

Whitney High School

701 Wildcat Blvd. • Rocklin, CA 95765 • 916.632.6500 • Grades 9-12

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Rocklin Unified School District

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District Governing Board

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Camille Maben

Wendy Lang

Susan Halldin

Eric Stevens

District Administration

Roger Stock

Superintendent

Kathleen Pon, Ed. D.

**Deputy Superintendent,
Educational Services**

School Description

Whitney High School is a public California Distinguished High School in the Rocklin Unified District, an honor earned only four years after the school opened on August 22, 2005. The academic year is split into two semesters. The school offers eight classes on an alternating schedule of 81-minute blocks. Whitney is organized into Professional Learning Communities (PLC's) comprised of interdependent teacher teams organized to focus on results-driven academics for all students. Whitney High School's instructional methods promote mastering state standards.

All students at Whitney High School must complete 250 credits for graduation. The credit requirements include 40 credits in Language Arts, 30 in Science, 30 in Math, 35 in Social Science, 5 in Health, 30 in Physical Education, 10 in Foreign Language, 10 in Applied Science and 10 in Visual and Performing Arts. Students must also complete Expected Schoolwide Learning Results (ESLRS) along with 25 hours of documented community service. Honors and AP courses are offered throughout a student's high school career in Language Arts, Math, Foreign Language, Science, Social Studies, and Art.

Mission Statement

Our Aspiration:

The mission of Whitney High School, a leader in providing diverse student opportunities, is to ensure each student achieves personal goals, develops individual purpose, and becomes college and career ready. Each student will be a strong self-advocate in a culture distinguished by character, critical thinking, communication, collaboration, and creativity that promotes safety and social growth. Whitney High School...

FIND PURPOSE. FIND PASSION. FIND YOU.

Objectives:

Students will complete A-G course requirements and/or a Career and Technical Education pathway through purpose driven curriculum supported with best instructional practices.

Students will develop, apply, and achieve personal goals through a variety of challenging and diverse opportunities.

Students will acquire skills to effectively communicate and self-advocate with parents, peers, teachers, and other adults within a safe environment.

Students will discover and embrace their individual purpose to be engaged and fulfilled in meaningful, relevant high school experiences.

Students will have a high degree of school pride on a unified campus.

About the SARC

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.

| 2016-17 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Grade 9 | 462 |
| Grade 10 | 471 |
| Grade 11 | 467 |
| Grade 12 | 461 |
| Total Enrollment | 1,861 |

| 2016-17 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 2 |
| American Indian or Alaska Native | 0.5 |
| Asian | 8.5 |
| Filipino | 5.1 |
| Hispanic or Latino | 14.1 |
| Native Hawaiian or Pacific Islander | 0.3 |
| White | 62.7 |
| Two or More Races | 6.7 |
| Socioeconomically Disadvantaged | 17.1 |
| English Learners | 0.8 |
| Students with Disabilities | 9.7 |
| Foster Youth | 0.2 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

| Teacher Credentials | | | |
|---|-------|-------|-------|
| Whitney High School | 15-16 | 16-17 | 17-18 |
| With Full Credential | 86 | 82 | 85 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Rocklin Unified School District | 15-16 | 16-17 | 17-18 |
| With Full Credential | ♦ | ♦ | 592 |
| Without Full Credential | ♦ | ♦ | 6 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Whitney High School | 15-16 | 16-17 | 17-18 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 1 |

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

| Textbooks and Instructional Materials Year and month in which data were collected: 6-1-2017 | |
|--|---|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Mathematics | There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| History-Social Science | There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Foreign Language | There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Health | There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Visual and Performing Arts | There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Whitney High School was brand new in the 2005-2006 school year. Whitney continues to be fully compliant with all guidelines regarding facilities. The grounds and buildings are clean and well maintained by custodial, grounds, maintenance and teaching staff.

During the fall of 2012 landscaping improvements were made between the softball field to ease maintenance requirements.

During the summer of 2014 two relocatables were added for growth and currently house the ROTC program.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. District maintenance ensures that the repairs necessary to keep the school sites in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July, 2017 | | | | |
|--|---------------|------|------|---|
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | | X | | Several ceiling tiles need replacement. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: July, 2017

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|--|------------------|-------------|-------------|-------------|---|
| | Good | Fair | Poor | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | | |
| Structural: Structural Damage, Roofs | X | | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | | |
| 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 Science for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | School | | District | | State | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| Science | 78 | 76 | 83 | 82 | 60 | 56 |

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

| 2016-17 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 15-16 | 16-17 | 15-16 | 16-17 | 15-16 | 16-17 |
| ELA | 83 | 81 | 71 | 70 | 48 | 48 |
| Math | 55 | 55 | 61 | 62 | 36 | 37 |

* 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.

| Grade Level | 2016-17 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 9 | 9.7 | 18.9 | 63.8 |

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

| Group | Number of Students | | Percent of Students | |
|---------------------------------|--------------------|-------------------|---------------------|------------------------|
| | Enrolled | with Valid Scores | w/ Valid Scores | Proficient or Advanced |
| All Students | 487 | 477 | 98.0 | 75.9 |
| Male | 257 | 252 | 98.1 | 75.8 |
| Female | 230 | 225 | 97.8 | 76.0 |
| Asian | 44 | 42 | 95.5 | 76.2 |
| Filipino | 24 | 24 | 100.0 | 66.7 |
| Hispanic or Latino | 65 | 62 | 95.4 | 77.4 |
| White | 308 | 304 | 98.7 | 76.0 |
| Two or More Races | 33 | 33 | 100.0 | 75.8 |
| Socioeconomically Disadvantaged | 99 | 97 | 98.0 | 69.1 |
| Students with Disabilities | 54 | 53 | 98.2 | 35.9 |

* 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. 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 446 | 438 | 98.21 | 81.05 |
| Male | 229 | 224 | 97.82 | 77.23 |
| Female | 217 | 214 | 98.62 | 85.05 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 41 | 41 | 100 | 95.12 |
| Filipino | 20 | 20 | 100 | 90 |
| Hispanic or Latino | 61 | 60 | 98.36 | 83.33 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 282 | 275 | 97.52 | 78.91 |
| Two or More Races | 32 | 32 | 100 | 75 |
| Socioeconomically Disadvantaged | 76 | 75 | 98.68 | 68 |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | 46 | 45 | 97.83 | 31.11 |
| Foster Youth | -- | -- | -- | -- |

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

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

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

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 451 | 445 | 98.67 | 54.73 |
| Male | 234 | 231 | 98.72 | 54.55 |
| Female | 217 | 214 | 98.62 | 54.93 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 43 | 43 | 100 | 76.74 |
| Filipino | 20 | 20 | 100 | 70 |
| Hispanic or Latino | 62 | 62 | 100 | 46.77 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 283 | 277 | 97.88 | 52.9 |
| Two or More Races | 32 | 32 | 100 | 56.25 |
| Socioeconomically Disadvantaged | 76 | 75 | 98.68 | 40 |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | 46 | 45 | 97.83 | 6.67 |
| Foster Youth | -- | -- | -- | -- |

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

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2017-18)

Parental involvement is available through our school's parent support groups for clubs and athletics. There are also volunteer opportunities such as Whitney High School Parent Booster Club and School Site Council which have regular meetings and offer many opportunities to assist students and staff. Parents also chaperone dances and other school activities. Several programs such as choir, band and athletics have parent support for their special activities. There are also advisory panels through Career Technical Education, GATE and additional district groups for parent involvement. Contact the WHS Front Office at (916) 632-6500 Extension 6433 to volunteer at the site or district level.

State Priority: School Climate

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

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

School Safety Plan

The School Safety Plan is reviewed and updated on an ongoing basis. All schools in the Rocklin Unified School district have a comprehensive school safety plan approved by the School Site Council. It includes an assessment of the procedures to notify teachers of dangerous pupils, disaster procedures, child abuse reporting procedures, rules and process on school discipline, school wide dress code, policies regarding actions which would lead to suspension/expulsion, sexual harassment policy, procedures for the safe ingress and egress of pupils, and other safe school strategies and programs.

Date of Last Review/Update: March, 2017. Date Last Discussed with Staff: February, 2017.

Suspensions and Expulsions

| School | 2014-15 | 2015-16 | 2016-17 |
|------------------|---------|---------|---------|
| Suspensions Rate | 3.07 | 2.84 | 1.84 |
| Expulsions Rate | 0.3 | 0.2 | 0.11 |
| District | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 2.4 | 2.49 | 2.2 |
| Expulsions Rate | 0.08 | 0.06 | 0.07 |
| State | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 3.79 | 3.65 | 3.65 |
| Expulsions Rate | 0.09 | 0.09 | 0.09 |

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.

| 2017-18 Federal Intervention Program | | |
|---|--------|-----------|
| Indicator | School | District |
| Program Improvement Status | | In PI |
| First Year of Program Improvement | | 2013-2014 |
| Year in Program Improvement | | Year 1 |
| Number of Schools Currently in Program Improvement | | 4 |
| Percent of Schools Currently in Program Improvement | | 57.1 |

Academic Counselors and Other Support Staff at this School

| Number of Full-Time Equivalent (FTE) | |
|---|--------|
| Academic Counselor | 4 |
| Counselor (Social/Behavioral or Career Development) | 0 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | .94 |
| Psychologist | 1.2 |
| Social Worker | 0 |
| Nurse | .1 |
| Speech/Language/Hearing Specialist | .65 |
| Resource Specialist | 0 |
| Other | 0 |
| Average Number of Students per Staff Member | |
| Academic Counselor | 461.75 |

* 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.

Average Class Size and Class Size Distribution (Secondary)

| Subject | Average Class Size | | | Number of Classrooms* | | | | | | | | |
|----------------|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| | | | | 1-22 | | | 23-32 | | | 33+ | | |
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| English | 30 | 28 | 28 | 6 | 9 | 9 | 31 | 44 | 36 | 33 | 15 | 27 |
| Mathematics | 28 | 27 | 27 | 7 | 11 | 8 | 32 | 55 | 18 | 18 | 8 | 14 |
| Science | 31 | 29 | 31 | 3 | 8 | 4 | 26 | 33 | 18 | 34 | 23 | 41 |
| Social Science | 32 | 31 | 32 | 2 | 2 | 1 | 33 | 31 | 24 | 34 | 30 | 42 |

* 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.

Professional Development provided for Teachers

The Rocklin Unified School District is committed to high quality professional development that meets the needs of the staff aligned to the established Rocklin Unified's Strategic Plan. The focus of our Professional Development is the following: a continuous development and commitment to Professional Learning Communities; a commitment to systematic research-based effective instructional practices and intervention strategies; also ensuring that all students are provided the necessary skills and prerequisites to meet post-secondary goals; and to ensure all students meet College and Career Readiness Standards.

| FY 2015-16 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$38,599 | \$48,522 |
| Mid-Range Teacher Salary | \$68,191 | \$75,065 |
| Highest Teacher Salary | \$92,299 | \$94,688 |
| Average Principal Salary (ES) | \$124,400 | \$119,876 |
| Average Principal Salary (MS) | \$120,002 | \$126,749 |
| Average Principal Salary (HS) | \$136,515 | \$135,830 |
| Superintendent Salary | \$228,718 | \$232,390 |
| Percent of District Budget | | |
| Teacher Salaries | 42% | 37% |
| Administrative Salaries | 5% | 5% |

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

Types of Services Funded

Special Education, LCAP Supplemental, Title I, transportation, instructional materials, staff development, intervention classes, CORE K-12 classes, Gifted and Talented Education (GATE).

| Dropout Rate and Graduation Rate (Four-Year Cohort Rate) | | | |
|--|---------|---------|---------|
| Whitney High School | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 0.7 | 0.9 | 1.3 |
| Graduation Rate | 98.1 | 98.86 | 98.68 |
| Rocklin Unified School District | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 2.1 | 3.1 | 2.9 |
| Graduation Rate | 94.98 | 94.4 | 95.84 |
| California | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 11.5 | 10.7 | 9.7 |
| Graduation Rate | 80.95 | 82.27 | 83.77 |

| Career Technical Education Participation | |
|--|---------------------------|
| Measure | CTE Program Participation |
| Number of pupils participating in CTE | 335 |
| % of pupils completing a CTE program and earning a high school diploma | 98.7% |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 38% |

| Courses for University of California (UC) and/or California State University (CSU) Admission | |
|--|---------|
| UC/CSU Course Measure | Percent |
| 2016-17 Students Enrolled in Courses Required for UC/CSU Admission | 98.1 |
| 2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission | 83.74 |

* Where there are student course enrollments.

| FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | 5952 | 666 | 5286 | 70002 |
| District | ♦ | ♦ | 6893 | \$74,097 |
| State | ♦ | ♦ | \$6,574 | \$77,824 |
| Percent Difference: School Site/District | | | -23.3 | -1.6 |
| Percent Difference: School Site/ State | | | -6.9 | -5.7 |

* Cells with ♦ do not require data.

| 2016-17 Advanced Placement Courses | | |
|------------------------------------|-------------------------------|-----------------------------------|
| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
| Computer Science | | ♦ |
| English | 1 | ♦ |
| Fine and Performing Arts | 1 | ♦ |
| Foreign Language | 2 | ♦ |
| Mathematics | 3 | ♦ |
| Science | 4 | ♦ |
| Social Science | 5 | ♦ |
| All courses | 16 | 26.5 |

| Completion of High School Graduation Requirements | | | |
|---|--------------------------|----------|-------|
| Group | Graduating Class of 2016 | | |
| | School | District | State |
| All Students | 97.82 | 97.1 | 87.11 |
| Black or African American | 100 | 94.74 | 79.19 |
| American Indian or Alaska Native | 0 | 100 | 80.17 |
| Asian | 97.37 | 97.1 | 94.42 |
| Filipino | 100 | 95.74 | 93.76 |
| Hispanic or Latino | 96.15 | 95.8 | 84.58 |
| Native Hawaiian/Pacific Islander | 100 | 75 | 86.57 |
| White | 97.69 | 97.47 | 90.99 |
| Two or More Races | 100 | 100 | 90.59 |
| Socioeconomically Disadvantaged | 93.75 | 78.49 | 63.9 |
| English Learners | 50 | 72.73 | 55.44 |
| Students with Disabilities | 100 | 96 | 85.45 |
| Foster Youth | 0 | 50 | 68.19 |

Career Technical Education Programs

All courses in the Academic Planning Guide are designed to meet graduation standards. Students and counselors work together to prepare for graduation. Approximately 80% of the core classes and 75% of the elective classes meet UC/CSU entrance requirements. Effectiveness of these programs is based on assessment and demonstrations in the classroom. WHS evaluates its program effectiveness on student placement in schools and programs after graduation (e.g.: 2 + 2 articulations with our local community college and student performances at universities and colleges). The counseling staff and the middle school counselors, developed a comprehensive six year plan for our students. We believe it is important for secondary students (beginning in 7th grade) to plan for their high school graduation. With guidance from the counselors, we assure that each student is aware of and has equitable access to all programs.

We work hard to provide students with an understanding and practice for "real world" experiences ranging from the ROP's to incorporating SCANS in the classroom. WHS provides programs in:

| | | |
|------------------------------|-------------------------|-------------------------------|
| Computer Studies** | Band* | Photography* |
| Graphics* | Accounting | Student Government/Leadership |
| Broadcasting* | Journalism* | Web Master Technology |
| Architecture | Computer Literacy | Statistics* |
| Auto Technology* | Consumer/Family Studies | Ceramics* |
| Theatre* | Child Development* | Peer Teaching |
| Careers in Teaching | Careers w/ Children** | Construction Technologies* |
| Work Experience | Cosmetology** | Orchestra* |
| CAD/CAM ** | Sports Medicine* | Publications |
| Dental Careers** | Int. Animal Science** | Art * |
| **Animal Veterinary Careers* | Computer Art | Vocal Music* |
| Dance*/Tech | Fire Science** | Culinary Arts** |
| Health Careers Medical** | Visual/Performing Art | |
| Automotive Services** | Financial Services** | |

*Meets UC/CSU requirements – all other courses meet graduation requirements. **ROP Classes

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.