Western High School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Western High School
Street	501 South Western Avenue
City, State, Zip	Anaheim, CA 92804-1699
Phone Number	(714) 220-4040
Principal	Joseph Carmona
E-mail Address	carmona_jo@auhsd.us
Web Site	http://western.auhsd.us
Grades Served	9-12
CDS Code	30664313038239

District Contact Information	
District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Superintendent	Michael B. Matsuda
E-mail Address	webmaster@auhsd.us
Web Site	www.auhsd.us

School Description and Mission Statement (Most Recent Year)

Mission Statement:
At Western High School, students will prepare to achieve their personal, academic, and career goals; to be a part of a diverse community; and to be responsible, contributing members of society.

Staff members embrace and model the following "Paths to Success," to better help prepare students to be college and career ready when they graduate from Western High School.

• Focus on results and continuous school improvement
• High expectations for learning
• Empower staff in decision making
• Demonstrate commitment to all stakeholders
• Foster a collaborative school culture
• Implement high quality instructional programs
• Collaborate on essential standards and effective instructional strategies
• Use assessment results to plan and adjust instruction
• Provide time for teachers to collaborate

Highlights:
As a California Distinguished School, Western High School has demonstrated repeatedly over the past decade our ability to meet the challenges necessary to prepare our students for success in the 21st century. Our academic achievement, as measured by multiple measures, has yielded upper bracket ranking among 100 Similar Schools and when compared to all schools in California. We have also achieved Silver Medal ranking in the "U.S. News & World Report Best High Schools" report and a six-year accreditation.

Western offers a variety of programs to meet the needs of all of our students. Such programs include: Honors, Pre-AP, and AP courses; multiple career pathway programs--BITA (Building/Construction), JROTC, Culinary Arts, PLTW (Biomedical Careers), Health Careers, Business Systems & Technology, Digital Media/Video Production, and Dance; Project-Based Learning, UCI Pathways, RAISE, ELD and sheltered courses for English Learners, and inclusion courses for students with disabilities; core academic courses designed to prepare students for college entrance; Visual and Performing Arts programs--instrumental music, vocal music, and Drama; an excellent athletics program; after school programs--PASS, tutoring, Anaheim Achieves (YMCA) and Gear UP; and a variety of clubs and opportunities for students to get involved in the school community. Students at Western are challenged to do their very best at all times and are encouraged to continue their education/training beyond high school graduation.

As a commitment to preparing our students for 21st Century careers, we are utilizing iPads, Chrome Books and Laptops in the classrooms. Students utilize programs such as Haiku and Google Docs for classwork and assessments.

Demographic Information:
The Western High student population is composed of 63% Latino students, 13% White students, 8% Asian, 6% Filipino, and 4% African American.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	539
Grade 10	572
Grade 11	544
Grade 12	469
Total Enrollment	2,124

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	4.3
American Indian or Alaska Native	0.6
Asian	8.3
Filipino	6
Hispanic or Latino	63.5
Native Hawaiian or Pacific Islander	1.1
White	12.8
Two or More Races	3.4
Socioeconomically Disadvantaged	80.6
English Learners	22.5
Students with Disabilities	10.9
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	79	80	81	1242
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	3	4	0	27

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	1	2
Total Teacher Misassignments *	3	4	2
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.7	4.4
All Schools in District	98.7	1.3
High-Poverty Schools in District	98.6	1.4
Low-Poverty Schools in District	99.4	0.6

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: August 2015

All content subject areas utilize standards-aligned, State and District adopted textbooks and instructional materials. Teachers have input into the textbook selection process at the district-level through an established curriculum cycle. Teachers are given in-depth training on the instructional materials and the ancillary materials that accompany the basic textbook material. Ancillary materials support both the language needs and the learning needs of students.

This information was collected in October 2015.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English language arts textbooks, Houghton Mifflin Harcourt-Collections, were adopted in 2014-15. There is one textbook available per student.	Yes	0
Mathematics	Mathematics textbooks, by Carnegie Learning, were adopted in 2014-15. Course appropriate, standards-aligned instructional materials have been selected for each mathematics course. There is one textbook available per student.	Yes	0
Science	Science textbooks were adopted in 2006-07. Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2015-16. There is one textbook available per student.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2005-06. Students have access to classroom sets of textbooks.	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks in 2013-14, and supplemental books continue to be adopted each year. The oldest textbooks used by some courses were adopted in 2003-04. There is one textbook available per student.	Yes	0
Health	Health textbooks were adopted in 2004-05. There is one textbook available per student.	Yes	0
Visual and Performing Arts	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	Yes	0
Science Laboratory Equipment (grades 9-12)	All science labs at Western High School have the following equipment: tables with chemical-resistant tops, stools at lab tables, white boards/chalk boards for demonstrations, one complete set of glassware per classroom, linear measuring devices (meter sticks, 12"/6" rulers, etc.), course appropriate charts, hot plates, triple-beam and/or top-loading balances, thermometers, overhead projector, LCD projector, ELMO projector, VCR/DVD player, and laserdisc player. Most labs have additional equipment appropriate for the courses being taught in the room.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Western High School opened in 1957. The 40 acre campus includes 44 regular classrooms plus a number of portable classrooms. There are 19 labs, which are designed for specific programs (i.e. computer labs, science labs, choral music room, etc.) The site also includes a forum, a cafeteria, a media center, two gyms, a pool facility, a lecture hall and a variety of sports fields.

Maintenance and Repair: Site and district maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority.

Cleaning Process and Schedule: The District's Board of Trustees has adopted cleaning standards for all schools. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All classrooms and restrooms are cleaned daily and deep cleaning, including waxing of floors and painting, takes place during times when students are not in session. Students, parents, and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

The most recent site inspection was completed on September 30, 2015.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 30, 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Damaged ceiling tiles in Social Studies Office replaced.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 30, 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Repair to loose light diffusers in Room 45. Lights replaced in Cafeteria.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Etched windows scheduled for repair at Rooms 7, 40 and Media Center. Concrete repair at Room 7 is scheduled for Summer 2016.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: September 30, 2015				
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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	**District**	**State**
English Language Arts/Literacy	54	44	44
Mathematics	25	28	33

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 Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students			
		Enrolled	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
All Students	**11**	535	523	97.8	18	27	38	16
Male	**11**		270	50.5	21	27	38	13
Female	**11**		253	47.3	14	28	38	20

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	11		20	3.7	30	20	40	10
American Indian or Alaska Native	11		1	0.2	--	--	--	--
Asian	11		58	10.8	5	26	41	28
Filipino	11		27	5.0	7	7	44	41
Hispanic or Latino	11		328	61.3	22	30	36	13
Native Hawaiian or Pacific Islander	11		6	1.1	--	--	--	--
White	11		68	12.7	10	31	34	22
Two or More Races	11		15	2.8	13	20	67	0
Socioeconomically Disadvantaged	11		406	75.9	20	29	36	15
English Learners	11		89	16.6	57	38	4	0
Students with Disabilities	11		49	9.2	71	24	2	0
Students Receiving Migrant Education Services	11		1	0.2	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	535	519	97.0	46	28	16	9
Male	11		266	49.7	45	27	17	10
Female	11		253	47.3	47	29	15	8
Black or African American	11		20	3.7	60	35	5	0
American Indian or Alaska Native	11		1	0.2	--	--	--	--
Asian	11		58	10.8	16	29	28	28
Filipino	11		26	4.9	23	27	23	23
Hispanic or Latino	11		327	61.1	54	27	14	4
Native Hawaiian or Pacific Islander	11		6	1.1	--	--	--	--
White	11		66	12.3	38	30	14	17
Two or More Races	11		15	2.8	53	13	27	7

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	11	403	75.3	49	28	14	8	
English Learners	11	88	16.4	89	8	2	0	
Students with Disabilities	11	49	9.2	92	6	0	0	
Students Receiving Migrant Education Services	11	1	0.2	--	--	--	--	
Foster Youth	11	--	--	--	--	--	--	

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	54	60	51	61	61	56	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	56
All Students at the School	51
Male	56
Female	46
Black or African American	45
Asian	71
Filipino	64
Hispanic or Latino	45
Native Hawaiian or Pacific Islander	--
White	65
Two or More Races	58
Socioeconomically Disadvantaged	14
English Learners	12
Students with Disabilities	47
Foster Youth	--

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.

Career Technical Education Programs (School Year 2014-15)

Western High School has ten career pathways that represent several industries that suit the needs, interests, and demands of its diverse student body. During the 2014-15 school year courses were offered in the following career industries: Arts, Media & Entertainment; Building Trades & Construction; Education, Child Development, and Family Services; Health Science & Medical Technology; Hospitality, Tourism, & Recreation; and Public Services.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	789
% of pupils completing a CTE program and earning a high school diploma	85.03%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	98.02
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	30.59

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	48	49	52	55	46	49	57	56	58
Mathematics	57	60	52	57	51	49	60	62	59

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	46	25	29	46	35	19
All Students at the School	48	29	24	48	37	16
Male	52	30	18	46	36	19
Female	43	28	29	49	38	13
Black or African American	43	35	22	57	39	4
Asian	29	10	61	20	39	41
Filipino	35	30	35	35	30	35
Hispanic or Latino	53	29	18	54	36	10
White	43	30	27	42	39	18
Two or More Races	44	30	26	38	36	26
Socioeconomically Disadvantaged	48	31	21	49	38	13
English Learners	92	8		84	14	1
Students with Disabilities	95	5		100		

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17.50	30.20	30.60

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

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (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 (Most Recent Year)

We believe strongly that parent involvement is a key factor to a student's success. Parents are encouraged to become involved in their students' academic success through academic monitoring. Parents are all provided with access to their students' records online through Aeries. There are a variety of opportunities for parents to become involved in the school's decision-making process, including: School Site Council (SSC), English Language Advisory Committee (ELAC), Parent Teacher Student Association (PTSA), and Band & Athletic Booster organizations. Parents are encouraged to contact and maintain communication with their students' teachers. Parents are also encouraged to utilize the Western High School website for important information and the Naviance Family Connections program (on-line) for assistance with academic and career planning. An automated caller is also used to assist with communication between home and school. Information is available to parents regarding college and financial aid/scholarship opportunities through direct consultation with counselors as well as several evening workshops, which are conducted by the Counseling Department. Opportunities for parents to receive training on high school graduation requirements and expectations, planning for their student's path to college or career and in how to utilize the student information system (Aeries) exist through GEAR UP trainings and the full time parent liaison. Monthly parent meetings are offered during morning and evening sessions.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	4.20	2.20	2.00	12.10	8.60	8.60	13.10	11.40	11.50
Graduation Rate	92.35	94.59	94.57	82.48	84.34	84.81	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	90.68	84.11	84.6
Black or African American	94.44	82.8	76
American Indian or Alaska Native	100	88.89	78.07
Asian	96.55	93.83	92.62
Filipino	103.33	97.03	96.49
Hispanic or Latino	90	81.33	81.28
Native Hawaiian/Pacific Islander	90	76.92	83.58
White	86.15	85.53	89.93
Two or More Races	50	70	82.8
Socioeconomically Disadvantaged	56.86	58.25	61.28
English Learners	57.95	54.13	50.76
Students with Disabilities	89.52	82	81.36
Foster Youth	--	--	--

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	6.37	3.75	4.90	5.79	5.42	5.36	5.07	4.36	3.80
Expulsions	0.09	0.09	0.04	0.20	0.13	0.02	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

School Safety Plans are reviewed on an annual basis. The Western High School plan is currently under revision and review by the staff. Revision and review to be completed by January 2015.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	No	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2008-2009
Year in Program Improvement*	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	14
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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	28	27	14	46	28	24	20	39	25	35	20	39
Mathematics	33	9	11	44	34	5	10	46	33	9	6	45
Science	35	4	8	41	36	5	1	43	33	7	7	38
Social Science	32	10	10	31	31	10	9	33	29	17	13	28

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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	539
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0.16	N/A
Speech/Language/Hearing Specialist	1.5	N/A
Resource Specialist	0	N/A
Other	0	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$8,620	$2,019	$6,602	$87,778
District	N/A	N/A	$7,743	$88,375
Percent Difference: School Site and District	N/A	N/A	-14.7	-0.7
State	N/A	N/A	$5,348	$74,908
Percent Difference: School Site and State	N/A	N/A	23.4	17.2

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

Types of Services Funded (Fiscal Year 2014-15)

Western HIgh School receives categorical funds for certain special programs. Local Control funds (LCFF) provide training, equipment, and supplemental materials schoolwide with an emphasis on low income students, English learners, Foster youth and students with disabilities.

The school has a Title I schoolwide program, and the funds are used to target interventions and support for all students, with an emphasis on those who require additional academic supports in mathematics and English. *Qualifying Western High School students also participate in Supplemental Educational Services (SES) through the Title I program. Carl Perkins funds are provided and used for Career Technical Education. Project Lead the Way funding is used for students, materials, and resources associated with the Biomedical Tech career pathway.

*SES is also referred to as free Title I after-school tutoring.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,618	$44,363
Mid-Range Teacher Salary	$88,470	$71,768
Highest Teacher Salary	$101,623	$92,368
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	$126,979	$121,276
Average Principal Salary (High)	$133,651	$133,673
Superintendent Salary	$245,000	$210,998
Percent of Budget for Teacher Salaries	41%	36%
Percent of Budget for Administrative Salaries	4%	5%

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

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	4	N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	5	N/A
All courses	16	.6

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their content knowledge and instructional skills. New teachers are also required to participate in the Beginning Teacher Support and Assessment (BTSA) program. The District and school continue to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize students' assessment results in order to target instruction to better meet the individual needs of students. Classified staff members have many opportunities to participate in training designed to enhance their effectiveness with students. All District staff members are supported in their efforts to deliver highly-effective lessons. The Lesson Design Specialist (LDS) serves as a "teacher coach" on campus and works with staff to enhance their teaching as well.