

Waterford High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	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
Website	https://www.waterford.k12.ca.us/o/waterford-high-school
County-District-School (CDS) Code	50755725030259

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

School Description and Mission Statement (School Year 2019-20)

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 his 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.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	170
Grade 10	146
Grade 11	144
Grade 12	163
Total Enrollment	623

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.5
Asian	0.8
Filipino	0.5
Hispanic or Latino	62.6
Native Hawaiian or Pacific Islander	0.2
White	33.9
Two or More Races	1
Socioeconomically Disadvantaged	76.1
English Learners	17.2
Students with Disabilities	17.5
Foster Youth	0.3
Homeless	

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	28.4	24	27	78
Without Full Credential	0	4	3	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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 Instructional Materials (School Year 2019-20)

Year and month in which data were collected: May 2019

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)

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 (Most Recent Year)

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 metal work. Fencing was completed on 2017-18.

School Facility Good Repair Status (Most Recent Year)

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 overall rating

Year and month of the most recent FIT report: August 6, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	71	74	46	47	50	50
Mathematics (grades 3-8 and 11)	32	32	27	24	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	137	136	99.27	0.73	74.26
Male	63	62	98.41	1.59	70.97
Female	74	74	100.00	0.00	77.03
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	88	88	100.00	0.00	71.59
Native Hawaiian or Pacific Islander					
White	45	45	100.00	0.00	77.78
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	104	103	99.04	0.96	71.84
English Learners	33	33	100.00	0.00	42.42
Students with Disabilities	21	21	100.00	0.00	33.33
Students Receiving Migrant Education Services	14	14	100.00	0.00	71.43
Foster Youth					
Homeless					

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	138	136	98.55	1.45	31.62
Male	63	61	96.83	3.17	37.70
Female	75	75	100.00	0.00	26.67
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	89	88	98.88	1.12	26.14
Native Hawaiian or Pacific Islander					
White	45	45	100.00	0.00	42.22
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	104	102	98.08	1.92	25.49
English Learners	33	32	96.97	3.03	3.13
Students with Disabilities	21	21	100.00	0.00	14.29
Students Receiving Migrant Education Services	14	14	100.00	0.00	14.29
Foster Youth					
Homeless					

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

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

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

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

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.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	311
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	40
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	87.85
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	30.56

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 2018-19)

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
9	16.0	33.3	22.7

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

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 2019-20)

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, the Waterford Education Foundation and the Waterford Agricultural Advisory. We also have an Education Foundation that provides local 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, 2019-20, 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.

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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	2.2	7	3.5	3.2	7.2	4.2	9.7	9.1	9.6
Graduation Rate	95.6	87.8	94.7	94.9	84.8	88.7	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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

Rate	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
Suspensions	12.3	6.9	8.5	3.1	2.9	3.7	3.6	3.5	3.5
Expulsions	0.5	0.3	0.5	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 at 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	19	19	8	9	20	18	10	4	21	15	14	4
Mathematics	21	13	14	3	23	13	5	7	21	14	5	9
Science	20	7	7	1	23	7	7	4	24	7	5	7
Social Science	20	10	10	2	22	10	5	5	22	9	6	5

*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 Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	623.0

*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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.2

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,148.88	\$252.49	\$633.84	\$72,403.41
District	N/A	N/A	\$7,251.10	\$77,155.00
Percent Difference - School Site and District	N/A	N/A	-167.8	-6.4
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-168.9	-0.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,012	\$46,208
Mid-Range Teacher Salary	\$75,122	\$72,218
Highest Teacher Salary	\$96,328	\$92,742
Average Principal Salary (Elementary)	\$115,182	\$134,864
Average Principal Salary (Middle)	\$111,440	\$118,220
Average Principal Salary (High)	\$123,638	\$127,356
Superintendent Salary	\$179,093	\$186,823
Percent of Budget for Teacher Salaries	29%	33%
Percent of Budget for Administrative Salaries	6%	6%

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 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	1	N/A
All courses	7	17.8

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

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	4

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 2016-18 was Student Interaction and use of Academic Language. 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.