

School Accountability Report Card Reported for School Year 2004-05

Published During 2005-06

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

I. General Information

Contact Information

Information about school and district contacts.

School Information		District Information	
School Name	West Hills High	District Name	Grossmont Union High
Principal	Brian Wilbur	Superintendent	Dr. Terry Ryan
Street	8756 Mast Blvd.	Street	1100 Murray Dr.
City, State, Zip	Santee, CA 92071-2046	City, State, Zip	La Mesa, CA 91944-1043
Phone Number	(619) 956-0400	Phone Number	(619) 644-8000
FAX Number	(619) 562-9342	FAX Number	(619) 465-1349
Web Site	whhs.guhsd.net	Web Site	www.guhsd.net
E-mail Address	bwilbur@guhsd.net	E-mail Address	tryan@guhsd.net
CDS Code	37-68130-3730702	SARC Contact	agrulich@guhsd.net

School Description and Mission Statement

Information about the school, its programs, and its goals.

West Hills High School, located at the western edge of Santee California, is a comprehensive high school of approximately 2,300 students in grades nine through twelve. Approximately 30% of those students reside outside of the West Hills attendance area and have voluntarily chosen to attend the school. The tenth of eleven comprehensive high schools in the Grossmont Union High School District, it boasts a modern physical plant constructed on 76 park-like acres. The data in this report card shows that the West Hills school community is meeting it's mission of graduating life-long learners who think critically, solve problems resourcefully, communicate thoughtfully, and contribute positively to society.

Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

Contact Person Name	Kathy Smith	Contact Person Phone Number	(619) 956-0400
<p>Parental involvement is a cornerstone to the success of students at West Hills. As such, frequent parent contact is an expectation of teachers, counselors, and administrators. In addition to contact by phone, e-mail, parent conferences, IEP's, etc., parents have many opportunities to become more involved in the school including: PTSA, Athletic Boosters, Performing Arts Boosters, School Site Counsel, Safe Schools Committee, Behavior Code Committee, Open House/Back to School Night, Freshman Orientation, Pre-ninth and pre-eleventh grade counseling, and Parents Attending Class with Kids (PACK) Day. In addition PTSA will have a "volunteer coordinator" position for the 2006-07 school year. This person will be able to enlist parent volunteers to help at various school functions.</p>			

II. Demographic Information

Student Enrollment -- Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 9	676
Grade 1	0	Grade 10	643
Grade 2	0	Grade 11	504
Grade 3	0	Grade 12	499
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	2322

Student Enrollment -- Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	38	1.6	Hispanic or Latino	259	11.2
American Indian or Alaska Native	52	2.2	Pacific Islander	32	1.4
Asian	34	1.5	White (Not Hispanic)	1,676	72.2
Filipino	20	0.9	Multiple or No Response	211	9.1

III. School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	10/05/05	Date Last Discussed with Staff	10/07/05
<p>The 2006-2007 West Hills Safe School Plan is the seventh revision of the original plan adopted in 1998. Committee members for this revision included teachers, classified staff, administrators, students, and parents. In addition, members of the Santee Fire Department, Sheriff's Department, and City Council provided valuable advisorship/consultation. Key elements of the "PACK" (Prevent Aggression Cultivate Kindness) plan include: Areas of Strength, Areas of Emphasis, Funding, Personal Characteristics of Students and Staff, Physical Environment, Social Environment, and School Culture. A copy of the plan is available at the school office.</p>			
<p>As delineated in our PACK plan, many facility and personnel measures are in place to ensure the safety of students and staff including but not limited to: Full time School Resource Officer (SRO), seven Campus Supervisors, School-wide video monitoring of entire exterior of campus, visibility of administrative staff, clean campus program, definitive dress code for students, badges required for all visitors, walkie-talkies for all school administrative, security, and grounds/custodial staff members, and four guidance counselors. The modern layout of the campus that allows for interdepartmental interaction and collaboration between teachers, supports teaching and learning at a high level.</p>			

School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

West Hills Way
Clean Campus Campaign
Active ASB involvement
SEE (Safe Educational Environment)
Character Education Program
Human Relations Club
Parents at Class with Kids (PACK Day)
"Academics First" Program
the Alpha+
Club Pride of the Pack
Attendance +

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2003	2004	2005	2003	2004	2005
Number of Suspensions	180	196	249	3803	4607	4000
Rate of Suspensions	8.01	8.47	10.84	15.56	18.84	18.06
Number of Expulsions	5	10	4	178	215	160
Rate of Expulsions	.22	.43	.17	.73	.88	.72

IV. School Facilities

School Facility Conditions -- General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

After 30 – 50 years of constant use the Grossmont Union High School District's facilities are aging. Most of the GUHSD's high schools are old, deteriorating, overcrowded, and in need of repair and renovation. Based on the input of parents, teachers, staff and community, a specific plan to rehabilitate aging schools and relieve overcrowding was developed. Proposition H was placed on the ballot to authorize implementation of the plan to renovate and upgrade all of our local high schools.

Proposition H is a local school bond measure that was passed in March 2004. The ballot authorized \$274,000,000 for critically needed repairs and upgrades to our local high schools. The district is in year two of infrastructure upgrades and modernization. Proposition H allows the High School District to:

- Replace aging roofs
- Upgrade deteriorated plumbing and restrooms
- Improve electrical capacity for safety and better access to technology
- Upgrade fire alarms, sprinklers and emergency safety systems
- Renovate old, outdated classrooms, science labs and libraries
- Replace inadequate heating and ventilation with energy efficient systems
- Upgrade security systems, building exteriors, outdoor lighting, walkways and school grounds for safety and security

At its May, 2005 meeting, the GUHSD Governing Board awarded bids as part of Phase 1 of the Proposition H bond projects. This allowed the District to address the critical safety and infrastructure needs at our oldest campuses. Construction at El Cajon Valley High School, Granite Hills High School, Grossmont High School and Helix High School has resulted in significant improvements. These schools received electrical wiring, plumbing and all other underground infrastructure upgrades. The individual buildings on each of these campuses are now scheduled for renovation. In summer 2006, Santana High School, Monte Vista High School and El Capitan High School will receive infrastructure upgrades with building renovations to follow.

In addition to Prop H projects referenced above, almost every district facility has had some combination of bond, maintenance, community or student-supported projects underway, with more to come.

Source: GUHSD School Construction and Building Services

School Facility Conditions -- Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

Source: GUHSD School Construction and Building Services

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST -- All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	49	50	45	39	39	40	35	36	40
Mathematics	27	22	24	20	16	20	35	34	38
Science	45	32	35	31	21	23	27	25	27
History-Social Science	40	39	34	32	30	34	28	29	32

CST -- Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	24	34	73	44	35	42	47
Mathematics	4	19	38	19	16	14	26
Science	8	45	40	*	32	19	37
History-Social Science	33	35	60	*	29	20	35

CST -- Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	38	53	11	32	10	
Mathematics	25	24	2	15	8	
Science	35	36	10	25	9	
History-Social Science	37	31	20	21	8	

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT -- All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	63	62		48	49		43	43	41
Mathematics	64	60		52	51		50	51	52

NRT -- Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading							
Mathematics							

NRT -- Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading						
Mathematics						

Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Subject	Site			District		
	2003	2004	2005	2003	2004	2005
Algebra I	64.43	60.37	56.87	57.33	55.61	49.44
Geometry	78.86	73.30	69.75	75.25	72.79	67.20
Algebra II	70.63	73.54	72.28	69.16	68.39	67.88
American Government	69.12	66.80	68.58	66.33	68.51	70.63

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5							24.5	26.7	22.3
7							28.8	30.9	26.8
9	16.3	12.7	19.6	20.9	19.7	22.8	26.7	25.8	27.5

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API -- Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	98	98	99	Percent Tested	98	99	99
API Base Score	712	731	731	API Growth Score	726	734	732
Growth Target	4	3	3	Actual Growth	14	3	1
Statewide Rank	8	8	8				
Similar Schools Rank	7	8	7				

API -- Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				African American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score	680	680	682	API Growth Score	677	678	708
Growth Target	3	2	2	Actual Growth	-3	-2	26
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	718	739	736	API Growth Score	734	741	738
Growth Target	3	2	2	Actual Growth	16	2	2

API -- Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score		669	687	API Growth Score	668	675	646
Growth Target		2	2	Actual Growth		6	-41

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	No	No	Yes

AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	No	Yes	Yes
African American	N/A	N/A	N/A	No	Yes	Yes
American Indian or Alaska Native	N/A	N/A	N/A	N/A	Yes	Yes
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	No	Yes	N/A
Hispanic or Latino	N/A	N/A	N/A	No	Yes	Yes
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	Yes	Yes	Yes	No	Yes	Yes
Socioeconomically Disadvantaged	N/A	N/A	N/A	No	Yes	Yes
English Learners	N/A	N/A	N/A	Yes	Yes	Yes
Students with Disabilities	N/A	N/A	N/A	No	No	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement (Implementation Level)		Year 1
Year Exited Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	5.6

VI. School Completion (Secondary Schools)

California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006, when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Enrollment (9-12)	2,315	2,248	2,281	23,975	24,434	24,456	1,772,417	1,830,903	1,876,927
Number of Dropouts	8	11	3	685	506	250	47,871	58,189	61,253
Dropout Rate (1-year)	0.3	0.5	0.1	2.9	2.1	1.0	2.7	3.2	3.3
Graduation Rate	96.7	98.4	98.6	89.8	90.1	90.2	87.0	86.7	85.3

VII. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

No data are available for this section

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21.9	53	16	28	26.8	36	20	33	22.5	61	15	34
Mathematics	23.4	41	28	13	26.0	34	26	20	27.4	36	10	29
Science	25.7	14	20	19	30.8	4	17	24	30.1	8	15	26
Social Science	28.9	13	20	33	30.9	11	10	46	24.8	28	15	43

Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

This section not applicable

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	81.3
All Schools in District	81.6
High-Poverty Schools in District	0.0
Low-Poverty Schools in District	81.9

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	91	116	98
Teachers with Full Credential	86	116	95
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internship)	2	0	0
Pre-Internship	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	4	0	4
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	1	0	1

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners			
Total Teacher Misassignments			

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	1.0	1.1
Master's Degree plus 30 or more semester hours	21.4	27.2
Master's Degree	12.2	12.1
Bachelor's Degree plus 30 or more semester hours	25.5	24.2
Bachelor's Degree	39.8	35.1
Less than Bachelor's Degree	0.0	0.3

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions	---	---	---

Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

Permanent Teachers are evaluated every two years. Probationary and temporary teachers are evaluated up to two times each year. The evaluations are standards based. Evaluations are sent to Human Resources for review and filing in the official personnel file.

Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

Whenever a teacher is absent, the District provides a qualified substitute teacher to ensure continuity of instruction. The GUHSD has increased the amount they pay substitute teachers from \$95 to \$105. This move puts our district in a more competitive arrangement with surrounding school districts.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	4.6
Library Media Teacher (Librarian)	1.0
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
4.6	504.8

IX. Curriculum and Instruction

School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

West Hills' Principal, Mr. Brian Wilbur, has worked in public education for the past 22 years. Included in his tenure are eleven years as a classroom teacher, six years as a high school assistant principal, two years as a district administrator, and three years as a principal. In addition, the highly qualified administration team consists of three assistant principals (Mrs. Robin Ballarin, Mr. Larry Pear, and Mrs. Andrea Rad-Montgomery), a manager of school facilities (Mrs. Ellen Rehn), and a head counselor (Mr. Rodd Moses).

Responsibilities for each are as follows:

Brian Wilbur (Principal) - School Accountability Report Card, CIF Coord. Council, Curriculum Instruction & Technology, Administration of School Budgets, Staffing/Personnel, Staff Evaluations, Community/Public Relations, PTSA Liaison, Parent Newsletter, Substitute Teachers, Student Teachers, Department Chair Council, Principal's Council (D), Performing Arts Council (D), Open House/PACK Day, Graduation Activities, School Site Plan-School Site Council, Student Publications, Field Trips, Crisis Committee, Disaster Preparedness Plan, Master Schedule, Departments & Supervision (Administration, Guidance, Math, Science, WASC, CCR, NCLB);

Robin Ballarin (Assistant Principal) – Discipline (Gm – Ov), Attendance, School to Career, Site Tech Committee, Free Lunch Program, Crisis Committee, Behavior Code / Student Handbook, Homeless and Foster Youth, Staff / Faculty Handbook, New Teacher Orientation, AP Coordinator, Department & Supervision (Social Science, Career Education, BTSA, AP);

Larry Pear (Assistant Principal) - Discipline Ow-Z, Athletics/Extended Curricular Activities, Staff Evaluations, CASA Board of Directors, Transportation, Staff Development, Staff Supervision Assignments, Campus Supervision Coord. Budget, Saturday School, ISA, Lock-out, AB504/ADD/ADHD, Alpha + Program, Inter-Agency Committee, Santee Community Oriented Policing Committee, Safe Schools Plan, Disaster Preparedness Plan, Crisis Committee, Staff Recognition, CAHSEE, Summer School Director, Grossmont Athletic Conference, Vice Principal Council, CELDT, Department & Supervision (Athletics, Performing Arts, Individual Instruction, SRO, Lead Campus Supervisor, Industrial Technology);

Andrea Rad-Montgomery (Assistant Principal) -Discipline A-Ge, Master Schedule, STAR Testing, Staff Evaluations, Classified Staff, Crisis Committee, Attendance Coordinator/ Attendance Plus/Truancy Prevention, SARB Hearing, Student Activities/ASB, Staff Recognition, AB504/ADD/ADHD, Graduation Ceremony, Staff Development, Ind. Study PE, Disaster Preparedness Plan, Vice Principal Council, District Race Human Relations Committee, Department & Supervision (Home Economics, English, Visual Arts, ASB, Foreign Language, Classified Staff, District Probation Officer);

Ellen Rehn (Manager of School Facilities) - United Way, School Budgets, Inventory Control, Master Calendar / Facility Use, Graduation Ceremony, PACK Day, Plant Operations, Keys, Custodians / Grounds, Disaster Preparedness Plan;

Rodd Moses (Head Counselor) - Guidance Liason to Administration, Senior Awards, Feeder School Articulation, Student Programming, Department Chair Counsel, Freshman Orientation. Parents and staff are involved in decision making through school site council, department chair counsel, restructuring, and various committees.

In each subject area, teachers strive to provide a curriculum that meets current demands as described in California curriculum frameworks, college guidelines, and the accreditation standards of the Western Association of Schools and Colleges. Teachers generally have considerable flexibility in planning their courses. However, major changes in courses and instructional programs typically must be reviewed and approved by District councils of teachers within the relevant discipline before being adopted by the Governing Board.

Curriculum and Graduation Requirements

All students graduating from our school must complete the following:

4 years of English

3 years of Math

2 years of Science

1 year each of World History and U.S. History

1 semester each of Geography, American Government, Economics, and Life Management Skills

2 years of Physical Education

1 year of Visual/Performing Arts or Foreign Language

Technology Foundation Requirement

Minimum Competency Requirements

Programs to Meet Diverse Needs

Students with special needs are supported by many programs including the following:

Accommodations for ADD/ADHD (Attention Deficit Disorder)

Adaptive Physical Education*

After school tutorials

Advanced Placement/Honors

AVID (Advancement Via Individual Determination)

Career Employment Center

Gifted and Talented Education (GATE)

Grossmont College On and Off Campus Program

Health Occupation Training (ROP)

Hearing Impaired*

Home Schooling Options

Homestead Program*

Mainstreaming*

On Campus At Risk Program

Physically Disabled*

Peer tutoring

Psychological Services*

Resource Specialist Program*

Services for Severely Emotionally Disturbed*

Services for Non-Severely Handicapped*

Severely Handicapped*

Special Day Classes*

Speech Therapy*

Title IX

Work Training Center*

Twenty-nine Active Special Interest Clubs*

*Special Education Programs and Services

Student progress and performance are monitored in both continuing and summative means. Teachers assess student achievement on a daily and ongoing basis. In addition standardized testing including STAR, CAHSEE, CELDT, AP, and District Assessments are used to evaluate individual and school-wide student achievement. Data from these exams are reported in various means to both staff and the public and are then used to modify and improve instruction and improve future student success.

Professional Development

Information about the program for training the school's teachers and other professional staff.

Our teachers and staff have had the opportunity to participate in many workshops and in-service trainings this year including: School-to-Career Training Workshops, Clinical Teaching, Resource Teacher Workshops, Counselor Workshops-College Admissions, Financial Aid, Cross-cultural Communication, Race-Human Relations, Peer Coaching Training, Quantum Teaching Training, Aiming High, Differentiated Instruction, Use of Protocols to evaluate student work, Power School, Classified Employee Development Academy, and Power Up Breakfast. The school wide staff development focus has been in the areas of differentiated instruction and using protocols to examine student work. These areas were identified using input from student achievement data, WASC Focus on Learning recommendations, and in our Single Plan for Student Achievement through the School Site Council. The district curriculum department is implementing additional systemic staff development through the Summer Institute and ongoing professional development opportunities.

Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	Locally adopted textbooks and other instructional materials are first reviewed by a teacher committee coordinated by Educational Services. The textbook is evaluated according to Board-approved guidelines. Teachers analyze coverage of State and District Curriculum standards, as well as the needs of students. Textbooks and other instructional materials are submitted to the Governing Board by September for final approval.
Mathematics	
Science	
History-Social Science	

Source: GUHSD Curriculum 04/24/06

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	All students have access.
Mathematics	All students have access.
Science	All students have access.
History-Social Science	All students have access.
Foreign Language	All students have access.
Health	N/A
Science Laboratory Equipment (grades 9-12)	All students have access.

Source: GUHSD Curriculum 04/24/06

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9	64,860	64,800
10	64,860	64,800
11	64,860	64,800
12	64,860	64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180 days	180 days
10	180 days	180 days
11	180 days	180 days
12	180 days	180 days

Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Beginning with the 2006-07 school year, West Hills will be on a 7 period day. Shortened days to accommodate staff collaboration time will occur on 17 Wednesdays. Seven additional minimum days will occur (day after Back to School night, day before Thanksgiving, PACK day, 4 finals days).

X. Postsecondary Preparation (Secondary Schools)

Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for social science include IB Humanities.

Subject	Number of Courses Offered	Number of Classes Offered	Enrollment
Fine and Performing Arts	2	2	40
Computer Science			
English	2	2	48
Foreign Language	1	1	17
Mathematics	2	5	142
Science	1	1	24
Social Science	3	8	251

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. *Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.*

Student Enrollment In All Courses	Student Enrollment In Courses Required For UC and/or CSU Admission	Percent of Student Enrollment In Courses Required For UC and/or CSU Admission
11054	8562	77.5

Graduates Who Have Completed All Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
481	240	49.9

SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the most recent score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Grade 12 Enrollment	524	508	499	4979	4849	4986	385,356	395,194	409,576
Percent of Grade 12 Enrollment Taking Test	43.1	36.6	42.9	37.3	35.1	35.5	36.7	35.3	35.9
Average Verbal Score	523	529	519	510	508	514	494	496	499
Average Math Score	534	538	533	522	524	527	518	519	521

College Admission Test Preparation Course Program

Information about the school's college admission test preparation course program.

To assist students in preparation for college entrance assessments West Hills offers students three options. The first of which is participation in the Preliminary Scholastic Aptitude Test (PSAT). This test is designed to grant students a look at the test materials and conditions for the SAT. The second option is the Plan test. The Plan test is intended to give students an advanced look at the ACT. The final option comes in the form of SAT prep courses held at West Hills. At least one course is held each semester. The courses are timed so that students complete the course a day or so before their SAT test date.

Workforce Preparation Programs

Information about the school's career technical education programs and classes.

A number of courses and programs that lead to career opportunities are offered on the West Hills campus including: ROP Web Page Design, ROP Digital Arts (Satisfies UC/CSU Fine Art entrance requirement), ROP Computer Applications (Satisfies technology graduation requirement), ROP A+ Computer Repair, Telecommunications (Satisfies UC/CSU Fine Art entrance requirement), Construction Technology, Automotive Technology, Interior Design, Child Development, and Health Occupations Careers/Biology Block (Satisfies UC A-G Requirements).

There are currently 14 identified Career Pathways available to West Hills students depicting the sequence of courses required to complete a pathway of interest. Students interested in beginning specific job training not offered on our campus, can enroll in one of 60 different Regional Occupational Programs

(ROP) job fields offered within the Grossmont Union High School District. Many of these courses are articulated with more advanced training opportunities offered through the community college system. This allows students to gain advanced standing at Grossmont or Cuyamaca College once they graduate from high school. The curriculum for all ROP courses offered at West Hills is evaluated and updated yearly by industry specific members and instructors of the particular ROP course. West Hills has also established an Academy of Information Technology which follows the National Academy Foundation (NAF) model. Students in grades tenth through twelve are concurrently enrolled in college-preparatory English, World History, U.S. History, Government and Computer Technology courses. Collaborating teachers align the curriculum of the two or three courses so that the students can be challenged to practice workplace skills within the context of the academic courses.

West Hills participates on the NAF Information Technology Regional Advisory Board, the purpose being support and guidance of professional development, academy activities, and curriculum review. West Hills is in the process of developing a second academy in health occupations. Our present plan is to provide an introductory course offering for ninth grade students through the Health Occupations Careers/Biology Block. Tenth grade students will be enrolled in Chemistry with a health emphasis. Eleventh and twelfth grade students will then have different options available. They will have met the prerequisite for nine different health career programs offered at the Health Occupations Center and can continue by enrolling in courses offered at Health Occupations or they can begin course work at Grossmont Community College.

West Hills participates on The Grossmont Union High School District Health Advisory Board, the purpose being support and guidance of professional development, academy activities, and curriculum review. In the ninth grade most students complete a career interest and aptitude assessment utilizing the COIN3 guidance software, and in the tenth grade the ACT PLAN career assessment. Students will have access to their personal COIN3 account until graduation. COIN3 software allows all Counselors to have the capability to create reports and monitor students' activities. Counselors utilize this information as well as PLAN results during conferences with students and parents to discuss college, career opportunities, and modify four-year plans as needed.

West Hills participates in bi-monthly district meetings with representatives from the San Diego Workforce Partnership and East County Career Center, the purpose being dissemination of information on local student career fairs, industry speakers, student job preparedness workshops, and current labor market trends in San Diego County. West Hills students that successfully complete any ROP course will receive an academic grade and a ROP Certificate of Competencies. The Certificate of Competencies provides future employers information on the level of mastery achieved on industry-specific skills as well as the workplace soft skills a student has demonstrated.

Graduate Guarantee: Grossmont Union High School District stands behind its graduates with a lifetime educational guarantee. If any employer believes that a graduate needs more training in basic skills, the District will provide training through Adult Education at no cost to the employer or graduate.

Career Technical Education (CTE) Programs

Data reported are enrollment and program completion from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Grade 9-12 CTE Students			Grade 12 CTE Students			
	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate	
Total Course Enrollment	15,526	5,180	2,295	44.00%	728	498	68.00%

XI. Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$32,626	\$36,464
Mid-Range Teacher Salary	\$56,970	\$61,925
Highest Teacher Salary	\$74,826	\$77,260
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$97,157
Average Principal Salary (High)	\$108,694	\$109,001
Superintendent Salary	\$142,500	\$158,638
Percent of Budget for Teacher Salaries	39.0	38.1
Percent of Budget for Administrative Salaries	5.0	5.2

District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
\$151,915,177	\$6,957	\$7,007	\$6,919

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II to enable all students to meet state and local academic performance standards and growth targets. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

AVID

Purpose: To purchase supplies, additional books and tutoring for under represented college bound

students

United Way

Purpose: To assist all students

Economic Impact Aid/English Learner Program

Purpose: To develop fluency in English and academic proficiency of English learners

GATE

Purpose: To fund honor program for augmented curriculum and instruction

Lottery Prop 20

Purpose: To be used to provide ongoing improvements in instructional program. This fund has been allocated to purchase textbooks in those areas not served by the 56:1 grant and to augment the 56:1 grant in the areas of Social Science and English where funding is not adequate to purchase all the textbooks needed

AP Challenge

Purpose: To increase the number of AP courses offered, the number of students challenging AP courses, the number of students attending four year colleges and to provide articulation with client schools

10th Grade Counseling

Purpose: To provide sophomores with in-depth guidance time to explore career plans and chart the next two years' classes