

# Bravo Lake 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	
<b>School Name</b>	Bravo Lake High School
<b>Street</b>	450 W. Sequoia
<b>City, State, Zip</b>	Woodlake, CA 93286
<b>Phone Number</b>	(559) 564-8716
<b>Principal</b>	Tony Casares
<b>E-mail Address</b>	tcasares@w-usd.org
<b>CDS Code</b>	54-76794-5436258

District Contact Information	
District Name	Woodlake Unified School District
Phone Number	(559) 564-8081
Superintendent	Drew Sorensen
E-mail Address	dsorensen@w-usd.org
Web Site	www.w-usd.org

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

### Principal's Message

WE ARE PROUD TO PRESENT our School Accountability Report Card for the 2017-18 school year. We publish this report every year to share important facts about our school with the public we serve. In this report, you will find information about our teachers, students, test scores, resources, and finances. Many qualities contribute to making a public school successful, and no single report can fully describe them all. We've done our best to present a wide range of facts, and, when possible, we feature this data alongside data for other schools at the same grade level in the county and state. We believe that viewing the facts about our school compared to other schools in the county and state provides the most insight.

Open communication between our school and our public is something we strive for and it's a responsibility we take seriously. We hope this report will generate a dialogue between members of our community and school leadership. We invite you to join us in this discussion. Our school motto is "Every student is reachable, teachable, and worthy of our best efforts." If you would like to partner with us in our efforts in pursuing excellence in our school, please contact our school office.

The Vision Statement of Bravo Lake High School is to maintain a structured and safe learning environment that meets the educational needs of each student while developing self-esteem, social skills and civic responsibility.

The Mission Statement Of Bravo Lake High School is to assess the educational needs of each student; provide opportunities for academic success, encourage resiliency in light of environmental circumstances; to model positive social skills and civic responsibility, all of which will work together to promote a positive self image for personal growth.

Tony Casares, DIRECTOR/PRINCIPAL

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

Grade Level	Number of Students
Grade 11	10
Grade 12	29
Total Enrollment	39

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	2.6
Filipino	0
Hispanic or Latino	94.9
Native Hawaiian or Pacific Islander	0
White	2.6
Two or More Races	0
Socioeconomically Disadvantaged	97.4
English Learners	43.6
Students with Disabilities	2.6
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	1	1	2	91
Without Full Credential	1	0	0	21
Teaching Outside Subject Area of Competence (with full credential)	0	2	0	0

**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	1	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: December 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync McGraw Hill	Yes	0
Mathematics	Big Ideas Math: Integrated Math 1; National Geographic Learning	Yes	0
Science	Holt Science and Technology: Physical Science/ 2005 Prentice Hall: Earth Science/ 2009	Yes	0
History-Social Science	American Guidance Services: US Government/ 2001 Pacemaker: Economics/ 2001 McDougal Littell: The Americans (US History) / 2006 McDougal Littell: Modern World History (World History)/ 2006	Yes	0
Foreign Language	Online option through Acellus	Yes	
Health	Holt: Health/ 1999	No	

#### School Facility Conditions and Planned Improvements (Most Recent Year)

Bravo Lake High School takes great efforts to ensure a safe, clean, and functional physical environment for students, staff, and other stakeholders. Sufficient space is provided for students and staff to support teaching and learning. This includes space provided by classrooms and staff work rooms. To assist our school in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal. The principal/director does a weekly check of the facilities and fills out a report that is turned into the district assistant superintendent and the head of maintenance and operations.

#### Maintenance and Repair

The grounds of Bravo Lake High School are maintained by 1 half time employee of the Maintenance and Operations team. The individual is responsible for the classrooms and the grounds of the facility along with being the groundsman for the district office and surrounding grounds. The individual also is responsible for maintaining the site of an adjacent Woodlake Unified pre-school. Work orders for jobs to be completed are electronically sent to the Maintenance and Operations coordinator and from there the job is given to the individual who is responsible for the work. While the jobs of maintaining the facility falls on the shoulders of one individual, they are supported by a team of workers who specialize in areas of HVAC, Electrical, and Construction. When the job can not be completed by the 1/2 time employee, the coordinator schedules the job to be completed by one of the members of the team to which the job applies.

#### Deferred Maintenance Program

The district participates in the State School Deferred Maintenance Program, which provides state matching funds for ongoing needs for repair. This typically includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting, and floor systems. The deferred maintenance program ensures that all classrooms and facilities are maintained to a degree of adequacy that supports a good learning environment.

**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: 12/06/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 12/06/17				
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)	16	0	35	34	48	48
Mathematics (grades 3-8 and 11)		0	23	23	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	12	10	83.33	0
Male	--	--	--	--
Female	--	--	--	--
Hispanic or Latino	12	10	83.33	0
Socioeconomically Disadvantaged	12	10	83.33	0
English Learners	--	--	--	--

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
Male	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	--	--	--	--
English Learners	--	--	--	--

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)	--	--	36	32	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.

### Career Technical Education Programs (School Year 2016-17)

Each year the staff of Bravo Lake work hard to prepare our student population to enter the world of work outside of the school environment. Classes such as Careers, Business Computers, and Keyboarding are offered to enable our student population to enter the work force with basic skill levels in the technological fields. However, core academic classes such as English Language Arts and Math incorporate real world topics in reading, writing, and problem solving, that will benefit students in chosen career fields. The CTE courses are elective in nature but all students must complete elective courses to meet graduation requirements. Due to the lack of courses in CTE the WEOP students go on field trips to businesses and industry to get a first hand look at career skills necessary to be successful.

### Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

### 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	94.87
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## 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.

## 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)

Parent involvement and communication are essential to our school's success. BLHS continually strives to involve parents by sharing information that helps parents understand and support school programs and by providing opportunities for parent participation in their child's education.

There are numerous a varied opportunity for parent involvement. Parents may attend monthly student award programs, school led student study teams which outline the student success at any given moment, semester award programs and graduations. Parents also serve on the English Learners Advisory Committee (ELAC), School Safety Committee, and School Site Council (4 meetings per year). Additional opportunities for parents to be involved occur through district level committees which deal with specific subject matter.

Parents are communicated to through the use of the US mail service in the delivery of our Fall, Winter and Spring newsletter, a district sponsored phone system (including e-mail information), our student information system (Illuminate) that allows parents to view things like daily attendance, personal phone calls from our automated system, and the newest form of communication, texting.

Parents or community members who wish to volunteer in the school may contact the Bravo Lake High School office at 564-8716.

### 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	22.7	5	14.8	9	4.5	4.1	11.5	10.7	9.7
Graduation Rate	68.18	60	51.85	87.62	85.9	90.26	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	68	92.5	87.11
Black or African American	0	0	79.19
American Indian or Alaska Native	100	100	80.17
Asian	0	100	94.42
Filipino	0	0	93.76
Hispanic or Latino	54.55	91.28	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	100	100	90.99
Two or More Races	0	0	90.59
Socioeconomically Disadvantaged	66.67	93.06	85.45
English Learners	66.67	81.4	55.44
Students with Disabilities	0	80	63.9
Foster Youth	0	100	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	5.0	7.9	6.5	5.6	4.8	7.0	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 school safety plan is updated in the Fall of each school year. It is supported by the school site council that reviews the safety plan. The school safety plan is revised yearly to include any updates to names, positions or personnel from the previous year. The safety plan is housed at the site and with the district. It is reviewed by the school site council and forwarded to the district office. School safety is of primary importance and includes items such as a site plan, evacuation plan, lock down procedures, fire drill directions, names and school phone numbers of district personnel, emergency procedures, and site principal's designee in case of principal absence.

Student suspension for the year 2016-17 for BLHS were low but higher than anticipated so adjustments to avoid such issues in the present school year were put into place. Alternatives to suspension were used to encourage school participation. The overall effect of a school wide effort in greater communication with students and parents helped decrease the totals. Also, students are held accountable for the time they are suspended. Students who miss school time due to suspension must make up the time after school. This has had a positive effect on school culture.

The principal of each school is in charge of their site safety plan. A copy of the site safety plan is available for public viewing at the school office.

## 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	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	33.3

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	3	10			3	15			6	7	1	
Mathematics	3	12			8	5			6	5		
Science	4	5			2	11			4	6		
Social Science	4	13			3	13			5	12		

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	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	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	\$16,201	\$361	\$15,840	\$52,538
District	N/A	N/A	\$6,746	\$63,717
Percent Difference: School Site and District	N/A	N/A	134.8	0
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	186.1	17%

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

**Types of Services Funded (Fiscal Year 2016-17)**

In addition to general state funding, the district receives state and federal categorical funding for special programs. In the 16-17 school year, the district received federal and state funding. Programs at BLHS are funded by:

Federal Programs  
Title I: Low Income

State Programs:  
Local Control Accountability Plan funds  
State Lottery

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,473	\$44,144
Mid-Range Teacher Salary	\$66,382	\$69,119
Highest Teacher Salary	\$87,937	\$86,005
Average Principal Salary (Elementary)	\$113,669	\$106,785
Average Principal Salary (Middle)	\$108,257	\$111,569
Average Principal Salary (High)	\$118,672	\$121,395
Superintendent Salary	\$166,087	\$178,104
Percent of Budget for Teacher Salaries	29%	34%
Percent of Budget for Administrative Salaries	6%	6%

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		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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)**

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The Woodlake Unified School District (WUSD) focus for professional development has been and will continue to be rigorous implementation of Common Core State Standards (CCSS). The model has a number of important tenants:

- 1.) Understand how the CCSS ask for material to be presented in a robust manner and require different ways to assess student mastery.
- 2.) Developing lesson plans based on learning objectives from the CCSS and implement them with an EL focus for our English learners to grasp the standard content
- 3.) Deliver lessons engaging students in learning using a variety of best practices including group participation and project based learning.

State testing of students takes place in the spring and the district receives reports of proficiency in early summer.

Staff development is supported by district wide use of 3 staff development days at the beginning of each school year, late start Wednesday PLC time for staff review of student performance, use of Tulare County Office of Education ELA and math consultants, and collaborative summer planning sessions for staff.

Teacher support includes in class coaching opportunities during class presentations. The district participates in the Teacher Induction Program offered by the Tulare County Office of Education as a means of supporting new teachers. This program was formerly known as the Beginning Teachers Support and Assessment (BTSA). The goals are to help new teachers succeed, foster retention of quality teachers, and improve instruction.