

Westwood High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

| | |
|--|--------------------------|
| School Name | Westwood High School |
| Street | Fourth and Greenwood St. |
| City, State, Zip | Westwood, CA 96137 |
| Phone Number | (530) 256-2311 |
| Principal | Randy Bobby |
| Email Address | rbobby@westwoodusd.org |
| School Website | www.westwoodusd.org |
| County-District-School (CDS) Code | 18-64204-1838507 |

2022-23 District Contact Information

| | |
|---------------------------------|----------------------------------|
| District Name | Westwood Unified School District |
| Phone Number | (530) 256-2311 |
| Superintendent | Randy Bobby |
| Email Address | rbobby@westwoodusd.org |
| District Website Address | www.westwoodusd.org |

2022-23 School Overview

Westwood High School (WHS) is authorized by the State of California to operate as a Necessary Small High School. It is a combined middle and senior high school comprised of grades 6-12. We offer a traditional class selection focused on meeting university and college entrance A-G requirements, thus receiving Western Association of Schools and Colleges (WASC) Accreditation. For alternative learning, we continue to offer Independent Study. WHS also offers Future Farmers of America (FFA), On-line foreign language, career technical education (CTE) as well as online Advanced Placement (AP). Our goals are for our students' educational needs to be addressed and met to the best of our ability. We expect our students to meet rigorous academic standards, and become productive well-rounded citizens prepared for the world. Preparing Westwood students to succeed in school and beyond is a motto the staff works with students on daily.

Westwood is a rural community located in Lassen County, 89 miles east of Red Bluff and 25 miles west of Susanville in the Northern California Mountains. About 65% of the school population receives some form of public assistance. Our District serves approximately 2,000 residents within our boundaries. We challenge our students to be motivated lifelong learners who are confident, responsible, and productive contributors to society—through community service and teamwork—and who are prepared to take their next steps in life.

WUSD Board and Administration have adopted the following goals:
Facilitate Optimal Student Learning

Create a culture of problem solvers and critical thinkers

Focus on reading comprehension, written communication, mathematical computation, and mathematical application

Describe clearly "what" students should learn, "where" every student is in regard to their learning, and "how" we plan to support every student's learning.

Prepare students for their next level

Grades and courses offer trade and technical training, and/or a college or career

Make our school a place where students, parents, and staff want to be.

Welcoming atmosphere, supportive environment, and provide safe surroundings.

About this School

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 6 | 14 |
| Grade 7 | 12 |
| Grade 8 | 10 |
| Grade 9 | 13 |
| Grade 10 | 13 |
| Grade 11 | 9 |
| Grade 12 | 14 |
| Total Enrollment | 85 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 40.0 |
| Male | 60.0 |
| American Indian or Alaska Native | 4.7 |
| Asian | 0.0 |
| Black or African American | 3.5 |
| Filipino | 0.0 |
| Hispanic or Latino | 18.8 |
| Native Hawaiian or Pacific Islander | 0.0 |
| Two or More Races | 0.0 |
| White | 72.9 |
| English Learners | 2.4 |
| Foster Youth | 2.4 |
| Homeless | 5.9 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 58.8 |
| Students with Disabilities | 15.3 |

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) | 1.70 | 22.67 | 5.60 | 49.52 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.67 | 0.00 | 0.44 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 4.20 | 56.67 | 4.20 | 36.99 | 12115.80 | 4.41 |
| Unknown | 1.50 | 20.00 | 1.50 | 13.05 | 18854.30 | 6.86 |
| Total Teaching Positions | 7.50 | 100.00 | 11.40 | 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) | 2.60 | 40.71 | 6.10 | 51.17 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 1.00 | 8.33 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.20 | 18.74 | 2.20 | 18.50 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 2.00 | 31.64 | 2.00 | 17.17 | 11953.10 | 4.28 |
| Unknown | 0.50 | 8.45 | 0.50 | 4.58 | 15831.90 | 5.67 |
| Total Teaching Positions | 6.50 | 100.00 | 12.00 | 100.00 | 279044.80 | 100.00 |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers | 0.00 | 0.70 |
| Misassignments | 0.00 | 0.40 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 1.20 |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

| Indicator | 2020-21 | 2021-22 |
|---|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 4.20 | 2.00 |
| Total Out-of-Field Teachers | 4.20 | 2.00 |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | 0.00 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | 0.00 |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Westwood Unified School District endeavors to ensure that our classrooms have adequate standards based teaching materials, including textbooks, for every student to use in class and to take home. Textbooks are replaced—using site, District, and State monies—on a recurring cycle. All textbooks are on the Board’s adopted list, and as far as possible, they align with local and State Common Core Standards and curriculum frameworks adopted by the SBE.

Teachers have a discretionary budget for their classrooms. Most paper products and writing instruments are available in the school office, thus the teacher’s budget focuses on curricular needs.

The Administration also holds a small budget aside for unexpected needs as they arise.

New textbook adoptions in academic subjects have included Content Standards area software used by teachers in Math, Science, Social Science and English.

This District, through the Williams Settlement procedures, has established, by both public input and School Board action, that all students at this site have the educational materials necessary for them to succeed and meet the State adopted goals. The Westwood Unified School District Board of Trustees annually reviews all textbook resources.

Year and month in which the data were collected

December 2022

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|------------------------------|--|-----------------------------|--|
| Reading/Language Arts | Reading/ Language Arts 9th grade Animal Farm- George Orwell Night- Elie Wiesel To Kill a Mockingbird- Harper Lee Romeo and Juliet- William Shakespeare The Odyssey- Homer Film: Romeo and Juliet 10th grade - Odd Thomas- Dean Koontz Fahrenheit 451- Ray Bradbury | Yes | 0 |

Heart of Darkness- Joseph Conrad
Lord of the Flies- William Golding
Triumph of the Will: Film
Birth of a Nation: Film
Invictus: Poem
Letter from Birmingham Jail- Martin Luther King
Hero with 1,000 Faces- Joseph Campbell
V for Vendetta- David Lloyd graphic novel
Star Wars: A New Hope film
Casablanca: film
Shooting an Elephant George Orwell: essay
White Man's Burden Rudyard Kipling: poem
They Called Us Enemy
Immortal Life of Henrietta Lacks
We Are Not From Here

11th grade

Ender's Game- Orson Wells
The Great Gatsby- F. Scott Fitzgerald
The Things They Carried- Tim O'Brien
The Crucible- Arthur Miller
Ready Player One- Ernest Cline

Film

Ender's Game
The Great Gatsby
Forrest Gump
Ready Player One

12th grade

The Glass Castle- Jeanette Walls
To Kill a Mockingbird- Harper Lee
In the Time of Butterflies- Julia Alvarez
Mr. Smith Goes to Washington: Film
Stand by Me: Film
Boy: Film
Where I'm from : Poem
Letter from Birmingham Jail- Martin Luther King
Laramie Project
Paper Heart Script
Their Eyes Were watching God- Zora Neale Hurston
The Love Song of J Alfred Prufrock- T. S. Eliot : Poem
Kony 2012: Film
Civil Disobedience: Essay
Senior End of Course Project
Perks of Being a Wallflower
Hamlet
Stitches

English Credit Recovery

The Cask of Amontillado- Edgar Allen Poe
The Pie- Gary Soto
Thank You, Ma'am- Langston Hughes
The Necklace Guy- de Maupassant
The Rules of the Game- Amy Tan
The Most Dangerous Game- Richard Connell
The Interlopers- Saki
The Gift of the Magi- O Henry
The Scarlet Ibis- James Hurst
The Feather Pillow- Hocacio Quiroga
To Kill a Mockingbird- Harper Lee

| | | | |
|-----------------------------------|--|-----|---|
| Mathematics | <p>Mathematics Intro to Int. Math McGraw- Hill Illustrative Mathematics Course 3 Integrated Math 1 Big Ideas Integrated 1 Integrated Math 2 Big Ideas Integrated 2 Integrated Math 3 Big Ideas Integrated 3 Consumer Math AGS Consumer Mathematics Personal Finance & Investing Banking and Credit Trades and professions Housing and Taxes Credit Recovery Algebra: Mastering Essential Math Skills- Algebra</p> | Yes | 0 |
| Science | <p>Ag Science: iCEV Online Curriculum STEMscopes – Accelerated Learning Inc. Agriscieince: Fundamentals & Applications</p> <p>Sustainable Ag Biology: iCEV Online Curriculum STEMscopes – Accelerated Learning Inc. Published UCCI curriculum – Developed by California Agriculture Educators – On Google Drive The Science of Ag: A Biological Approach –</p> <p>Advanced Sustainable Agriculture iCEV Online Curriculum Published UCCI curriculum – Developed by California Agriculture Educators - On Google Drive STEMscopes – Accelerated Learning Inc. –</p> <p>Food Science Principles of Food Science - Janet D. Ward Lab/ Manual Work book- Janet D. Ward</p> | Yes | 0 |
| History-Social Science | <p>History- Social Science</p> <p>History of Westwood: Westwood- More Than a Company Owned Logging Town A Time Lost But not Forgotten - Jerry Beavers World History TCI- History Alive! World Connections</p> <p>United States History TCI- History Alive! Pursuing American Ideals</p> <p>Government TCI- Government Alive! Power, Politics and You</p> <p>Economics TCI- Econ Alive! The Power to Choose</p> | Yes | 0 |
| Foreign Language | On-line classes in Spanish, German, | Yes | 0 |
| Health | Human Sexuality: Responsible Choices, Goodheart Wilcox State mandated HIV/AIDS curriculum American Red Cross | Yes | 0 |
| Visual and Performing Arts | <p>Drama Films- The Sandlot The Play that goes Wrong Peter Pan Goes Wrong</p> <p>AME Photography and Film Premiere pro (industry standard) Photoshop (industry standard) Indesign Lightroom</p> | Yes | 0 |

**Science Laboratory Equipment
(grades 9-12)**

microscopes/stem scopes materials

School Facility Conditions and Planned Improvements

The Westwood High School was built in 1960. The school facilities include the physical plant of classrooms, a science lab, multipurpose room, library/media center, wood and welding shop, athletic fields, FFA barn, and a gymnasium. Each high school classroom has computers, and there are 22 additional computers for student use in the library/media center, all with Internet capability. The media center updated all 22 computers in the fall of 2019. Each classroom also has a television, textbooks, overhead projector, and supplemental materials.

The district has been able to provide students with facilities that are safe and meet all public health standards. In addition to the monthly inspections of our buildings and playground, we go through an intensive yearly inspection to verify that all facilities meet the safety standards and avoid exposing the District to any hazardous conditions.

In the last 5 years many updates and major repairs have been made to the facilities such as: Roofing, Plumbing, Heating, Air Conditioning, Electrical Systems, Interior or Exterior painting, Floor Systems. All ramp walkways are ADA compliant. New asphalt was laid near the playground as well as new basketball hoops and tether ball poles installed. The asphalt around the concession stand near the football field was torn and out and replaced. Large holes were filled in with asphalt and hazardous trees were removed. A fire break was created on the west side of campus near the barn.

We have one, four-hour grounds and four-hour custodian during the day and one six-hour maintenance person with one part-time custodian allocated for night shifts.

Year and month of the most recent FIT report

July 2022

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | N/A |
| Interior: Interior Surfaces | | | X | Many rooms needs ceiling tiles replaced and carpets cleaned or replaced. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | | X | | Many rooms have signs of mice. |
| Electrical | | X | | Some outlets are missing covers. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | X | | Locker rooms need paint, faucet drips in Boys bathroom, broken light switches, wall tiles broken, girls bathroom in good condition. |
| Safety: Fire Safety, Hazardous Materials | | X | | Maintenance shop needs to be organized. |
| Structural: Structural Damage, Roofs | X | | | The ceiling in the boiler room received damage from the pervious leak. Ceiling needs to be replaced. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | X | | The latch on the glass slider in the multi-purpose room is broken. |

Overall Facility Rate

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

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 47 | N/A | 42 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 21 | N/A | 20 | N/A | 33 |

2021-22 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 54 | 47 | 87.04 | 12.96 | 46.81 |
| Female | 22 | 19 | 86.36 | 13.64 | 63.16 |
| Male | 32 | 28 | 87.50 | 12.50 | 35.71 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 40 | 35 | 87.50 | 12.50 | 45.71 |
| English Learners | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 36 | 31 | 86.11 | 13.89 | 41.94 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | -- | -- | -- | -- | -- |

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 54 | 47 | 87.04 | 12.96 | 21.28 |
| Female | 22 | 19 | 86.36 | 13.64 | 15.79 |
| Male | 32 | 28 | 87.50 | 12.50 | 25.00 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 40 | 35 | 87.50 | 12.50 | 25.71 |
| English Learners | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 36 | 31 | 86.11 | 13.89 | 19.35 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | -- | -- | -- | -- | -- |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 13.79 | 25.81 | 18.6 | 29.55 | 28.5 | 29.47 |

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 32 | 31 | 96.88 | 3.12 | 25.81 |
| Female | 12 | 11 | 91.67 | 8.33 | 27.27 |
| Male | 20 | 20 | 100 | 0 | 25 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | 19 | 19 | 100 | 0 | 21.05 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 15 | 14 | 93.33 | 6.67 | 35.71 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

2021-22 Career Technical Education Programs

Westwood High School tries to offer a variety of classes to help students become college or career ready, including our A-G required courses along with on-line advanced placement classes. At Westwood High school we have continued to add to our career and technology offering to help increase opportunities for our students. WHS offers Agriculture Science, Agriculture Welding and Agriculture mechanics, Computer Science, Networking, Film, and Photography.

2021-22 Career Technical Education (CTE) Participation

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

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure | Percent |
|---|---------|
| 2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission | 95.92 |
| 2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.00 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5 | 13 | 13 | 13 | 13 | 13 |
| Grade 7 | 14 | 14 | 14 | 14 | 14 |
| Grade 9 | 13 | 13 | 13 | 13 | 13 |

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

Westwood High School prides itself on the close ties to the community. Many students are third and fourth generation families who graduated from WHS. Being a small school, staff and students have a strong relationship with the Parent Teacher Student Association (PTSA). The Association is comprised of community members, parents, staff and students. Numerous opportunities to become involved are just a phone call or meeting away. The PTSA meets monthly on school grounds to plan activities for WHS and Fletcher Walker Elementary.

Parent receive a student handbook at the beginning of the school year and have access to board policies and the handbook on the school website. Parents have access to student grades and have a direct link to teacher emails through the schools SchoolWise program.

Community meetings continued to be held to ensure stakeholders have a voice such as site councils, LCAP, CTE, and facility meetings.

Parents regularly support such events as class fundraisers, chaperoning, junior prom, planning graduation activities, and the senior trip. Each year, we have a Back-to-School Night, and an Open House, science Fair, and Family nights. Parents and community members have access school activities via the school webpage and digital marquee.

Communication is push out to parents via All Call, letters, phone calls, board meetings, and our social media platforms.

For more information on how to become involved and/or volunteer time, please call Randy Bobby, Principal, at (530) 256-2311.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2019-20 | School 2020-21 | School 2021-22 | District 2019-20 | District 2020-21 | District 2021-22 | State 2019-20 | State 2020-21 | State 2021-22 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | | 5.9 | 0 | | 15.8 | 0 | | 8.9 | 7.8 |
| Graduation Rate | | 88.2 | 100 | | 78.9 | 100 | | 84.2 | 87 |

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|--|------------------------------|----------------------------|------------------------|
| All Students | 14 | 14 | 100.0 |
| Female | -- | -- | -- |
| Male | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0.0 |
| Asian | 0 | 0 | 0.0 |
| Black or African American | 0 | 0 | 0.0 |
| Filipino | 0 | 0 | 0.0 |
| Hispanic or Latino | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0 |
| Two or More Races | 0 | 0 | 0.0 |
| White | -- | -- | -- |
| English Learners | -- | -- | -- |
| Foster Youth | 0 | 0 | 0.0 |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0 |
| Students with Disabilities | -- | -- | -- |

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 107 | 103 | 30 | 29.1 |
| Female | 46 | 44 | 17 | 38.6 |
| Male | 61 | 59 | 13 | 22.0 |
| American Indian or Alaska Native | 5 | 5 | 3 | 60.0 |
| Asian | 0 | 0 | 0 | 0.0 |
| Black or African American | 3 | 3 | 0 | 0.0 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 17 | 16 | 3 | 18.8 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 1 | 1 | 0 | 0.0 |
| White | 78 | 75 | 22 | 29.3 |
| English Learners | 2 | 2 | 0 | 0.0 |
| Foster Youth | 2 | 2 | 0 | 0.0 |
| Homeless | 6 | 6 | 4 | 66.7 |
| Socioeconomically Disadvantaged | 67 | 65 | 26 | 40.0 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 21 | 19 | 7 | 36.8 |

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 3.70 | 2.43 | 2.45 |
| Expulsions | 0.00 | 0.00 | 0.05 |

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 2.65 | 2.80 | 1.35 | 2.04 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 |

2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 2.80 | 0.00 |
| Female | 2.17 | 0.00 |
| Male | 3.28 | 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 | 5.88 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 2.56 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 4.48 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 4.76 | 0.00 |

2022-23 School Safety Plan

The School Safety Plan is a living document and as such is constantly being revised. Every school year we focus on working with the Lassen County Sheriff's Department and Westwood Fire Department to fine tune and update the plan. Lassen County Sheriff's resident deputy evaluates our school facilities and determines where potential problems may arise. The safety is updated annually and approved by the School Board by March 1st. The plan includes policies such as: Child Abuse Reporting, Suicide Prevention, Discrimination and Harassment, Hate Crime, Suspensions and Expulsions, Emergency Disasters, Safety Protocols and Plans, Student Wellness, Uniform Complaint Procedure, and Bullying. The plan also includes Emergency Evacuation Drill Report and a Bomb Threat Report.

The classified and certificated staff receive training at the beginning of the year and actively participate in fire, intruder and earthquake drills. Each classroom has an emergency folder that is updated with class lists monthly. The local fire department and Cal Fire have been a part of our fire drills and have worked with the school to provide the best exit in case of an emergency.

Fire and earthquake drills are scheduled regularly.

Visitors to our schools must sign in and out at the office and wear a visitor's badge while on campus.

We are a small, unified school district, located in a rural area, with no history of violence in our schools, and few incidences of tobacco and alcohol use on campus. No student has been expelled for drug, alcohol, or tobacco-related use in the District for the past five years.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary 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 class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| 6 | 7 | 11 | | |

2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| 6 | 17 | 4 | | |

2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| 6 | 14 | 6 | | |

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 | 5 | 19 | | |
| Mathematics | 5 | 15 | | |
| Science | 5 | 6 | 1 | |
| Social Science | 6 | 13 | 2 | |

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 | 6 | 20 | | |
| Mathematics | 6 | 15 | | |
| Science | 5 | 9 | | |
| Social Science | 4 | 15 | | |

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 | 4 | 21 | | |
| Mathematics | 5 | 11 | | |
| Science | 3 | 8 | | |
| Social Science | 5 | 14 | | |

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|-------------------------------------|-------|
| Pupils to Academic Counselor | 0 |

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$10,193 | \$1,760 | \$8,433 | \$57,108 |
| District | N/A | N/A | \$1,765 | \$57,660 |
| Percent Difference - School Site and District | N/A | N/A | 130.8 | -1.0 |
| State | N/A | N/A | \$6,594 | \$73,001 |
| Percent Difference - School Site and State | N/A | N/A | 24.5 | -24.4 |

2021-22 Types of Services Funded

Caaspp preparation, interim testing, Curriculum Based assessments, and IXL are used to help identify possible students needing interventions. Students have the opportunity for after school tutoring and online assistance.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$39,819 | \$46,419 |
| Mid-Range Teacher Salary | \$57,573 | \$69,902 |
| Highest Teacher Salary | \$75,933 | \$97,912 |
| Average Principal Salary (Elementary) | | \$111,731 |
| Average Principal Salary (Middle) | | \$122,012 |
| Average Principal Salary (High) | | \$122,212 |
| Superintendent Salary | \$110,000 | \$150,971 |
| Percent of Budget for Teacher Salaries | 30% | 29% |
| Percent of Budget for Administrative Salaries | 4% | 6% |

2021-22 Advanced Placement (AP) Courses

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

| | |
|-----------------------------------|---|
| Percent of Students in AP Courses | 0 |
|-----------------------------------|---|

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 | 0 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 0 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 0 |

Professional Development

The Westwood Unified School District provides opportunities for and encourages staff to participate in and attend workshops and meetings for professional enhancement.

School and district professional development goals assist our staff in moving towards proficiency of the Common Core Standards for all students. In the past five years Westwood Unified School District staff has been utilizing early-outs on Monday for Professional Development and Professional Learning Communities. Staff have focused on Teaching Students of Poverty, Social Emotional Developments of Students, Multi-Tiered System of Supports (MTSS), Beyond SST and 504 platforms, and Effectiveness in Schools. Every other Monday, teachers collaborative in grade level teams to review student achievement.

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

| Subject | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 7.5 | 7.5 | 7.5 |