

Western 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.

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	Western High School
Street	501 South Western Avenue
City, State, Zip	Anaheim, CA 92804
Phone Number	(714) 220-4040
Principal	Lorena Moreno
Email Address	moreno_l@auhsd.us
School Website	https://western.auhsd.us
County-District-School (CDS) Code	30664313038239

2022-23 District Contact Information

District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Superintendent	Michael B. Matsuda
Email Address	webmaster@auhsd.us
District Website Address	https://www.auhsd.us

2022-23 School Overview

Vision Statement:

As a collaborative community, we are building a positive and innovative campus where all students pursue their choice of college and career pathways, celebrate diversity and foster a sense of family, spirit and belonging.

Highlights:

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. Western was named a California Gold Ribbon school in 2016-17, is a two-time California Distinguished school, and was recognized as a California Democracy School in 2020. Western 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 and AP courses, multiple career pathway programs--BITA (Building/Construction), JROTC, Culinary Arts, Health Careers, Business Systems & Technology, Digital Media/Video Production, Dance, ELD 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 visual arts; an excellent athletics program with several recent CIF wins; 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, Chromebooks and Laptops in the classrooms. Students complete a portfolio that shows their achievement and growth in the 5 C's.

Demographic Information:

Western High School, located in Anaheim, California, serves 1,750 students, in which over 90% participate in the free and reduced meal program, and 23% are English Learners. The demographic profile also indicates the following regarding student groups: 74.1% Hispanic/Latino, 7.7% White, 7.7% Asian, 4.7% Filipino, 3% African American.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	429
Grade 10	467
Grade 11	420
Grade 12	434
Total Enrollment	1,750

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6
Male	53.4
American Indian or Alaska Native	0.2
Asian	7.4
Black or African American	3.0
Filipino	4.9
Hispanic or Latino	74.2
Native Hawaiian or Pacific Islander	0.7
Two or More Races	1.5
White	7.8
English Learners	22.8
Foster Youth	1.0
Homeless	11.0
Migrant	0.0
Socioeconomically Disadvantaged	86.2
Students with Disabilities	15.4

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

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)	50.30	73.28	897.90	74.43	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	0.25	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.90	4.25	49.90	4.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	29.50	2.45	12115.80	4.41
Unknown	15.40	22.45	226.00	18.73	18854.30	6.86
Total Teaching Positions	68.70	100.00	1206.40	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	0.00	
Misassignments	2.90	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.90	

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	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

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)	11.90	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.00	

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

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.

Year and month in which the data were collected	December 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent 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 Houghton Mifflin Harcourt for 7-8 grades and Mc Graw Hill for 9-12 grades were adopted in 2020-21. 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, Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2021-22, Pearson Environmental Science AP Edition. There is one textbook available per student.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2018-19 and 2019-20. 10th grade- McGraw-Hill-World History, Culture, and Geography: The Modern World, CA Student Edition 11th grade- McGraw-Hill- United States History and Geography- Conflict and Change 12th grade- McGraw-Hill- Principles of American Democracy. Savvas- California Economics Principles in Action There is one textbook available per student.	Yes	0
Foreign Language	Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks, Houghton Mifflin Harcourt-Avancemos and Houghton Mifflin Harcourt-Bien Dit, in 2016-17. Additionally, supplemental books continue to be adopted each year. There is one textbook available per student.	Yes	0
Health	Health textbooks, McGraw Hill-Teen Health for 7-8 grades, and Goodheart Wilcox-Comprehensive Health for High School were adopted in 2016-17. 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, linear measuring devices (meter sticks, 12"/6" rulers, etc.), course appropriate charts, hot plates, thermometers, overhead projector, LCD projector, ELMO projector. Most labs have additional equipment appropriate for the courses being taught in the room.	Yes	0

School Facility Conditions and Planned Improvements

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. 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 19 - October 10, 2022.

Year and month of the most recent FIT report

October, 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		The linoleum floor is uneven and it has holes throughout the room. Check floor by the south side of room near window. When stepping on this area it seems that the flooring under the carpet is loose or broken.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Several areas have cement raised up due to tree roots. Several areas around the pool has the concrete raised. Repair sidewalk in front of room 79, there is a large crack. Teachers Parking Lot by Room 75 - The Asphalt on the parking lot has huge cracks and holes throughout the parking lot. Several areas have cement raised up due to tree roots. Concrete by the entrance of the room is cracking. Across Room 9 - There is a large area that the concrete is lifting due to tree roots. Across Room 11- Under the tree there is a piece of concrete that is lifted off the ground due to tree roots.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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	47	N/A	43	N/A	47
Mathematics (grades 3-8 and 11)	N/A	13	N/A	23	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	393	364	92.62	7.38	46.70
Female	189	179	94.71	5.29	49.72
Male	204	185	90.69	9.31	43.78
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	27	26	96.30	3.70	65.38
Black or African American	13	7	53.85	46.15	--
Filipino	21	19	90.48	9.52	57.89
Hispanic or Latino	286	266	93.01	6.99	43.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	35	35	100.00	0.00	45.71
English Learners	76	69	90.79	9.21	7.25
Foster Youth	--	--	--	--	--
Homeless	52	50	96.15	3.85	44.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	319	297	93.10	6.90	45.45
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	53	50	94.34	5.66	14.00

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	393	361	91.86	8.14	12.78
Female	189	177	93.65	6.35	10.17
Male	204	184	90.20	9.80	15.30
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	27	26	96.30	3.70	38.46
Black or African American	13	7	53.85	46.15	--
Filipino	21	19	90.48	9.52	21.05
Hispanic or Latino	286	265	92.66	7.34	9.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	35	34	97.14	2.86	21.21
English Learners	76	66	86.84	13.16	3.03
Foster Youth	--	--	--	--	--
Homeless	52	49	94.23	5.77	14.58
Military	--	--	--	--	--
Socioeconomically Disadvantaged	319	294	92.16	7.84	11.26
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	53	50	94.34	5.66	4.08

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)	24.18	21.72	28.33	28.29	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	784	755	96.3	3.7	21.72
Female	380	371	97.63	2.37	19.68
Male	404	384	95.05	4.95	23.7
American Indian or Alaska Native	0	0	0	0	0
Asian	60	60	100	0	55
Black or African American	24	22	91.67	8.33	13.64
Filipino	38	36	94.74	5.26	27.78
Hispanic or Latino	566	542	95.76	4.24	18.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100	0	11.11
White	72	71	98.61	1.39	25.35
English Learners	120	112	93.33	6.67	0.89
Foster Youth	--	--	--	--	--
Homeless	105	98	93.33	6.67	14.29
Military	--	--	--	--	--
Socioeconomically Disadvantaged	661	636	96.22	3.78	20.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	99	91	91.92	8.08	5.49

2021-22 Career Technical Education Programs

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 2019-20 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.

Our CTE pathway courses are designed using the CTE Model Curriculum Standards, ensuring that students are developing the key skills needed to succeed in both school and the workplace. All of our teachers are trained to provide the best possible instruction for all students, including those in CTE pathways, with a focus on universal design for learning, ensuring that all students can access the curriculum. Our district measures the success of our CTE programs by evaluating the graduation rate, A-G completion rate, post-secondary enrollment, and when possible the career placement of students. This data guides which CTE pathways are offered, as well as the alignment between curriculum and the needs of each industry sector. CTE teachers attend regional advisory boards for each industry sector to stay up to date on the latest trends, skills desired of employers, employment outlook, and post-secondary programs related to the industry sector. These advisory boards are provided by Vital Link, a local non-profit organization that connects businesses with school districts, ensuring that the knowledge gained at the advisory boards represents the surrounding region.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	913
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	51.9
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	97.61
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	47.89

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	50%	61%	62%	61%	51%

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

We believe strongly that parent involvement is a key factor to a student's success. Parents are encouraged to become involved in their student's academic success through academic monitoring. Parents are all provided with access to their student's records online through Aeries (student information system) Parent Portal. 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 and Athletic Booster organizations. Parents are encouraged to contact and maintain communication with their student's teachers. 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 online platforms, 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) are available throughout the school year. Monthly parent meetings and drop-in workshop times are offered during morning and evening sessions. Parents are also supported by a full-time Family and Community Specialist and a Parent liaison. Western's parent engagement was recognized as one of its strengths in its recent WASC review.

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		1	1.8		3.2	3.6		8.9	7.8
Graduation Rate		97.5	95.7		92.3	92.4		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	393	376	95.7
Female	189	183	96.8
Male	204	193	94.6
American Indian or Alaska Native	0	0	0.0
Asian	32	31	96.9
Black or African American	12	12	100.0
Filipino	17	17	100.0
Hispanic or Latino	281	268	95.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	37	36	97.3
English Learners	83	76	91.6
Foster Youth	--	--	--
Homeless	63	57	90.5
Socioeconomically Disadvantaged	370	356	96.2
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	60	46	76.7

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1884	1826	559	30.6
Female	877	854	284	33.3
Male	1007	972	275	28.3
American Indian or Alaska Native	5	2	1	50.0
Asian	132	126	18	14.3
Black or African American	61	59	22	37.3
Filipino	90	88	16	18.2
Hispanic or Latino	1394	1358	435	32.0
Native Hawaiian or Pacific Islander	14	13	8	61.5
Two or More Races	32	31	9	29.0
White	148	141	48	34.0
English Learners	443	426	129	30.3
Foster Youth	20	20	4	20.0
Homeless	236	225	96	42.7
Socioeconomically Disadvantaged	1636	1598	508	31.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	301	285	115	40.4

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	1.23	1.86	2.45
Expulsions	0.00	0.00	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	4.14	0.00	2.75	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.14	0.00
Female	1.94	0.00
Male	6.06	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.76	0.00
Black or African American	8.20	0.00
Filipino	2.22	0.00
Hispanic or Latino	4.45	0.00
Native Hawaiian or Pacific Islander	28.57	0.00
Two or More Races	3.13	0.00
White	0.68	0.00
English Learners	4.29	0.00
Foster Youth	5.00	0.00
Homeless	3.81	0.00
Socioeconomically Disadvantaged	4.28	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.32	0.00

2022-23 School Safety Plan

Western's School Safety Plan demonstrates a commitment to the safety of all students, staff, and community members. The School Safety Plan was written by the School Safety Committee. The plan provides students and staff with a means of ensuring a safe and orderly learning environment. The Plan outlines an emergency drill schedule that includes two fire/earthquake drills and three lockdown drills annually. An incident command system organizational chart in the plan supports Western's ability to manage an emergency. Also included in the School Safety Plan are policies related to school discipline such as dress code, electronic devices, and attendance to name a few. School staff strives to work collaboratively on enhancing the Plan which is evaluated and updated annually.

The plan was updated in October 2022

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	25	37	14	31
Mathematics	31	18	14	34
Science	26	16	8	30
Social Science	25	24	9	27

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	29	20	11	33
Mathematics	37	10	5	39
Science	28	13	9	26
Social Science	31	9	5	28

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	27	20	9	37
Mathematics	27	18	19	27
Science	27	14	12	25
Social Science	28	12	7	29

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	291.67

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)	6.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	1.0

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	\$15,314	\$5,620	\$9,694	\$89,322
District	N/A	N/A	10,543	\$98,524
Percent Difference - School Site and District	N/A	N/A	-8.4	-9.8
State	N/A	N/A	\$6,594	\$85,856
Percent Difference - School Site and State	N/A	N/A	38.1	4.0

2021-22 Types of Services Funded

Western High School receives state and federal funds for certain special programs. Title I and Local Control Funding Formula (LCFF) funding provide training, equipment, and supplemental materials schoolwide, with an emphasis on low-income students, English learners, foster youth, and Students with Disabilities. These funds support a wide range of activities including technology for classroom use, visual and performing arts supplies, and support for intervention activities.

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 support in mathematics and English. Title I funds also support parent involvement by providing parent training. Perkins funds are provided and used for Career Technical Education.

Western also has access to funds and services through the California Community School Partnership Program. This program will establish and expand learning supports and opportunities and partnerships to serve the needs of students and families, resulting in improved student outcomes.

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	\$54,602	\$55,947
Mid-Range Teacher Salary	\$93,635	\$90,080
Highest Teacher Salary	\$119,824	\$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$144,438	\$146,364
Average Principal Salary (High)	\$156,492	\$164,633
Superintendent Salary	\$284,644	\$261,984
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	4%	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	13.9
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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	2
Fine and Performing Arts	0
Foreign Language	2
Mathematics	1
Science	3
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	13

Professional Development

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. This is in addition to professional development days and weekly late-start meetings, which are scheduled each year for professional learning activities. New teachers are also required to participate in a teacher induction 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. Teachers and administrators are given many opportunities to examine current instructional programs and strategies and realign with state curriculum performance and content standards. Research-based instructional strategies are reviewed and implemented.

In addition to what the district provides, Western High School has weekly professional development opportunities on Thursday's late start days. The time is utilized by departments, specialized programs, and cross-curricular articulation. All educational staff is involved in a variety of workshops and conferences.

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	6	10