Watsonville High School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

| SARC Overview | 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office. |
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| **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). |
| **California School Dashboard** | The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. |
| **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. |

2022-23 School Contact Information

School Name	Watsonville High School
Street	250 E. Beach Street
City, State, Zip	Watsonville, CA 95076
Phone Number	(831) 728-6390
Principal	Dr. Clara Fernandez
Email Address	clara_fernandez@pvusd.net
School Website	https://whs-pajaro-ca.schoolloop.com/
County-District-School (CDS) Code	44-69799-4437901

2022-23 District Contact Information

District Name	Pajaro Valley Unified School District
Phone Number	(831) 786-2100
Superintendent	Dr. Michelle Rodriguez, Superintendent
Email Address	Michelle_Rodriguez@pvusd.net
District Website Address	www.pvusd.net

2022-23 School Overview

Watsonville High School (WHS) is committed to providing a safe environment and rigorous learning expectations for ALL students by focusing on creating graduates who are college and career ready. As a comprehensive high school, WHS offers a wide variety of options for student connections to the school. we have an excellent athletic program, well-equipped science laboratories, several student-led/teacher facilitated clubs and organizations, a newly work-in progress school band/music program, and our six CA State Academies-small learning communities on campus. Watsonville High School enjoys the support of the State of California via six small learning grants which give students the opportunity to learn and experience different aspects of career sectors. Our academies -Business, Agriculture and Technology (BATA); Environmental Sciences and Natural Resources (ESNR); Health Careers; ECHO/Leadership; Mosaic for the Arts; and Video. These academies also make our large campus more personal and help to promote good relationships among students and between students and their teachers. Our ninth graders are also clustered into a small learning community that focuses on skill development and adjustment to high school for success using strategies from our AVID program. In addition to our small learning communities, WHS offers a full complement of Advanced Placement courses for all subject areas and a superior counseling department for students to achieve their post-high school dreams. Most recently, we added an International Academy for newcomers and English Learners. We have a long standing and successful FFA program that prepares students to participate in the business of agriculture, a thriving enterprise in our Watsonville Community of agriculture. Likewise, we have recently expanded our career technical educational (CTE) opportunities, which include: Building and Construction Trades, Agriculture Mechanics, Sustainable Agriculture, Environmental Horticulture, Systems Diagnostics, Service and Repair, Public Safety, Biotechnology, System Programming service which is another growing area of interest for our student body.

We continue to support the transition into, through and beyond high school. Our goal is to prepare our students to choose a pathway for themselves that is linked to future educational and career goals. We recognize that all students need to experience a variety of coursework and educational experiences in order to make informed choices about their future. We collaborate with Gear Up and EAOP via our college and university partnerships with Cabrillo College, CSUMB and UCSC. We host university field trips throughout the year and offer informational parent and student nights/workshops.

In order for WHS to support nine grade students before freshman year begins, we offer a Step Up to High School summer program, as well as ongoing support throughout the grade 9 year from our ASB Link Crew leaders. Link Crew leaders are grade 11 and 12 students who are committed to assisting the incoming freshmen n having a positive high school experience as a Wildcat!

2022-23 School Overview

We continue to address the challenge of meeting the needs of a diverse population of students by providing a full range of educational offerings. Our faculty is committed to offering rigorous academic expectations, while providing the necessary support for all students to excel. In a continued effort to support the whole students, we have expanded and strengthen our mental health services along with our positive behavioral program (PBIS).

Each year the total population of WHS continues to grow and maintain its status as the largest school in the PVUSD district and Santa Cruz County. While this can be seen as an over burden on our systems, it also reflects the increasing belief by the community in our school as while our student enrollment is increasing, all other sites are experiencing declining enrollment. This speaks to the integrity of our school and the systems put in place to support students as a whole.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	608
Grade 10	612
Grade 11	620
Grade 12	556
Total Enrollment	2,396

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.4
American Indian or Alaska Native	0.2
Asian	0.5
Black or African American	0.2
Filipino	0.3
Hispanic or Latino	95.6
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.0
White	3.0
English Learners	27.1
Foster Youth	0.3
Homeless	14.0
Migrant	8.7
Socioeconomically Disadvantaged	89.2
Students with Disabilities	17.2

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	66.20	68.28	675.70	75.64	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	1.03	12.00	1.35	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	17.20	17.73	129.30	14.48	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.10	3.26	16.30	1.82	12115.80	4.41
Unknown	9.40	9.69	59.80	6.70	18854.30	6.86
Total Teaching Positions	96.90	100.00	893.30	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	4.90	
Misassignments	12.20	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	17.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	2.90	
Local Assignment Options	0.10	
Total Out-of-Field Teachers	3.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.70	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Computers
We have three computer labs, and a computer lab in the library. Students each have a Chromebook checked out to them for school and home use (and a hotspot, if needed). Computers in the classrooms are used for teacher presentations of curriculum and the preparation of lesson plans to student presentations and research or writing. A significant amount of research materials can be accessed via the Chromebooks, as well as the increased number of readings necessary for the Common Core State Standards. At times computer labs must be used to utilize programs which are not available via the Chrome system. The library is open from 8:00 a.m. to 4:30 p.m. Every classroom is equipped with a projection system and a document camera as well as an amplification system.

Textbooks
We choose our textbooks from lists that have been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the current school year and whether those textbooks covered the California Content Standards. This year PVUSD adopted and purchased math textbooks. Other course texts have not been purchased for eight years except where course content has changed (such as AP courses) or in areas with textbook shortages. It is anticipated that ELA textbooks will be purchased by the district next spring. PVUSD does ensure that every student has a textbook for every core class and all but a small fraction of the elective courses.

Library
Our school's library is staffed by one library/media technician. Our program ensures equity and freedom of access to information and ideas via the Internet; nonfiction print materials; and current, interesting, high-quality literature. Students can visit the library daily during school hours, as well as before and after school. Furniture and shelving have been redesigned and/or replaced to convert the Library into a "learning commons" to attract more students to the space for reading and working both individually and in small groups. The Library is filled with students every lunch hour and heavily used after school.

Curriculum
The curriculum we use and the tests we give are based on content standards as well as the integrated skills of the Common Core State Standards (CCSS). PVUSD has adopted the international math program for secondary schools. The most recent adoption of textbooks was for mathematics in summer 2016. PVUSD is currently reviewing materials to begin the adoption process for ELA. We expect our teachers to be firmly focused on both the content and the skill they derive from both sets of standards. You can find the CCSS and content standards for each subject at each grade level on the web site of the California Department of Education (CDE).

Science Labs
Facts about our science labs, called for by the Williams legislation, are available from the following link. Annually we add to our lab equipment in a continued effort to bring additional and more rigorous lab experiences to every level of science on campus. The physical lab spaces are in need of significant upgrades which are planned via the latest PVUSD bond.

Year and month in which the data were collected	September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Language of Literature Grade 9, McDougal Littell; Language of Literature Grade 10, McDougal Littell; Language of Literature Grade 11, McDougal Littell; Language of Literature Grade 12, McDougal Littell; British Literature, Houghton Mifflin; Language Composition, R.R. Donnelly & Sons; Literature 9th Edition, Kennedy-Gioia; National Geographic - Inside for Newcomers, Hampton Brown;	Yes	0%

	National Geographic - "Inside USA" A,B,C,D,E, Hampton Brown; National Geographic - "Edge" A,B,C, Hampton Brown; 9th: To Kill a Mockingbird; Of Mice and Men; Romeo and Juliet; selected books from The Odyssey; selected readings from Heroes, Gods, and Monsters of the Greek Myths; Lord of the Flies; selections from The Iliad 10th: Night, Animal Farm, Antigone, Things Fall Apart, Kite Runner or A Thousand Splendid Suns, Metamorphosis. 11th: The Crucible, Great Gatsby, Huckleberry Finn, The Things they Carried, Raisin in the Sun, Old Man and the Sea. 12th: Beowulf, Frankenstein, 1984, A Doll's House, Brave New World AP Language: 50 Essays: A Portable Anthology (textbook) AP Literature: Beloved, Grendel, Beowulf, Slaughterhouse Five, The Scarlet Letter, Hamlet, A Doll's House		
Mathematics	Integrated 1, College Preparatory Math/2016; Integrated 2, College Preparatory Math/2017; Integrated 3, College Preparatory Math 2018; Precalculus witih Trigonometry, Key Curriculum/2018; Calculus Concepts & Applications (AP), Key Curriculum/2013; Calculus: Early Transcendentals (AP), Cengage/2016; Calculus of a Single Variable (AP)/2013, Thompson, Brooks & Cole	Yes	0%
Science	HMH Living Earth/2021; Chemistry in the Earth System Stemscopes; Marine Biology, McGraw Hill/2007; Biotechnology for the New Millennium, Holt/2007; Physics 6th Edition Pearson/Prentice Hall/2006	Yes	0%
History-Social Science	History Alive! World Connections/2019; Psychology Text, Glencoe; US History Through the Lens Cengage/2019; Principals of American Democracy, McGraw Hill/2018; Principals of Economics/2018, McGraw Hill; The Cultural Landscape: An Intro to Human Geography, Pearson/2013; United States Government & Politics (AP)/2018, Principals of Macroeconomics (AP), WW Norton & Company/2018	Yes	0%
Foreign Language	Realidades Level 1, Pearson/2014; Realidades Level 2, Pearson/2014; Realidades Level 3, Pearson/2014; D'accord Level 1, Vista/2014; D'accord Level 2, Vista/2014; D'accord Level 3, Vista/2014; Abriendo Puertas (AP), McDougal Littell/2014 Galeria de arte y vida (AP), Glencoe/1997	Yes	0%
Health	Inclusive Sex Education, Cutter/2020;	Yes	0%

Visual and Performing Arts	Basic Drama Projects, Perfection Learning			Yes	0%
Science Laboratory Equipment (grades 9-12)				Yes	0%

School Facility Conditions and Planned Improvements

The oldest buildings in the Pajaro Valley Unified School District were built in themid 1900's. More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC. http://www.dgs.ca.gov/opsc/Programs/deferredmaintenanceprogram/goodrepairstandards.aspx

Year and month of the most recent FIT report	8/15/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Rm 8: Need carpet
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Boys Locker Rm: ceiling stain looks like roof leak Girls Locker Rm: ceiling stain looks like roof leak Gym Main Floor: ceiling stain looks like roof leak New Gym / foyer: Ceiling stains looks like roof leak RM 125: Ceiling tiles stain possible roof leak
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Girls Restroom HallwayNext To Career Center:

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
    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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

*   Aligned with CA CCSS for ELA and mathematics;
*   Available to students in grades 3 through 8, and grade 11; and
*   Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

*   Smarter Balanced ELA and mathematics summative assessments;
*   Other assessments meeting the SBE criteria; or
*   Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	31	N/A	28	N/A	47
Mathematics (grades 3-8 and 11)	N/A	10	N/A	17	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	535	373	69.72	30.28	31.48
Female	265	165	62.26	37.74	40.13
Male	269	208	77.32	22.68	24.75
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	507	354	69.82	30.18	30.88
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	14	12	85.71	14.29	33.33
English Learners	108	71	65.74	34.26	8.57
Foster Youth	--	--	--	--	--
Homeless	67	40	59.70	40.30	30.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	464	325	70.04	29.96	28.75
Students Receiving Migrant Education Services	32	14	43.75	56.25	15.38
Students with Disabilities	98	70	71.43	28.57	1.52

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	535	386	72.15	27.85	9.97
Female	266	173	65.04	34.96	12.28
Male	268	213	79.48	20.52	8.10
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	507	370	72.98	27.02	9.84
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	14	9	64.29	35.71	--
English Learners	108	80	74.07	25.93	0.00
Foster Youth	--	--	--	--	--
Homeless	67	45	67.16	32.84	8.89
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	464	340	73.28	26.72	9.23
Students Receiving Migrant Education Services	32	20	62.50	37.50	5.00
Students with Disabilities	98	69	70.41	29.59	2.99

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	14.44	7.1	16.22	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	518	457	88.22	11.78	14.44
Female	263	227	86.31	13.69	12.33
Male	255	230	90.2	9.8	16.52
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	491	435	88.59	11.41	13.1
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	15	78.95	21.05	26.67
English Learners	89	77	86.52	13.48	0
Foster Youth	--	--	--	--	--
Homeless	48	38	79.17	20.83	7.89
Military	0	0	0	0	0
Socioeconomically Disadvantaged	449	392	87.31	12.69	12.76
Students Receiving Migrant Education Services	37	32	86.49	13.51	15.63
Students with Disabilities	74	58	78.38	21.62	1.72

2021-22 Career Technical Education Programs

Watsonville High School offers courses intended to help students prepare for the world of work. We design our career technical education (CTE) courses to prepare students for career options. Course sequences are designed to introduce students to a particular career area and then deepen their experience to prepare for a specific career field. CTE courses offer job shadowing and work-based learning opportunities in a sequence of activities to guide students in activities dedicated to career awareness, career exploration, post-secondary career preparation and career training. Furthermore, we have six California Partnership Academies (CPAs) at WHS.

All courses offered are A-G approved and meet criteria to enter a UC System. All courses are part of a CTE pathway to ensure that students who select a technical path have the required hours of dedicated coursework in the field and are pathway completers. WHS' CTE pathways are widely supported by industry and community members that attend the CTE advisory meetings twice a year. Further, some of the courses offer industry certification.

Watsonville High School offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses are open to all students and our school hosts six California Partnership Academies. Many pathways are available and they include:

- MOSAIC ACADEMY
Visual/Commercial Art Pathway Courses -- Intro to Visual & Commercial Art, Visual & Commercial Art 1, Visual & Commercial Art 2
- VIDEO ACADEMY
Film/Video Production Pathway Courses -- Intro to Film & Video Production, Video Production 1, Video Production 2, Digital Media Arts Internship
- ESNR ACADEMY
Environmental Resources Pathway Courses -- Intro to Environmental Resources, Environmental Resources 1, Environmental Resources 2
- HEALTH ACADEMY
Patient Care Pathway Courses -- Health Careers, Patient Care 1, Patient Care 2
- ECHO ACADEMY
Education Pathway Courses -- Intro to Education, Education 1, Education 2
- BATA ACADEMY
Agricultural Business Pathway Courses -- Intro to Agricultural Business, Agricultural Business Communications, Agricultural Business Gov/Econ
- BUILDING & CONSTRUCTION TRADES PATHWAY
Courses -- Intro to Building & Construction Trades, Building & Construction Trades 1, Building & Construction Trades 2
- AGRICULTURAL MECHANICS PATHWAY
Courses -- Ag Mechanics 1, Ag Mechanics 2, Ag Mechanics 3
- SUSTAINABLE AGRICULTURE PATHWAY
Courses -- Ag Biology, Ag Chemistry, Sustainable Agriculture
- ENVIRONMENTAL HORTICULTURE PATHWAY
Course -- Environmental Horticulture
- FLORAL DESIGN
Courses -- The Art & History of Floral Design, Advanced Floral Design
- PUBLIC SAFETY PATHWAY
Courses -- Criminal Justice 1
- SYSTEMS DIAGNOSTICS, SERVICE & REPAIR PATHWAY
Courses -- Automotive Service 1, Automotive Service 2
- BIOTECHNOLOGY PATHWAY
Courses -- The Technology of Biology, Applied Chemistry & Biotechnology, The Science & Ethics of Biotechnology
- SYSTEMS PROGRAMMING PATHWAY
Courses -- Intro to Computer Information Systems, Programming 1, Programming 2
- EMERGENCY RESPONSE PATHWAY

2021-22 Career Technical Education Programs

Courses -- Fire Technology

Our counselors and teachers help students determine their post-high school plans and career goals via interest assessments, career research, and through our college planning tool, Naviance.

PVUSD promotes work-based learning, school-based learning, and connecting to the world of work. The PVUSD Advisory Board brings community members and industry partners together to advise on the trends in industry and to support internships for our students.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1679
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.91
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	34.06

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	85%	86%	85%	85%	85%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents are an integral part of our community of learners. Parents help our school by supporting athletic, academic, and social events. Our School Site Council (SSC) and English Learner Advisory Committee (ELAC) include parent members who provide input regarding the Single Plan for Student Achievement. Parents also participate as a member of the School Safety Committee, helping identify opportunities for parents to participate on campus.

Opportunities for parents to interact with Watsonville High School also include involvement in specialized parent educational nights, hosted by our counseling department, content departments, and our six small-learning academies. Field trip opportunities are always available, as well as chaperone opportunities. Parent informational nights range in topics from graduation requirements and credit recovery to how to pay for college. Presentations include guest speakers from local universities and other agencies.

We also have parents that represent student interests in and beyond the classroom. We are constantly looking for ways to involve our families and have become well-versed in making use of the available communication technology available, such as SchoolMessenger, where we are able to send school notifications via phone, text, and email-all under one platform. More recently, we've also learned to use Remind which allows us even more to reach and engage families even more and to share resources that help our school community stay in real live communication. Finally, we also use Synergy where teachers and administrators are able to email stakeholders. Watsonville High School also hosts a newly, combined, monthly SSC/ELAC meeting in which parents and community members attend. We welcome parent support and engagement in the Wildcatz' community! Watsonville High School also recently created a new and improved newsletter format and an improved school website that reflects the most current information.

For more information on how parents and community members can volunteer at Watsonville High School, please contact our Community Liaison, Ms. Veronica Magana, at (831) 728-6390 ext. 6479.

C. Engagement	State Priority: Pupil Engagement
	The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5): • High school dropout rates; • High school graduation rates; and • Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		9	7.5		8.4	7.7		8.9	7.8
Graduation Rate		83.4	86.8		84.7	88.4		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	531	461	86.8
Female	267	231	86.5
Male	264	230	87.1
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.0
Filipino	--	--	--
Hispanic or Latino	503	438	87.1
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	20	16	80.0
English Learners	136	105	77.2
Foster Youth	--	--	--
Homeless	92	74	80.4
Socioeconomically Disadvantaged	516	446	86.4
Students Receiving Migrant Education Services	53	47	88.7
Students with Disabilities	91	53	58.2

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2457	2415	677	28.0
Female	1220	1200	356	29.7
Male	1236	1214	321	26.4
American Indian or Alaska Native	4	4	2	50.0
Asian	13	13	3	23.1
Black or African American	6	5	0	0.0
Filipino	9	9	2	22.2
Hispanic or Latino	2349	2309	640	27.7
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	1	1	0	0.0
White	73	72	30	41.7
English Learners	680	660	209	31.7
Foster Youth	13	12	8	66.7
Homeless	376	373	128	34.3
Socioeconomically Disadvantaged	2187	2156	634	29.4
Students Receiving Migrant Education Services	227	225	61	27.1
Students with Disabilities	432	423	169	40.0

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.50	3.68	2.45
Expulsions	0.08	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.48	0.02	4.40	0.20	3.17
Expulsions	0.00	0.16	0.00	0.12	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.48	0.16
Female	1.56	0.00
Male	3.40	0.32
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.55	0.17
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.37	0.00
English Learners	3.82	0.00
Foster Youth	23.08	0.00
Homeless	2.66	0.27
Socioeconomically Disadvantaged	2.70	0.18
Students Receiving Migrant Education Services	2.64	0.00
Students with Disabilities	6.02	0.69

2022-23 School Safety Plan

We maintain a safe and orderly campus. In addition to our staff, there is a School Resource Officer (SRO) on campus during school hours. We continuously monitor school grounds through our video surveillance system and strategically place campus security and administrators around campus during high-traffic hours, including the beginning of the school day, break, lunch and at dismissal. During the day, campus security constantly walks around directing visitors and students in the right direction. Visitors are directed to go to the front office of the school, where they sign in and state their business on campus. Only necessary gates and doors are open during regular class time secured promptly after that.

During 2021, we made a number of safety enhancements to our school site. We replaced out low resolution cameras and replaced them with new, high resolution cameras and either added or moved cameras to strategic areas to significantly increase areAs of the campus under 24/7 video monitoring. We also conduct quarterly fire, earthquake, intruder/lockdown, and shelter-in-place drills. We have an annual review of our safety plan by a consultant for Pajaro Valley Prevention and Student Assistance and a retired police captain from Watsonville Police Department. Every spring the safety report is reviewed and updated as necessary to address changing needs observed.

We begin the school year by meeting with students to share our behavioral expectations concerning safety on campus. Five campus security officers, along with administrators, teachers, and general staff support and promote a safe learning environment for the school community. We monitor school grounds before, during and after school. We also monitor our campus with a security camera system. Visitors coming onto campus must check in with the office, sign in, and obtain a visitor's pass.

Required safety drill per education code occur each year. The safety plan is revised annually and is put on display for the public once a year. This plan is shared with the School Site Council/ELAC parent groups for approval and is presented to the public. The school safety plan was last reviewed, updated and discussed with the school faculty in February 2021. Safety policy and drills are reviewed two times at a faculty meeting within the first quarter of the school year. The key elements in the safety plan include:

Safety practices and polices & procedures; Site-level multi-hazard emergency plan; Recovery; Phone numbers and rosters; Hazard checklists; Board policies and regulations for student safety.

In order to prepare for emergencies, we create an emergency box that includes: maps; assignments and locations; responsibilities for all staff; rehearsal of protocol with key staff members such as the nurse, security, and custodians is completed each semester; and student rosters and contact info for emergency contacts and reunification.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	18	18	45
Mathematics	30	10	24	42
Science	30	9	20	27
Social Science	27	12	31	18

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	15	28	34
Mathematics	31	9	15	48
Science	32	3	15	30
Social Science	29	11	25	29

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	17	18	41
Mathematics	30	12	18	43
Science	30	7	13	30
Social Science	30	6	31	28

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	342.29

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	1.4

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14,296.18	$2,889.97	$6,547.88	$68,631.00
District	N/A	N/A	$4,858.33	$67,516
Percent Difference - School Site and District	N/A	N/A	29.6	1.6
State	N/A	N/A	$6,594	$88,358
Percent Difference - School Site and State	N/A	N/A	-0.7	-25.1

2021-22 Types of Services Funded

Watsonville High School (WHS) receives funding from the State of California to support core educational needs of our students. Thees needs include, but are not limited to classroom supplies, classroom furniture, materials and supplies, technology, and teacher professional development.

WHS also receives Title 1, Part A: Supplemental and Enrichment Education Services; Local Control Funding Formula (LCFF); and Perkins. These funds are directly used to supplement and/or enhance student learning ranging from providing supplemental materials and/or additional services to advance the learning for all of students. Our Perkins' funding goes directly into supporting and enhancing our CTE pathways. Site discretionary funds support the general program; Title 1 Parents to support with parent involvement & education/training;

We have received California Partnership Academy Grants for each of our six academies. Each academy has discretion over the use of these funds in alignment with grant requirements. The majority of the funds are spent on obtaining additional equipment targeted toward the academy's career focus and to support field trips to widen the work and world perspectives of our students.

To support the implementation of 1:1 Chromebooks, a classified staff member has been tasked with management and maintenance of the Chromebook inventory also two teachers have been released a period each to support teachers in greater and more advanced use of the technology.

To support our students Title I funds are used to support a full time community liaison who helps us connect with parents, support our SSC/ELAC meetings, and engage the community.

The school also receives a Perkins grant that has been used to support our small learning communities. The school also has an Ag Incentive Grant that has been used to make equipment upgrades for the greenhouses.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$46,666	$54,370
Mid-Range Teacher Salary	$64,722	$82,681
Highest Teacher Salary	$90,640	$106,610
Average Principal Salary (Elementary)	$101,669	$135,283
Average Principal Salary (Middle)	$107,221	$141,244
Average Principal Salary (High)	$117,462	$152,955
Superintendent Salary	$222,832	$264,367
Percent of Budget for Teacher Salaries	26%	33%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	11.8

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	4
Fine and Performing Arts	0
Foreign Language	2
Mathematics	2
Science	0
Social Science	6
Total AP Courses Offered Where there are student course enrollments of at least one student.	14

Professional Development

Our school and district are committed to continuous improvement through regular teacher collaboration. All new teachers that are new to our site may participate in a new teacher orientation focused on the district's standards' and site specific learning/teaching goals. All teachers have opportunities to participate in conferences and workshops related to the subjects they teach throughout the year. During monthly faculty meetings, we routinely incorporate professional development. Additionally, we schedule department specific monthly meetings throughout the year to enable staff within each department to focus on their curriculum. We infuse professional development during our SBC days and during monthly leadership meetings for our department chairs and cabinet members. Teachers are also versed in the area Positive Behavioral Interventions and Supports (PBIS). The PBIS leadership team attends a national conference in each year. Ultimately, our professional development is aligned to our identified WASC areas of growth and/or sustainment; school goals and planning instruction based on data, as we continue to improve our teaching practices and sustain and deepen our capacity as educators.

For the 2022-23 school year, the primary focus is on the Core Actions along with Impact Teams in collaborating around common assessments and best teaching practices to positively impact student learning via SMART goals: Specific, Measurable, Attainable, Relevant, Time-Based outcomes.

Core Action 1: Complex Text
Core Action 2: Citing Evidence
Core Action 3: Knowledge and Student Talk

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	27