



Whitcomb Continuation High School

350 West Mauna Loa Ave. • Glendora, CA 91740 • (626) 852-4550 • Grades 9-12

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Glendora Unified School District

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District Governing Board

Cory Ellenson
Elizabeth Reuter
Robin Merkley
Rukshan Fernando, Ph.D.
Zondra Borg

District Administration

Robert J. Voors, Ed.D
Superintendent

School Description

Principal's message

Great things are happening at Whitcomb. This is the best way I can describe what is going on with the Wildcats. We are receiving absolutely wonderful students from both GHS and surrounding districts, and molding them into very fine young adults. There is still much to do though, and every person on campus is doing everything possible to see to it that we continue to work magic with our students. This is a very busy year for all of us here at Whitcomb High School. We are in the beginning stages of our self-report for WASC. We are still over a year away from our 4-day WASC visit from the state, but we are working very hard as a school and staff to really examine the many programs on campus and how we can improve on them. This is not an easy task, but one that will prove to be most beneficial for our students and teachers.

We take great pride in providing a challenging curriculum that will benefit the individuality of each student. We continue to work very closely with the comprehensive high school to maintain consistency with our class offerings. We like to maintain a flexible class schedule and smaller class sizes for our students. Being able to access teachers in a smaller environment goes a long way toward increasing student success. We are now in our second year of having one full-time counselor to meet the academic, career and social/emotional needs of our student body. The consistency provided from this position has had an incredibly positive outcome for all students. Odyssey Ware (credit recovery) licenses have increased, giving more students the opportunity to make up credits toward graduation. A variety of ROP classes were put into place for our students, and teachers are working diligently to assist all students toward overall academic excellence.

At Whitcomb, we are doing everything possible to make the high school experience a positive one for our students. The Leadership class, school-wide assemblies, and various activities are part of the overall high school experience that we provide for our students. A magical prom, senior grad night, and an outstanding graduation ceremony are just a couple of the highlights for our seniors before we will bid farewell to them in May. All of this is made possible through the incredible support of our parents, PTSA, district personnel and our outstanding community. Without these folks, none of this would be possible.

Sincerely,
Ron Letourneau, Principal
Whitcomb High School

Mission Statement

Our mission at Whitcomb High School is to provide a challenging California State Standards based curriculum within a safe, caring and personalized environment that will enable all students to reach their educational and lifelong goals. Whitcomb will continue to focus on the technological needs, as well as enhancing the critical thinking and problem solving skills of our students to better prepare them for life beyond high school.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 10	1
Grade 11	23
Grade 12	35
Total Enrollment	59

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	3.4
Filipino	0.0
Hispanic or Latino	52.5
Native Hawaiian or Pacific Islander	1.7
White	40.7
Socioeconomically Disadvantaged	59.3
English Learners	5.1
Students with Disabilities	23.7
Foster Youth	3.4

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			
Whitcomb Continuation High School	16-17	17-18	18-19
With Full Credential	09	09	10
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	N/A	N/A	N/A
Glendora Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	335
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	N/A

Teacher Misassignments and Vacant Teacher Positions at this School			
Whitcomb Continuation High	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Sufficient standards-aligned textbooks and other instructional materials are available for each pupil, including English learners, and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history/social science, foreign language, and health.

Textbooks and Instructional Materials Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2017-2025 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2008-2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	2002-2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	2002-2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Current The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Whitcomb High School, formerly Gordon School, was built in 1958 as a K-8 facility, which included 22 classrooms, a cafeteria, an administrative office, and a library. WHS moved to this location in 1979 and uses nine classrooms. The remaining classrooms are used by the District for other programs.

The facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to an interim evaluation instrument developed by the Office of Public School Construction.

The state requires districts to report general information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of WHS may be obtained from the District Business Office. During the 2017-18 school year, the safety inspection was completed on June 18, 2018 and the findings are listed on the next page.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: June 18, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Library - ceiling stains RESOLVED
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	Main Office - Fire alarm not working correctly. - RESOLVED, Unlabeled secondary containers. - RESOLVED
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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.
- 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.

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	23.0	16.0	68.0	67.0	48.0	50.0
Math	0.0	0.0	56.0	56.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	44	43	97.73	16.28
Male	29	28	96.55	10.71
Female	15	15	100	26.67
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	22	22	100	9.09
White	18	17	94.44	23.53
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	23	23	100	13.04
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	44	43	97.73	0
Male	29	28	96.55	0
Female	15	15	100	0
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	22	22	100	0
White	18	17	94.44	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	23	23	100	0
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

Whitcomb High School has an extremely active Parent Teacher Student Association (PTSA) that provides support for all our students and the entire faculty/staff. Whitcomb High School may very well be the only alternative school in the valley with a PTSA. The PTSA meets quarterly and continues to seek the assistance and participation of all parents, students, family and friends of education. The PTSA volunteers continue to assist with numerous volunteer hours and financial assistance, so that all students will be given the opportunity to experience various activities throughout the year. Last year, the PTSA volunteers worked over 3,450 hours for the school. The PTSA holds its annual Ladies Night Out fundraiser on the Whitcomb campus each year, with a great deal of the proceeds coming back to the students for various activities. Our incredibly talented PTSA President, Anna Fiaoni can be reached through the Whitcomb High School main office at 626-852-4550.

Our School Site Council is also a very valuable group here at Whitcomb. Parents are encouraged to seek membership on this committee in hopes of offering good guidance and possible solutions as to how we can best spend our budget money provided to us. Being a member of the school site council is just another opportunity for parents to be involved with everything that goes on at Whitcomb.

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.

School Safety Plan

School/District safety and disaster plans are evaluated annually and are available for review in the school office. The District has distributed specially designed emergency cards to be used in case of a disaster. Earthquake, disaster, lock-down, and fire drills are practiced regularly. The PTA provides minimal food, water, and medical supplies for disaster preparedness.

Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	15.1	21.3	11.9
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.0	1.8	2.0
Expulsions Rate	0.0	0.1	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
	2015-16	2016-17	2017-18	1-22			23-32			33+		
				2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	8.0	7.0	8.0	7	7	7						
Mathematics	12.0	5.0	9.0	2	4	6						
Science	12.0	8.0	4.0	1	2	5						
Social Science	7.0	6.0	5.0	12	13	15						

* 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.

Professional Development provided for Teachers

Staff training is ongoing in the Glendora Unified School District. The district calendar includes two orientation days prior to the start of the school year in August, one staff development day in Fall, and one staff development days in Spring. Staff development is ongoing and takes place throughout the year, by use of academic coaches, release time for teacher self-selected learning and collaboration, in-class coaching, and use of early-out and late-start days. Professional Development is planned by a joint committee of teachers and administrators, using student achievement and other data, including teacher needs assessments and state requirements.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,501	\$47,547
Mid-Range Teacher Salary	\$86,742	\$74,775
Highest Teacher Salary	\$99,675	\$93,651
Average Principal Salary (ES)	\$123,110	\$116,377
Average Principal Salary (MS)	\$127,355	\$122,978
Average Principal Salary (HS)	\$148,050	\$135,565
Superintendent Salary	\$257,953	\$222,853
Percent of District Budget		
Teacher Salaries	42.0	35.0
Administrative Salaries	4.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$28,385	\$3,590	\$24,795	\$98,876
District	◆	◆	\$5,550	\$86,264
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			126.8	13.6
Percent Difference: School Site/ State			110.7	25.5

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Whitcomb High School provides a Resource Specialist Program and Special Day Classes for students who qualify for Special Education. An intervention program for targeted students has also been implemented. Bilingual aides are available to support eligible English learner students. A breakfast and lunch program is offered on campus.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Whitcomb Continuation High School	2015-16	2016-17	2017-18
Dropout Rate	7.1	6.1	0
Graduation Rate	83.3	75.8	85.7
Glendora Unified School District	2015-16	2016-17	2017-18
Dropout Rate	1.2	0.5	1.8
Graduation Rate	97.6	97.2	97.5
California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	
Graduation Rate	83.8	82.7	83.5

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	34
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	86.4
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

* Where there are student course enrollments.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	96.4	96.9	88.7
Black or African American	0.0	100.0	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	0.0	98.0	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	80.0	95.5	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	100.0	97.3	92.1
Two or More Races	100.0	100.0	91.2
Socioeconomically Disadvantaged	92.3	100.0	88.6
English Learners	50.0	65.0	56.7
Students with Disabilities	75.0	100.0	67.1
Foster Youth	100.0	100.0	74.1

Career Technical Education Programs

Whitcomb High School collaborates with the East San Gabriel Valley ROP to offer career-technical classes that students can take as single electives, or as pathways. These courses include Algebra for Business and Technology applications and Early Childhood Education. The Early Childhood Education course is articulated with Citrus College and Mt. San Antonio College. Students enrolled in the on-campus Early Childhood Education Class participate in hands-on child care assignments through worksite partnerships with Options Headstart Preschool, LACOE Preschool, Stanton Elementary School, and Foothill Christian School.

Off campus, ROP offers many classes that lead to job skills that include the areas of health, cosmetology, animal science, emergency technician, law enforcement, child care, apparel marketing, and more. These programs provide rigorous coursework that follows the CTE standards. These programs also offer certificates of completion and some lead to state or national certification in their areas.

At the community college level, students have the opportunity to take a variety of CTE and Tech Prep programs ranging from Automotive to Cosmetology. Whitcomb High School partners with Citrus College on a variety of levels, ranging from concurrent high school enrollment and application workshops to scholarships, tutoring, and more.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.