Waterford High School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.
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.

2021-22 School Contact Information

School Name	Waterford High School
Street	121 South Reinway Ave.
City, State, Zip	Waterford, CA 95386-9629
Phone Number	(209) 874-9060
Principal	Peggy Herndon
Email Address	pherndon@waterford.k12.ca.us
School Website	https://www.waterford.k12.ca.us/o/waterford-high-school
County-District-School (CDS) Code	50755725030259

2021-22 District Contact Information

District Name	Waterford Unified School District
Phone Number	209-874-1809
Superintendent	Dr. Don Davis
Email Address	DonDavis@waterford.k12.ca.us
District Website Address	http://waterford.k12.ca.us

2021-22 School Overview

Waterford High School (WHS) is well known throughout the Central Valley for consistent gains in student achievement. In fact, WHS has the highest four-year growth in academic performance of any comprehensive high school in California. In 2007, WHS was named a California Distinguished School. The students at WHS received the Title I Academic Achievement Award presented at the state Title I conference in May 2006 and 2007. WHS was the first high school in the region to reach and surpass the state target of 800 (2008). In the 2016-2017 school year, Waterford High School received the Gold Ribbon Award and Title I Academic Achievement Award. These awards are some of the most prestigious award school can earn in the state. WHS offers a diverse catalog of courses. Students may explore the Arts, Music and Drama. Students can also enroll in Advanced Placement and Career Technical courses.Our biggest challenge is sustaining academic growth over time. Our mission to engage, empower, and encourage students in a comprehensive education using creative instruction and challenging curriculum requires each person (teacher, student, parent, and administrator) to strive daily to do their best. Thank you for taking time to review our School Accountability Report Card. We hope the information in this report will give you a better understanding of our educational program and the level of student achievement at our school. The faculty and staff at Waterford High School believe that all of our students can succeed in school. Each year teachers receive training to improve their teaching techniques, and, as a result, we have seen improvements in the academic performance of our students.High school should be a time of academic skill development, social maturation, and preparation for adult life. Our goal is to provide a quality educational program for all students. A rich and rewarding four-year experience is available here at Waterford High School; we want every student to make the most of this opportunity.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	164
Grade 10	167
Grade 11	151
Grade 12	161
Total Enrollment	643

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.9
Asian	0.5
Black or African American	0.9
Filipino	0.2
Hispanic or Latino	62.4
Native Hawaiian or Pacific Islander	0.3
Two or More Races	0.9
White	33.6
English Learners	16.5
Socioeconomically Disadvantaged	77.8
Students with Disabilities	21.3

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.5	76.9	103.2	63.8	228366.1	83.1
Intern Credential Holders Properly Assigned	0.3	1.2	0.3	0.2	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	1.0	0.6	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.3	8.5	50.4	31.2	12115.8	4.4
Unknown	3.7	13.2	6.6	4.1	18854.3	6.9
Total Teaching Positions	28.0	100.0	161.7	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	2.3
Total Out-of-Field Teachers	2.3

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The District continuously performs needs assessments for curriculum needs. At the end of May, the District collects information of student material needed for the upcoming year to ensure all instructional materials arrive on time for the next school year.

AP English - LaunchPad for The Language of Compositions (Six-Use Online), McMillan Learning (2013)

Year and month in which the data were collected	May 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Collections 2017	Yes	0%
Mathematics	Math Vision Project-2014; Calculus of a Single Variable 2003; Applying Reasoning and Measurement 2001; Pre-Calculus with Limits 2002.	Yes	0%
Science	HOLT Physics-2007; Conceptual Physics 2011; Holt Chemistry 2007; Biology 6th Edition 2002; Earth: Geology, the Environment and the Universe 2005; Agr. Science Fundamentals and Applications 2003	Yes	0%
History-Social Science	US Gov't Democracy in Action: 2002; American Odyssey, US in the 20th Century 2002; American History 2007; The Americans, Reconstructiona to the 21st Century 2007; Connections to Today: The Modern Era 2001.	Yes	0%
Foreign Language	Mundo-2002; Dime Uno 2001; Dime Dos 2001 Spanish Textbook - Manual de Gramatica y Ortografia para Hispanos, 1st Edition, University of Texas at Bownsville (2003) Spanish Textbook - Abriendo Paso Temas y Lecturas, Pearson Prentice - Hall (2013)	Yes	0%
Health	Health (St. Reqs.)-2001 & Positive Prevention Plus 2019	Yes	0%
Visual and Performing Arts	Introduction to Horticulture (6th Ed.); Agricultural Mechanics (6th Ed.); 2014 Drama - Basic Drama Project, By Fran Averett Tanner, Ph.D., Perfection Learning (2015) Gardner's Art Through the Ages, 15th Edition, Cengage Learning (2016)	Yes	0%
Science Laboratory Equipment (grades 9-12)	Ongoing replacement of science and laboratory equipment	Yes	0%

School Facility Conditions and Planned Improvements

Our main building was constructed in August 2001, so it is still rather new and in very good condition. All school buildings have working heating and cooling systems. Our custodial staff cleans and maintains all of our facilities daily. Currently, there are no trailer-type portable classrooms at WHS. Our athletic facilities and fields are well-maintained and provide an opportunity for our students to compete in a wide variety of sports. A project to improve functionality at the school farm was completed in 2011–2012. Construction on a Pole Barn began in the summer of 2013 and was completed in the Fall of 2013. A new shop area was constructed in the summer of 2014. It includes a metal canopy with workstations and electrical connections for different types of welding and metalwork. Fencing was completed on 2017-18. A new greenhouse was constructed and completed in 2018. Two new classrooms were brought in to house the MS class and Special Education class this was completed in 2019. A portable classroom was rented in 2021 to house the Music program.

Year and month of the most recent FIT report	October 24, 2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	142	132	92.96	7.04	52.27
Female	75	69	92	8	59.42
Male	67	63	94.03	5.97	44.44
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	96	88	91.67	8.33	55.68
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	41	40	97.56	2.44	42.5
English Learners	24	21	87.5	12.5	23.81
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	113	105	92.92	7.08	50.48
Students Receiving Migrant Education Services	15	15	100	0	66.67
Students with Disabilities	27	22	81.48	18.52	9.09

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	142	133	93.66	6.34	14.29
Female	75	70	93.33	6.67	11.43
Male	67	63	94.03	5.97	17.46
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	96	90	93.75	6.25	12.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	41	39	95.12	4.88	17.95
English Learners	24	22	91.67	8.33	4.55
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	113	107	94.69	5.31	11.21
Students Receiving Migrant Education Services	15	15	100.00	0.00	20.00
Students with Disabilities	27	22	81.48	18.52	4.55

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	17.86	N/A	17.63	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	245	224	91.43	8.57	17.86
Female	134	125	93.28		
Male	111	99	89.19		
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	160	147	91.88	8.12	15.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	78	71	91.03	8.97	21.13
English Learners	32	29	90.63	9.37	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	188	171	90.96	9.04	15.79
Students Receiving Migrant Education Services	29	29	100.00	0.00	20.69
Students with Disabilities	30	25	83.33	16.67	8.00

2020-21 Career Technical Education Programs

Students have the opportunity to complete a series of courses that meet the requirements for admission to a UC/CSU university. In addition, students have the opportunity to complete CTE pathways in Agricultural Science, Agricultural Mechanics, Child Development, and Business Technology.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	308
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	48.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	51.45

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

We urge parents to become involved in our campus and school committees. Parents participate on our School Site Council, our English Language Advisory Committee, The Waterford Boosters Club, Waterford High School Ag Boosters, the Waterford Education Foundation, and the Waterford Agricultural Advisory. We also have an Education Foundation that provides local

2021-22 Opportunities for Parental Involvement

scholarships. The Waterford Agricultural Boosters was also developed in 2017-18, which has given a great boost to engage parents in school activities.   Parents may contact our office for more information on these organizations. This academic year, 2020-21, we have implemented parent-forums where parents can come and learn the new trends that students are learning. The forums are based on social media and the use of smokeless tobacco and vaping.

C. Engagement	State Priority: Pupil Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	4.7	2.6	3.0	5.8	5.8	4.5	9.0	8.9	9.4
Graduation Rate	87.8	90.2	91.1	88.4	86.3	88.2	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	135	123	91.1
Female	75	68	90.7
Male	60	55	91.7
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	76	72	94.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	0	0	0.00
White	55	49	89.1
English Learners	19	16	84.2
Foster Youth	--	--	--
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	113	103	91.2

Students Receiving Migrant Education Services	18	17	94.4
Students with Disabilities	24	17	70.8

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	672	656	124	18.9
Female	344	338	61	18.0
Male	326	316	61	19.3
American Indian or Alaska Native	6	6	1	16.7
Asian	3	3	1	33.3
Black or African American	6	6	2	33.3
Filipino	1	1	0	0.0
Hispanic or Latino	420	410	76	18.5
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	8	7	1	14.3
White	224	219	42	19.2
English Learners	112	109	28	25.7
Foster Youth	1	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	519	508	107	21.1
Students Receiving Migrant Education Services	56	55	5	9.1
Students with Disabilities	144	143	31	21.7

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	8.54	0.30	3.67	0.34	3.47	0.20
Expulsions	0.46	0.15	0.13	0.03	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.51	2.27	2.45
Expulsions	0.00	0.05	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.30	0.15
Female	0.00	0.00
Male	0.61	0.31
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.48	0.24
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.89	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.19	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Our administration, director of operations, and campus resources staff monitor school grounds to ensure that our campus is safe. We supervise facilities from before school begins until after school ends. Teachers help with morning supervision. Waterford High School is a closed campus. Visitors must check in at the front office. Students are required to remain on campus all periods of the day and during the break and lunch periods. Students who have a work experience or Regional Occupational Program placement are permitted to leave campus. Sheriff Deputies provide added security at home football and basketball games.WHS has a School Safety Plan that addresses our school's specific safety needs. We maintain a closed campus and check facilities, grounds, and equipment regularly for any problems.

During the 2017-18 school year, the safety team determined the need to extend the metal fence in front of the school to secure all entrances directly from the front parking lot. The fence has now enclosed the campus all around and there are no open entries during school hours. All staff, students, and visitors are to check-in a the office as that is the only entry to school campus.

To support student social-emotional health as it can be impacted through the use of social media, the district has implemented an application that can be used on student devices and online, which is anonymous, but students can/may leave his/her name - the app is called STOPit. This application can also be used by students to report any bullying and/or concerns he/she may encounter at school or on the way to or from school. In efforts to maintain a safe campus, all schools are utilizing a check-in system that requires each visitor to have proper identification and declare the visitor's destination on campus. The system also checks all visitors for individuals who are on the online system for Megan's Law.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	15	14	4
Mathematics	21	14	5	9
Science	24	7	5	7
Social Science	22	9	6	5

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	15	14	4
Mathematics	19	11	7	7
Science	21	8	4	7
Social Science	18	10	11	1

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	2	12	4
Mathematics	25	4	11	1
Science	26	2	8	2
Social Science	25	4	8	2

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	584.5

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14,361	$5,416	$8,945	$84,541
District	N/A	N/A	$9,173	$82,310
Percent Difference - School Site and District	N/A	N/A	-2.5	2.7
State			$13,386	$84,531
Percent Difference - School Site and State	N/A	N/A	-39.8	0.0

2020-21 Types of Services Funded

Because Waterford High School has a high percentage of low-income students, the school receives federal Title I funds. These funds are used to provide supplementary services, such as math support, Credit recovery in English Language Arts and World History, Lower class sizes in freshmen English, and technology purchases to enhance teaching and learning.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$58,856	$48,119
Mid-Range Teacher Salary	$82,310	$74,665
Highest Teacher Salary	$101,698	$98,160
Average Principal Salary (Elementary)	$117,489	$118,542
Average Principal Salary (Middle)	$117,489	$125,068
Average Principal Salary (High)	$126,110	$133,516
Superintendent Salary	$192,398	$194,199
Percent of Budget for Teacher Salaries	31.46%	31.35%
Percent of Budget for Administrative Salaries	6.06%	5.76%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	14.8

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	1
Mathematics	2
Science	1
Social Science	2
Total AP Courses Offered	8

Professional Development

Most of our onsite staff development focuses on teaching techniques as they relate to our instructional goals. The principal also refers teachers to content-specific workshops in the subjects they teach. One focus of staff development in 2019-20 was Student Interaction and TAPPLE training. We show our commitment to staff development by reviewing and practicing instructional strategies at each faculty meeting. We also conduct learning walks where teachers and administrators visit classrooms to observe instructional practices at work.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Waterford Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Waterford Unified School District
Phone Number	209-874-1809
Superintendent	Dr. Don Davis
Email Address	DonDavis@waterford.k12.ca.us
District Website Address	http://waterford.k12.ca.us

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	891	855	95.96	4.04	31.11
Female	447	428	95.75	4.25	34.58
Male	444	427	96.17	3.83	27.63
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	43.75
Black or African American	13	13	100.00	0.00	23.08
Filipino	--	--	--	--	--
Hispanic or Latino	604	583	96.52	3.48	27.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	15	93.75	6.25	40.00
White	236	223	94.49	5.51	38.12
English Learners	278	271	97.48	2.52	12.18
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	770	739	95.97	4.03	29.23
Students Receiving Migrant Education Services	85	82	96.47	3.53	30.49
Students with Disabilities	133	121	90.98	9.02	9.09

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	890	852	95.73	4.27	16.31
Female	447	428	95.75	4.25	17.52
Male	443	424	95.71	4.29	15.09
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	37.50
Black or African American	13	13	100.00	0.00	7.69
Filipino	--	--	--	--	--
Hispanic or Latino	604	583	96.52	3.48	13.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	25.00
White	235	219	93.19		21.00
English Learners	278	271	97.48	2.52	5.54
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	770	740	96.10	3.90	15.14
Students Receiving Migrant Education Services	85	82	96.47	3.53	13.41
Students with Disabilities	132	119	90.15	9.85	5.88

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.