

Will C. Wood High

School Accountability Report Card Reported Using Data from the 2018—19 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

Welcome to Will C. Wood High School - A collaborative educational community where every day we focus on success and high levels of learning for all students. When you enter our school, you become part of our Wildcat Family and join us in continuing our tradition of academic excellence and creating a legacy of service and kindness. At Will C. Wood, teachers, administrators, and support staff work together to provide the highest quality and most rigorous educational programs, build great working relationships with students and families, all while striving to meet the unique needs of each student. At our school, systematic academic support is built into each day through our Flex Time period. Additionally, our Wildcat Way program teaches and supports all students in being Kind, Respectful, Responsible, and Safe, each day and in all we do. We encourage your student to get involved and participate in athletics, arts, clubs, and other extra-curricular activities in order to further explore their talents, interests, and passions. We have great things in store for this school year and we are honored to serve your students and your family!

Contact

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

Phone: 707-453-6900
Email: adamr@vacavilleusd.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Vacaville Unified
Phone Number	(707) 453-6117
Superintendent	Jane Shamieh
Email Address	janes@vusd.solanocoe.k12.ca.us
Website	http://www.vacavilleusd.org

School Contact Information (School Year 2019—20)	
School Name	Will C. Wood High
Street	998 Marshall Rd.
City, State, Zip	Vacaville, Ca, 95687-5735
Phone Number	707-453-6900
Principal	Adam Rich, Principal
Email Address	adamr@vacavilleusd.org
Website	http://wcw.schoolloop.com/
County-District-School (CDS) Code	48705734830089

Last updated: 1/30/2020

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

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 Advancement Via Individual Determination (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 Professional Learning Community (PLC) school and our departments operate using essential standards, common assessments, and collaboration around student data to consistently improve instruction and meet student needs.

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.

- 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.

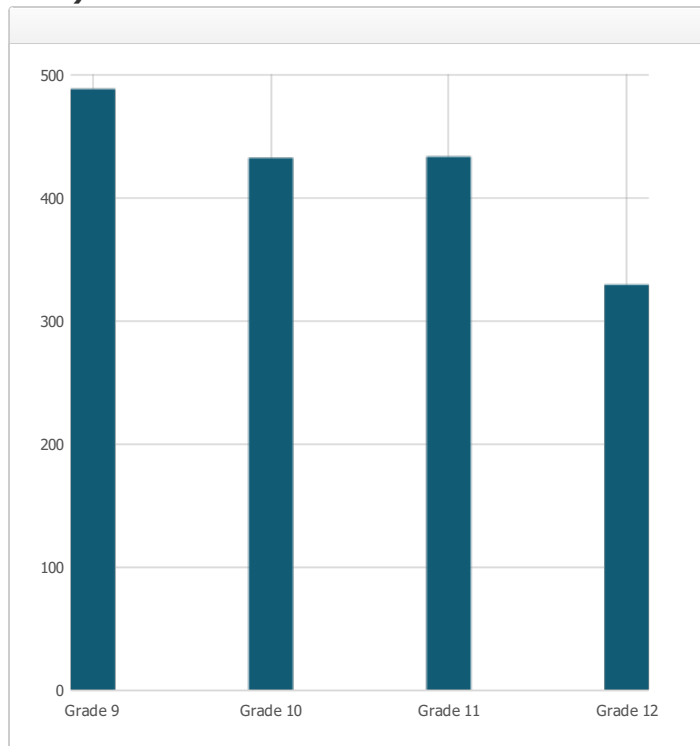
- Practice healthy habits of physical self and mind
- Seek appropriate guidance and support when needed

- c. Persevere when faced with challenges
- d. Know where to find resources and help when needed

Last updated: 1/30/2020

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

Grade Level	Number of Students
Grade 9	488
Grade 10	432
Grade 11	433
Grade 12	329
Total Enrollment	1682



Last updated: 1/30/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	9.70 %
American Indian or Alaska Native	0.40 %
Asian	3.50 %
Filipino	4.90 %
Hispanic or Latino	37.90 %
Native Hawaiian or Pacific Islander	1.00 %
White	33.80 %
Two or More Races	8.10 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	45.90 %
English Learners	2.40 %
Students with Disabilities	10.80 %
Foster Youth	0.10 %
Homeless	0.40 %

A. Conditions of Learning

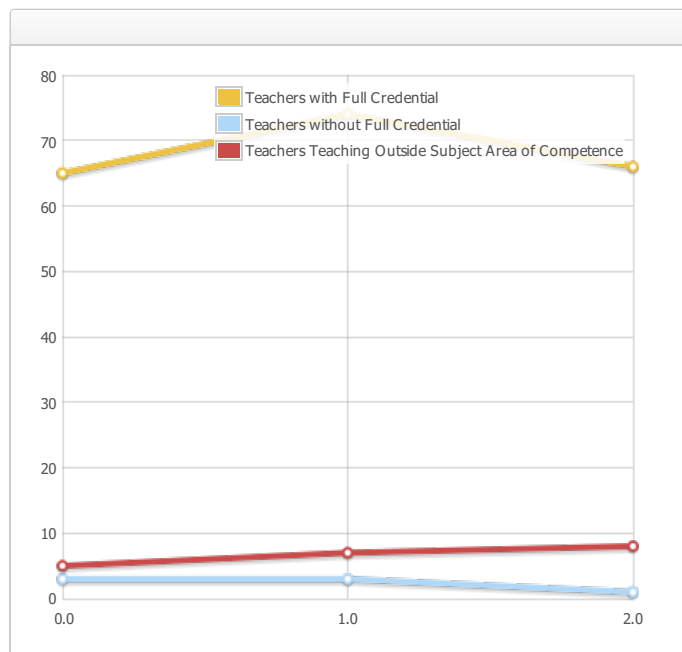
State Priority: Basic

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

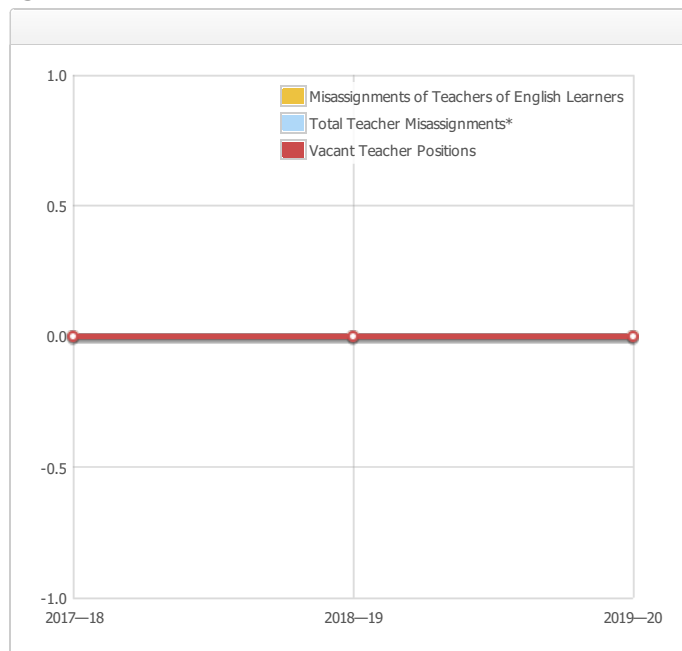
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	65	74	66	583
Without Full Credential	3	3	1	30
Teachers Teaching Outside Subject Area of Competence (with full credential)	5	7	8	14



Last updated: 1/30/2020

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.

Last updated: 1/30/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SpringBoard, CollegeBoard	Yes	0.00 %
Mathematics	Core Connections Integrated Math, CPM	Yes	0.00 %
Science	Earth Science CA Edition, Prentice Hall	Yes	0.00 %
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	0.00 %
Foreign Language	Avancemos 1-3, Holt-McDougal, Adopted: 2012 Discovering French 1-3, Holt-McDougal, Adopted: 2013	Yes	0.00 %
Health			0.00 %
Visual and Performing Arts			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: 1/30/2020

School Facility Conditions and Planned Improvements

- Will C. Wood High school is being properly maintained and the site is in good working order and repair.
- Will C. Wood High receives ongoing preventive maintenance activities including annual FIT inspections and subsequent repairs generated from this activity. The scheduled preventive maintenance services are in all divisions of maintenance including electrical, grounds, mechanical and structural.

Last updated: 1/30/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	100%
Interior: Interior Surfaces	Fair	76.70% Broken, stained and/or loose ceiling tiles to be replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	90.50% Items stored too high have been removed.
Electrical: Electrical	Fair	86.93% Light fixtures have been repaired. Electrical covers replaced.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	97.86% Broken handles, leaks and flow issues have been repaired on toilets and faucets.
Safety: Fire Safety, Hazardous Materials	Good	98.32% Door and ceilings painted.
Structural: Structural Damage, Roofs	Good	100%
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	98.61% Door cover closers replaced.

Overall Facility Rate

Year and month of the most recent FIT report: July 2019

Overall Rating	Good
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Last updated: 1/30/2020

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)	57.0%	64.0%	52.0%	53.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	33.0%	25.0%	39.0%	38.0%	38.0%	39.0%

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: 1/30/2020

**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	403	384	95.29%	4.71%	63.80%
Male	201	191	95.02%	4.98%	57.07%
Female	202	193	95.54%	4.46%	70.47%
Black or African American	39	37	94.87%	5.13%	54.05%
American Indian or Alaska Native					
Asian	20	19	95.00%	5.00%	57.89%
Filipino	11	10	90.91%	9.09%	80.00%
Hispanic or Latino	161	154	95.65%	4.35%	55.84%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	140	135	96.43%	3.57%	72.59%
Two or More Races	22	19	86.36%	13.64%	68.42%
Socioeconomically Disadvantaged	190	178	93.68%	6.32%	47.19%
English Learners	27	26	96.30%	3.70%	19.23%
Students with Disabilities	37	33	89.19%	10.81%	9.09%
Students Receiving Migrant Education Services	--	--	--	--	
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.

Last updated: 1/30/2020

**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	403	377	93.55%	6.45%	25.27%
Male	201	189	94.03%	5.97%	23.40%
Female	202	188	93.07%	6.93%	27.13%
Black or African American	39	34	87.18%	12.82%	18.18%
American Indian or Alaska Native					
Asian	20	18	90.00%	10.00%	55.56%
Filipino	11	9	81.82%	18.18%	66.67%
Hispanic or Latino	161	153	95.03%	4.97%	17.65%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	140	135	96.43%	3.57%	30.37%
Two or More Races	22	18	81.82%	18.18%	11.11%
Socioeconomically Disadvantaged	190	174	91.58%	8.42%	17.24%
English Learners	27	26	96.30%	3.70%	7.69%
Students with Disabilities	37	29	78.38%	21.62%	6.90%
Students Receiving Migrant Education Services	--	--	--	--	
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.

Last updated: 1/30/2020

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

Subject	School 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.

Last updated: 1/30/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

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 attend 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 2018-2019 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

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

Aviation and Aeronautics: Students learn the fundamentals of manned flight and a survey level overview of aviation vehicles and craft; year two focuses on basic airframe maintenance and knowledge.

• 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 of 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 will be tracking 32 students to that title in 2018-2019. 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 department chair sit on our CTE advisory committee, which is headed by our Director of Secondary Education.

The principal

Last updated: 1/30/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	515
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	78.90%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	7.30%

*Last updated: 1/30/2020***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	98.53%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	44.32%

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 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	25.60%	21.60%	13.10%

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.

Last updated: 1/30/2020

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)

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 parent surveys 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, students, teachers, parent, 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.
- Safe and Sober Grad Nite – the parent group who plans the all-night party after graduation.
- Wildcat Boosters- Athletic Booster club that organizes our annual sports fundraiser dinner and facilitates funding support for all school athletic programs.
- 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

Last updated: 1/30/2020

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

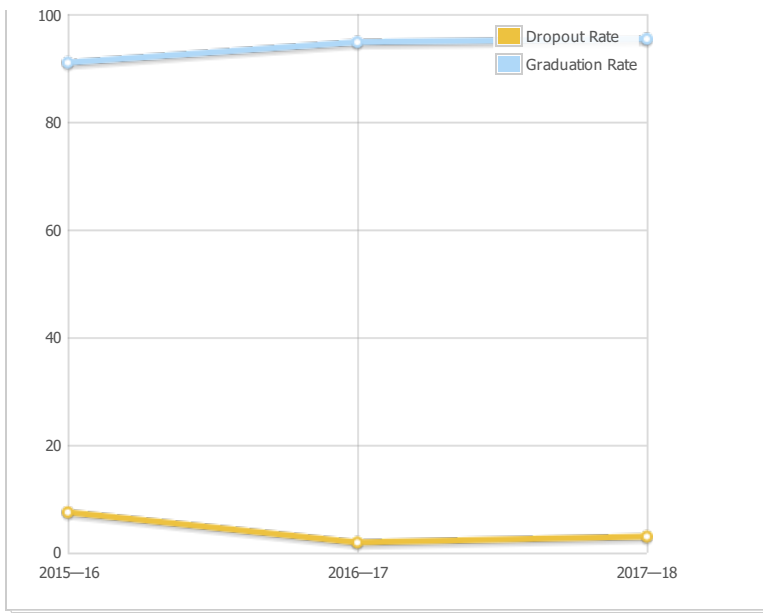
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	7.50%	5.40%	9.70%
Graduation Rate	91.00%	89.10%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	1.90%	3.00%	5.30%	6.50%	9.10%	9.60%
Graduation Rate	94.80%	95.40%	87.60%	87.30%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



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/>.

Last updated: 1/30/2020

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	7.20%	6.80%	6.30%	4.60%	3.50%	3.50%	3.60%	3.50%	3.50%
Expulsions	0.20%	0.20%	0.20%	0.10%	0.10%	0.10%	0.10%	0.10%	0.10%

Last updated: 1/30/2020

School Safety Plan (School Year 2019—20)

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 2019. 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 also retains a full time mental health clinician to provide support and prevention for students with mental health needs. 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 it's implementation in 2015, our suspension has dropped from around 10% to roughly 6.5% schoolwide.

Last updated: 1/30/2020

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 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	21.00	37	24	23
Mathematics	24.00	19	25	16
Science	28.00	11	12	27
Social Science	25.00	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)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	22.00	32	30	17
Mathematics	25.00	20	26	13
Science	28.00	10	12	27
Social Science	27.00	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	22.00	32	22	24
Mathematics	23.00	25	27	13
Science	26.00	13	10	29
Social Science	23.00	19	20	19

* 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: 1/30/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	467.20

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Number of Pupils per Counselor

Last updated: 1/30/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.60
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	2.90
Social Worker	
Nurse	0.50
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	1.00

*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: 1/30/2020

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	\$6314.20	\$194.48	\$6119.72	\$68596.94
District	N/A	N/A	\$6826.73	\$68575.09
Percent Difference – School Site and District	N/A	N/A	-11.55%	0.03%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	-18.48%	-19.58%

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

Last updated: 1/30/2020

Types of Services Funded (Fiscal Year 2018—19)

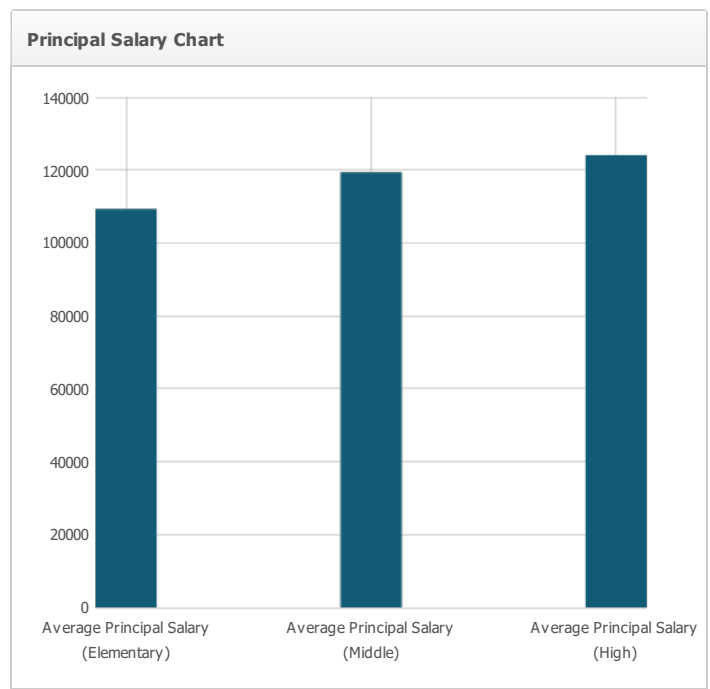
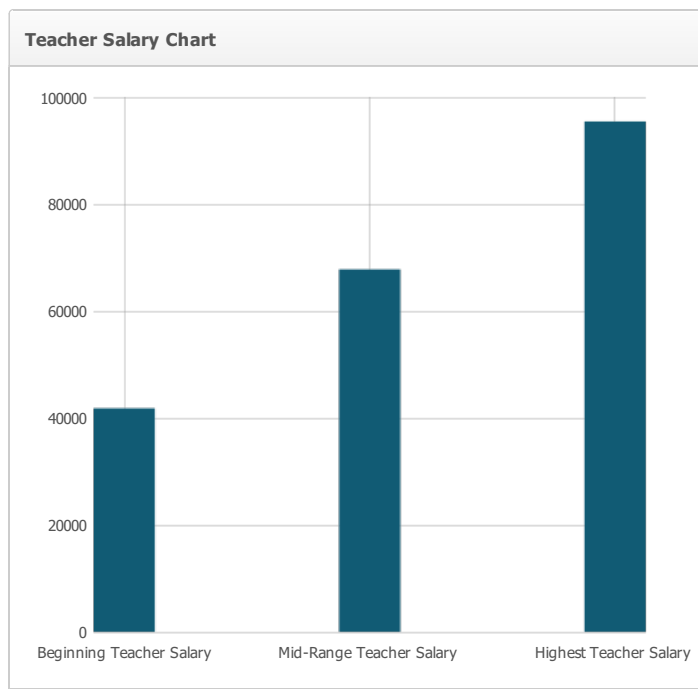
Object	Unrestricted	Restricted
1000 Certificated Salaries	5,409,463.88	224,521.00
2000 Classified Salaries	938,562.69	6,311.88
3000 Benefits	2,321,164.71	81,012.92
4000 Materials & Supplies	128,315.50	2,457.63
5000 Operating Expenses & Services	686,263.05	75.00

Last updated: 1/30/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,815	\$51,374
Mid-Range Teacher Salary	\$67,786	\$80,151
Highest Teacher Salary	\$95,445	\$100,143
Average Principal Salary (Elementary)	\$109,308	\$126,896
Average Principal Salary (Middle)	\$119,393	\$133,668
Average Principal Salary (High)	\$124,097	\$143,746
Superintendent Salary	\$197,672	\$245,810
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

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



Last updated: 1/30/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	5	N/A
Fine and Performing Arts	1	N/A
Foreign Language	3	N/A
Mathematics	1	N/A
Science	3	N/A
Social Science	5	N/A
All Courses	18	15.50%

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

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

Last updated: 1/30/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8