the area of Algebra.

In addition, the consultant worked with administration and the ELL department in taking a school wide needs assessment of the instruction provided to ELL's. While no formal training was done, the staff focused on using successful research based instructional strategies embedded in lesson delivery.

Approximately 25 percent of the staff attended a 2010-2011 AVID Summer Institute. This practical and effective professional development is central to the successful implementation of AVID, which is based on several program components: the AVID elective class, the schoolwide Path curriculum, data collection and use, and support structures for students in college preparatory courses.

During scheduled school wide Professional Learning Communities, the staff identified select certificated staff members to be the trainer of trainees to provide teacher training on the best instructional strategies to use during lesson delivery to meet the needs of diverse students. The focus was on Think Pair Share, Thinking Maps, Sentence Frames, Dialectical Journals and Anecdotal note taking. Future goals are to have data driven staff development and teacher collaboration during Professional Learning Communities with the focus on analyzing student achievement data on various formative and summative assessments (state, district and site) and creating and implementing a response to intervention for students who do and do not master proficiency on content specific standards.