

Washington Union High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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/fq/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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/>.

2025-26 School Contact Information

School Name	Washington Union High School
Street	6041 South Elm Avenue
City, State, Zip	Fresno, CA 93706
Phone Number	559-495-5650
Principal	Javier Gamboa
Email Address	jgamboa@wusd.ws
School Website	www.wuhs.washingtonunified.org
Grade Span	9-12
County-District-School (CDS) Code	1076778 1038306

2025-26 District Contact Information

District Name	Washington Unified School District
Phone Number	(559) 495-5600
Superintendent	Randy R. Morris
Email Address	randy.morris@wusd.ws
District Website	www.washingtonunified.org

2025-26 School Description and Mission Statement

Washington Union serves grades 9-12 and is a comprehensive high school located in the town of Easton. The school was established in 1882, making it one of the oldest high schools in Fresno County. The school educates 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:

2025-26 School Description and Mission Statement

Academically Successful- demonstrating connections between education and life by using learned comprehensive skills across all content areas to communicate and think critically to overcome personal, community, and global challenges. Students will be prepared to succeed in college and/or their future career through rigorous, engaging, and collaborative expectations and in doing so, they will realize their full potential before graduating from WUHS.

Responsible citizens- Increasing student accountability by assigning roles for students in class and on campus with specific and defined expectations will assist in the understanding of beneficial social skills, appropriate behavior, and make a positive step forward in the motivation needed to become a truly responsible citizen within the community and school. Teachers, staff, and administrators can facilitate in modeling, recognizing, correcting, and praising students. Using a variety of community resources, motivational speakers, and high interest school-wide activities will open a new venue for students to access information that is imperative to become a responsible citizen.

Part of an Engaged Campus- The campus community is engaged in building relationships with pride in our school through shared experiences and promoting unity. Students are supported and encouraged to participate in extracurricular activities and attend school sponsored events. Students and staff are actively involved in improving campus culture through participation in spirit days and competitions.

Vision Statement- Great futures begin at Washington Union High School, a place where all students are educated and empowered for success.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	301
Grade 10	259
Grade 11	278
Grade 12	258
Total Enrollment	1,096

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4
Male	53.6
American Indian or Alaska Native	0.2
Asian	6.4
Black or African American	4.8
Filipino	0.1
Hispanic or Latino	82.6
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.8
White	5
English Learners	18.7
Foster Youth	0.3
Homeless	0.8
Migrant	7.5
Socioeconomically Disadvantaged	88.8
Students with Disabilities	10.8

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.

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)	46.6	78.95	118.1	76.48	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	0.66	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.7	11.35	12.6	8.22	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2	3.4	6.9	4.51	11953.1	4.28
Unknown/Incomplete/NA	3.7	6.28	15.6	10.12	15831.9	5.67
Total Teaching Positions	59	100	154.4	100	279044.8	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.

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)	48.4	82.43	120.8	79.58	231142.4	83.24
Intern Credential Holders Properly Assigned	1	1.7	5.8	3.87	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.7	6.45	10.1	6.67	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	1.7	7.4	4.89	11746.9	4.23
Unknown/Incomplete/NA	4.5	7.69	7.5	4.96	14303.8	5.15
Total Teaching Positions	58.7	100	151.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	43.9	84.21	117.1	80.5	230039.4	100
Intern Credential Holders Properly Assigned	1	1.91	6.6	4.54	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.1	4.12	6.3	4.36	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	5.1	3.54	12112.8	4.34
Unknown/Incomplete/NA	5	9.74	10.2	7.05	13705.8	4.91
Total Teaching Positions	52.2	100	145.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	1.00	0	0
Misassignments	5.70	3.7	2.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	6.70	3.7	2.1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	1	0
Local Assignment Options	1.00	0	0
Total Out-of-Field Teachers	2.00	1	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.4	5.8	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)	0	1.9	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ERWC Expository Reading and Writing Curriculum	0
Mathematics	Saavas	0
Science	MCGraw Hill	0
History-Social Science	Pearson-Prentice Hall Teacher Created Institute	0
Foreign Language	Descubre Text from Vista Higher Learning	0
Health	Health Publishing Co.	0
Visual and Performing Arts		0

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

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 an 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 Facility Conditions and Planned Improvements

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

11/24/2025

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			
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			

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	57	55	31	30	47	48
Mathematics (grades 3-8 and 11)	24	21	19	20	35	37

2024-25 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	264	262	99.24	0.76	54.96
Female	117	115	98.29	1.71	61.74
Male	147	147	100.00	0.00	49.66
American Indian or Alaska Native	0	0	0	0	0
Asian	17	17	100.00	0.00	64.71
Black or African American	13	12	92.31	7.69	33.33
Filipino	0	0	0	0	0
Hispanic or Latino	219	219	100.00	0.00	54.34
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	66.67
English Learners	38	37	97.37	2.63	16.22
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	189	188	99.47	0.53	52.13
Students Receiving Migrant Education Services	15	15	100.00	0.00	73.33
Students with Disabilities	30	30	100.00	0.00	26.67

2024-25 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	263	260	98.86	1.14	21.15
Female	117	116	99.15	0.85	20.69
Male	146	144	98.63	1.37	21.53
American Indian or Alaska Native	0	0	0	0	0
Asian	17	16	94.12	5.88	43.75
Black or African American	13	12	92.31	7.69	8.33
Filipino	0	0	0	0	0
Hispanic or Latino	218	217	99.54	0.46	18.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	41.67
English Learners	38	38	100.00	0.00	10.53
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	188	185	98.40	1.60	18.92
Students Receiving Migrant Education Services	15	15	100.00	0.00	26.67
Students with Disabilities	30	29	96.67	3.33	3.45

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	29.37	23.31	22.58	20.18	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	521	516	99.04	0.96	26.55
Female	227	227	100.00	0.00	26.87
Male	294	289	98.30	1.70	26.30
American Indian or Alaska Native	0	0	0	0	0
Asian	38	37	97.37	2.63	37.84
Black or African American	27	26	96.30	3.70	7.69
Filipino	0	0	0	0	0
Hispanic or Latino	422	419	99.29	0.71	25.30
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	30	30	100.00	0.00	43.33
English Learners	67	66	98.51	1.49	6.06
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	370	366	98.92	1.08	24.04
Students Receiving Migrant Education Services	29	28	96.55	3.45	25.00
Students with Disabilities	52	52	100.00	0.00	0.00

2024-25 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 11 pathways that students can choose to participate in: Patient Care, Law and Justice Institute, Building Trades, Agriculture Mechanics, Floral Design, Robotic Engineering, Digital Media, Business, Education, Athletics, and Illustration. 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 eight of the pathways are Patient Care, Law and Justice, Agriculture Mechanics, Floral Design, Building Trades, Robotic Engineering, Digital Media, and Business. Students are also offered dual enrollment courses offered through Fresno City College and Reedley College. WUHS offers up to thirty-two college courses including an IGETC college track.

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

2024-25 Career Technical Education Programs

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.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	893
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	57.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	21.3

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	98.99
Graduates Who Completed All Courses Required for UC/CSU Admission	47.41

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.

2024-25 California Physical Fitness Test Participation Rates

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	97	96	96	97	96

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 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, and Academy parent meetings.

Other forms of parent involvement provided by WUHS include, Multilingual Family Night, Cash 4 College night, Parent Support sessions, athletic ceremonies, and parent committees such as SSC, Band, Ag., and sports.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	2.8	7.7	4.1	9.7	12.4	9.6	8.2	8.9	8
Graduation Rate	94.7	92.3	94.3	88.2	87.6	89.3	86.2	86.4	87.5

2024-25 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	245	231	94.3
Female	106	100	94.3
Male	139	131	94.2
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	22	21	95.5
Black or African American	16	15	93.8
Filipino	0	0	0.00
Hispanic or Latino	189	178	94.2
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	17	16	94.1
English Learners	76	68	89.5
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	228	215	94.3
Students Receiving Migrant Education Services	18	16	88.9
Students with Disabilities	24	20	83.3

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1161	1120	247	22.1
Female	537	517	140	27.1
Male	624	603	107	17.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	72	70	15	21.4
Black or African American	58	57	21	36.8
Filipino	--	--	--	--
Hispanic or Latino	950	921	193	21.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	64	57	14	24.6
English Learners	225	210	58	27.6
Foster Youth	--	--	--	--
Homeless	13	13	4	30.8
Socioeconomically Disadvantaged	1042	1004	228	22.7
Students Receiving Migrant Education Services	89	85	19	22.4
Students with Disabilities	126	118	37	31.4

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.91	3.45	4.31	5.03	3.87	3.48	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.31	0.00
Female	2.05	0.00
Male	6.25	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	8.62	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.32	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	6.25	0.00
English Learners	4.00	0.00
Foster Youth	0.00	0.00
Homeless	15.38	0.00
Socioeconomically Disadvantaged	4.51	0.00
Students Receiving Migrant Education Services	4.49	0.00
Students with Disabilities	5.56	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.

2025-26 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 are 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 Planned was updated and was approved on November 13, 2025. Washington Union High School also contracts with Proactive K-9 for campus safety. Trained safety dogs and their handlers are contracted through Proactive K-9 and searches around the campus for explosives or contraband. Furthermore, Washington Union High School employed a School Resource Officer, who is contracted through the Fresno County Sheriff Department. He contributes to the safety of campus, students, and staff.

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	25	14	42	4
Mathematics	22	21	26	2
Science	25	11	24	3
Social Science	26	9	27	6

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	23	17	27	8
Mathematics	24	16	24	1
Science	23	8	12	7
Social Science	24	15	17	9

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	23	23	33	2
Mathematics	21	25	23	
Science	22	8	13	1
Social Science	24	11	27	1

2024-25 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	223

2024-25 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)	4
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	20,461	6,894	13,567	78,973
District	N/A	N/A	13,609	\$83,177
Percent Difference - School Site and District	N/A	N/A	-0.3	-4.4
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	23.0	-10.4

Fiscal Year 2024-25 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.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$49,000	\$57,978
Mid-Range Teacher Salary	\$78,614	\$89,612
Highest Teacher Salary	\$109,936	\$117,194
Average Principal Salary (Elementary)	\$118,946	\$143,632
Average Principal Salary (Middle)	\$145,377	\$149,447
Average Principal Salary (High)	\$148,105	\$162,334
Superintendent Salary	\$204,416	\$234,076
Percent of Budget for Teacher Salaries	23.99%	27.81%
Percent of Budget for Administrative Salaries	4.46%	5.47%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	12.3
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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	1
Fine and Performing Arts	1
Foreign Language	1
Mathematics	3
Science	1
Social Science	3
Total AP Courses Offered	11

Where there are student course enrollments of at least one student.

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 Administrators and Department Leads have all been trained by Advanced Collaborative Solutions on the implementation of Achievement Teams. Administrators, Department Leads, and Teachers analyze assessment data and student work to ensure accurate reflections of 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.

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.

Academic Coaching is also offered to teachers at Washington Union. Three coaches share their time between the five district sites. Areas of coaching focus are: classroom management for new teachers, math lesson engagement, ELD, and lesson design and delivery for all subjects.

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 curriculum directors have facilitated district-wide trainings with an emphasis in technology.

Our district also adopted a systematic ELD instruction initiative by providing professional learning and coaching to teachers in partnership with The English Learner Group. This professional development will enable teachers to infuse research based learning strategies for language development in the classroom.

The science department has been involved in district PLCs for implementation of a new science adopted curriculum at each site. All sites participate in professional development and PLCs by gathering data and evidence for the implementation of the new science curriculum.

The English department for the 2023-2024 school year was trained by Fresno County Superintendent of Schools personnel

Professional Development

with the adoption of ERWC curriculum developed by California State University. It was a nine day training spread throughout the school calendar year. For the school year of 2024-2025, ELA teachers are continuing to develop ERWC curriculum designed by the training.

The math department team for the 2023-2024 school year was trained by Building Thinking Classrooms, a student centered collaborative teaching philosophy. The math department continues their collaboration during PLC time to implement such tactics.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	12.5	11.75	11.75