

# Windsor High School

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Windsor High School
Street	8695 Windsor Road
City, State, Zip	Windsor, CA 95492-9511
Phone Number	707-837-7767
Principal	Dr Lamar Collins
Email Address	lcollins@wusd.org
Website	<a href="https://www.windsorhs.com">https://www.windsorhs.com</a>
County-District-School (CDS) Code	49753584930228

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Windsor Unified School District
Phone Number	707 837-7701
Superintendent	Dr Brandon Krueger
Email Address	bkrueger@wusd.org
Website	<a href="https://www.wusd.org">https://www.wusd.org</a>

### School Description and Mission Statement (School Year 2020-2021)

It is the mission of the Windsor Unified School District to provide a supportive and nurturing environment for all students. Students shall acquire the basic skills of knowledge, along with the thinking skills needed for problem-solving and decision-making relevant to a changing world. Windsor students shall exhibit personal and social maturity through responsible behavior developed from understanding and respect for the diversity of all life and a genuine caring for others.

Windsor High School:

The mission of Windsor High School is to develop life-long learners and thoughtful, productive citizens who will contribute to our global community.

Windsor High School is located about an hour north of the Golden Gate Bridge, in Sonoma County. Our school provides strong student connections through multi-grade small learning communities called 9/10 Cores and 11/12 Focus Areas. Some of the Focus Areas are career-connect California Partnership Academies. We offer a variety of A-G courses and electives as well as a broad selection of Career Tech Education (CTE) courses. Our graduation requirements include a 30-hour service project during Senior Year, including a presentation of the experience to a panel of evaluators including site and district staff and community and industry partners. WHS has strong athletic programs and an active student government. Advanced Placement courses and academic support classes complement our course offerings, designed for the diverse needs of our student population.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	393
Grade 10	451
Grade 11	400
Grade 12	412
<b>Total Enrollment</b>	<b>1,656</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	1
Asian	1.6
Filipino	0.4
Hispanic or Latino	47.8
Native Hawaiian or Pacific Islander	0.4
White	46.1
Two or More Races	2
Socioeconomically Disadvantaged	48.4
English Learners	4.2
Students with Disabilities	7.8
Foster Youth	0.2
Homeless	1

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	90	92		
Without Full Credential	10	0		
Teaching Outside Subject Area of Competence (with full credential)	3	1		

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	1	4	

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

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January, 2020

Textbooks are chosen from lists that have already been approved by state education officials. The Windsor Unified School District follows the State-adoption guidelines and adoption cycles for textbooks in reading, math, social studies, science, and English-language development (ELD). All instructional materials are aligned to State content standards, present a broad spectrum of knowledge, and enhance the use of multiple teaching strategies. Materials for grades K-8 are chosen from the State-adopted list. Materials for grades 9-12 are evaluated and recommended by subject area teachers. Recommendation for adoption of textbooks is made through a District committee comprised of teachers (subject or grade level) and administrators. Input from school staff members is vital to making the recommendation. Selections are presented to the Board of Trustees for final approval. Every student is assigned textbooks and instructional materials in the core subjects for class and home use.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English classes have a variety of literature titles to choose from the following list.</p> <p>Adventures of Huckleberry Finn, The, Twain, Mark</p> <p>Alchemist, The, Coelho, Paulo</p> <p>All quiet on the western front , Remarque, Erich Mari</p> <p>Animal Dreams, Kingsolver, Barbara</p> <p>Antigone, Sophocles</p> <p>Autobiography of Malcolm X, The, X, Malcolm</p> <p>Beowulf, Heaney, Seamus</p> <p>Bless Me, Ultima, Anaya, Rudolfo</p> <p>Boy who Harnessed the Wind, Kamkwamba, William</p> <p>Brave New World , Huxley, Aldous</p> <p>Candide, Voltaire</p>	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>CanneryRow , Steinbeck,John</p> <p>Catch-22, Heller,Joseph</p> <p>Catcherin the rye, The, Salinger,J. D.</p> <p>Cat's Cradle , Vonnegut,Kurt</p> <p>Colorpurple, The, W alker,Alice</p> <p>Crucible and related readings, The, Miller, Arthur</p> <p>Crucible, The, Miller, Arthur</p> <p>Dear America: Letters home from Vietnam, Edelman, Bernard, ed.</p> <p>Dear America (New Intro), Edelman,Bernard, ed.</p> <p>Death of a Salesman, Miller,Arthur</p> <p>Education of Little Tree, The, Carter,Forrest</p> <p>EthanFrome , W harton,Edith</p> <p>Fahrenheit 451 , Bradbury,Ray</p> <p>Fallen Angels , Myers,W alter Dean</p> <p>Farewell to Manzanar, Houston,Jeanne W aka</p> <p>Frankenstein, Shelley,Mary</p> <p>Grapes of W rath, The, Steinbeck,John</p> <p>Great Expectations, Dickens,Charles</p> <p>Great Gatsby, The, Fitzgerald, F. Scott</p> <p>Greek Gods, The, Evslin, Bernard</p> <p>Hole in My Life, Gantos,Jack</p>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>House on Mango Street, The, Cisneros, Sandra</p> <p>I know why the caged bird sings , Angelou, Maya</p> <p>Immortal Life of Henrietta Lacks, Skloot, Rebecca</p> <p>In the time of the butterflies, Alvarez, Julia</p> <p>Inherit the W ind , Lawrence,Jerome</p> <p>Into The W ild, Krakuer,Jon</p> <p>Joy luck club, The, Tan,Amy</p> <p>Julius Caesar, Shakespeare,W illiam</p> <p>Julius Caesar, The tragedy of , Shakespeare, W illiam</p> <p>Life of Pi, Martel,Yann</p> <p>Like water for chocolate, Esquirel,Laura</p> <p>Littleprince, The, deSaint-Exupery, An</p> <p>Long Walk to Water, Park, Linda Sue</p> <p>Lord of the flies , Golding,W illiam</p> <p>Macbeth, The tragedy of , Shakespeare,W illiam</p> <p>Night, W iesel,Elie</p> <p>Night Thoreau spent in jail, The, Lawrence, Jerome</p> <p>No Exit and three other plays, Sae, Jean-Paul</p> <p>1984, Orwell,George</p> <p>Odyssey, The, Homer</p> <p>Of mice and men , Steinbeck,John</p> <p>Old man and the sea, The, Hemingway, Ernest</p>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>One Flew Over the Cuckoo's Nest , Kesey, Ken</p> <p>Othello, Shakespeare</p> <p>Place where the sea remembers, A, Benitez, Sandra</p> <p>Pride and prejudice , Austen,Jane</p> <p>Princess Bride, The, Goldman,W illiam</p> <p>Progressions,</p> <p>Prophet,The, Gibran,Kahlil</p> <p>Raisin in the sun, A , Hansberry, Lorraine</p> <p>Republic, The, Plato</p> <p>Romeo &amp; Juliet, Shakespeare, W illiam</p> <p>Rosencrantz and Guildenstern are dead , Stoppard, Tom</p> <p>Scarlet letter, The, Hawthorne,Nathaniel</p> <p>Siddhartha,Hesse,Hermann</p> <p>SittbMarie Rose , Adnan,Etel</p> <p>Sixteen: Short Stories by Outstanding, Gallo, Donald R. (Ed)</p> <p>Slaughter House-Five ,Vonnegut,Kurt</p> <p>Song of Solomon ,Morrison,Toni</p> <p>Stranger, The, Camus, Albert</p> <p>Tale of two cities, A ,Dickens, Charles</p> <p>Taming of the shrew, The, Shakespeare,W illiam</p> <p>Tempest,The, Shakespeare, William</p> <p>Theban plays, The, Sophocles</p>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Their eyes were watching God ,Hurston, Zora Neale</p> <p>Things fall Apart, Achebe, Chinua</p> <p>Things they carried, The, O'Brien, Tim</p> <p>Third man, The, Green, Graham</p> <p>To kill a mockingbird, Lee,Harper</p> <p>Tortilla Flat , Steinbeck,John</p> <p>When the legends die , Borland,Hal</p> <p>Wizard of Earthsea, A , LeGuin, Ursula K.</p> <p>World's Religions, Smith,Huston</p> <p>World's Wisdom, Novak, Phillip</p> <p>Working, Terkel, Studs</p>		
<b>Mathematics</b>	<p>Integrated Math I -- Core Connections</p> <p>Integrated Math 1, CPM (bridge materials)</p> <p>Integrated Math 2 -- Core Connections</p> <p>Integrated Math 2, CPM (bridge materials)</p> <p>Integrated Math 3 -- Core Connections</p> <p>Integrated Math 2, CPM (bridge materials)</p> <p>Geometry and Algebra 2 -- Holt California (adopted 2007)--not from last adoption</p> <p>Trig/PreCalc and AP Calculus -- Larson-authored textbooks--not from last adoption</p> <p>AP Statistics -- Practice of Statistics by D. Starnes--not from last adoption</p> <p>Senior/College Math -- College Algebra by Lial--not from last adoption</p>	Yes	0.0
<b>Science</b>	<p>Biology (AP) -- Glencoe, 2013</p> <p>Biology: Dynamics of Life, Glencoe/McGrawHill, 1998</p> <p>Biology Concepts and Connections, Pearson, 2006</p> <p>Chemistry, Prentice Hall, 2002</p> <p>Chemistry (AP), Cengage, 2014</p> <p>Physics (AP), Wiley and Sons, 2015</p> <p>Physics, Wiley and Sons, 2004</p> <p>Conceptual Physical Science Exploration, Addison Wesley, 2003</p>	No	0.0



Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Applied Anatomy and Physiology, Paradym, 2007		
<b>History-Social Science</b>	American Government, Pearson Prentice Hall, 2006 Challenge of Democracy, Houghton Mifflini, 1997 The Americans, McDougal Littell, 2002 World Geography and Cultures, 2002 World History: Patterns of Interaction, McDougal Littell, 1999 Economics: New Way of Thinking, Paradym, 2009	No	0.0
<b>Foreign Language</b>	French -- Daccord 1 and 2, Vista Higher Learning, 2011--adopted in 2015 Spanish 1 and 2 -- Avancemos 1 and 2, Holt McDougall, 2013 Spanish 3 -- Spanish for Mastery, DC Heath, 1988 Spanish 4 -- Abriendo Paso, Prentice Hall, 2014 AP Spanish -- Temas, AP edition -- Vista Higher Learning, 2014		0.0
<b>Health</b>	Health classes have no assigned textbook. The book Health, published by Glencoe, 2011 is used as in-class resource along with instructor selected documents, resources, and guest speakers	No	0.0
<b>Visual and Performing Arts</b>	There is no assigned textbook for VAPA courses. All students have the proper materials available at no cost.  Music classes utilize conductor-selected sheet music with scores that vary from year to year. Students who do not own instruments participate in a program that loans them instruments at no charge.  Art classes use sketchbooks and a variety of consumable supplies, and theater classes rehearse an ever-changing selection of scripts for school productions.		0.00
<b>Science Laboratory Equipment (grades 9-12)</b>	Lab equipment is provided by the school for all labs. Equipment is aligned the course	Yes	0.00

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	standards and updated or replaced as needed.		

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

## School Facility Conditions and Planned Improvements

In its early years, Windsor High operated in several locations, waiting for the development of its permanent home. In 2000, Windsor High moved to its current location with the opening of one wing of classrooms and a gym, soon followed by an Administration Building, Library Media Building, Multi-purpose room, and more classrooms. The Windsor High School campus has been recognized as one of the most beautiful campuses in the county, outfitted with all features necessary to offer a diverse academic program.

Continued student growth has necessitated additional classrooms on campus. A new science building was added in 2007. Construction was completed in 2009 for a new stadium featuring a synthetic field and all-weather track. A beautiful new Career Technical Education building, built to house the digital media and design programs, was completed in September 2011. Continued growth brought four additional portable classrooms to the campus for the 2014-15 school year and one more in 2015-16. During the summer of 2017, a number of new portables were added to the P wing with the continued growth of the North Bay Met program which shares our campus. During the 18-19 school year, a number of construction projects began to address both maintenance of our current facilities and to design and build a new bathroom and new bleachers in the Kirkpatrick Stadium.

The Windsor High library is well equipped with periodicals, reference materials, and online services. Students visit the library on a regular basis as part of the instructional program to complete projects or conduct research. Windsor is among the most technologically advanced comprehensive high schools in Northern California, with more than 500 computers and eight computer labs including portable labs. Students have excellent opportunities to learn and use technology.

The site is maintained by a dedicated custodial crew of six. They clean classrooms daily and are involved in providing service during sporting events and for other special events as our facility is used by both our school and the general community. Our district maintenance crew is responsive to ensuring the site is clean and safe, with large-scale up keep maintenance done primarily during summer. Over the summer of 2016 several classrooms received new flooring. During the 2015-16 school year, renovations in the Performing Arts Center included replacement of all stage curtains and repair or replacement needed in the audience section.

Windsor High is a closed campus with supervision provided by a School Resource Officer, Student Advisors, and Administration.

The district responded to finding in its most recent FIT data by securing tall items such as 4' Cabinets and bookshelves. In addition, ceiling tiles are to be cleaned and or replaced. The district has a maintenance budget with a rotating schedule of classrooms needing flooring replacement so that several classrooms are recarpeted each summer. Sinks and drinking fountains will be cleaned.

A few HVAC units need to be replaced or repaired. A few skylights need to be repaired from leaks or replaced. Roof risers and boots need to be inspected and replaced as required. A few roof panels need to be replaced. A older roofs need to be replaced.

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** December 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	Replace older HVAC Units.
<b>Interior: Interior Surfaces</b>	Good	Secure cabinets and bookshelves.
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	Clean carpets and floors
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	Repair leaking toilets
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	Replace or repair leaking skylights. Replace older roofs.
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	
<b>Overall Rating</b>	Good	

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	54	N/A	48	N/A	50	N/A
Mathematics (grades 3-8 and 11)	30	N/A	35	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
<b>Science (grades 5, 8 and high school)</b>	26	N/A	25	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## Career Technical Education Programs (School Year 2019-2020)

WHS students have the opportunity to explore many CTE programs within their school day. Students can select from interdisciplinary California Partnership Academies with embedded CTE pathways and/or CTE elective pathways. California Partnership Academies (CPA) include Stage Technology (Nueva School for the Arts), Media Arts (Arete Media Academy), Business Management and Food Service and Hospitality (Vineyard Academy), and Engineering Design (Axis STEM Academy). Public and Community Health (Pre-Med Academy) was established as an SSP and is an additional core offering for CTE education students.

Each of our CTE pathways focuses on continual improvement. Program leads from each pathway work with the CTE coordinator to identify areas of strength and growth, using the 11 Qualities of a Highly Effective CTE program, and set specific annual goals around areas of growth. Additionally, CPA programs complete annual program reporting with CDE.

Our CTE pathways support all students, and the CPAs specifically focus on academic progress and interdisciplinary instruction blended with their CTE pathway. Many of these programs offer differentiated opportunities for students, such as an embedded Honors options and structured before or after school programs for students who need additional academic intervention or participate in additional CTE experiences.

Windsor High School also offers the following elective pathways for students who do not select an integrated academy for core academics:

- Performing Arts Sub-pathway: Dance/Choreography A-G (F)
- Performing Arts Sub-pathway: Professional Theatre A-G (F)
- Film/Video Production A-G (F Pending)
- Hospitality, Tourism, and Recreation A-G (G Pending)
- Welding and Materials Joining A-G (G)
- Automotive Systems Diagnostics, Service and Repair A-G (G)

Amy Zigler, Windsor High Assistant Principal, is representative for CTE committees and site Pathway Advisories. Other site and district administration attend CTE and Advisory committee meetings as well. The district's CTE Coordinator position is currently vacant and Amy Zigler is listed as CTE Coordinator for the federal Perkins and state CTE Incentive Grant.

## Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	910
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	76.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	87.1

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	97.04
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	40.96

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 school site

### Opportunities for Parental Involvement (School Year 2020-2021)

Parents are involved with our school in many ways. We have parents who chaperone dances, provide field trip transportation, assist at the snack bar during sports events, and volunteer at Project Graduation and with our Boosters organizations. We are proud of our parent participation in Site Council as well as the sports/arts/academics booster organization of WHS Boosters, and the district-wide Windsor Advocates for Music. Parents are involved in our LCAP committee as well as ELAC and DELAC committees. When vacancies on School Site Council become available, parents are notified by phone and e-mail to submit names or nominate candidates. Vacant positions are filled by ballot at Back to School Night when necessary. Additionally, parents are recruited to speak as guest speakers in classrooms, run demonstrations, and assist with special programs and field trips.

Parents are welcome to contact our the school at (707) 837-7767 for more information or to get involved.

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	1.9	4.3	4.3	3.6	5.7	7.8	9.1	9.6	9
Graduation Rate	96.4	91.3	94	93	87.7	89	82.7	83	84.5



## State Priority: School Climate

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

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

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	6.1	5.5	4.7	5.1	3.5	3.5
Expulsions	0.2	0.1	0.1	0.1	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			2.5
Expulsions			0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

The WHS School Safety Plan is updated and reviewed annually, then approved by the WUSD School Board. Components of the plan include Support Services and Programs and School Safety. The most recent update occurred in October of 2019. The plan was shared with the school's Site Council in November 2019 and will be presented to the WUSD School Board for approval in Spring 2020.

The Safe School Environment section of the plan includes three areas of focus for our site. Each component highlights a different need and how we have chosen to address it. The social environment, social emotional needs of our students and safety/security of our campus are highlighted fields of interest. Our campus continues to work on relationship building with our students through the use of The Power of Being Seen. We have increased our social emotional support services for our students by hiring 3 full time social emotional counselors and heightened our campus security with a new camera system. The addition of five new AEDs to our campus has increased our ability to respond to cardiac related concerns. Windsor High continues to embrace restorative practices and is now in the 3rd year of having a course developing its student leaders. This team just held its second Community in Circle event which is designed to unite the school and the community in the power of circle discussions. Topics range from Vaping/Drugs/Alcohol and Stress/Anxiety to How to Stay Connected to Your Teen.

The School Safety section of the Plan includes roles and responsibilities of personnel in the event of emergencies, expectations for student behavior, and emergency/disaster procedures. Windsor High will be expanding its use of the Incident Command system in March, as a team of teachers and administration outline the specifics of system and the roles of the individual. The district has one School Resource Officer, a member of the Windsor Police Department, assigned to assist Windsor High School. Evacuation, earthquake, and lock down drills are held during every school year. Students are informed of expected behavior and school rules through annual classroom presentations and assemblies held during the school day and with publication of the student handbook on the school's website.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	21	32	57		22	26	63	1	11	152	7	
Mathematics	20	37	43	1	20	33	50		18	45	40	2
Science	20	25	37	2	20	23	38		19	31	26	1
Social Science	19	39	63		21	25	61		20	42	51	

\*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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	424.6

\*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.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6,232	1,333	4,899	62,600
District	N/A	N/A	5,110	\$65,678
Percent Difference - School Site and District	N/A	N/A	-4.2	-4.8
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	-45.1	-19.0

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

## Types of Services Funded (Fiscal Year 2019-2020)

Windsor High is proud of the exemplary programs funded through California Partnership Academies (CPA) and Specialized Secondary Programs (SSP). These funded programs include 11/12 Focus Areas such as Digital Media Academy, Performing and Managerial Arts, Hospitality and Tourism, and STEM. A previously funded CPA continues with support from our district and partnerships with local medical professionals and hospitals. In addition, we are proud of the newest SSP in 2013-14 - our 9/10 Exercise Science academy.

CTE funds from Perkins, CTE Incentive Grant, CPA, the Local Control Funding, and industry partners provide CTE coursework ranging from Culinary Arts, Biotechnology, Digital Media, Automotive, Welding, and Engineering courses. The CPA academies have extensive support from local colleges and business partners, provide job-shadowing opportunities to students, and bring industry consultants to the programs keeping students informed of current industry standards. Two of the Academies have been designated as Model Programs and one was recognized as a Distinguished California Partnership Academy for 2019.

Many of our teachers take advantage of grants and donations from organizations such as John Jordan Foundation, Windsor Ed Foundation, Windsor High Boosters and Donors Choose. Through the generosity of these organizations, classrooms and extracurricular programs have become richer learning environments.

Through LCFF, Differentiated Assistance, and/or Supplemental funds, support is provided in a number of ways to our students. English Learners receive focused instruction for English language acquisition. Students who struggle academically have support classes within the school day. Social emotional support is provided through a community partnership with Team Success to provide screening, short-term individual and group counseling, and mental health education on campus. Migrant Education program has an office on campus to assist approximately 200 student through their staff in a variety of ways to students who qualify for their services.

## Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,693	\$47,145
Mid-Range Teacher Salary	\$62,872	\$74,952
Highest Teacher Salary	\$78,693	\$96,092
Average Principal Salary (Elementary)	\$96,708	\$116,716
Average Principal Salary (Middle)	\$103,508	\$120,813
Average Principal Salary (High)	\$112,656	\$131,905
Superintendent Salary	\$175,100	\$192,565
Percent of Budget for Teacher Salaries	29.0	31.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

## Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	4	N/A
Fine and Performing Arts	1	N/A

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Foreign Language	2	N/A
Mathematics	2	N/A
Science	5	N/A
Social Science	6	N/A
All courses	20	14.5

\*Where there are student course enrollments of at least one student.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			

Windsor High School employs a diverse faculty with expertise in many disciplines. Staff development addresses the individual needs of this diverse population of teachers and is consistent with the overarching goals of the school.

On Wednesday mornings, the bell schedule includes a Common Planning Time (CPT) for certificated staff. We meet in subject-area/departments or core teams to review student work, plan instruction and assessment, and review teaching strategies. In addition, staff development time focuses on school and subject-matter priorities including Common Core. Beginning in the 17-18 school year, a new system of organizing the Common Planning Time divided the number of meetings so that one meeting each month is dedicated to Department planning time, two are allocated to agendas set by administration, and one is designed to allow teachers to meet with professional learning teams, including their interdisciplinary cores or teachers of commonly aligned courses. This CPT continues to provide professional development time for teaching staff. In 2019-2020, several of the CPT Wednesdays as well as a full day in October were dedicated to the school's WASC Self-Study work.

Teachers are encouraged to seek professional development opportunities and are supported to attend conferences or workshops to the financial extent possible. Teachers who were new to Advanced Placement subjects attended Summer Institutes in their respective subjects. Teachers in our Math Department have been offered an opportunity to participate in Summer Institutes and ongoing professional development in the College Preparatory Mathematics (CPM) instructional methodology. Additionally, our teachers of English Learners have been continuing their training for the Accelerated English program. Our general education teachers have also gotten an opportunity to explore some of the Accelerated English strategies and trainings, coupled with coaching opportunities. Additionally, teachers have been engaging in training in our Data Management System, IO Education. We have a talented pool of teachers and they share their expertise with one another informally including during common planning time, common prep periods, and electronically shared files.

Teachers set collaborative and individual goals as a component of their professional growth plan. Evaluations are based on these goals and observation of teaching techniques. Teachers who are identified as needing extra help will work with a mentor teacher and have opportunities to take additional training courses and observe in other classrooms. The evaluation/improvement process at Windsor High School follows district and state guidelines.