# Western High School
## 2022-2023 School Accountability Report Card
## (Published During the 2023-2024 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. |

## 2023-24 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 |

## 2023-24 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** | https://www.auhsd.us |

## 2023-24 School Description and Mission Statement

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 1,704 students, in which over 90% participate in the free and reduced meal program, and 24.5% 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

## 2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Grade 9 | 416 |
| Grade 10 | 423 |
| Grade 11 | 447 |
| Grade 12 | 418 |
| Total Enrollment | 1,704 |

## 2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 47.7% |
| Male | 52.2% |
| American Indian or Alaska Native | 0.2% |
| Asian | 6.9% |
| Black or African American | 3.3% |
| Filipino | 4.2% |
| Hispanic or Latino | 75.9% |
| Native Hawaiian or Pacific Islander | 0.4% |
| Two or More Races | 1.7% |
| White | 7.2% |
| English Learners | 24.5% |
| Foster Youth | 0.8% |
| Homeless | 4.9% |
| Socioeconomically Disadvantaged | 87.7% |
| Students with Disabilities | 15.9% |

## 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) | 64.20 | 80.75 | 1094.60 | 83.18 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.50 | 0.72 | 8.50 | 0.65 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 7.10 | 8.98 | 73.20 | 5.56 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.40 | 0.50 | 32.80 | 2.50 | 11953.10 | 4.28 |
| Unknown | 7.10 | 9.01 | 106.80 | 8.11 | 15831.90 | 5.67 |
| Total Teaching Positions | 79.60 | 100.00 | 1316.10 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 | 0.80 |
| Misassignments | 2.90 | 6.20 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 2.90 | 7.10 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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 | 0.40 |
| Local Assignment Options | 0.00 | 0.00 |
| Total Out-of-Field Teachers | 0.00 | 0.40 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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) | 11.9 | 10.1 |
| **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 | 2.4 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 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.

This information was collected September 13, 2022.

| Year and month in which the data were collected | September 13, 2022 |
|---|---|

| 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.<br>10th grade- McGraw-Hill-World History, Culture, and Geography: The Modern World, CA Student Edition<br>11th grade- McGraw-Hill-  United States History and Geography- Conflict and Change<br>12th grade- McGraw-Hill- Principles of American Democracy. Savvas- California Economics Principles in Action<br>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 |

## 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 October 4 - October 11, 2023

| Year and month of the most recent FIT report | October, 2023 |
|---|---|

| 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 | | | Several paper covering insulations are hanging from the ceiling. Planned Action to be Taken: Fix the paper covering insulations that are hanging from the ceiling. |
| **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 | | | Room 910 - Check the floor by the south side of the room near the window. When stepping on this area it seems that the flooring under the carpet something is loose or broken. Planned Action to be Taken: Check and repair the floor by the south side of the room near the window in Room 910 |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Concrete by the entrance of Room 22 is cracked, Several areas around the pool has the concrete raised, and Quad by weight room, there are several areas that need the concrete grinded. Planned Action to be Taken: Fix concrete by the entrance of Room 22, the quad and the pool deck. |

**Overall Facility Rate**

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
|           | X    |      |      |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

**Statewide Assessments**
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

**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.

## 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.

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 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---------|----------------|----------------|------------------|------------------|---------------|---------------|
| **English Language Arts/Literacy** (grades 3-8 and 11) | 47 | 44 | 43 | 42 | 47 | 46 |
| **Mathematics** (grades 3-8 and 11) | 13 | 16 | 23 | 24 | 33 | 34 |

## 2022-23 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 | 445 | 429 | 96.40 | 3.60 | 44.06 |
| Female | 216 | 207 | 95.83 | 4.17 | 49.76 |
| Male | 229 | 222 | 96.94 | 3.06 | 38.74 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 36 | 36 | 100.00 | 0.00 | 58.33 |
| Black or African American | 19 | 19 | 100.00 | 0.00 | 26.32 |
| Filipino | 17 | 17 | 100.00 | 0.00 | 58.82 |
| Hispanic or Latino | 336 | 321 | 95.54 | 4.46 | 43.61 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 26 | 25 | 96.15 | 3.85 | 44.00 |
| English Learners | 123 | 118 | 95.93 | 4.07 | 11.02 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 18 | 16 | 88.89 | 11.11 | 12.50 |
| Military | 27 | 25 | 92.59 | 7.41 | 36.00 |
| Socioeconomically Disadvantaged | 393 | 378 | 96.18 | 3.82 | 44.44 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 56 | 53 | 94.64 | 5.36 | 15.09 |

## 2022-23 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 | 444 | 426 | 95.95 | 4.05 | 16.20 |
| Female | 215 | 205 | 95.35 | 4.65 | 13.66 |
| Male | 229 | 221 | 96.51 | 3.49 | 18.55 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 36 | 36 | 100.00 | 0.00 | 36.11 |
| Black or African American | 18 | 18 | 100.00 | 0.00 | 5.56 |
| Filipino | 17 | 17 | 100.00 | 0.00 | 29.41 |
| Hispanic or Latino | 336 | 319 | 94.94 | 5.06 | 13.17 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 26 | 25 | 96.15 | 3.85 | 24.00 |
| English Learners | 123 | 117 | 95.12 | 4.88 | 4.27 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 18 | 16 | 88.89 | 11.11 | 12.50 |
| Military | 27 | 25 | 92.59 | 7.41 | 20.00 |
| Socioeconomically Disadvantaged | 392 | 376 | 95.92 | 4.08 | 15.69 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 55 | 52 | 94.55 | 5.45 | 3.85 |

## 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.

Science test results include the CAST 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 CAST 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.

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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8 and high school) | 21.72 | 22.31 | 28.29 | 28.38 | 29.47 | 30.29 |

## 2022-23 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 | 821 | 798 | 97.20 | 2.80 | 22.31 |
| Female | 395 | 383 | 96.96 | 3.04 | 18.28 |
| Male | 426 | 415 | 97.42 | 2.58 | 26.02 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 61 | 61 | 100.00 | 0.00 | 50.82 |
| Black or African American | 30 | 30 | 100.00 | 0.00 | 13.33 |
| Filipino | 39 | 39 | 100.00 | 0.00 | 30.77 |
| Hispanic or Latino | 609 | 588 | 96.55 | 3.45 | 18.20 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 17 | 17 | 100.00 | 0.00 | 41.18 |
| White | 59 | 57 | 96.61 | 3.39 | 28.07 |
| English Learners | 194 | 185 | 95.36 | 4.64 | 2.70 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 25 | 23 | 92.00 | 8.00 | 21.74 |
| Military | 28 | 26 | 92.86 | 7.14 | 34.62 |
| Socioeconomically Disadvantaged | 624 | 606 | 97.12 | 2.88 | 19.97 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 106 | 102 | 96.23 | 3.77 | 5.88 |

## 2022-23 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.

## 2022-23 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---|
| **Number of Pupils Participating in CTE** | 884 |
| **Percent of Pupils that Complete a CTE Program and Earn a High School Diploma** | 49.6 |
| **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 |
|---|---|
| **2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission** | 97.61 |
| **2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission** | 51.06 |

## B. Pupil Outcomes

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2022-23 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.   The administration of the PFT during 2021-22 and 2022-23 school years, 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 | 90 | 93 | 93 | 94 | 96 |

## 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.

## 2023-24 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 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|---|---|---|
| Dropout Rate | 0.3 | 1.8 | 3 | 2.9 | 3.6 | 4.1 | 9.4 | 7.8 | 8.2 |
| Graduation Rate | 97.7 | 95.7 | 95.1 | 90.9 | 92.4 | 91 | 83.6 | 87 | 86.2 |

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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 | 364 | 346 | 95.1 |
| Female | 173 | 168 | 97.1 |
| Male | 191 | 178 | 93.2 |
| Non-Binary | | | |
| American Indian or Alaska Native | 0 | 0 | 0.00 |
| Asian | 28 | 27 | 96.4 |
| Black or African American | 14 | 14 | 100.0 |
| Filipino | 22 | 21 | 95.5 |
| Hispanic or Latino | 264 | 251 | 95.1 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | -- | -- | -- |
| White | 27 | 24 | 88.9 |
| English Learners | 77 | 71 | 92.2 |
| Foster Youth | -- | -- | -- |
| Homeless | 58 | 54 | 93.1 |
| Socioeconomically Disadvantaged | 345 | 327 | 94.8 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | 54 | 48 | 88.9 |

## 2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 1847 | 1813 | 555 | 30.6 |
| Female | 883 | 866 | 278 | 32.1 |
| Male | 961 | 944 | 274 | 29.0 |
| Non-Binary | 3 | 3 | 3 | 100.0 |
| American Indian or Alaska Native | 2 | 2 | 0 | 0.0 |
| Asian | 124 | 123 | 20 | 16.3 |
| Black or African American | 68 | 68 | 21 | 30.9 |
| Filipino | 80 | 79 | 14 | 17.7 |
| Hispanic or Latino | 1390 | 1365 | 448 | 32.8 |
| Native Hawaiian or Pacific Islander | 10 | 9 | 3 | 33.3 |
| Two or More Races | 31 | 31 | 8 | 25.8 |
| White | 140 | 134 | 41 | 30.6 |
| English Learners | 471 | 458 | 144 | 31.4 |
| Foster Youth | 17 | 17 | 9 | 52.9 |
| Homeless | 116 | 111 | 50 | 45.0 |
| Socioeconomically Disadvantaged | 1669 | 1643 | 510 | 31.0 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 293 | 287 | 124 | 43.2 |

## 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.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|---|---|---|
| Suspensions | 0.00 | 4.14 | 3.03 | 0.00 | 2.75 | 3.78 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 | 0.08 |

## 2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 3.03 | 0 |
| Female | 2.49 | 0 |
| Male | 3.54 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 2.94 | 0 |
| Filipino | 2.5 | 0 |
| Hispanic or Latino | 3.45 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 2.86 | 0 |
| English Learners | 3.61 | 0 |
| Foster Youth | 5.88 | 0 |
| Homeless | 1.72 | 0 |
| Socioeconomically Disadvantaged | 3.18 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 2.39 | 0 |

## 2023-24 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 March 2023

## 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 |

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| English Language Arts | 28 | 18 | 8 | 36 |
| Mathematics | 28 | 14 | 15 | 30 |
| Science | 27 | 10 | 26 | 12 |
| Social Science | 28 | 10 | 13 | 22 |

## 2022-23 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 | 340.8 |

## 2022-23 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) | 5 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 3 |
| Social Worker | 1 |
| Nurse | |
| Speech/Language/Hearing Specialist | 0.9 |
| Resource Specialist (non-teaching) | |
| Other | 1 |

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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 | $102,980 |
| Percent Difference - School Site and District | N/A | N/A | -8.4 | -9.8 |
| State | N/A | N/A | $7,607 | $97,850 |
| Percent Difference - School Site and State | N/A | N/A | 38.1 | 4.0 |

## Fiscal Year 2022-23 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.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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 | $57,124 | $57,234 |
| Mid-Range Teacher Salary | $97,960 | $95,467 |
| Highest Teacher Salary | $125,357 | $122,669 |
| Average Principal Salary (Elementary) | $0 | |
| Average Principal Salary (Middle) | $149,493 | $153,476 |
| Average Principal Salary (High) | $161,969 | $173,198 |
| Superintendent Salary | $284,644 | $277,572 |
| Percent of Budget for Teacher Salaries | 32.4% | 31.17% |
| Percent of Budget for Administrative Salaries | 3.7% | 4.46% |

## 2022-23 Advanced Placement (AP) Courses

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

| Percent of Students in AP Courses | 18.1 |
|---|---|

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 | 3 |
| Fine and Performing Arts | 0 |
| Foreign Language | 1 |
| Mathematics | 1 |
| Science | 6 |
| Social Science | 6 |
| **Total AP Courses Offered**<br>Where there are student course enrollments of at least one student. | 17 |

## 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 | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 6 | 10 | |