

2017 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE.

Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

School Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
School Name	Westwood High School
Street	Fourth and Greenwood St.
City, State, Zip	Westwood, CA 96137
Phone Number	(530) 256-3235
Principal	Marci Johnson
E-mail Address	mjohnson@westwoodusd.org
School Website	
CDS Code	18-64204-1838507

District Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Westwood Unified School District
Street	Fifth and Delwood Streets
City, State, Zip	Westwood, CA 96137
Phone Number	(530) 256-2311
Superintendent	Randy Bobby
Web Site	http://westwoodusd.org
E-mail Address	rbobby@westwoodusd.org

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

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Westwood High School (WHS) is authorized by the State of California to operate as a Necessary Small High School. It is a combined middle and senior high school comprised of grades 8-12. We offer a traditional class selection focused on meeting university and college entrance A-G requirements, thus receiving Western Association of Schools and Colleges (WASC) Accreditation. New for the 2017-18 school year we are implementing an independent study program for a few of our students who are returning after being in Charter school. WHS also participates with the grant funded TRIO program, plus we offer Future Farmers of America (FFA), On-line foreign language, technical and career-ready classes as well as online Advanced Placement (AP). Our goals are for our students' educational needs to be addressed and met to the best of our ability. We expect our students to meet rigorous academic standards, and become productive well rounded citizens prepared for the world. Preparing Westwood students to succeed in school and beyond is a motto the staff works with students on daily.

Westwood is a rural community located in Lassen County, 89 miles east of Red Bluff and 25 miles west of Susanville in the Northern California Mountains. About 60% of the school population receives some form of public assistance. Our District serves approximately 2,000 residents within our boundaries. We challenge our students to be motivated lifelong learners who are confident, responsible, and productive contributors to society—through community service and teamwork—and who are prepared to take their next steps in life.

WUSD Board and Administration have adopted the following goals:

Facilitate Optimal Student Learning

Create a culture of problem solvers and critical thinkers

Focus on reading comprehension, written communication, mathematical computation, and mathematical application

Describe clearly "what" students should learn, "where" every student is in regard to their learning, and "how" we plan to support

every student's learning.

Prepare students for their next level

Grades and courses offer trade and technical training, and a college or career

Make our school a place where students, parents, and staff want to be.
Welcoming atmosphere, supportive environment, and provide a safe surroundings

Opportunities for Parental Involvement (School Year 2017-18)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

Westwood High School prides itself on the close ties to the community. Many student are third and fourth generation families who graduated from WHS. Being a small school, staff and students have a strong relationship with the Parent Teacher Student Association (PTSA). The Association is comprised of community members,parents, staff and students. Numerous opportunities to become involved are just a phone call or meeting away. The PTSA meets monthly on school grounds to plan activities for WHS and Fletcher Walker Elementary.

Parent receive a student handbook at the beginning of the school year and have access to board policies and the handbook on the school website. Parents have access to student grades and have a direct link to teacher emails through the schools schoolwise program.

Community meetings continued to be held to ensure stakeholders have a voice.

Parents regularly support such events as class fundraisers, chaperoning, junior prom, planning graduation activities, and the senior trip. Blackboard Communication System is an online communication that provides phone calls as needed to keep parents apprised of school activities and events, as well as educational issues. Each year, we have a Back-to-School Night, and an Open House, science Fair, and Family nights. Parents and community members have access school activities via the school webpage.

For more information on how to become involved and/or volunteer time, please call Marci Johnson, Principal, at (530) 256-3235.

School Safety Plan (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

The district has standard operating procedures for all sites, which include evacuation plans and lock down plans and protocols for emergency situations. The plans also include emergency telephone numbers,locations of shut-off valves for utilities, and aerial photos that can be supplied to emergency personnel. The Lassen County Office of Education is also involved in the emergency planning efforts through a cooperative relationship with the Lassen County Sheriff's Department, Susanville Police Department and the Office of Emergency Services for Lassen County. The staff reviews school safety. All visitors to campus must check in at the office and wear a badge showing that they are registered at the office. plans every September when drills are conducted for evacuation and lock down training. The School Safety Plan was last reviewed, updated and discussed with the school faculty in August 2017. Administration has worked with the local fire department and is working with local law enforcement to

continuously update the emergency plan. CPR and first aid training is available to all staff.

We are a small, unified school district, located in a rural area, with no history of violence in our schools, and few incidences of tobacco and alcohol use on campus. No student has been expelled for violence, drug, alcohol, or tobacco-related use in the District for the past four years.

School Facility Conditions and Planned Improvements (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and update the information below as needed.

Year and month of the most recent FIT report: October 2017

This section should be kept to 1-2 paragraphs.

The Westwood High School facilities include the physical plant of classrooms, a science lab, multipurpose room, library/resource center, business computer lab, wood and welding shop, , athletic fields, FFA barn, and a gymnasium. Each high school classroom has computers, and there are twelve additional computers for student use in the library/resource center, all with Internet capability. The computer lab updated all 25 computers in the fall of 2013. In 2016 we established a plan to continue to update technology and will annually replacing computers Each classroom also has a television, VCR, textbooks, and supplemental materials. The school was built in 1960.

Westwood Unified School District had new facility projects that have been completed or will be in the 2015-16 school year. The district is committed to making sure the school is ADA compliant and has been making changes and updating the facility. WUSD will be using Prop 39 monies to update the roof and add solar panels.

The California Department Forestry works with our maintenance staff in the summer to help complete many projects, such as painting, construction, grounds maintenance, and more. Our LCAP Committee site administration oversees repairs and maintenance to ensure a safe school environment.

We have one, four hour grounds and four hour custodian during the day and one six hour maintenance person with one FTE custodian allocated for night shifts.

The District, through its Deferred Maintenance Program, has been able to provide its students with facilities that are safe and meet all public health standards. In addition to the monthly inspections of our buildings and grounds, we go through an intensive yearly inspection preferred by our insurance carrier to verify that all facilities meet the safety standards and avoid exposing the District to any hazardous conditions.

The District participates in the State School Deferred Maintenance Program, which provides state matching

funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The school is currently budgeting for deferred maintenance.

School Facility Good Repair Status (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			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		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences		X		

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating		X		

Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	5	1	1	7
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	1	3	2	3
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

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

The data that is currently displayed in this table was carried over from last year’s SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	45
Counselor (Social/Behavioral or Career Development)	0	♦
Library Media Teacher (Librarian)	0	♦
Library Media Services Staff (paraprofessional)	0.5	♦
Psychologist	0.5	♦
Social Worker	0	♦
Nurse	0.5	♦
Speech/Language/Hearing Specialist	0.5	♦
Resource Specialist (non-teaching)	1	♦
Other	0	♦

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (School Year 2017-18)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instruction materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: October 2017

This section should be kept to 1-2 paragraphs.

Westwood Unified School District endeavors to ensure that our classrooms have adequate standards based teaching materials, including textbooks, for every student to use in class and to take home. Textbooks are replaced—using site, District, and State monies—on a recurring cycle. All textbooks are on the Board's adopted list, and as far as possible, they align with local and State Common Core Standards and curriculum frameworks adopted by the SBE.

Teachers have a discretionary budget for their classrooms. Most paper products and writing instruments are available in the school office, thus the teacher's budget focuses on curricular needs.

The Administration also holds a small budget aside for unexpected needs as they arise.

New textbook adoptions in academic subjects have included Content Standards area software used by teachers in Math, Science, Social Science and English.

This District, through the Williams Settlement procedures, has established, by both public input and School Board action, that all students at this site have the educational materials necessary for them to succeed and meet the State adopted goals. Certain materials are dated, but will be updated as soon as the State adopts a new series of textbooks, particularly in the areas of science and social studies. The Westwood Unified School District Board of Trustees annually reviews all textbook resources.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync grades 6-12 Various Novels, meeting A-G requirements	Yes	0
Mathematics	Math in Focus Course 1- Singapore Math- Marshall Cavendish Math in Focus Course 2- Singapore Math- Marshall Cavendish Integrated I -Big Ideas , The Big Idea Co Integrated II- The Big Idea Co. Integrated III- The Big Idea Co	Yes	0
Science	Biology: The Living Science, Scott, Foresman and Company Chemistry, Addison-Wesley Publishing Forestry, Environmental Science, Prentice Hall Focus on Earth Science, Prentice/Hall Life Science, Pearson AGS Globe Earth Science, Pearson AGS Globe Physical Science, Glen Co	Yes	0
History-Social Science	American Government, Prentice Hall Magruder's United States Government, Glenco/McGraw Hill Economics 12, Prentice Hall The American Pageant, Houghton Mifflin United States History, American Guidance Services World History, American Guidance Services World Geography, Prentice Hall	Yes	0
Foreign Language	On-line classes in Spanish, German,	Yes	0
Health	Human Sexuality: Responsible Choices, Goodheart Wilcox State mandated HIV/AIDS curriculum American Red Cross	Yes	0
Visual and Performing Arts	Adobe Photoshop Digital Classroom	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12 schools only)	♦	♦	

♦ means data is not required. The fields are intentionally not provided.

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

The fields that are, highlighted yellow, are populated for you with data provided by CDE (as available).

Percent differences, highlighted light-blue, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 15-16, as needed.

The most recent data available from CDE is for fiscal year 2015-16. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	\$15,413	\$3,233	\$12,180	\$57,383
District	♦	♦	\$14,146	\$51,449
Percent Difference: School Site and District	♦	♦	-13.9	10.5
State	♦	♦	\$6,574	\$62,381
Percent Difference: School Site and State	♦	♦	114.5	-5.5

♦ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2016-17)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

Caaspp preparation, interim testing, Curriculum Based assessments, and MAP are used to help identify possible students needing interventions. Students in 6-8 have access to I pass and I learn. Students have the opportunity for after school tutoring and online assistance.

Professional Development (2015-16, 2016-17 and 2017-18)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2015-16, 2016-17 and 2017-18. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

The Westwood Unified School District provides opportunities for and encourages staff to participate in and attend workshops and meetings for professional enhancement.

School and District professional development goals assist our staff in moving toward proficiency of the Common Core Standards for all students. The criterion for student progress is based on Common Core Standards for academic achievement. Collaborative Wednesdays are minimum days for staff to align teaching materials to the Common Core Standards. Professional development money has been set aside for staff to continue with professional development throughout the school year. Professional development activities are designed and selected based on staff strengths and needs, and in relation to student achievement results. Collaboration time is spent on coordinating teaching and selection of key essential standards. Staff plans and revises the subject areas in need of the greatest improvement. Newly credentialed teachers attend Alliance Teacher Excellence and receive a mentor teacher to assist throughout the school year. Professional Development for the Agriculture teacher happens in the summer with a week long training. Our new history and English teachers have mentors and are offered professional development in the areas of need. The new math teacher also has a mentor, and will be receiving training in the math curriculum as it becomes available.

The principal is newly trained and is participating in the California Clear Administrative Credential Program under the supervision of a mentor principal/superintendent.

School Completion and Postsecondary Preparation

This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.

Career Technical Education Programs (School Year 2016-17)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- 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
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

Westwood High School tries to offer a variety of classes to help students become college or career ready, including our A-G required courses along with on-line advanced placement classes. At Westwood High school we have continued to add to our career and technology offering to help increase opportunities for our students. WHS offers Animal Science, Agriculture Welding and Agriculture mechanics. In addition new additions for the 2016-17 school year include Graphic Design and Art.

Career Technical Education Participation (School Year 2016-17)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct.

Measure	CTE Program Participation
Number of pupils participating in CTE	34
% of pupils completing a CTE program and earning a high school diploma The unduplicated count of pupils that completed one or more CTE programs and graduated ÷ the total number of pupils (grades nine through 12) that completed a CTE program	80%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	100%