

## Will C. Wood High

# School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/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.



### Adam Rich, Principal

Principal, Will C. Wood High

#### About Our School

Will C. Wood High School is a wonderful place for students to learn and grow. Our teachers make learning interesting, relevant and meaningful by designing engaging lessons and challenging our students to think critically while preparing for college and career in an ever-changing world. We set high expectations for our students and support them to reach their goals. We expect all students to graduate prepared to move forward on to their chosen career or college path. We know that parents play a vital role in the success of our students and encourage their partnership. We provide academic support and intervention within the school day through our Academic Success period. Over the past five years our students have consistently achieved at higher academic levels than ever before. Our students are involved in many curricular and extra-curricular activities that deepen their connection to both the school and community. We truly believe that all students can learn and we have adapted our efforts and support to make this happen. Our focus on using AVID as a model to support best instruction schoolwide is apparent in our use of composition books and focused note-taking strategies, and also observable in staff meetings and professional growth sessions. We are also a PLC school and our departments operate using essential standards, common assessments, and collaboration around student data to consistently improve instruction and meet student needs.

#### Contact

*Will C. Wood High  
998 Marshall Rd.  
Vacaville, CA 95687-5735*

*Phone: 707-453-6900  
E-mail: [adamr@vacavilleusd.org](mailto:adamr@vacavilleusd.org)*

# About This School

## Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Vacaville Unified
<b>Phone Number</b>	(707) 453-6117
<b>Superintendent</b>	Jane Shamieh
<b>E-mail Address</b>	<a href="mailto:janes@vusd.solanocoe.k12.ca.us">janes@vusd.solanocoe.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.vacavilleusd.org">http://www.vacavilleusd.org</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Will C. Wood High
<b>Street</b>	998 Marshall Rd.
<b>City, State, Zip</b>	Vacaville, Ca, 95687-5735
<b>Phone Number</b>	707-453-6900
<b>Principal</b>	Adam Rich, Principal
<b>E-mail Address</b>	<a href="mailto:adamr@vacavilleusd.org">adamr@vacavilleusd.org</a>
<b>Web Site</b>	<a href="http://wcw.schoolloop.com/">http://wcw.schoolloop.com/</a>
<b>County-District-School (CDS) Code</b>	48705734830089

Last updated: 1/2/2019

## School Description and Mission Statement (School Year 2018—19)

Will C. Wood High School is one of two comprehensive high schools in the Vacaville Unified School District. The physical plant combines a mix of older facilities, updated buildings, as well as a newer Science Building, which was completed in 2010 and a new stadium facility completed in 2018. The instructional space includes regular classrooms, visual and performing arts facilities, shops, two gymnasiums, Youth Services Office, turf and grass athletic fields, and a new synthetic track. The Library and Media Center has the Career Center located adjacent to it and both serve the students as informational and technological resource centers. The administration building houses the administrative, attendance, counseling, and support staff. The school's two gymnasiums offer unique flexibility in physical education and student activities. A central quad and outdoor theatre area is the focal point for many student-oriented activities sponsored by Student Government and Student Council, Link Crew, campus clubs, the music program, and also Parent and Faculty functions. Will C. Wood Athletic Fields include soccer, softball, baseball, and a new stadium complex which includes facilities for football and soccer as well as track and field and seating for 4,000. Every classroom is outfitted with a short-throw LCD projector with SMART board-like capabilities, a document camera, built-in ceiling speakers, and desktop teacher and student computers. We employ 1:1 student technology access with Chromebook devices and are using Google drive and the Google classroom suite of online applications to provide the most up to date educational technology to support better instruction, deeper learning, and access to 21st century skill development for students.

### Our Mission Statement and Schoolwide Learner Outcomes (SLOs) are as follows:

Will C. Wood High School is a collaborative learning community of students staff and families. Our mission is for each student to graduate fully prepared for college or a meaningful career, with the ability to think critically and creatively in order to make a positive impact in society and the global environment.

#### Will C. Wood Graduates are...

##### 1. College and Career Ready Learners.

- Communicate effectively by reading, writing, speaking and listening proficiently.
- Proficiently apply mathematical reasoning to solve problems.
- Think analytically and critically and use evidence to support their reasoning.
- Use technology fluently and appropriately.

##### 2. Positive Community Members.

- Are Kind, Respectful, Responsible, and Safe at school and in their community
- Develop and maintain positive relationships within diverse settings.
- Participate in improving their communities.
- Work well with others and collaborate effectively.

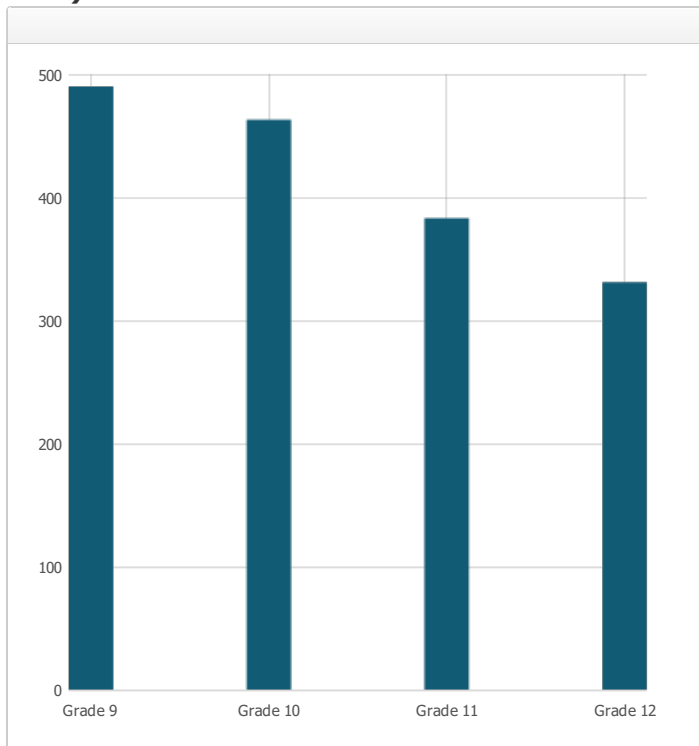
##### 3. Resilient and Resourceful.

- Practice healthy habits of physical self and mind
- Seek appropriate guidance and support when needed
- Persevere when faced with challenges
- Know where to find resources and help when needed.

*Last updated: 1/2/2019*

### Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 9	490
Grade 10	463
Grade 11	383
Grade 12	331
<b>Total Enrollment</b>	<b>1667</b>



Last updated: 1/11/2019

### Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	9.6 %
American Indian or Alaska Native	0.6 %
Asian	3.4 %
Filipino	4.6 %
Hispanic or Latino	35.9 %
Native Hawaiian or Pacific Islander	1.4 %
White	37.8 %
Two or More Races	6.0 %
Other	0.7 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	44.3 %
English Learners	4.1 %
Students with Disabilities	10.8 %
Foster Youth	0.1 %

## A. Conditions of Learning

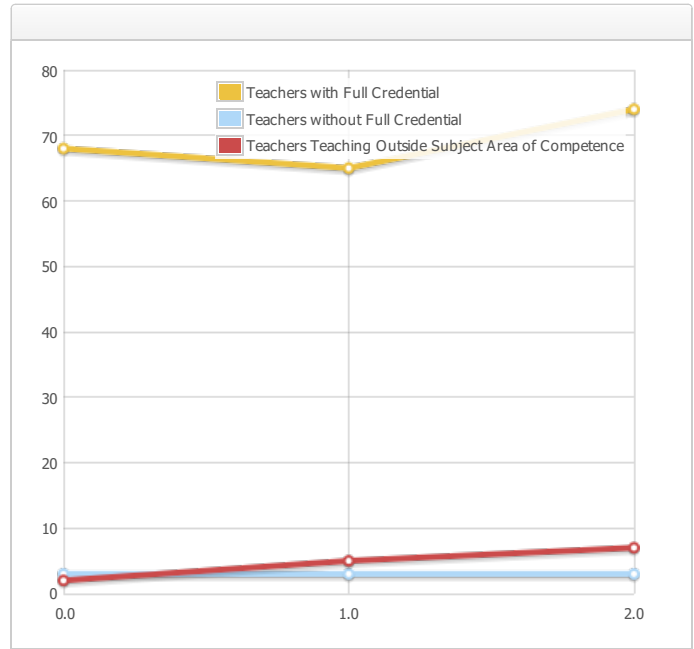
### State Priority: Basic

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

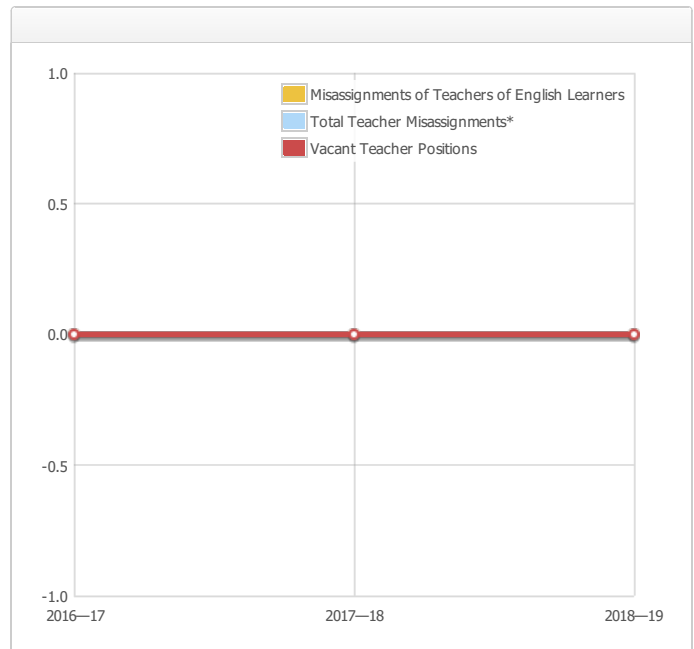
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	68	65	74	593
Without Full Credential	3	3	3	32
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	5	7	14



Last updated: 1/18/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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.

Last updated: 1/18/2019

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)**

Year and month in which the data were collected: September 2018

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Collections (Holt McDougal)	Yes	0.0 %
Mathematics	Core Connections Integrated Math (CPM)	Yes	0.0 %
Science	Earth Science CA Editon (Prentice Hall)	Yes	0.0 %
History-Social Science	World History: Connections to Today (Prentice Hall) US History: The American Vision Modern Times (Glencoe) Economics Principles in Action (Prentice Hall) American Government (Prentice Hall)	Yes	0.0 %
Foreign Language	Avancemos 1-3 (Holt McDougal) Discovering French 1-3 (Holt McDougal)	Yes	0.0 %
Health	Various	Yes	0.0 %
Visual and Performing Arts	Various	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 1/2/2019*

## School Facility Conditions and Planned Improvements

This school is in good repair. There are a number of non-critical deficiencies from minor wear and tear and are in the process of being mitigated. The new stadium was opened in the last year. The bulk of the deficiencies are related to ceiling tiles, flooring and plug in air-fresheners. All deficiencies will be eliminated by the end of the summer break, 2019.

*Last updated: 1/2/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: November 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	All damaged ceiling tiles will be replaced. Flooring issues will be repaired or replaced by Summer 2019
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Fair	All unsecured items will be either secured or removed
<b>Electrical:</b> Electrical	Fair	All light fixtures will be repaired or replaced
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: November 2018

Overall Rating	Good
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*Last updated: 1/2/2019*

## 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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	71.0%	57.0%	50.0%	52.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	36.0%	33.0%	38.0%	39.0%	37.0%	38.0%

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.

*Last updated: 1/11/2019*



## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	348	334	95.98%	57.49%
Male	176	167	94.89%	51.50%
Female	172	167	97.09%	63.47%
Black or African American	39	38	97.44%	44.74%
American Indian or Alaska Native	--	--	--	
Asian	11	--	90.91%	70.00%
Filipino	28	27	96.43%	70.37%
Hispanic or Latino	119	114	95.80%	52.63%
Native Hawaiian or Pacific Islander	--	--	--	
White	126	121	96.03%	63.64%
Two or More Races	14	13	92.86%	53.85%
Socioeconomically Disadvantaged	136	131	96.32%	48.09%
English Learners	16	13	81.25%	7.69%
Students with Disabilities	28	22	78.57%	18.18%
Students Receiving Migrant Education Services				
Foster Youth				

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

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

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

*Last updated: 1/11/2019*

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	348	334	95.98%	32.93%
Male	176	167	94.89%	32.93%
Female	172	167	97.09%	32.93%
Black or African American	39	39	100.00%	20.51%
American Indian or Alaska Native	--	--	--	
Asian	11	--	90.91%	70.00%
Filipino	28	28	100.00%	46.43%
Hispanic or Latino	119	112	94.12%	28.57%
Native Hawaiian or Pacific Islander	--	--	--	
White	126	122	96.83%	34.43%
Two or More Races	14	13	92.86%	38.46%
Socioeconomically Disadvantaged	136	132	97.06%	26.52%
English Learners	16	14	87.50%	7.14%
Students with Disabilities	28	24	85.71%	
Students Receiving Migrant Education Services				
Foster Youth				

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

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

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

*Last updated: 1/11/2019*

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

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
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: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

*Last updated: 1/11/2019*

### Career Technical Education (CTE) Programs (School Year 2017–18)

Will C. Wood offers four different CTE pathways and a comprehensive "CTE Completer" program that includes rigorous secondary requirements beyond simply passing CTE courses. These requirements include completion of course sequence with a B or better in each class, 10 hours of work readiness training through SCOE, resume, senior portfolios, interview practice, attaining professional certifications, on the job internship hours, etc. Students in all four pathways attended daily classes at Wood taught by a site teacher. In most pathways, students are also exposed to industry professionals via guest speakers and field trips. Students often participate in project-based learning activities and hands-on laboratory activities to simulate tasks they would be expected to complete in that career. It is important to note that for Will C. Wood, we are transitioning to a model that used to include many semester CTE electives to a much more comprehensive model that will include distinct 2 year CTE pathways with A-G course offerings in the following areas listed below.

In 2017-2018 Will C. Wood Offers CTE Courses in the following pathways:

**Automotive Technology:** Students are instructed in the use of a variety of specialized automotive equipment and tools including diagnostic tools and machinery, traditional tools, mechanical lifts, and all associated tools needed to diagnose and repair an automobile.

**Culinary Arts:** Students are instructed in the use of varied kitchen equipment and food preparations including knifework and cooking skills. Equipment includes refrigerators, stoves, ovens, specialized kitchen equipment, etc. as well as knowledge and certification in operational food safety techniques, service and hospitality industry essentials.

**Building and Construction Trades:** Students master a variety of fixed and hand held tools and woodworking machines including band saws, table saws, drill presses, measuring equipment and all manner of traditional handheld tools. Students learn how to read and follow blueprint plans as well as the basic knowledge needed to work in the building and construction trades.

**Kinesiology:** Students learn the science of kinseology and train and participate in various sports medicine and sports physiology activities and labs.

• How these programs and classes are integrated with academic courses and how they support academic achievement:

Our CTE courses support both general academic skill applications and specific areas of focus depending on the content area. Our CTE teachers use strands from both the Common Core State Standards (Technical Subjects Strand) and the California and National and State CTE standards in developing general essential skills and targets for the overall program. Many of these apply to areas such as reading technical and non-fiction texts, writing expository and/or technical compositions (subject area dependent), communication and speaking skills, listening and other generalized skill areas. Specifically the Kinesiology CTE strand is supported by prerequisite courses such as Biology as there is a great deal on content crossover in that particular area. Through the explicit connections and overlap in skill development, our CTE courses support our academic programs in all areas and vice versa.

• How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students:

CTE pathways are open to all students grades 10-12. We have a schoolwide focus of ensuring that all students who do not complete the A-G eligibility requirements have completed a CTE pathway of study. Our counseling department and our Frosh Focus program teachers work to ensure that students explore CTE course offerings in grades 9 and 10 and that they enroll in grades 11 and 12, as specific students are identified. With regard to special needs students in particular, we intentionally discuss, present, and make decisions about CTE pathway "best fit" for all students with IEPs as part of the transition planning process. We have made this a standing agenda item whenever we discuss transition planning so that participation in CTE pathways is implicit with all students under that classification.

- The measurable outcomes of these programs and classes, and how they are evaluated for effectiveness in attaining those outcomes:  
We have designed and implemented our CTE pathway completer criteria and we have tracked 28 students to that title in 2017-2018. We have adopted this as one of our schoolwide goals and are currently working toward constantly improving that. Our goal is to increase this number to include as many students as possible who are not meeting the A-G graduation requirements.

- State the primary representative of the district's CTE advisory committee and the industries represented on the committee:  
One of our APs sits on our CTE advisory committee, which represents the following industries: Automotive Technology, Culinary Arts, Building and Construction Trades, and Kinesiology.

*Last updated: 1/2/2019*

### **Career Technical Education (CTE) Participation (School Year 2017—18)**

<b>Measure</b>	<b>CTE Program Participation</b>
Number of Pupils Participating in CTE	260
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	28.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	25.0%

*Last updated: 1/2/2019*

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

<b>UC/CSU Course Measure</b>	<b>Percent</b>
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	98.4%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	43.1%

# 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

## California Physical Fitness Test Results (School Year 2017—18)

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	15.6%	21.4%	15.4%

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.

Last updated: 1/11/2019

## 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 2018—19)

At Will C. Wood High School we systematically seek input from our parents and encourage their participation in the variety of opportunities that exist. We conduct an annual parent survey and collect and use that data in updating site goals and for WASC planning. Parents can become involved in Will C. Wood through a variety of programs that include:

- School Site Council – the advisory council for the Principal and staff who develop site priorities and goals and facilitate the development of the site plan.
- PBIS Team – Group consisting of parents, students, teachers, and admin who work as a PLC to address school safety, school climate, student behavior, and prevention.
- Wildcat Night Boosters: Parents, Staff members, and coaches who support all Wood athletic programs and organize our annual sports fundraiser dinner and facilitates funding support for all school athletic programs.
- Safe and Sober Grad Nite – the parent group who plans the all-night party after graduation.
- Band Boosters – the parent group who works with band activities.
- Choir Boosters – the parent group who works with the choral programs.
- PTC – Parents, teachers and community members meet to complete projects and goals for the school.
- Parent Conferences are also held each October, providing parents the opportunity to meet individually with each of their student’s teachers to learn about their achievement. Parents can also request a meeting with their student’s teacher at any time.

# State Priority: Pupil Engagement

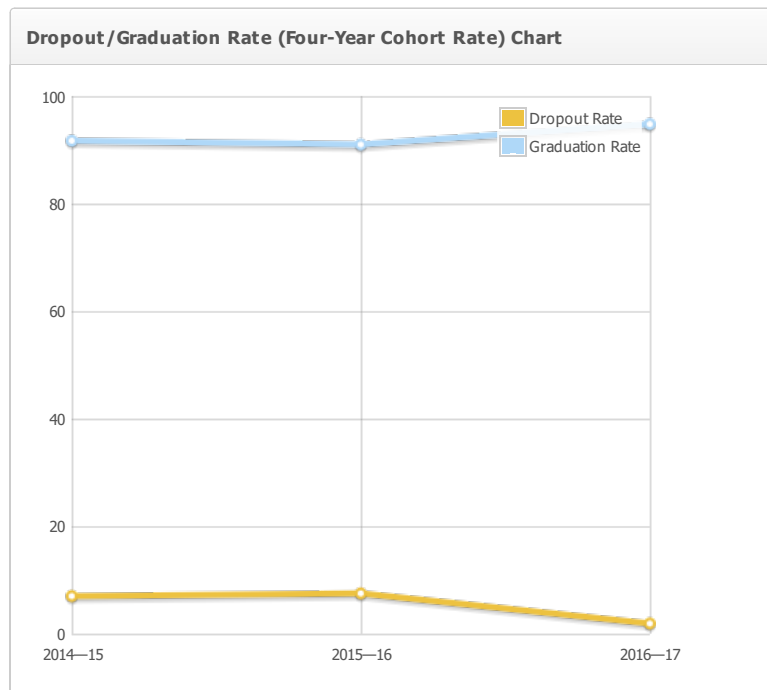
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	7.0%	7.5%	5.8%	5.4%	10.7%	9.7%
Graduation Rate	91.7%	91.0%	87.8%	89.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	1.9%	5.3%	9.1%
Graduation Rate	94.8%	87.6%	82.7%



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

Last updated: 1/11/2019

## Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	100.0%	100.0%	88.7%
Black or African American	100.0%	100.0%	82.2%
American Indian or Alaska Native	100.0%	100.0%	82.8%
Asian	85.7%	96.6%	94.9%
Filipino	95.2%	100.0%	93.5%
Hispanic or Latino	100.0%	100.0%	86.5%
Native Hawaiian or Pacific Islander	100.0%	100.0%	88.6%
White	100.0%	100.0%	92.1%
Two or More Races	100.0%	100.0%	91.2%
Socioeconomically Disadvantaged	100.0%	100.0%	88.6%
English Learners	100.0%	100.0%	56.7%
Students with Disabilities	93.9%	91.1%	67.1%
Foster Youth	100.0%	100.0%	74.1%



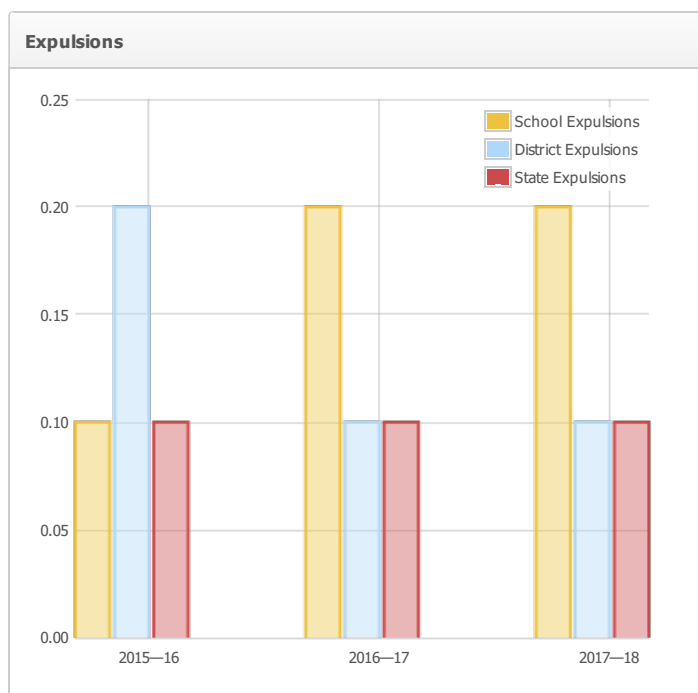
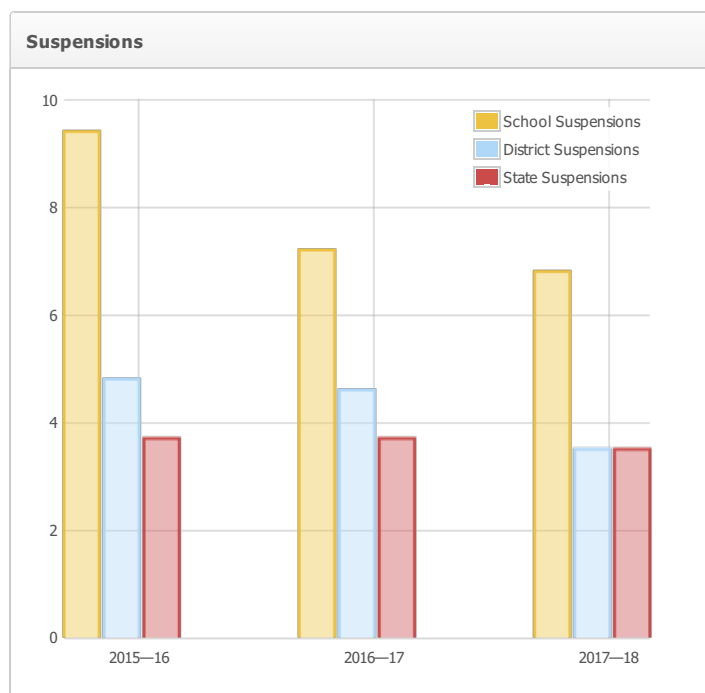
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	9.4%	7.2%	6.8%	4.8%	4.6%	3.5%	3.7%	3.7%	3.5%
Expulsions	0.1%	0.2%	0.2%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/11/2019

## School Safety Plan (School Year 2018—19)

The safe school plan is a comprehensive document designed, in part, to prepare students, staff, and administration for extraordinary/emergency situations. It was last updated and shared with staff in January 2018. Throughout the school year the safe school plan is updated based on what is learned from each drill or actual event. Our school safety plan currently reflects the use of the Standard Response Protocols, or SRP. These are a set of procedures that include common language and directives for staff and students in the event of several different types of possible threats or emergencies. In 2016 all public entities and facilities in Vacaville were trained in conjunction with the Vacaville police Department on the SRP. School security is further enhanced with four full-time members of the campus security team, 4 administrators and a Youth Services Office housed on the campus of Will C. Wood and staffed by a Youth Services Police Sergeant, a School Resource Officer, and a Master Social Worker. The school is a closed campus.

Will C. Wood also has designed and implemented a two-tier Positive Behavior Intervention and Supports (PBIS) system to enhance preventative efforts in terms of student behavior and schoolwide safety. This program involves members of the site staff as well as parents and students and uses a collaborative, data-driven approach to addressing issues of schoolwide safety and student behavior. As of its implementation in 2015, our suspension has dropped roughly 25% from around 10% to roughly 7% schoolwide.

Last updated: 1/2/2019

## **D. Other SARC Information**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-20</b>	<b>Number of Classes * 21-32</b>	<b>Number of Classes * 33+</b>
English	21.0	36	36	14
Mathematics	24.0	19	20	22
Science	27.0	12	16	25
Social Science	27.0	13	20	22

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-20</b>	<b>Number of Classes * 21-32</b>	<b>Number of Classes * 33+</b>
English	21.0	37	24	23
Mathematics	24.0	19	25	16
Science	28.0	11	12	27
Social Science	25.0	13	23	16

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-20</b>	<b>Number of Classes * 21-32</b>	<b>Number of Classes * 33+</b>
English	22.0	32	30	17
Mathematics	25.0	20	26	13
Science	28.0	10	12	27
Social Science	27.0	11	12	28

\* 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.

*Last updated: 1/11/2019*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	3.6	466.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.8	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

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

\*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.

*Last updated: 1/23/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$6442.5	\$719.4	\$5723.1	\$70836.0
District	N/A	N/A	\$6718.5	\$68635.9
Percent Difference – School Site and District	N/A	N/A	-17.4%	3.0%
State	N/A	N/A	\$6574.0	\$79665.0
Percent Difference – School Site and State	N/A	N/A	-13.8%	-12.5%

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

*Last updated: 1/24/2019*

### Types of Services Funded (Fiscal Year 2017—18)

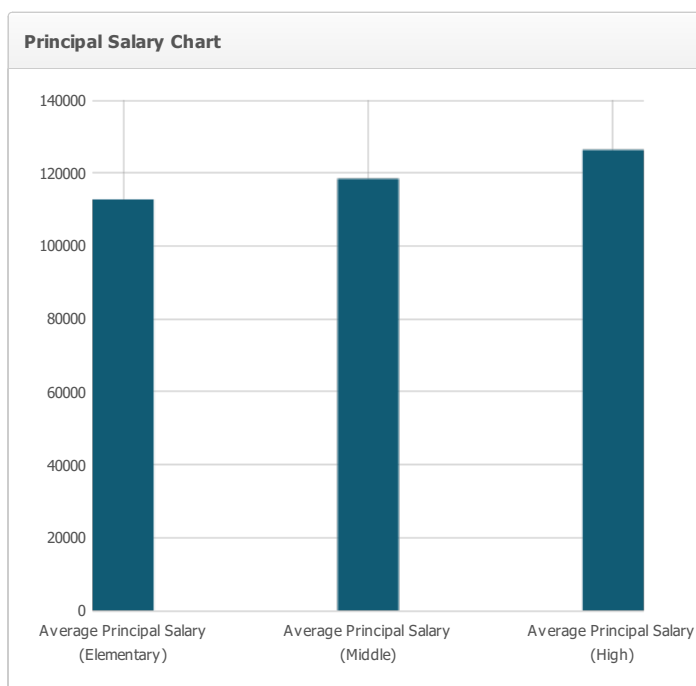
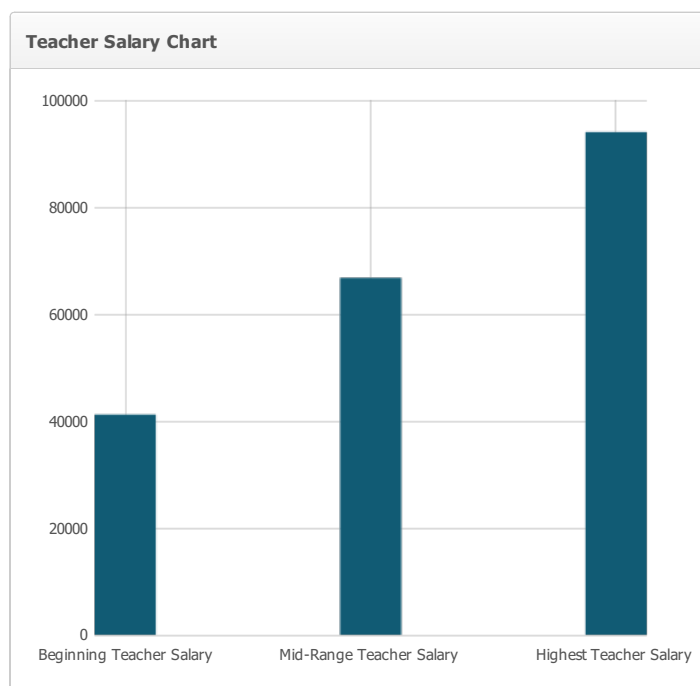
	Unrestricted	Restricted
1000 Certificated Salaries	5,237,152.47	775,155.52
2000 Classified Salaries	850,949.49	31,081.17
3000 Benefits	2,136,794.81	229,956.85
4000 Materials & Supplies	83,762.97	38,890.70
5000 Operating Expenses & Services	663,372.57	28,753.13
Less Object 3701-3702	(198,120.06)	(26,213.41)
Less Unrestricted Lottery	(201,518.80)	
<b>Total</b>	<b>8,572,393.45</b>	<b>1,077,623.96</b>

Last updated: 1/24/2019

### Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,197	\$49,512
Mid-Range Teacher Salary	\$66,784	\$77,880
Highest Teacher Salary	\$94,034	\$96,387
Average Principal Salary (Elementary)	\$112,765	\$123,139
Average Principal Salary (Middle)	\$118,443	\$129,919
Average Principal Salary (High)	\$126,363	\$140,111
Superintendent Salary	\$197,672	\$238,324
Percent of Budget for Teacher Salaries	36.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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



Last updated: 1/11/2019

**Advanced Placement (AP) Courses (School Year 2017–18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	7	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	4	N/A
All Courses	17	16.6%

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

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

*Last updated: 1/11/2019*

**Professional Development**

The primary focus of staff development at Will C. Wood High School is to utilize our Professional Learning Community (PLC) model of collaborative core instruction to improve the effectiveness of our teachers and ultimately our students' achievement. During the 2017-2018 school year, 23 teachers and Admin had returned from a 4-day PLC institute and revamped our PLC processes and schoolwide expectations. We committed to re-develop our essential standards by each department, and create common formative assessments in the core areas and foreign language. Teacher teams dedicated their Wednesday collaboration time to developing in these areas to be better able to carry out the PLC process and support student learning.

Another important focus of our Professional Growth in 2017-2018 was the implementation of a mastery-based grading system schoolwide and district wide. This took significant time and study for our staff and site administrators to learn the "why" of mastery-based grading, as well as the "how". We are still in the process of improving these practices, and developing them to align with our PLC work around essential standards for student learning. Much of our Fall 2017 staff meeting time was dedicated to this work and learning together how to take steps to implement it for our students.

Currently (2018-2019) we have been putting our attention as a staff toward a set of instructional commitments that mirror what we know to be supported by the research on effective Tier 1 teaching and "AVID Strategies". This set of commitments includes the following:

Essential Standards drive teaching and student learning at our school; We use structured, active note taking strategies with our students. (Cornell, Interactive Notebooks, etc.); We strive to teach higher-order thinking using Costa's Levels or similar frameworks; We use a variety of formative assessments to inform instructional practice and our decisions; We use mastery-based grading practices to evaluate and report student learning.

These instructional commitments drive our direction for Professional Growth as well. This year we have spent our professional growth days before school with our AVID coordinator leading a seminar on focused note taking, and we continued that work into our first 3 staff meetings. In the Spring we plan to continue that work, and add components that focus on the teaching of higher order thinking skills. We plan to share and learn more about how to design lessons and learning experiences that emphasize those facets of learning.

In 2018-2019 we are also exploring and learning about more effective models for providing academic intervention and support. Two groups of teachers attended a trip to Vista Del Lago HS in Folsom, CA to learn about their Flex Time model. Currently our site leadership team is engaged in the development of a similar model for Will C. Wood for the Fall of 2019. We are excited to move our intervention and support program closer to our goal of something that is directive, fluid, timely, and more responsive to student need.

Our district has been focused on the area of Math as this is an area of concern for all of our secondary schools. As such, site administrators have been conducting book studies on best practices for Tier 1 math instruction, growth mindset, etc. The Secondary Director has also been providing direct professional growth support through opportunities for direct coaching and modeling lessons with the UC Davis Math Project Staff.

Induction (formerly BTSA) is a two-year program for new teachers. Through a series of after school meetings, peer observations, and release time meetings, new teachers are paired with mentor teachers to learn about The California Standards for the Teaching Profession. Induction is essential for new teachers in order to complete their credential. Our district is a member of the Yolo/Solano Induction Consortium, which provides mentoring, and support for all new teachers.

Clerical staff receives technology in-services in areas of job requirements, such as attendance programs, library inventories, word processing and email.

English and Mathematics teachers also benefit from the support of an English and Mathematics coach that has a release period to be able to meet with, observe and support the teachers in each of the two departments.

*Last updated: 1/2/2019*