

Washington Union High School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Washington Union High School
Street	6041 South Elm
City, State, Zip	Fresno, CA 93706
Phone Number	559-485-8805
Principal	Ivan Nunez
Email Address	ivan.nunez@wusd.ws
School Website	www.wuhs.washingtonunified.org
County-District-School (CDS) Code	1076778 1038306

2021-22 District Contact Information

District Name	Washington Unified School District
Phone Number	(559) 495-5626
Superintendent	Randy R. Morris
Email Address	randy.morris@wusd.ws
District Website Address	www.washingtonunified.org

2021-22 School Overview

Washington Union serves grades 9-12 and is a comprehensive high school, located in the town of Easton. The school was established in 1982, making it one of the oldest high schools in Fresno County. The school educates over 1,100 students and prides itself on its excellence, evidenced by continuing academic achievement. School culture is enhanced through positive relationships between staff, students and parents. Washington Union High School is proud to offer countless programs and extracurricular activities that also promote student success.

Mission Statement
All Washington Union High School graduates will be:
Academically Successful- demonstrate a connection between education and life by using comprehensive skills in reading, writing, oral communication, mathematics, and critical thinking to solve personal, community and global problems. By doing so, each student will leave WUHS with skills needed to succeed in college and/or career.
Responsible citizens- demonstrate positive character traits that contribute to the quality of the school and community and understanding of world viewpoints, the interpersonal skills necessary to work collaboratively in a culturally diverse setting.
Part of an Engaged Campus- Students, staff and parents work together to promote membership in the classroom, athletics, campus clubs, extra curricular activities, and leadership teams to strengthen the campus culture.
Vision Statement- Great futures begin at Washington Union High School, a place where all students are educated and empowered for success.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	326
Grade 10	359
Grade 11	285
Grade 12	265
Total Enrollment	1,235

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.3
Asian	7.8
Black or African American	4.7
Filipino	0.1
Hispanic or Latino	80.2
Two or More Races	0.6
White	5.9
English Learners	27.2
Foster Youth	0.7
Homeless	0.3
Socioeconomically Disadvantaged	85.1
Students with Disabilities	12.2

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Visit from Williams Act left no findings to report.

Year and month in which the data were collected

August 25, 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal-Littell Engage New York	Yes	0
Mathematics	Envision Eureka Math	Yes	0
Science	Prentice Hall	Yes	0
History-Social Science	Pearson-Prentice Hall	Yes	0
Foreign Language	Thomson Heinle	Yes	0
Health	Health Publishing Co.	Yes	0

School Facility Conditions and Planned Improvements

General Information

The district takes great efforts to ensure that all schools are clean, safe, and functional. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Age of School Buildings:

The school facilities include a auditorium, library, multipurpose room, cafeteria, gymnasiums, music room, classrooms and school administrative offices. The classrooms were modernized in 2013-2015. Walls, floors, ceilings, and cabinets were installed. New roofs and canopies were done as a part of modernization and a deferred maintenance hardship.

Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Our most recent Williams Inspection validates our overall score of good in all perimeters of the school. This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Year and month of the most recent FIT report

August 30, 2021

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			To be scheduled for repair:
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			To be scheduled for repair:
Electrical	X			To be scheduled for repair: Elm Prep Academy: Unsecured Electrical box next to A/C unite (eastside) Cafeteria: Exterior Girls RR light out, one light broken North Gym Girls locker Room: One ceiling light out, missing light cover Cafeteria: Exterior Girls RR light out, one light broken Boys Locker Room: Four ceiling lights out South Gym: Two ceiling lights out Football Stadium: Home, South end, entry way to RR ceiling exterior light fixture broken
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			To be scheduled for repair: Auditorium: Women's restroom- Tile sink broken; Low water pressure at one sink

School Facility Conditions and Planned Improvements

				H Building: Boys restroom- stained ceiling tile and rusted ceiling tile frames; Girls restroom- Handicap #1 stall, broken stall locks. Football Stadium Home North End: Boys restroom - one urinal broken Football Locker Room: One handle to towel dispenser broken
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Girls Locker Room: One cracked window
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total PEnrollment	CAASPP Number PTested	CAASPP Percent PTested	CAASPP Percent PNot Tested	CAASPP Percent PMet or Exceeded
All Students	258	203	78.68	21.32	51.76
Female	131	115	87.79	12.21	62.83
Male	127	88	69.29	30.71	37.21
American Indian or Alaska Native	--	--	--	--	--
Asian	17	15	88.24	11.76	60
Black or African American	15	8	53.33	46.67	--
Filipino	0	0	0	0	0
Hispanic or Latino	207	168	81.16	18.84	50.61
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	10	66.67	33.33	--
English Learners	60	39	65	35	10.53
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	179	136	75.98	24.02	50.38
Students Receiving Migrant Education Services	22	16	72.73	27.27	62.5
Students with Disabilities	32	20	62.5	37.5	21.05

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total PEnrollment	CAASPP Number PTested	CAASPP Percent PTested	CAASPP PercentPNot Tested	CAASPP Percent PMet or Exceeded
All Students	258	191	74.03	25.97	14.89
Female	131	108	82.44	17.56	16.04
Male	127	83	65.35	34.65	13.41
American Indian or Alaska Native	--	--	--	--	--
Asian	17	15	88.24	11.76	6.67
Black or African American	15	4	26.67	73.33	--
Filipino	0	0	0	0	0
Hispanic or Latino	207	159	76.81	23.19	14.74
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	11	73.33	26.67	36.36
English Learners	60	37	61.67	38.33	2.78
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	179	128	71.51	28.49	11.11
Students Receiving Migrant Education Services	22	16	72.73	27.27	18.75
Students with Disabilities	32	19	59.38	40.62	5.26

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	17.56	N/A	15.95	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total PEnrollment	Number PTested	Percent PTested	PercentPNot Tested	PercentPMe t or Exceeded
All Students	492	415	84.35	15.65	17.56
Female	253	223	88.14	11.86	17.27
Male	239	192	80.33	19.67	17.89
American Indian or Alaska Native	--	--	--	--	--
Asian	44	40	90.91	9.09	20.00
Black or African American	25	14	56.00	44.00	8.33
Filipino	0	0	0	0	0
Hispanic or Latino	387	338	87.34	12.66	16.72
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	28	18	64.29	35.71	33.33
English Learners	107	83	77.57	22.43	2.44
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	315	264	83.81	16.19	14.62
Students Receiving Migrant Education Services	33	24	72.73	27.27	16.67
Students with Disabilities	38	30	78.95	21.05	0.00

2020-21 Career Technical Education Programs

Washington High Career Pathways prepare students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Washington High have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Washington Union currently has 12 pathways that students can choose to participate in: Health Science and Medical Technology, Public Services, Agriculture and Natural Resources, Education, Child Development, and Family Services, Agriculture Building and Construction Trades, Robotics, Arts, Media and Entertainment, Business and Finance, Athletics Career and College Ready, and Visual Arts. Students in these pathways participate in college prep classes that directly relate to their field of interest. They also participate in CTE courses throughout their four years to give them on-the-job training. Embedded in three of the pathways are the Health Institute, the Law and Justice Institute, and the Wonderful Agriculture Career Preparatory Academy. Guidance Counselors offer additional support through various programs, including career units in each grade level, various community classrooms, and college workshops. Washington Union High School increases and develops students' overall career awareness by teaching Career Units in grades 9-11. These career units are taught by counselors and teachers. During these career units, students participate in activities that help them research careers, match their personalities with compatible career areas, and research the training necessary for particular careers. In addition, during the 12th grade students are required to take a class called Senior Projects where students take a more in depth look at a particular career and complete fifteen hours of job shadowing. Senior Projects culminates with students making a formal presentation on their chosen career to teachers and community members. Administration conducts walkthroughs on a daily basis. The walkthrough is a method used to determine if research based instructional practices are being utilized and how often. Data for walkthroughs is collected, tabulated, and shared with teachers. The data is also used to determine overall teaching and course effectiveness as well as areas of strength and weakness. Professional Learning Communities have been formed for each course where the PLC reviews student performance data to determine course effectiveness, among other things.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1,009
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	92.8
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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	96.02
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	46.31

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Parents and the community are very supportive of the educational program at Washington Union High School. The school community is committed to providing a quality education, which meets the needs of Washington Union High School's diverse population. Parent support groups are very active and include the School Site Council, Migrant Advisory Council, English Learner Advisory Committee, Academy parent meetings, AG Boosters, and a variety of Athletic Boosters.PP

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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	3.0	2.0	4.4	15.0	8.6	9.1	9.0	8.9	9.4
Graduation Rate	97.0	97.6	91.7	79.4	91.1	87.7	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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	252	231	91.7
Female	127	117	92.1
Male	125	114	91.2
American Indian or Alaska Native	0	0	0.00
Asian	26	25	96.2
Black or African American	12	10	83.3
Filipino	0	0	0.00
Hispanic or Latino	195	180	92.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	13	11	84.6
English Learners	66	53	80.3
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	231	213	92.2
Students Receiving Migrant Education Services	18	16	88.9
Students with Disabilities	21	14	66.7

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1299	1258	128	10.2
Female	622	610	50	8.2
Male	677	648	78	12.0
American Indian or Alaska Native	6	4	0	0.0
Asian	97	96	12	12.5
Black or African American	67	62	11	17.7
Filipino	0	0	0	0.0
Hispanic or Latino	1040	1009	96	9.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	10	10	0	0.0
White	73	72	9	12.5
English Learners	353	345	40	11.6
Foster Youth	12	11	4	36.4
Homeless	7	7	1	14.3
Socioeconomically Disadvantaged	1127	1097	120	10.9
Students Receiving Migrant Education Services	92	89	7	7.9
Students with Disabilities	162	156	24	15.4

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	6.79	0.69	6.77	0.36	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.68	4.03	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.69	0.00
Female	0.64	0.00
Male	0.74	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.77	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.37	0.00
English Learners	0.28	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.80	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.23	0.00

2021-22 School Safety Plan

Safety of students and staff is a primary concern of Washington Union High School. Before, during, and after school, responsibility for monitoring the campus is shared by instructional support staff and certificated staff. All visitors must sign in at the office and wear appropriate identification while on campus. The comprehensive school safety plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the plan include: child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. The plan includes procedures for emergencies, individual staff responsibilities during an incident, exit routes, and inventories of emergency supplies. We make the plan available on our school website and keep copies in the office for parents. We ensure all staff is properly trained throughout the year, practice fire drills each semester, and individual crisis drills twice per year. Lock down drills, earthquake drills, and fire drills are all performed by staff and students. A copy of the Teacher Handbook/School Safety Plan is available at the school office for viewing upon request. School Safety Plan was updated and was approved on October 27, 2021

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	26	14	22	12
Mathematics	24	16	23	6
Science	30	3	19	10
Social Science	30	2	21	9

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	8	21	18
Mathematics	27	10	23	10
Science	30	1	27	3
Social Science	30	3	19	13

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	28	4	10	8
Mathematics	25	5	11	8
Science	27	2	13	3
Social Science	27	4	8	8

2020-21 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	247

2020-21 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)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 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	\$13,140	\$945	\$12,195	\$68,280
District	N/A	N/A	\$12,197	\$68,619
Percent Difference - School Site and District	N/A	N/A	0.0	-0.5
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	36.3	-12.1

2020-21 Types of Services Funded

WUSD provides programs and services to support and assist students with core instruction, RTI, intervention, Tutoring, Migrant, After School Programs, Special Education, English Language Development, Career and Technical Education, Supplemental Education Services, and Teacher Professional Development through the use of Title I, II, III, IV, 21st Century, Carl Perkins, Lottery, ROP, and LCFF Base, Supplemental, and Concentration funds.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$46,407	\$48,119
Mid-Range Teacher Salary	\$66,615	\$74,665
Highest Teacher Salary	\$87,398	\$98,160
Average Principal Salary (Elementary)	\$121,254	\$118,542
Average Principal Salary (Middle)	\$127,392	\$125,068
Average Principal Salary (High)	\$127,392	\$133,516
Superintendent Salary	\$188,000	\$194,199
Percent of Budget for Teacher Salaries	28%	31%
Percent of Budget for Administrative Salaries	7%	6%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	5.0
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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	1
English	0
Fine and Performing Arts	1
Foreign Language	0
Mathematics	2
Science	0
Social Science	1
Total AP Courses Offered	5

Professional Development

Professional development at Washington Union is designed to meet the individual needs of teachers as well as broader school concerns. It is designed to assist staff members in refining existing skills and learning new skills to achieve district and state accountability goals. The professional development program is ongoing and clearly reflects the vision and mission of our school. Our Administration team, department leads, Staff Development Team members, and teachers are committed to the ongoing practices of a Professional Learning Community (PLC) Model. Our Teachers analyze assessment data and student work to ensure accurate reflections of student academic growth. This information is in turn utilized to infuse learning strategies, lesson design, and best teaching and student engagement practices to increase levels of student proficiency. PP Washington Union has 2 hours of PLC time per week embedded in the master schedule for teachers. Also required are three days of district and site professional development prior to the start of the school year and four days of optional professional development offered each summer. Teachers are paid for their participation. Topics for these sessions are selected based on greatest areas of needs outlined in the LCAP using data from the dashboard and other local indicators. PP Academic Coaching is also offered to teachers at Washington Union. Two coaches share their time between the four district sites. Areas of coaching focus are: classroom management for new teachers, math lesson engagement, and lesson design and delivery for all subjects. PP Our teachers also provide each other with numerous teaching strategies and focused professional development in areas such writing skills, creating Constructed Responses for SBAC, and graphic organizers. In addition, our Directors of Curriculum, Instruction, and Assessment has facilitated district-wide training with an emphasis in technology. PP Our district also adopted an ELD systematic and instruction initiative by providing professional learning and coaching to teachers by The English Learner Group. This professional development will enable teachers to infuse research based learning strategies for language development in the classroom. PP The science department has been involved in district PLCs for implementation of a new science adopted curriculum at each site. All sites participated in professional development and PLCs gathering data and evidence for the implementation of the new science curriculum. PP

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	9	10	14

Washington Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Washington Unified School District
Phone Number	(559) 495-5626
Superintendent	Randy R. Morris
Email Address	randy.morris@wusd.ws
District Website Address	www.washingtonunified.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total P Enrollment	CAASPP Number P Tested	CAASPP Percent P Tested	CAASPP Percent P Not Tested	CAASPP Percent P Met or Exceeded
All Students	1162	1024	88.12	11.88	28.60
Female	568	516	90.85	9.15	35.70
Male	594	508	85.52	14.48	21.30
American Indian or Alaska Native	--	--	--	--	--
Asian	74	68	91.89	8.11	32.35
Black or African American	95	76	80.00	20.00	17.33
Filipino	--	--	--	--	--
Hispanic or Latino	899	801	89.10	10.90	27.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	16	88.89	11.11	25.00
White	71	59	83.10	16.90	51.72
English Learners	449	406	90.42	9.58	9.07
Foster Youth	--	--	--	--	--
Homeless	40	32	80.00	20.00	13.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	830	721	86.87	13.13	24.68
Students Receiving Migrant Education Services	99	84	84.85	15.15	30.12
Students with Disabilities	155	134	86.45	13.55	8.40

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total PEnrollment	CAASPP Number PTested	CAASPP Percent PTested	CAASPP Percent PNot Tested	CAASPP Percent P Met or Exceeded
All Students	1162	1003	86.32	13.68	14.18
Female	568	507	89.26	10.74	13.01
Male	594	496	83.50	16.50	15.37
American Indian or Alaska Native	--	--	--	--	--
Asian	74	68	91.89	8.11	12.31
Black or African American	95	71	74.74	25.26	8.70
Filipino	--	--	--	--	--
Hispanic or Latino	899	788	87.65	12.35	14.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	15	83.33	16.67	0.00
White	71	57	80.28		28.57
English Learners	449	399	88.86	11.14	4.09
Foster Youth	--	--	--	--	--
Homeless	40	32	80.00	20.00	6.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	830	705	84.94	15.06	12.24
Students Receiving Migrant Education Services	99	85	85.86	14.14	20.24
Students with Disabilities	155	130	83.87	16.13	3.10

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.