Westmoor High School

131 Westmoor Avenue • Daly City, CA 94015 • (650) 550-7400 • Grades 9-12
Grace Strickland, Principal
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https://www.juhsd.net/whs

2019-20 School Accountability Report Card
Published During the 2020-21 School Year

School Description

Westmoor High School is a large, comprehensive, and diverse public school of approximately 1500 students. Westmoor High School is located in western Daly City just blocks from the Pacific Ocean and situated on an expansive 66-acre campus. The school is accredited by the Western Association of Schools and Colleges (WASC). In 2009, the California Department of Education honored Westmoor by bestowing the school with the California Distinguished School award.

Vision

Westmoor High School is a learning community where all students become respectful, ambitious, motivated, and self-directed learners upon graduation.

Mission

Westmoor High School is dedicated to fostering college and career-ready students, who are both academically prepared and socially responsible global citizens.

Goals

The goal of Westmoor High School is to address the diverse educational needs of our students through the integration of technology and a variety of teaching strategies. We engage the whole child and prepare students for success in advanced study and employment.

Westmoor Schoolwide Learner Outcomes (SLO's):

- Students communicate effectively orally and in writing using academic language.
- Students think critically and answer complex questions using multiple sources of information to develop an analytical response.
- Students develop the technology skills to be successful in the 21st century work environment.
- Students work collaboratively and cooperatively within a team of diverse members.
- Students possess the essential knowledge and skills of the academic content required for graduation and success in advanced study and employment.

In support of the Vision Statement, Mission Statement, and Schoolwide Learner Outcomes, Westmoor provides students with a diverse array of courses and curricular offerings so they can achieve success. In this connection, Westmoor offers courses in a broad range of subject areas that includes courses in Advanced Placement, Career Technical Education, Theater Arts, Technology and the Vocational Arts. Many of the courses are UC/CSU-approved.

Westmoor graduates have secured admission to prestigious Ivy League and elite private universities such as Stanford, Harvard, Brown, CSU,UC,USC, and NYU. As Westmoor students move towards graduation, the honors continue as our students receive community and national scholarships. Additionally, Westmoor is currently undergoing an extensive modernization program that has a 2021 completion time frame.

Westmoor Communication Forums are both diverse and inclusive. They include; School Site Council, Parent Teacher Student Association, Principal's Cabinet, Department Chair, Positive School Culture Team, Emergency Response Team, Student Study Team, Administration Team, Activities Planning Team, Western Association of Schools and College Self Study focus groups, Staff Wide Collaboration, English Language Learner Advisory Council, District Leadership Team, District Professional Development initiatives and other community forums. Additionally, our school was responsive to recent events by creating a staff social justice club in addition to changing to a distance learning format within 72 hours. The staff is intentional and very caring to the needs of the learning community. Moreover, the wellness and academic counselors continued to find innovative ways to connect with students. The weekly newsletter and updates to staff has also been an instrumental form of communication.

We continue to aim for continuous improvement as the needs of our school evolve and change.

Respectfully submitted,

Grace Strickland
Principal

About the SARC

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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	343
Grade 10	361
Grade 11	363
Grade 12	365
Total Enrollment	1,432

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.1
Asian	22.6
Filipino	42.9
Hispanic or Latino	22.7
Native Hawaiian or Pacific Islander	0.2
White	6.2
Two or More Races	4.4
Socioeconomically Disadvantaged	36.2
English Learners	17.9
Students with Disabilities	5.4
Foster Youth	0.3
Homeless	1.3

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

Teacher Credentials for Westmoor High School	18-19	19-20	20-21
With Full Credential	63	69	62
Without Full Credential	3	3	4
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Jefferson Union High School District	18-19	19-20	20-21
With Full Credential	♦	♦	203
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Westmoor High School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	3	0
Total Teacher Misassignments*	0	3	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)
The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards calls for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

Textbooks and Instructional Materials
Year and month in which data were collected: August 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	A Yellow Raft in Blue Water Adopted in 2006 Adventures of Huckleberry Finn Adopted in 2006 All Quiet on the Western Front Adopted in 2006 All the Pretty Horses Adopted in 2006 America is in the Heart: A Personal History Adopted in 2006 American Son: A Novel Adopted in 2006 Animal Farm Adopted in 2006 Antigone Adopted in 2006 A Streetcar Named Desire Adopted in 2006 Black Boy Adopted in 2006 Bless Me Ultima Adopted in 2006 Born Red: A Chronicle of the Cultural Revolution Adopted in 2006 Brave New World Adopted in 2006 Children of the River

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Adopted in 2006 Death of a Salesman Adopted in 2006 Ender's Game Adopted in 2006 Fahrenheit 451 Adopted in 2006 Fences Adopted in 2006 Four Great Plays by Henrik Ibsen Adopted in 2006 Frankenstein Adopted in 2006 Grendel Adopted in 2006 Hamlet Adopted in 2006 I Know Why the Caged Bird Sings Adopted in 2006 Julius Caesar Adopted in 2006 Kaffir Boy: An Autobiography Adopted in 2006 Like Water for Chocolate Adopted in 2006 Merchant of Venice Adopted in 2006 Middle Passage Adopted in 2006 Moby Dick Adopted in 2006 Native Son Adopted in 2006 Night Adopted in 2006 Of Mice and Men Adopted in 2006 One Flew Over the Cuckoo's Nest Adopted in 2006 Orwell's 1984 Adopted in 2006 Othello Adopted in 2006 Red Azalea Adopted in 2006 Romeo and Juliet Adopted in 2006 Tale of Two Cities Adopted in 2006 The Alchemist Adopted in 2006 The Crucible Adopted in 2006 The Joy Luck Club Adopted in 2006 Their Eyes Were Watching God Adopted in 2006 To Kill a Mockingbird Adopted in 2006 When the Rainbow Goddess Wept Adopted in 2006 Composition and Grammar 9 (Steps in the Writing Process) Adopted in 2012 COMPOSITION AND GRAMMAR 10 Steps in the Writing Process

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Adopted in 2012
	COMPOSITION AND GRAMMAR 11 Steps in the Writing Pro
	Adopted in 2012
	Composition and Grammar 12
	Adopted in 2012
	Writers Choice Composition and Grammar (9)
	Adopted in 2012
	Writer's Choice: Grammar and Composition Grade 10
	Adopted in 2012
	Prentice Hall Reader, The
	Adopted in 2012
	A Child Called "It": An Abused Child's Journey from Victim
	Adopted in 2012
	Always Running - La Vida Loca: Gang Days in L. A.
	Adopted in 2012
	CRY THE BELOVED COUNTRY
	Adopted in 2012
	Cyrano De Bergerac
	Adopted in 2012
	Dragonwings
	Adopted in 2012
	GIVER
	Adopted in 2012
	Haroun and the Sea of Stories
	Adopted in 2012
	Hiroshima
	Adopted in 2012
	In a New Land: An Anthology of Immigrant Literature
	Adopted in 2012
	In Cold Blood: A True Account of a Multiple Murder and Its
	Adopted in 2012
	In Country
	Adopted in 2012
	Inherit the Wind
	Adopted in 2012
	INTO THE WILD
	Adopted in 2012
	Jane Eyre
	Adopted in 2012
	Jurassic Park
	Adopted in 2012
	Last Time I Saw Mother
	Adopted in 2012
	Lord of the Flies
	Adopted in 2012
	No-No Boy
	Adopted in 2012
	PEARL
	Adopted in 2012
	PLACE WHERE THE SEA REMEMBERS
	Adopted in 2012
	Raisin in the Sun
	Adopted in 2012
	Separate Peace
	Adopted in 2012
	Shoeless Joe
	Adopted in 2012
	Slaughterhouse-Five
	Adopted in 2012
	Snow Falling on Cedars : A Novel (Vintage Contemporaries
	Adopted in 2012
	Speak
	Adopted in 2012
	The Adventures of Tom Sawyer

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Adopted in 2012
	The Autobiogrphy of Miss Jane Pittman
	Adopted in 2012
	The Bean Trees
	Adopted in 2012
	The Caine Mutiny
	Adopted in 2012
	The Coming of Age in Mississippi
	Adopted in 2012
	The Crossing
	Adopted in 2012
	The Grapes of Wrath
	Adopted in 2012
	The Great Gatsby
	Adopted in 2012
	The Handmaid's Tale
	Adopted in 2012
	The House on Mango Street
	Adopted in 2012
	The Jungle
	Adopted in 2012
	The Light in the Forest
	Adopted in 2012
	The Old Man and The Sea
	Adopted in 2012
	The Outsiders
	Adopted in 2012
	The Red Badge of Courage
	Adopted in 2012
	The Red Pony
	Adopted in 2012
	The Scarlet Letter
	Adopted in 2012
	The Things They Carried
	Adopted in 2012
	The Tragedy of MacBeth
	Adopted in 2012
	The Tragedy of MacBeth
	Adopted in 2012
	TWELFTH NIGHT
	Adopted in 2012
	Walkabout
	Adopted in 2012
	When the Legends Die
	Adopted in 2012
	WOMEN OF THE SILK
	Adopted in 2012
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0
Mathematics	Algebra I - McGraw-Hill - California Pupil Edition
	Adopted in 2008
	Algebra I - McDougal Littell - California Pupil Edition
	Adopted in 2008
	Algebra I: Concepts, Skills and Problem Solving
	Adopted in 2008
	Algebra II - Prentice Hall - California Pupil Edition
	Adopted in 2008
	Algebra II - Glencoe - California Pupil Edition
	Adopted in 2008
	The Practice of Statistics
	Adopted in 2008
	Calculus
	Adopted in 2006

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Calculus of a Single Variable - Houghton Mifflin
	Adopted in 2008
	Geometry - McDougal Littell - California Pupil Edition
	Adopted in 2008
	Geometry - Glencoe - California Pupil Edition
	Adopted in 2008
	Gateways to Algebra and Geometry
	Adopted in 2008
	Geometry: Concepts and Skills, California Edition
	Adopted in 2008
	Heath Geometry: An Integrated Approach
	Adopted in 2012
	CA Ed. Integrated Math I
	Adopted in 2012
	Math Matters: An Integrated Program
	Adopted in 2012
	Calculus and Analytic Geometry, Part I
	Adopted in 2012
	Master the AP Calculus AB & BC
	Adopted in 2012
	Multiple Choice & Free Response in Preparation for the AP
	Adopted in 2012
	Advanced Mathematics
	Adopted in 2006
	Pre-Calculus, 5th Edition
	Adopted in 2008
	Moving with Math: Conquering the CAHSEE
	Adopted in 2008
	Statistics: Informed Decisions Using Data - P. Hall
	Adopted in 2008
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0
Science	Biology - Advanced Placement Edition
	Adopted in 2008
	Advanced Placement Chemistry: McGraw Hill
	Adopted in 2008
	Biology: 5th Ed. (Campbell)
	Adopted in 2008
	Biology: (Miller/Levine) California Pupil Edition
	Adopted in 2008
	Biology: Glencoe - California Pupil Edition
	Adopted in 2008
	Biology: The Dynamics of Life-California Edition
	Adopted in 2006
	Chemistry: California Pupil Edition - Prentice Hall
	Adopted in 2009
	Conceptual Physical Science Explorations-NEW
	Adopted in 2007
	Earth Science, Prentice Hall - California Edition
	Adopted in 2006
	Physical Science - Glencoe
	Adopted in 2006
	Physics: Principles and Problems-California Edition
	Adopted in 2008
	Anthony's Textbook of Anatomy and Physiology
	Adopted in 2006
	Introduction to Psychology
	Adopted in 2008
	Holt Science Spectrum: A Balanced Approach
	Adopted in 2012
	Science Interactions Course 3
	Adopted in 2012
	Modern Earth Science

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Adopted in 2012 Concepts & Cahllenges: Earth Science Adopted in 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	McGruder's American Government - CA Edition Adopted in 2006 Pacemaker American Government Adopted in 2006 Economics: Concepts and Choices - CA Edition Adopted in 2008 American Vision - California Pupil Edition Adopted in 2006 The American Pageant Adopted in 2006 Government in America - Advanced Placement Ed. Adopted in 2006 A History of Western Society Adopted in 2008 Geography 2012 Adopted in 2012 World Geography, CA Edition Adopted in 2012 Pacemaker Economics Adopted in 2012 The Modern Era World History - CA Pupil Edition Adopted in 2006 Pacemaker World History Adopted in 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Foreign Language	A Writer's Workbook Adopted in 2006 Edge, Levels A and B, for ELD I Thru III Adopted in 2006 Focus on Grammar Adopted in 2006 Northstar Listening and Speaking: Basic/Low Adopted in 2006 Northstar Reading and Writing: Intermediate Adopted in 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Health	Glencoe Health: A Guide to Wellness 2005 Health : Making Life Choices, Regular Student Edition 2001 Glencoe Health: A Guide to Wellness 2007 Globe: Pacemaker Health 2005 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)
Our school is in good repair, according to the criteria established by the Office of Public School Construction.

Westmoor is grateful for the support of the Daly City community which passed a parcel tax to make these facility upgrades and new construction possible.

Westmoor is currently undergoing an extensive modernization program that has begun and will continue for at least the next three years. This extensive modernization will move our students from portables and temporary classrooms into modern and equipped rooms that address 21st century skills required for success in college and career. A new maintenance building with significant utility upgrades have been completed. The master included a turf baseball field, a softball field and tennis courts. In another phase we are adding 16 classrooms, a performing arts theater, a manufacturing classroom and revamped wood technology program. Finally, upgrading and modernizing our administration offices, counseling services, main office and the Quad are near completion by 2021.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: December 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Restrooms redone inside locker rooms.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Modernization work inside gym to add sounds system and screen. Locker rooms floor resealed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	All stainless steel surfaces must be regularly cleaned of rust build up.
Overall Rating	**Exemplary**	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	61	N/A	59	N/A	50	N/A
Math	44	N/A	38	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: 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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	28	N/A	26	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)
Westmoor parents and guardians are connected to our school in many ways. One primary outreach tool is the "Black Board Connect" system where we communicate regularly via email and voice calls. The Westmoor web site has an up-to-date calendar that includes all school activities and initiatives listed so parents and families can plan their inclusion in one of the many communication forums that welcome them including: School Site Council, Parent Teacher Student Association, Administration Team, Activities Planning Team, Western Association of Schools and College Self Study focus groups, Staff Wide Collaboration, English Language Learner Advisory Council, as well as the Jefferson Union High School District Local Control Action Plan initiatives and other community forums.

The Westmoor community is very fortunate to have an active and supportive Parent Student Teacher Association (PTSA). Any parent, teacher or student can join our PTSA. At the regularly-held PTSA meetings, the topics for discussion range from how to make the staff feel more appreciated, to how to support our school's programs and students. Westmoor's PTSA supports our students in a myriad of ways where all proceeds are used for a school project; PTSA-sponsored table at Back-To-School; PTSA sponsored gift wrapping fundraiser for student and staff supplies; PTSA Staff Appreciation Breakfasts and Lunches; PTSA-sponsored and PTSA-organized Senior meal on the day before graduation day.

The most beautiful aspect of Westmoor is the "community" atmosphere. The Student Government - Associated Student Body is a high functioning aspect of the Westmoor culture that plans school wide activities and are involved in nearly every communication forum. They facilitate the rallies, dances, lunches and other numerous aspects of our positive learning community. The "Green Hats" Service Commission is another group of dedicated and committed juniors and seniors that work in teams walking the campus and helping to support a positive school climate. They report any incident to administration that is not in line with the rules and regulations of the campus community. The combination of the Student Government and the Service Commission results in a supportive and caring environment that welcomes all people of all cultures and faith. Additionally, Westmoor has a majority of veteran staff members who care deeply about the history and traditions of the school. The Environmental Club is also adding to the climate by seeking beautification projects and adding native plants to the campus landscape. To get involved, please contact a school administrator or Family Liaison Seaday Ali at sali@juhsd.net

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.

School Safety Plan (School Year 2020-2021)
The safety and security of Westmoor High School is a top priority. A written supervision schedule states when and where the campus will be supervised before, during, and after school. The Principal, Vice Principals, Dean of Students, and four campus supervisors have primary responsibility for supervision duty. We are a closed campus, and all visitors must sign in and wear identification badges. The development of an inclusive "Student Handbook" as well as attendance and behavior interventions promote our safe campus.

Our Vice Principal who coordinates our emergency drills and School Site Council reviews our safety plan annually. The designated Vice Principal also updates the safety plans for the school each year. The Crisis Response Team meets regularly and looks at ways we can respond to disasters and crisis in our community.

We plan for each of the safety drills (fire, earthquake, intruder/outside danger). The school holds regular fire, earthquake, and shelter-in-place/lock-down drills. Additionally, Westmoor works closely with the Daly City Police Department to coordinate lock down drills. This partnership has greatly enhanced the safety protocols implemented at the school site.

The Safety Plan is reviewed annually in January of each school year during the School Site Council meeting.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	5.9	3.4	6.0	5.2	3.5	3.5
Expulsions	0.1	0.0	0.1	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions	0		

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	358

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.1

*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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	23	32	32	17	25	20	36	17	21	31	43	3
Mathematics	24	16	27	20	23	21	27	15	22	20	40	3
Science	27	9	33	1	26	8	34	1	27	6	35	
Social Science	27	11	14	26	26	14	16	22	25	12	31	7

*Number of classes indicates how many classrooms 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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Westmoor meets every-other-Wednesday in our Professional Learning Communities called "Collaboration" where we work on identifying student need in a cycle of continuous improvement - as a staff and as a department.

One professional development initiative perhaps due to both our growing English Language Learner population as well as our desire to improve our ability to develop developing academic fluency is through the District promoted "Constructing Meaning."

Constructing Meaning provides teachers with the process and tools for weaving explicit language instruction into content area teaching. Lesson planning is driven by the content and academic language demands of discipline-specific learning. Based on backward design and a gradual release of responsibility model, the Constructing Meaning process prompts teachers to:
- understand the role language plays in content learning
- decide what language knowledge students need to access content and express understanding
- provide appropriate, explicit oral and written language instruction and practice

The work of the Common Core and other content standards assumes native English proficiency. Constructing Meaning offers an accelerated approach to instruction that emphasizes both academic English and critical literacy skills, thereby supporting English learners in acquiring the analytical language necessary to meet the demands of the Common Core. As students move through their academic careers, they must continually build their content knowledge and academic language foundation to be prepared to meet the increasing demands of each grade level.

We commenced the professional learning community year with collaboration sessions dedicated to analyzing and rev the reviewing school's Vision, Mission, Goals as well as the Schoolwide Learner Outcomes (SLO's). The staff also has reviewed various forms of data.

Westmoor has four Instructional Coaches who dedicate one-two sections per day to working with new teachers and implementing District Constructing Meaning initiatives. The Principal and Instructional Coaches meet with the new teachers once a month to review best practices and site policies and protocols. Classroom management and other relevant topics are discussed. The Principal also has dedicated time to take each new teacher on class visits to observe other teachers and to reflect on their own practice.

The Administrative Team is also working with the Principal and Director of Student Services to respond to disciplinary issues on the campus in a restorative manner aligned with state and federal guidelines. The Vice Principals also attend a monthly district meeting with the Associate Superintendent of

Education along with weekly site meetings with the Principal. The Principal attends a monthly district meeting and also participates in a Principal's PLC with other district principals focused on continuous growth and improvement.

Westmoor has an English Language Learner Coordinator who supports our CTE teachers who and a counselor who has one section to collect data for our EL students and students at risk. All the counselors are now receiving monthly district training from a ASCA liaison.

The Westmoor staff subscribes to the "Dufour" philosophy where we seek to create and sustain a professional learning community where key practices and strategies are embedded in the culture of our school processes and communication forums.

The School Site Council has also approved additional collaboration time for teachers. Teachers schedule their own course-alike collaboration to work on projects and lessons. Departments are also sponsored to send members to subject-focused conferences for continuous learning.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,550	$52,670
Mid-Range Teacher Salary	$68,718	$89,660
Highest Teacher Salary	$87,355	$112,761
Average Principal Salary (ES)		
Average Principal Salary (MS)		$142,638
Average Principal Salary (HS)	$128,469	$158,074
Superintendent Salary	$220,848	$250,285

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	28.0	32.0
Administrative Salaries	4.0	5.0

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$6,800	$1,282	$5,519	$74,756
District	N/A	N/A	$1,232	$70,369
State	N/A	N/A	$7,750	$90,287

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	127.0	6.0
School Site/ State	-33.6	-18.8

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

Types of Services Funded

"Newcomers" English Language Program

Extensive and Comprehensive Career Technical Education

Extensive and Comprehensive Visual and Performing Arts

Advanced Placement courses offered in English, Mathematics, Science, Social Science, Foreign Language and Visual and Performing Arts

State Priority: Pupil Engagement

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

• High school dropout rates; and
• High school graduation rates.

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

Rate for Westmoor High School	2016-17	2017-18	2018-19
Dropout Rate	4.7	6.8	4.5
Graduation Rate	91.6	90	92

Rate for Jefferson Union High School District	2016-17	2017-18	2018-19
Dropout Rate	3.1	6.3	4.7
Graduation Rate	89.5	88.2	89.1

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	505
% of pupils completing a CTE program and earning a high school diploma	74.2

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.37
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	41.19

2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	4	N/A
Fine and Performing Arts	1	N/A
Foreign Language		N/A
Mathematics	5	N/A
Science	1	N/A
Social Science	4	N/A
All courses	15	17.6

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

Career Technical Education Programs

Westmoor has a vibrant and growing Career Technical Education (CTE) program supported by the Jefferson Union High School District. The district has also hired a CTE Coordinator--Teacher on Special Assignment. This coordinator is now working closely with the CTE teachers to ensure our students are receiving a quality CTE program. The coordinator has also supported various field trips to ensure students are exposed to local opportunities in the career technical field. We offer Computer Programming (HTML, Java, Python), Business, Accounting, Fashion Design and Merchandising, Automotive Technology and Wood Technology. The school is also in the midst of renovations to ensure CTE teachers have new spaces that supports the curriculum.

Westmoor hosts a thriving and award winning Future Business Leaders of America program that is a model for other schools to follow. The FBLA also has hosted their annual conference at the Westmoor Site. This provides additional opportunities for the students in FBLA to practice their leadership skills while hosting. Additionally, all of our CTE courses are a sequence of courses that equals a program of study. In all areas - our goal is to offer industry recognized certification for students that go on to our advanced courses. Our programs are tied with industry and the community colleges as well as numerous for-profit CTE programs. These relationships with industry and industry training provides a seamless transition for students to continue their CTE studies as well as the opportunity to get employment of internships with the local business community.

We are in the process of building a state-of-the-art Carpentry, Engineering and Manufacturing classrooms. This is a relatively large investment by the taxpayers of Daly City and the Jefferson Union High School District. All Westmoor students are required to earn a minimum of 10 CTE Credits to satisfy our graduation requirements. Career Technical Education Courses also allow students that continue on to advanced studies to satisfy elective graduation credit requirements. Each year, we enroll approximately 450 students in career technical education courses.

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.