

Whitney High School

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

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Rocklin Unified School District

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District Governing Board

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Todd Lowell

Greg Daley

Steve Paul

Wendy Lang

District Administration

Roger Stock
Superintendent

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 85 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, History, Government, Geography, Microeconomics, Chemistry, Physics, Biology, Foreign Language, Art, and Calculus.

Mission Statement

At Whitney High School we promote individual purpose, critical thinking, student-centered programs and instill core values. We do this so everyone can discover and develop their talents to become successful.

About the SARC

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at 916.632.6500.

| 2013-14 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Gr. 9 | 511 |
| Gr. 10 | 496 |
| Gr. 11 | 465 |
| Gr. 12 | 433 |
| Total | 1,905 |

| 2013-14 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 2.0 |
| American Indian or Alaska Native | 0.5 |
| Asian | 6.8 |
| Filipino | 4.2 |
| Hispanic or Latino | 13.5 |
| Native Hawaiian/Pacific Islander | 0.5 |
| White | 65.7 |
| Two or More Races | 6.6 |
| Socioeconomically Disadvantaged | 20.1 |
| English Learners | 1.0 |
| Students with Disabilities | 6.5 |

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 | | | |
|---|-------|-------|-------|
| Whitney High School | 12-13 | 13-14 | 14-15 |
| Fully Credentialed | 77 | 79 | 81 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Rocklin Unified School District | 12-13 | 13-14 | 14-15 |
| Fully Credentialed | ♦ | ♦ | 531 |
| Without Full Credential | ♦ | ♦ | 0 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Whitney High School | 12-13 | 13-14 | 14-15 |
| Teachers of English Learners | 1 | 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. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

| 2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers | | |
|---|-------------------------------------|---|
| Location of Classes | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 100.00 | 0.00 |
| Districtwide | | |
| All Schools | 99.93 | 0.07 |
| High-Poverty Schools | 100.00 | 0.00 |
| Low-Poverty Schools | 99.92 | 0.08 |

* 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 2014-15)

**Textbooks and Instructional Materials
Year and month in which data were collected: 6-1-2013**

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|---|---|
| <p>Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> | <p>There are sufficient standards-aligned textbooks and other materials for each pupil.</p> |
| <p>Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> | <p>There are sufficient standards-aligned textbooks and other materials for each pupil.</p> |
| <p>Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> | <p>There are sufficient standards-aligned textbooks and other materials for each pupil.</p> |
| <p>History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> | <p>There are sufficient standards-aligned textbooks and other materials for each pupil.</p> |
| <p>Foreign Language The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> | <p>There are sufficient standards-aligned textbooks and other materials for each pupil.</p> |
| <p>Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> | <p>There are sufficient standards-aligned textbooks and other materials for each pupil.</p> |
| <p>Visual and Performing Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> | <p>There are sufficient standards-aligned textbooks and other materials for each pupil.</p> |
| <p>Science Laboratory Equipment The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> | <p>There are sufficient standards-aligned textbooks and other materials for each pupil.</p> |

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: August, 2014

| 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] | [] | [] | |
| 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 Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison | | | | | | | | | |
|---|--|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
| | 11-12 | 12-13 | 13-14 | 11-12 | 12-13 | 13-14 | 11-12 | 12-13 | 13-14 |
| Science | 77 | 79 | 84 | 85 | 84 | 88 | 60 | 59 | 60 |

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

| STAR Results for All Students - Three-Year Comparison | | | | | | | | | |
|---|--|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
| | 10-11 | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 |
| ELA | 73 | 73 | 75 | 76 | 78 | 77 | 54 | 56 | 55 |
| Math | 40 | 42 | 45 | 68 | 69 | 71 | 49 | 50 | 50 |
| HSS | 77 | 72 | 69 | 75 | 75 | 72 | 48 | 49 | 49 |

* STAR Program was last administered in 2012-13. 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.

| Academic Performance Index Ranks - Three-Year Comparison | | | |
|--|---------|---------|---------|
| API Rank | 2010-11 | 2011-12 | 2012-13 |
| Statewide | 10 | 9 | 10 |
| Similar Schools | 8 | 7 | 6 |

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

| Grade Level | 2013-14 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 9 | 15.3 | 17.7 | 59.3 |

* 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.

| 2013-14 CAASPP Results by Student Group | |
|---|---|
| Group | Percent of Students Scoring at Proficient or Advanced |
| | Science (grades 5, 8, and 10) |
| All Students in the LEA | 88 |
| All Student at the School | 84 |
| Male | 82 |
| Female | 87 |
| Black or African American | |
| American Indian or Alaska Native | |
| Asian | 88 |
| Filipino | 86 |
| Hispanic or Latino | 83 |
| Native Hawaiian/Pacific Islander | |
| White | 86 |
| Two or More Races | 73 |
| Socioeconomically Disadvantaged | 78 |
| English Learners | |
| Students with Disabilities | |
| Students Receiving Migrant Education Services | |

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

| API Growth by Student Group – Three-Year Comparison | | | |
|---|-------------------|-------|-------|
| Group | Actual API Change | | |
| | 10-11 | 11-12 | 12-13 |
| All Students at the School | 5 | 1 | 5 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | -13 | 8 | 17 |
| Native Hawaiian/Pacific Islander | | | |
| White | 4 | 4 | 1 |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | -41 | 2 | 17 |
| English Learners | | | |
| 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

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

Parental involvement is available through our school's parent support groups for clubs and athletics. There are also volunteer opportunities such as Booster Club, PIT Crew 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 ROP, Career Technical Education, GATE and additional district groups for parent involvement. Contact the WHS Front Office at (916) 632-6500 Extension 6415 to volunteer at the site or district level.

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.

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: April, 2014. Date Last Discussed with Staff: February, 2014.

Suspensions and Expulsions

| School | 11-12 | 12-13 | 13-14 |
|------------------|-------|-------|-------|
| Suspensions Rate | 5.0 | 4.3 | 2.7 |
| Expulsions Rate | 0.4 | 0.2 | 0.0 |
| District | 11-12 | 12-13 | 13-14 |
| Suspensions Rate | 3.3 | 3.2 | 2.5 |
| Expulsions Rate | 0.1 | 0.1 | 0.0 |
| State | 11-12 | 12-13 | 13-14 |
| Suspensions Rate | 5.7 | 5.1 | 4.4 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

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

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.

| 2013-14 Adequate Yearly Progress Overall and by Criteria | | |
|--|--------|----------|
| AYP Criteria | School | District |
| Made AYP Overall | Yes | |
| Met Participation Rate: English-Language Arts | Yes | |
| Met Participation Rate: Mathematics | Yes | |
| Met Percent Proficient: English-Language Arts | Yes | |
| Met Percent Proficient: Mathematics | Yes | |
| Met API Criteria | Yes | |

| 2014-15 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 | | 6 |
| Percent of Schools Currently in Program Improvement | | 75.0 |

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

| Academic Counselors and Other Support Staff at this School | |
|--|------|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 3 |
| Counselor (Social/Behavioral or Career Development) | 0 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 1.87 |
| Psychologist | 2 |
| Social Worker | 0 |
| Nurse | .1 |
| Speech/Language/Hearing Specialist | .85 |
| Resource Specialist | 0 |
| Other | 0 |
| Average Number of Students per Staff Member | |
| Academic Counselor | 629 |

* 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 | | | | | | | | | | | | |
|--|-----------------------|----|----|-------|----|----|-----|----|----|----|----|----|
| Average Class Size | Number of Classrooms* | | | | | | | | | | | |
| | 1-20 | | | 21-32 | | | 33+ | | | | | |
| Grade | 12 | 13 | 14 | 12 | 13 | 14 | 12 | 13 | 14 | 12 | 13 | 14 |
| English | 28.5 | 29 | 30 | 8 | 7 | 6 | 16 | 35 | 34 | 22 | 28 | 31 |
| Math | 29.3 | 29 | 27 | 5 | 12 | 12 | 27 | 32 | 40 | 16 | 25 | 23 |
| Science | 31.3 | 31 | 31 | 3 | 5 | 4 | 11 | 15 | 28 | 14 | 38 | 29 |
| SS | 32.6 | 32 | 31 | 1 | 4 | 2 | 7 | 23 | 26 | 21 | 42 | 43 |

* 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.

| FY 2012-13 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts in Same Category |
| Beginning Teacher Salary | \$34,997 | \$41,318 |
| Mid-Range Teacher Salary | \$61,828 | \$65,615 |
| Highest Teacher Salary | \$80,856 | \$84,981 |
| Average Principal Salary (ES) | \$103,966 | \$107,624 |
| Average Principal Salary (MS) | \$109,714 | \$112,817 |
| Average Principal Salary (HS) | \$119,893 | \$121,455 |
| Superintendent Salary | \$200,278 | \$206,292 |
| Percent of District Budget | | |
| Teacher Salaries | 45 | 40 |
| Administrative Salaries | 5 | 5 |

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

| FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$4,868 | \$482 | \$4,385 | \$59,748 |
| District | ♦ | ♦ | \$5,446 | \$64,719 |
| State | ♦ | ♦ | \$4,690 | \$69,360 |
| Percent Difference: School Site/District | | | -19.5 | -7.5 |
| Percent Difference: School Site/ State | | | -24.3 | -13.2 |

Types of Services Funded at Whitney High School

Special Education, School and Library Improvement Program, transportation, instructional materials, staff development, intervention classes, CORE K-12 classes, Gifted and Talented Education (GATE).

Professional Development provided for Teachers at Whitney High School

The Rocklin Unified School District is committed to high quality professional development that meets the needs of the staff aligned to the established Board's Strategic Priorities. 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 teaching strategies and intervention strategies, to ensure that all students are provided the necessary skills and prerequisites to meet post-secondary goals and to prepare all students with 21st Century and California Common Core Standards. At Whitney High there has been a dual focus on the development of academic intervention programs and Professional Learning Communities.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

| Group | English-Language Arts | | | Mathematics | | |
|---|-----------------------|------------|----------|----------------|------------|----------|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students in the LEA | 18 | 29 | 53 | 13 | 46 | 41 |
| All Students at the School | 17 | 36 | 47 | 14 | 45 | 41 |
| Male | 21 | 37 | 42 | 12 | 42 | 46 |
| Female | 14 | 34 | 52 | 15 | 49 | 36 |
| Black or African American | | | | | | |
| American Indian or Alaska Native | | | | | | |
| Asian | 10 | 52 | 39 | | 55 | 45 |
| Filipino | 14 | 32 | 55 | 5 | 36 | 59 |
| Hispanic or Latino | 21 | 35 | 44 | 14 | 44 | 42 |
| Native Hawaiian/Pacific Islander | | | | | | |
| White | 17 | 34 | 49 | 14 | 46 | 40 |
| Two or More Races | 23 | 37 | 40 | 15 | 41 | 44 |
| Socioeconomically Disadvantaged | 24 | 42 | 35 | 19 | 50 | 31 |
| English Learners | | | | | | |
| Students with Disabilities | 69 | 31 | | 58 | 26 | 16 |
| Students Receiving Migrant Education Services | | | | | | |

* 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.

**CAHSEE Results for All Students - Three-Year Comparison
Percent of Students Scoring at Proficient or Advanced**

| Whitney High School | 2011-12 | 2012-13 | 2013-14 |
|---------------------------------|---------|---------|---------|
| English-Language Arts | 78 | 73 | 83 |
| Mathematics | 80 | 77 | 86 |
| Rocklin Unified School District | 2011-12 | 2012-13 | 2013-14 |
| English-Language Arts | 79 | 77 | 82 |
| Mathematics | 81 | 81 | 87 |
| California | 2011-12 | 2012-13 | 2013-14 |
| English-Language Arts | 56 | 57 | 56 |
| Mathematics | 58 | 60 | 62 |

* 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.

Completion of High School Graduation Requirements

| Group | Graduating Class of 2013 | | |
|----------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 95.60 | 96.17 | 84.56 |
| Black or African American | 80.00 | 72.73 | 75.90 |
| American Indian or Alaska Native | 66.67 | 85.71 | 77.82 |
| Asian | 92.11 | 95.45 | 92.94 |
| Filipino | 100.00 | 96.43 | 92.20 |
| Hispanic or Latino | 94.00 | 98.43 | 80.83 |
| Native Hawaiian/Pacific Islander | 100.00 | 100.00 | 84.06 |
| White | 96.12 | 96.04 | 90.15 |
| Two or More Races | 112.50 | 100.00 | 89.03 |
| Socioeconomically Disadvantaged | 91.74 | 92.11 | 82.58 |
| English Learners | 100.00 | 41.18 | 53.68 |
| Students with Disabilities | 84.21 | 78.49 | 60.31 |

| Dropout Rate and Graduation Rate | | | |
|--|----------------|----------------|----------------|
| Whitney High School | 2010-11 | 2011-12 | 2012-13 |
| Dropout Rate (1-year) | 0.6 | 3.3 | 2.6 |
| Graduation Rate | 99.35 | 95.72 | 96.50 |
| Rocklin Unified School District | 2010-11 | 2011-12 | 2012-13 |
| Dropout Rate (1-year) | 4.9 | 4.0 | 3.6 |
| Graduation Rate | 93.36 | 92.70 | 94.97 |
| California | 2010-11 | 2011-12 | 2012-13 |
| Dropout Rate (1-year) | 14.7 | 13.1 | 11.4 |
| Graduation Rate | 77.14 | 78.87 | 80.44 |

| 2013-14 Advanced Placement Courses | | |
|------------------------------------|-------------------------------|-----------------------------------|
| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
| Computer Science | 1 | ♦ |
| English | 1 | ♦ |
| Fine and Performing Arts | | ♦ |
| Foreign Language | | ♦ |
| Mathematics | 6 | ♦ |
| Science | 4 | ♦ |
| Social Science | 13 | ♦ |
| All courses | 25 | 0.5 |

* Where there are student course enrollments.

| Courses for University of California (UC) and/or California State University (CSU) Admission | |
|--|---------|
| UC/CSU Course Measure | Percent |
| 2013-14 Enrollment in Courses Required for UC/CSU Admission | 69.28 |
| 2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission | 77.24 |

| Career Technical Education Participation | |
|--|---------------------------|
| Measure | CTE Program Participation |
| Number of pupils participating in CTE | 1066 |
| % of pupils completing a CTE program and earning a high school diploma | 100% |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 35% |

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*
- Fashion and Sales**
- Consumer/Family Studies
- Theatre*
- Child Development*
- Ceramics*
- Careers in Teaching
- Careers w/ Children**
- Peer Teaching
- Merchandising**
- Work Experience
- Cosmetology**
- CAD/CAM *
- *Sports Medicine*
- Construction Technologies**
- Dental Careers**
- Int. Animal Science**
- Orchestra*
- **Animal Veterinary Careers*
- Computer Art
- Publications
- Dance*/Tech
- Fire Science**
- Art *
- Health Careers Medical**
- Visual/Performing Art
- Vocal Music*
- Automotive Services**
- Financial Services**
- Culinary Arts**

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