

Whitmore Charter High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Whitmore Charter High School
Street	3435 Don Pedro Rd.
City, State, Zip	Ceres, CA 95307
Phone Number	209.556.1617
Principal	Sarah Olson
E-mail Address	saolson@ceres.k12.ca.us
Web Site	http://cereswcs.sharpschool.net/w_c_h_s-home
CDS Code	50-71043-0107136

District Contact Information	
District Name	Whitmore Charter
Phone Number	209.556.1500
Superintendent	Scott Siegel, Ed.D.
E-mail Address	jbeltran@ceres.k12.ca.us
Web Site	www.ceres.k12.ca.us

School Description and Mission Statement (School Year 2017-18)

Whitmore Charter High School is located in the city of Ceres in the central San Joaquin Valley, 80 miles south of Sacramento and 95 miles east of San Francisco, in the heart of Stanislaus County.

Whitmore Charter High School first opened in 2002 with 5 students and currently has an enrollment of approximately 165 students. Currently there 15 full and part time teachers, 1 principal, 1 assistant principal, 1 full time learning director, 1 resource specialist and 1 school psychologist (shared with other schools in the district). Most of our staff members also share their positions with Whitmore Charter School of Arts and Technology and Whitmore Charter School of Personalized Learning, which are also on the same campus.

Whitmore Charter High School serves a broad cross section of students residing throughout Stanislaus and surrounding counties. WCHS offers a rigorous college prep program for students in grades 9-12 who desire a customized approach to high school. In partnership with advisory teachers, students and parents are encouraged to create a personalized plan designed to meet the unique needs of every student.

The mission of Whitmore Charter High School is to provide students in grades 9-12 and their parents the opportunity to create a customized educational plan for their high school experience. The student, the parent or guardian, and the Advisory Teacher work in partnership to develop a unique learning plan which is based on the student's interests, abilities, and educational goals. Whitmore Charter High School provides students with a wide range of innovative instructional modes from which to choose in designing their academic plan. These modes may include home schooling, on-campus classes, online/distance learning, and/or vocational apprenticeships. Graduates of the Whitmore Charter High School are prepared to enter the 21st Century as self-motivated, independent, critical thinkers and decision makers, who recognize that education is a life-long process, and who are prepared to enter their adult lives with vision, passion, and productivity.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	38
Grade 10	38
Grade 11	36
Grade 12	36
Total Enrollment	148

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0
Asian	4.1
Filipino	1.4
Hispanic or Latino	18.2
Native Hawaiian or Pacific Islander	0
White	68.2
Two or More Races	6.1
Socioeconomically Disadvantaged	16.9
English Learners	0
Students with Disabilities	7.4
Foster Youth	0

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	8	12	7	553
Without Full Credential	1	2	3	41
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	36

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: 1/2017

Each year the Ceres Unified School District Board of Trustees holds a public hearing to comply with the requirements of Education Code 60119, which ensures the sufficiency of instructional materials in the school district. In addition, within 8 weeks of the start of school the Board of Trustees holds a public hearing to make a determination through a resolution that every student has sufficient textbooks or instructional materials in the four core subjects of reading/language arts, mathematics, science, and history-social science. This public hearing is held to satisfy the requirements under the Williams Act. No school was found to be insufficient of textbooks and instructional materials in the 2010-2011 school year.

9-12
 Standards aligned, district adopted
 Standards aligned, district adopted
 Standards aligned, district adopted
 Standards aligned, district adopted

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Yes State Board Adopted	Yes	0%
Mathematics	Yes State Board Adopted	Yes	0%
Science	Yes State Board Adopted	Yes	0%
History-Social Science	Yes State Board Adopted	Yes	0%
Foreign Language	Yes State Board Adopted	Yes	0%
Health	Yes State Board Adopted	Yes	0%
Science Laboratory Equipment (grades 9-12)	Yes		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Our facilities are neat, clean, and in good working order. Facility inspections occur often to identify any immediate concerns for repair. Through facility inspections occur comprised of a team of site and district personnel to identify future areas to address and prioritize facility needs. In our most recent inspection, January of 2016, we were rated a "9" on a 10 point scale.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 2/28/2018				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Primary Boys Restroom: There is a sink that is non-operational.
Safety: Fire Safety, Hazardous Materials	X			Advisory Teachers Office: There is a piggybacked extension cord. Classroom 15: There are chemicals out or under the sink area. Classroom 29: There are chemicals out or under the sink area. Classroom 3: There are beanbag chairs that have not been fire treated. Classroom 6: There are beanbag chairs that have not been fire treated. There are chemicals out or under the sink area.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2/28/2018				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	84	78	39	38	48	48
Mathematics (grades 3-8 and 11)	31	17	20	21	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	35	32	91.43	78.13
Male	13	12	92.31	75
Female	22	20	90.91	80
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	28	25	89.29	76
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	35	30	85.71	16.67
Male	13	12	92.31	33.33
Female	22	18	81.82	5.56
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	28	23	82.14	13.04
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	77	60	50	47	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	99.32
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	42.11

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	11.8	5.9	61.8

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

The WCHS Parent Advisory Council (PAC) is comprised of site/district administrator(s), teachers, community members, and parents who have been elected by their peers. The school also works with parents to develop and adopt a set of parent involvement policies and strategies. The Parent Advisory Council meets regularly to review policy decisions. Additionally, the Parent Advisory Council focuses on specific issues faced by various groups of students, including ELL students and disadvantaged families. Opportunities for parent involvement are publicized in our newsletters and in our Connect Ed phone system in the form of emails and phone calls.

In addition, parents are provided with professional learning opportunities throughout the year to help support their students with instruction at home.

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0	4.7	0	9.2	6.1	6.9	11.5	10.7	9.7
Graduation Rate	100	95.35	100	86.82	89.32	87.84	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	100	89.14	87.11
Black or African American	0	65.22	79.19
American Indian or Alaska Native	0	100	80.17
Asian	0	86.49	94.42
Filipino	0	87.5	93.76
Hispanic or Latino	100	88.56	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	100	95.63	90.99
Two or More Races	0	90.91	90.59
Socioeconomically Disadvantaged	100	91.56	85.45
English Learners	0	47.75	55.44
Students with Disabilities	0	90.99	63.9
Foster Youth	0	14.29	68.19

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0	0.0	0.6	8.6	7.7	10.1	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The Safe School Plan is reviewed and modified each year as needed. The Safe School Committee recommends changes based on review of information. Any changes are submitted to the School Board for approval. All fire exits are clearly marked and the fire drill procedure for each classroom is prominently posted by the door. In addition, safety issues are addressed as needed by the Leadership Team which consists of classroom teachers, classified staff and administration. WCHS works closely with Ceres Unified School District to maintain compliance with safety issues. District administration visit the site to ensure that safety issues are/have been addressed adequately. School administration utilizes "Connect-Ed" to keep parents apprised of any emergency that arises and actions taken by administration to address the dangers.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	17
Percent of Schools Currently in Program Improvement	N/A	77.3

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25	3	1	2	23	4		2	25	2	2	2
Mathematics	14	6	1	1	20	3	1	2	20	4		2
Science	26	2		2	28	1	1	2	22	2	1	2
Social Science	20	3		2	33	1		2	28	1		3

Note: 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.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	140
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.20	N/A
Social Worker		N/A
Nurse	.10	N/A
Speech/Language/Hearing Specialist	.6	N/A
Resource Specialist	1	N/A
Other		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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,112.95	\$1,682.49	\$8,430.46	\$60,630.90
District	N/A	N/A	\$6,451.10	\$76,619
Percent Difference: School Site and District	N/A	N/A	30.7	-20.9
State	N/A	N/A	\$6,574	\$77,824
Percent Difference: School Site and State	N/A	N/A	28.2	-22.1

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

Types of Services Funded (Fiscal Year 2016-17)

General and Categorical funding is strategically used to increase student learning results. Categorical funds are used to support goals and action plans in the Single Plan for Student Achievement. These funds are used to purchase supplemental instructional resources which support students through electronic technology and software, additional learning and practice opportunities, and extended learning beyond the normal school day.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,235	\$48,522
Mid-Range Teacher Salary	\$74,645	\$75,065
Highest Teacher Salary	\$100,245	\$94,688
Average Principal Salary (Elementary)	\$113,640	\$119,876
Average Principal Salary (Middle)	\$121,138	\$126,749
Average Principal Salary (High)	\$131,638	\$135,830
Superintendent Salary	\$210,122	\$232,390
Percent of Budget for Teacher Salaries	35%	37%
Percent of Budget for Administrative Salaries	6%	5%

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

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	1	N/A
Science		N/A
Social Science		N/A
All courses	2	14.2

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)

Staff development is a critical component to teacher and student success, and Ceres Unified School District is dedicated to a variety of professional development opportunities for staff. Staff meetings occur two times a month and additionally two Friday's a month teachers have the opportunity to collaborate, learn strategies, and develop action plans to meet student needs.

Staff development is accomplished through participation in district sponsored professional development opportunities and through site based opportunities.

The district participates in Induction, PAR, AB 466, and other county and state approved formal training programs dedicated to improving teacher quality. In addition, the district fully supports classroom teachers with a cadre of full time staff developer/coaches who can assist with the implementation of curriculum and strategies.

School sites must include a professional development plan and budget in their school site plan. Activities can include attendance at summer institutes, after school or Saturday workshops, teacher release days to attend conferences, and grade level or department release days for in depth professional development. All professional development is aligned to the district strategic plan. The goal of all professional development is to increase student achievement.