

Western High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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
Grade Span	9-12
County-District-School (CDS) Code	30664313038239

2024-25 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

2024-25 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 consistently its ability to meet the challenges necessary to prepare their students for success in the 21st century. Western was named a California Gold Ribbon school in 2016-17, is a two-time California

2024-25 School Description and Mission Statement

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 WASC 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 1667 students, in which over 90% participate in the free and reduced meal program, and 24% are English Learners. The demographic profile also indicates the following regarding student groups: 76% Hispanic/Latino, 7.3% White, 7.62% Asian, 3.66% Filipino, 2.76% African American.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	419
Grade 10	420
Grade 11	388
Grade 12	440
Total Enrollment	1,667

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	51.9
American Indian or Alaska Native	0.2
Asian	7.6
Black or African American	2.8
Filipino	3.7
Hispanic or Latino	76
Native Hawaiian or Pacific Islander	0.4
Two or More Races	1.9
White	7.3
English Learners	24.2
Foster Youth	0.8
Homeless	5.3
Socioeconomically Disadvantaged	88.7
Students with Disabilities	16.2

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	68.10	83.77	1131.10	84.42	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	1.23	12.10	0.90	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.40	4.23	55.40	4.14	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.80	3.47	41.30	3.09	11746.90	4.23
Unknown/Incomplete/NA	5.90	7.27	99.80	7.45	14303.80	5.15
Total Teaching Positions	81.30	100.00	1340.00	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.80	1
Misassignments	2.90	6.20	2.4
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.90	7.10	3.4

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.40	1
Local Assignment Options	0.00	0.00	1.8
Total Out-of-Field Teachers	0.00	0.40	2.8

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.90	10.1	4.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.00	2.4	0.5

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

2024-25 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 December 11, 2024

Year and month in which the data were collected	December 11, 2024
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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. Perrine and The Language of Composition are used for AP Lit and Language. 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. All were adopted during the 2020-2021 school year. Math 7/7H & Math 7: Houghton Mifflin Harcourt - Into Math Grade 7 Math 8/8H & Math 8: Houghton Mifflin Harcourt - Into Math Grade 8 Integrated Math I: McGraw Hill - Reveal Math Integrated I Integrated Math II: McGraw Hill - Reveal Math Integrated Math II Integrated Math III: McGraw Hill - Reveal Math Integrated Math III Integrated Math 1-2 HP: McGraw Hill - Reveal Math Integrated I & McGraw Hill - Reveal Math Integrated II Integrated Math 2-3 HP: McGraw Hill - Reveal Math Integrated II & McGraw Hill - Reveal Math Integrated III	Yes	0

Science	<p>Science textbooks, California HMH Science Dimensions was adopted in 2018-19 for 7 & 8 grades. Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2021-22, Pearson Environmental Science AP Edition.</p> <p>The following books were adopted for the 24-25 school year: Living Earth: "Experience Biology: The Living Earth" Publisher Miller & Levine, Savvas Chemistry of the Living Earth : "Experience Chemistry in the Earth System" Savvas Physics of the Universe uses OpenSciEd.org online resource There is one textbook available per student.Science textbooks for grades 7 and 8 Integrated Science were adopted in 2018-19: HMH CA Science Dimensions. The e-text and one consumable textbook is available per student.The following instructional materials were adopted in 2024 for the high school level:Living Earth- Savvas- Miller & Levine- Experience Biology: The Living Earth. All students have access to the e-text and a physical textbook within the classroom. Chemistry in Earth Systems- Savvas- Experience Chemistry in the Earth System All students have access to the e-text and a physical textbook within the classroom. Physics of the Universe- OpenSciEd HS Science Physics is an open educational resource.Textbooks that support Advanced Placement science courses are adopted as needed, the most recent adoption occurring in 2024, Cengage, Chemistry AP Edition 11th Edition.</p>	Yes	0
History-Social Science	<p>History/Social science textbooks were adopted in 2018-19, 2019-20 and 2020-2021 for 12th grade textbooks.</p> <p>7th grade-Cengage Learning-World History: Medieval and Early Modern Times, CA Student Edition 8th grade- McGraw-Hill- United States History and Geography- Growth and Conflict 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.</p>	Yes	0
Foreign Language	<p>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.</p> <p>Below is the list of districtwide World Language adopted instructional materials: American Sign Language 1: Master ASL! 1, ISBN: 9781881133209, Adopted: 2017/2018 American Sign Language 2 and American Sign Language 3: Signing Naturally 3, ISBN: 9781581211351, Adopted: 2017/2018 American Sign Language 4: Translating from English, ISBN: 9781581211009, Adopted 2017/2018 Arabic 1: Al-Asas for Teaching Arabic to Non-Native Speakers 1, ISBN: 9781933269092, Adopted 2019/2020</p>	Yes	0

Arabic 2: Al-Asas for Teaching Arabic to Non-Native Speakers 2, ISBN: 9781933269108, Adopted 2019/2020
 Arabic 3 and Arabic 4: Al-Asas for Teaching Arabic to Non-Native Speakers 3, ISBN: 9781933269115, Adopted 2019/2020
 French 1: Chemins 1, ISBN: 9781543362237, Adopted: 2023/2024
 French 2: Chemins 2, ISBN: 9781543362299, Adopted 2023/2024
 French 3: Chemins 3, ISBN: 9781543362312, Adopted: 2023/2024
 French 4: Chemins 4, ISBN: 9781543362336, Adopted: 2023/2024
 AP French Language and Culture: Themes, ISBN: 9781680040272, Adopted: 2015/2016
 Japanese 1: Adventures In Japanese 1, ISBN: 781622910564, Adopted: 2015/2016
 Japanese 2: Adventures in Japanese 2, ISBN: 9781622910663, Adopted: 2015/2016
 Japanese 3: Adventures in Japanese 3, ISBN: 9780887173995, Adopted: 2003/2004
 Japanese 4: Adventures in Japanese 4, ISBN: 9780887274428, Adopted: 2003/2004
 Korean 1: EPIC Korean 1, ISBN: 9781636849409, Adopted: 2022/2023
 Korean 2: EPIC Korean 2, ISBN: 9781636849423, Adopted: 2022/2023
 Korean 3: EPIC Korean 3, ISBN: 9781636849447, Adopted: 2023/2024
 Korean 4: EPIC Korean 4, ISBN: 9781636849461, Adopted: 2022-2023
 Mandarin 1 and Mandarin 2: Zhen Bang! 1, ISBN: 9780821981368, Adopted: 2015/2016
 Mandarin 3 and Mandarin 4: Zhen Bang! 2, ISBN: 9780821988237, Adopted: 2015/2016
 Spanish 1: Senderos 1, ISBN: 9781543357936, Adopted: 2023/2024
 Spanish 2: Senderos 2, ISBN: 9781543358070, Adopted: 2023/2024
 Spanish 3: Senderos 3, ISBN: 9781543358131, Adopted: 2023/2024
 Spanish 4: Senderos 4, ISBN: 9781543358193, Adopted: 2023/2024
 Spanish for Spanish Speakers 1: Cajas de Cartón (The Circuit), ISBN: 9780618226160 (Novel), La Casa De Mango Street (The House on Mango Street), ISBN: 9780679755265 (Novel), El Color de Mis Palabras, ISBN: 9781930332751 (Novel), Esperanza Renace (Esperanza Rising), ISBN: 9780439398855 (Novel), Adopted: 2017
 Spanish for Spanish Speakers 2: Antes de Ser Libres, ISBN: 9780375815454 (Novel), Caramelo, ISBN: 9781400030996 (Novel), Senderos Fronterizos (Breaking Through), ISBN: 9780618226184 (Novel), La Travesia de Enrique (Enrique's Journey), ISBN: 9780553535549 (Novel), Voces Sin Fronteras (Voices without Frontiers), ISBN: 9781400077199 (Novel), Adopted: 2017
 Spanish for Spanish Speakers 3: Más Allá de Mí, ISBN: 9780547250311 (Novel), El Alquimista (The Alchemist), ISBN: 9780062511409 (Novel), Cuando Era Puertorriqueña (When I was Puerto Rican), ISBN: 9780679756774 (Novel), Los de Abajo, ISBN: 9780140266214 (Novel), Me Llamo

	Rigoberta Menchu, ISBN: 9789682313158 (Novel), Adopted: 2017 AP Spanish Literature & Culture: Azulejo, ISBN: 9781938026225, Adopted: 2022/2023 AP Spanish Language & Culture: Temas, ISBN: 9781543301380, Adopted: 2022/2023 and Abriendo Puertas, ISBN: 9780618222070, Adopted: 2012/2013 IB Spanish: Temas Para Español B, ISBN: 9781543310658, Adopted: 2019/2020 Vietnamese 1 and Vietnamese 2: Tiếng Việt M?n Yêu A, ISBN: 9780997751208, Adopted 2018/2019 Vietnamese 3: Tiếng Việt M?n Yêu B, ISBN: 9780997751215, Adopted 2019/2020 Vietnamese 4H and Vietnamese 5H: Tiếng Việt M?n Yêu C, ISBN: 9780997751222, Adopted 2019/2020 Vietnamese 6H: Tiếng Việt M?n Yêu D, ISBN: 9780997751231, Adopted 2019/2020		
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

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

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 14 - October 24, 2024

Year and month of the most recent FIT report

October, 2024

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

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			<p>Outside east door entrance to Room 60, There is a metal plate on the ground that the cement broke on one corner, and may become a tripping hazard. There are several areas that the concrete is lifted due to tree roots.</p> <p>Planned Action to be Taken: Repair several areas that the concrete is lifted due to tree roots, and repair the metal plate on the ground that the cement broke on one corner, outside the east door entrance to Room 60.</p>

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	44	46	42	42	46	47
Mathematics (grades 3-8 and 11)	16	21	24	24	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	379	347	91.56	8.44	46.09
Female	183	166	90.71	9.29	51.52
Male	196	181	92.35	7.65	41.11
American Indian or Alaska Native	--	--	--	--	--
Asian	29	29	100.00	0.00	58.62
Black or African American	--	--	--	--	--
Filipino	21	19	90.48	9.52	63.16
Hispanic or Latino	285	261	91.58	8.42	42.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	27	24	88.89	11.11	54.17
English Learners	110	99	90.00	10.00	8.16
Foster Youth	--	--	--	--	--
Homeless	23	20	86.96	13.04	30.00
Military	18	17	94.44	5.56	58.82
Socioeconomically Disadvantaged	333	306	91.89	8.11	46.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	34	75.56	24.44	9.09

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	379	358	94.46	5.54	20.67
Female	183	172	93.99	6.01	16.86
Male	196	186	94.90	5.10	24.19
American Indian or Alaska Native	--	--	--	--	--
Asian	29	29	100.00	0.00	37.93
Black or African American	--	--	--	--	--
Filipino	21	20	95.24	4.76	45.00
Hispanic or Latino	285	270	94.74	5.26	15.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	27	24	88.89	11.11	29.17
English Learners	110	104	94.55	5.45	5.77
Foster Youth	--	--	--	--	--
Homeless	23	22	95.65	4.35	9.09
Military	18	18	100.00	0.00	27.78
Socioeconomically Disadvantaged	333	317	95.20	4.80	19.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	37	82.22	17.78	2.70

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 for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	22.31	23.89	28.38	28.30	30.29	30.73

2023-24 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	815	787	96.56	3.44	23.89
Female	397	382	96.22	3.78	21.47
Male	418	405	96.89	3.11	26.17
American Indian or Alaska Native	--	--	--	--	--
Asian	70	69	98.57	1.43	44.93
Black or African American	26	25	96.15	3.85	24.00
Filipino	38	37	97.37	2.63	45.95
Hispanic or Latino	609	588	96.55	3.45	18.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	53.33
White	52	49	94.23	5.77	34.69
English Learners	216	207	95.83	4.17	2.42
Foster Youth	--	--	--	--	--
Homeless	37	35	94.59	5.41	14.29
Military	47	46	97.87	2.13	19.57
Socioeconomically Disadvantaged	590	568	96.27	3.73	22.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	102	93	91.18	8.82	3.23

2023-24 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.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	897
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	68.2
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	97.22
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	42.9

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.

2023-24 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 requires only participation results 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	83	91	91	89	92

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.

2024-25 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 and the Ekadence 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),

2024-25 Opportunities for Parental Involvement

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. Communication is facilitated by the Aeries Communication system, and an automated caller to keep parents apprised of their students' attendance. In addition, weekly emails are sent out to parents to update them of important events or opportunities in the community. Parents are encouraged to visit camps during Coffee with the Principals. These visits may include tours of the campus and classroom visits.

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. Information is also 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. Parents are also supported by a full-time Family and Community Specialist and through the Community Schools coordinator.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	1.8	3.0	2.1	3.6	4.1	4.1	7.8	8.2	8.9
Graduation Rate	95.7	95.1	97.1	92.4	91.0	93.2	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	383	372	97.1
Female	190	186	97.9
Male	193	186	96.4
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	37	37	100.0
Black or African American	15	15	100.0
Filipino	17	17	100.0
Hispanic or Latino	283	274	96.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	22	20	90.9
English Learners	117	112	95.7
Foster Youth	--	--	--
Homeless	51	46	90.2
Socioeconomically Disadvantaged	363	353	97.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	52	48	92.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1808	1749	507	29.0
Female	869	837	269	32.1
Male	939	912	238	26.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	137	128	22	17.2
Black or African American	51	47	13	27.7
Filipino	62	62	14	22.6
Hispanic or Latino	1375	1337	402	30.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	32	32	10	31.3
White	136	128	37	28.9
English Learners	466	441	144	32.7
Foster Youth	22	21	13	61.9
Homeless	112	105	50	47.6
Socioeconomically Disadvantaged	1621	1586	461	29.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	289	287	121	42.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
4.14	3.03	3.32	2.75	3.78	4.06	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.32	0.00
Female	3.11	0.00
Male	3.51	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.19	0.00
Black or African American	9.80	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.27	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.13	0.00
White	2.94	0.00
English Learners	4.94	0.00
Foster Youth	31.82	0.00
Homeless	1.79	0.00
Socioeconomically Disadvantaged	3.52	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.81	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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 prepared by the School Safety Committee at the request of the School Site Council. The plan provides students and staff with a means of ensuring a safe and orderly learning environment. The Plan outlines an emergency drill

2024-25 School Safety Plan

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 reviewed and approved by the School Site Council in March 2024. SSC includes staff, parents, and students.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	16	7	37
Mathematics	28	15	8	32
Science	30	10	5	28
Social Science	29	10	4	28

2023-24 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	238.14

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	3
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$12,474	\$2,758	\$9,716	\$109,096
District	N/A	N/A	10,142	\$110,806
Percent Difference - School Site and District	N/A	N/A	-4.3	-1.6
State	N/A	N/A	\$10,771	\$105,265
Percent Difference - School Site and State	N/A	N/A	-10.3	3.6

Fiscal Year 2023-24 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. The school also has Title IV funding for healthy kids.

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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$61,034	\$62,635
Mid-Range Teacher Salary	\$104,665	\$101,698
Highest Teacher Salary	\$133,937	\$128,982
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$149,493	\$162,013
Average Principal Salary (High)	\$161,969	\$182,697
Superintendent Salary	\$328,935	\$298,748
Percent of Budget for Teacher Salaries	31.58	30.11
Percent of Budget for Administrative Salaries	3.97	4.78

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	16.9
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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	3
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	4
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	14

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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	10	4	4