

School Accountability Report Card

Reported Using Data from 2009–10 School Year

Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

II. About This School

Contact Information (School Year 2010–11)

This section provides the school's contact information.

School		District	
School Name	West Hills	District Name	Grossmont Union High School District
Street	8756 Mast Blvd.	Phone Number	(619) 644-8000
City, State, Zip	Santee, CA 92071	Web Site	www.guhdsd.net
Phone Number	(619) 956-0400	Superintendent	Ralf Swenson
Principal	Patrick Keeley	E-mail Address	rswenson@guhdsd.net
E-mail Address	pkeeley@guhdsd.net	CDS Code	37681303730702

School Description and Mission Statement (School Year 2009–10)

West Hills High School is located on 76 rolling acres at the western border of the City of Santee, CA. Since its opening in 1987, West Hills has focused on an Academics First culture as outlined in the "West Hills Way". West Hills offers a comprehensive academic program that holds students to a high academic standard while encouraging them to think critically and act respectfully. While there is certainly a focus on providing a quality education, there is also a commitment to provide a safe and secure learning environment for all students.

West Hills has an active parent/community group that includes: PTSA, booster clubs for various athletic teams, music and drama clubs, as well as various committee opportunities. There is also a full compliment of extra-curricular and co-curricular programs for students as well.

Please contact our office with any questions you may have.

Opportunities for Parental Involvement (School Year 2009–10)

West Hills High recognizes the importance of the partnership between home/school. Parents have been included in the improvement process and serve in an advisory capacity on committees. Among many opportunities for parent involvement is the School Site Council, Leadership Team and PTSA. Parents are regularly communicated with using the Alert Now all call system and are also encouraged to read the Wolf Call newsletter.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the West Hills High at 619-956-0400.

Student Enrollment by Grade Level (School Year 2009–10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		Grade 8	1
Grade 1		Ungraded Elementary	0
Grade 2		Grade 9	546
Grade 3		Grade 10	515
Grade 4		Grade 11	547
Grade 5		Grade 12	552
Grade 6		Ungraded Secondary	0
Grade 7		Total Enrollment	2,161

Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.7	White	74.0
American Indian or Alaska Native	0.9	Two or More Races	0.1
Asian	1.4	Socioeconomically Disadvantaged	14.1
Filipino	2.1	English Learners	2.1
Hispanic or Latino	15.0	Students with Disabilities	9.4
Native Hawaiian/Pacific Islander	1.4		

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007-08				2008-09				2009-10			
	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	25	51	13	34	24	52	7	40	32	4	23	36
Mathematics	26	42	11	30	25	42	17	25	32	5	17	36
Science	29	10	16	24	30	13	8	31	34	0	11	28
Social Science	30	15	16	52	31	14	12	53	34	1	19	43

III. School Climate.

School Safety Plan (School Year 2009-10)

Safety of students and staff is a primary concern of West Hills High. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School's Emergency Plan is revised and updated yearly. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held once a year. Students are supervised before/after school and during lunch by classified staff and administration. There is a designated area for student drop off and pick up.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	7.7	10.5	13.7	14.4	17.2	16.1
Expulsions	0.7	0.8	0.7	0.9	1.0	0.9

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

The school district ensures that students attend clean and safe facilities. The district's maintenance staff follows a comprehensive scheduled preventive and deferred maintenance program to offset costly repairs and minimize disruptions to the instructional program. The school employs a Manager of School Facilities to oversee the physical plant.

School Facility Good Repair Status (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	n/a	x			S-6- thermostat cover missing. II-2- thermostat cover missing. L-1 resource center- thermostat cover missing. PE attendant- dryer not properly vented.

<p>Interior: Interior Surfaces</p>	<p>n/a</p>		<p>x</p>	<p>Nurse- damage at the east wall in the waiting rm. B-1- carpet wrinkled (trip hazard) typical bldg. B. B-core- stained ceiling tiles. ASB store C-2- ceiling tiles stained. IT-1- carpet wrinkled, damaged (trip hazard), wall damage at the exterior door. A-3- ceiling tiles missing. Science core- stained ceiling tiles. S-8- stained ceiling tiles. S-1- stained ceiling tiles. S-2- stained ceiling tiles. Library- stained ceiling tiles at the office (outside), flooring seam split at the bottom of the stairs-lobby (safety). E-6- ceiling tile stained, 2 missing. E-4- stained ceiling tiles. Storage @ PE- flooring damaged at the east and west double doors, ceiling damaged in the corridor. Boys PE- ceiling tiles damaged. PE attendant- flooring damaged. Elec. @ PE- ceiling tiles stained in the hallway. Boys restroom gym- hole in the ceramic tile, cleanout cover missing. Girls restroom gym- cleanout cover missing. Small gym east- wall damage at the SW corner, storage large hole on the drywall at the switch. Theatre- carpet deteriorated at the east stairs. S-5- stained ceiling tiles. S-office- ceiling tiles stained in several offices.</p>
<p>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</p>	<p>n/a</p>	<p>x</p>		<p>Mechanical @ girls PE- room needs cleaning.</p>
<p>Electrical: Electrical</p>	<p>n/a</p>		<p>x</p>	<p>AP area- 2 lights out in the principal's conference rm. ASB store C-2- 1 diffuser damaged. C- electrical- electrical panels blocked by tables. Kitchen- exterior receptacle at east wall damaged, light out in the custodian closet. Campus utility- 6 lights out. HE-3 kitchen- diffuser cracked in utility rm. S mech./elec.- electrical panels blocked in electrical rm. SS-7- electrical panels blocked by file cabinet. Guidance- 2 lights out in the conference rm., 1 flickering, 2 of 3 lights out in storage. E-2- 1 light out. E-1- 3 lights out. FL restroom- girls diffuser hanging (safety). Girls PE- 1 light out in the restroom, 1 light out in the locker rm. PE office- 1 light out in conference rm., mens restroom 1 light out, 1 flickering. Boys PE- 2 lights out in the locker rm. Boys restroom- 2 lights out. Girls restroom gym- 2 lights out. S-office- electrical/panel transformer.</p>

Restrooms/Fountains: Restrooms, Sinks/ Fountains	n/a		x		C-electrical- drinking fountain finish deteriorated. Kitchen- 1 exterior drinking fountain (east) no water. Guidance- drinking fountain low pressure. FL restroom- boys 1 toilet out of order, both restroom floors need cleaning. Boys PE- 1 toilet leaking, 1 toilet partition damaged, 2 hand dryers not working, sinks loose on the wall, 1 faucet handle missing, 1 interior drinking fountain no water. Gym- 1 drinking fountain no water. Boys restroom gym- 1 toilet seat missing, 1 faucet loose. Theatre- 3 drinking fountains low pressure. Corridor- 1 drinking fountain no water.
Safety: Fire Safety, Hazardous Materials	n/a		x		Admin.- main fire alarm panel shows 21 "trouble", remote annunciator shows "normal". B-1- fire extinguisher missing. B- custodian- spill on the floor, damage to shelves and supplies. IT-1- no fire extinguisher. IT-3- more than 10 gallons of gas/diesel stored outside of an approved flammable materials cabinet. HE- 4- excessive combustibles stored in the office (safety). HE-1- excessive combustibles stored, fire extinguisher out of date (2009), storage on top of the cabinets (fall hazard 5 ft. and above) and anchorage for the cabinets not designed for weight bearing. S mech./elec.- combustibles stored in the main electrical rm. SS. Custodian/electrical- combustibles stored in main electrical distribution rm. E-3- fire extinguisher charge low- in red. Gym- no fire extinguisher in the gym. Small gym east- no fire extinguisher. Corridor- excessive amount of paint stored in corridor.
Structural: Structural Damage, Roofs	n/a		x		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	n/a		x		Admin.- asphalt throughout the campus cracked and destroyed. Faculty lounge- mens restroom door knob damaged. SS-10- fire extinguisher door glass broken- wire glass. SS-14- door hinge sprung. II-2- stucco damage at the drinking fountain pony wall. Elec. @ PE- concrete damage exterior SW corner. PA-1- exterior stucco damage at the north corner. A-1- damage at the east gate art yard.
Overall Rating			x		n/a

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
With Full Credential	91	94		
Without Full Credential	2	0		
Teaching Outside Subject Area of Competence	0	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008–09	2009–10	2010–11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	0%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	432
Library Media Teacher (librarian)	1	n/a
Nurse	1	n/a
Administrators	4	n/a
Pupil Services	10	n/a
Classified	30	n/a

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts		0	See Appendix 1
Mathematics		0	
Science		0	
History-Social Science		0	
Foreign Language		0	
Health		0	
Visual and Performing Arts		0	
Science Laboratory Equipment (grades 9-12)		0	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$9,584	-	-	\$69,856
District	n/a	n/a	-	\$68,475
Percent Difference – School Site and District	n/a	n/a	-	2.01
State	n/a	n/a	\$5,512	
Percent Difference – School Site and State	n/a	n/a		

Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

Teacher and Administrative Salaries (Fiscal Year 2008–09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,911	\$42,810
Mid-Range Teacher Salary	\$65,864	\$69,375
Highest Teacher Salary	\$87,718	\$89,104
Average Principal Salary (Elementary)	-	-
Average Principal Salary (Middle)	-	\$120,314
Average Principal Salary (High)	\$125,279	\$126,901
Superintendent Salary	\$240,000	\$198,563
Percent of Budget for Teacher Salaries	38.7	37.3
Percent of Budget for Administrative Salaries	5.7	5.2

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without

accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	52	54	59	44	47	48	46	50	52
Mathematics	20	27	29	23	29	31	43	46	48
Science	47	51	50	38	41	44	41	44	48
History-Social Science	48	52	52	37	43	46	36	41	44

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	46.4	27.9	43.3	46.3
All Students at the School	58.9	28.7	49.5	51.9
Male	54.1	29.8	54.6	57.0
Female	62.7	28.1	46.3	47.3
Black or African American	59.8			
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	46.2	22.3	38.5	40.9
Native Hawaiian or Pacific Islander				
White	61.3	30.1	52.6	54.3
Two or More Races				
Socioeconomically Disadvantaged	42.3	18.0	33.4	34.0
English Learners	16.3	9.8	24.7	24.4
Students with Disabilities	13.4	5.9	17.7	16.3
Students Receiving Migrant Education Services				

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	65.8	61.6	60.0	54.6	51.8	48.0	52.9	52.0	54.0
Mathematics	68.4	63.6	66.0	55.7	58.4	55.0	51.3	53.3	54.0

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	23	29	48	17	28	55
All Students at the School	10	30	60	7	27	66
Male	13	34	53	6	31	63
Female	7	26	67	8	24	68
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	12	32	56	7	33	60
Native Hawaiian/Pacific Islander						
White	8	29	63	5	26	69
Two or More Races						
Socioeconomically Disadvantaged	23	35	42	14	36	50
English Learners	50	31	19	36	35	29
Students with Disabilities	30	49	21	27	49	24
Students Receiving Migrant Education Services						

California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	6.3	29.7	59.3

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	8	7	8
Similar Schools	3	2	3

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	-1	14	11
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	14	2	16
Native Hawaiian/Pacific Islander			
White	-6	17	16
Two or More Races	N/A	N/A	
Socioeconomically Disadvantaged	-18	67	-13
English Learners			
Students with Disabilities	17	15	53

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	785	735	729
Black or African American		670	638
American Indian or Alaska Native		701	703
Asian		780	857
Filipino		818	812
Hispanic or Latino	746	687	672
Native Hawaiian/Pacific Islander			706
White	796	768	801
Two or More Races		638	747
Socioeconomically Disadvantaged	690	664	669
English Learners		620	626
Students with Disabilities	592	509	494

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	99.0	88.0
Participation Rate - Mathematics	99.0	91.0
Percent Proficient - English-Language Arts	61.2	48.9
Percent Proficient - Mathematics	65.6	54.5
API	Yes	No
Graduation Rate	Yes	No

Federal Intervention Program (School Year 2010–11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-05
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	n/a	
Percent of Schools Currently in Program Improvement	n/a	

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

Dropout Rate and Graduation Rate

West Hills High believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. West Hills is committed to creating an environment that is going to educate the students for the 21st century.

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
Dropout Rate (1-year)	1.0	1.7	1.7	3.3	2.6	3.6	5.5	4.9	5.7
Graduation Rate	97.7	93.8	90.8	89.5	87.0	84.0	80.6	80.2	78.6

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009–10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Career Technical Education Programs (School Year 2009–10)

West Hills High career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at West Hills High have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Advisors/Guidance Counselors offer additional support through various programs, including: Got Plans? and COIN3.

Career Technical Education Participation (School Year 2009–10)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	601
Percent of pupils completing a CTE program and earning a high school diploma	15.5%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	24.0%

Courses for University of California and/or California State University Admission (School Year 2008–09)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	71.4%

Advanced Placement Courses (School Year 2009–10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	n/a
English	4	n/a
Fine and Performing Arts	4	n/a
Foreign Language	4	n/a
Mathematics	6	n/a
Science	2	n/a
Social Science	5	n/a
All courses		

XII. Instructional Planning and Scheduling

Professional Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. 15 days per year over the last 3 years have been dedicated to staff development Topics for staff development during the 2009-2010 school year included:

- Algebra Workshop: Development of the End-of-Course Exam
- Algebra Seminar
- Assistant Principal Apprentice Program
- Assistant Principal PLC Meetings
- Principal PLC Meetings
- Technology Tools
- Conscious Classroom Management
- Differentiated Instruction for the Teenage Brain, Parts I & II
- Effective Teambuilding
- Literacy for all Core Content Areas
- Literacy for Special Ed
- Literacy for EL
- Making Common Assessments Meaningful Using Edu-Soft
- Outrageous Teaching!
- Poverty Training
- Special Ed in the Regular Ed Classroom
- Working and Communicating Effectively with Colleagues