

# Executive Summary School Accountability Report Card, 2010–11

## For West Hills High

<b>Address:</b>	8756 Mast Blvd., Santee, CA, 92071-2046	<b>Phone:</b>	(619) 956-0400
<b>Principal:</b>	Paul Dautremont, Principal	<b>Grade Span:</b>	9-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

## About This School

When West Hills High School opened its doors in 1987, it immediately became one of the top schools in the Grossmont Union High School District (GUHSD). The campus is nestled between the western edge of the City of Santee and a large section of open land that includes Mission Trails Regional Park, one of the nation’s largest urban parks. Spread across seventy-six acres, the West Hills campus resembles a community college rather than a typical high school.

West Hills High School is one of eleven high schools (nine comprehensive, two charter, and one alternative) in the Grossmont Union High School District (GUHSD). Serving nearly 22,000 students, the District includes the East County communities of Santee, La Mesa, Lakeside, Spring Valley, Lemon Grove, Jamal, and El Cajon. West Hills serves 1973 students from the Santee area and additional students from throughout the district.

### West Hills Mission Statement

The mission of West Hills High School is to graduate critical thinkers and problem solvers who contribute positively to society as productive, responsible citizens.

### The West Hills Way

In 1987, West Hills High School opened with 300 students, fourteen teachers in temporary buildings, and a special sense of what schooling was all about. In the fall of 2011, we will enroll nearly 2000 students and have nearly 150 teachers and support personnel on our staff. From those early beginnings, the staff and students have stayed true to their early commitment to a special kind of education, which came to be known as the “West Hills Way”. This underpinning of commitment to making all students successful has guided this campus through periods of tremendous growth, which

included moving to a facility on 76 acres. We have established outstanding programs in academics, the arts, student activities, and athletics and are guided by the following eight principles that are simple but effective.

The West Hills Way:

1. Academics First – It’s “cool” to study and work hard at West Hills
2. Treating fellow students, teachers, staff, and visitors well – the way **you** want to be treated.
3. No Cliques – **“We are one, We are the Pack”**
4. No put downs
5. Saying **“Hi”** to other members of the pack, saying **“No”** to drugs and alcohol.
6. Using good language – use of profane or vulgar language only shows a lack of vocabulary.
7. Dressing in a proper manner – clean and in good taste.
8. Playing hard but fair and sportsmanlike.

Expected Schoolwide Learning Results. West Hills High School graduates are

**Proactive learners** who possess the necessary skills to independently pursue options after high school

**Analytical and creative thinkers** who interpret, synthesize, apply and evaluate information

**Conscientious citizens** who show respect for individual and cultural diversity and contribute to our community

**Knowledgeable communicators** who effectively speak, write, collaborate and keep pace with technology

## Student Enrollment

Group	Enrollment
Number of students	2,047
Black or African American	1.7%
American Indian or Alaska Native	0.5%
Asian	1.0%
Filipino	1.2%

Hispanic or Latino	16.4%
Native Hawaiian or Pacific Islander	0.6%
White	70.0%
Two or More Races	6.7%
Socioeconomically Disadvantaged	11.4%
English Learners	3.3%
Students with Disabilities	9.8%

## Teachers

Indicator	Teachers
Teachers with full credential	56
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	4
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	62%
Mathematics	34%
Science	66%
History-Social Science	59%

\*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

## Academic Progress\*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	807
Statewide Rank (from 2010 Base API Report)	7
Met All 2011 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 16 of 18
2011–12 Program Improvement Status (PI Year)	

\*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

## Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
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%

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,770
District	
State	\$5,455

## School Completion

Indicator	Result
Graduation Rate (if applicable)	92.38

## Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	181
Graduates Who Completed All Courses Required for University of California or California State University Admission	45.6%

# School Accountability Report Card

## Reported Using Data from the 2010–11 School Year

*Published During 2011–12*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see 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

### Ed-Data Partnership Web Site

Ed-Data *is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT)* that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### 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 2011–12)

School		District	
School Name	West Hills High	District Name	Grossmont Union High
Street	8756 Mast Blvd.	Phone Number	(619) 644-8000
City, State, Zip	Santee, CA, 92071-2046	Web Site	www.guhsd.net/
Phone Number	(619) 956-0400	Superintendent	Ralf Swenson
Principal	Paul Dautremont, Principal	E-mail Address	rswenson@guhsd.net
E-mail Address	pdautremont@guhsd.net	CDS Code	37681303730702

### School Description and Mission Statement (School Year 2010–11)

Welcome to West Hills High School's School Accountability Report Card (SARC). I hope that you find the information in the report useful and that it helps you to get a better understanding of West Hills High School and the programs that we have to offer students in Santee and the surrounding East County communities.

First, let me start off with some exciting news for our school. At the beginning of the 2011-2012 school year, West Hills High School achieved a goal that we had set for ourselves the prior school year and that only one other school in our district had ever achieved before. I am happy to report that through the hard work of the students and staff, our Academic Performance Index score improved 23 points to an overall score of 807. This made West Hills High School the second school in our district to break the 800 mark. The 800 mark is the state's target score for all schools in California, so we are extremely proud of our students and happy for the community.

If you have been on or about campus recently, you should have noticed several positive improvements to our facilities. Over the summer of 2011, the foyer of our gym and theater were carpeted and painted. Earlier this same year, the inside of the theater had the same type of work done. Currently, work crews are completing a new pool facility that will not only include a new pool, but also a pool house that will include restrooms, boys and girls locker rooms, and a snack bar. You can track the pool's progress via webcam at

<http://38.185.126.15:8081/cpssecurityportal/client/westhills.htm>.

The 2011-2012 school year marked the 25<sup>th</sup> anniversary since West Hills High School first opened. With a dedicated teaching and support staff, I know that West Hills High School will continue to provide an excellent teaching and learning community to our students in the years ahead.

If ever I may be of assistance, please feel free to contact me at 619-956-0411 or pdautrem@guhsd.net.

Sincerely,

Paul Dautremont  
Principal, West Hills High School

### Opportunities for Parental Involvement (School Year 2010–11)

During the 2010-11 school year, the West Hills High School PTSA had 709 members more than one quarter of all PTSA members in the District. With an active board of about 20 parents, the PTSA has implemented an extensive list of programs supporting students and teachers. To extend their ability to communicate with the membership, their website contains valuable information regarding upcoming events, community opportunities, and parenting tips. PTSA volunteers can be found at almost every West Hills function, supplying valuable assistance to the office staff, the teachers, and clubs.

Some of the activities sponsored by the PTSA this school year include:

- SAT Mock Testing and Prep Class
- Self Defense Class for Women
- Keith Hawkins Unity Week (bullying prevention/diversity training)
- Supplied 80+ volunteers for student cardiac screening event
- QPR suicide prevention parent education night
- Sober Grad Night
- Annual Multi-Cultural Fair
- Supply Day for teachers

The PTSA has also partnered with the West Hills administration to publish the school newsletter *Wolf Call* which is distributed as a PDF document on the school website, the PTSA website, and through the PTSA e-mail list.

### Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	514

Grade 3	0	Grade 10	522
Grade 4	0	Grade 11	475
Grade 5	0	Grade 12	535
Grade 6	0	Ungraded Secondary	0
Grade 7	1	Total Enrollment	2,047

### Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	1.7%
American Indian or Alaska Native	0.5%
Asian	1.0%
Filipino	1.2%
Hispanic or Latino	16.4%
Native Hawaiian or Pacific Islander	0.6%
White	70.0%
Two or More Races	6.7%
Socioeconomically Disadvantaged	11.4%
English Learners	3.3%
Students with Disabilities	9.8%

### Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.1	50	5	40	N/D	4	23	36	28.6	13	8	30

<b>Mathematics</b>	24.8	39	15	24	N/D	5	17	36	33.8	1	6	17
<b>Science</b>	30.1	13	7	31	N/D	0	11	28	33.5	3	6	28
<b>Social Science</b>	29.6	14	7	43	N/D	1	19	43	35.4	3	0	32

\* 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.

### III. School Climate

#### School Safety Plan (School Year 2010–11)

West Hills High School prides itself on having a safe, clean, and orderly campus. 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 are 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.

Students are expected to behave as respectful individuals while at school and during extra-curricular activities. Teachers, Campus Supervisors, classified employees, and administrators hold the students accountable for their behavior. Disciplinary consequences are firm and fair. A myriad of interventions is available to see that students experience meaningful consequences. Additionally, in accordance with the education code, all teachers are notified of student suspensions/expulsions as well as of student who have been arrested for crimes of a violent nature.

There are several district programs for students who are considered "first offenders" in breach of drug, alcohol, or violence policies. STEP (System to Encourage Peace) is a three-day program for students involved in a first physical or verbal altercation. These students attend this training on Chaparral's campus, the district's alternative school site. Here, students receive training in conflict resolution and anger management. Days absent from West Hills High School are counted as field trip days, so a student is not liable for attendance. Students who are caught with controlled substances or are under the influence as a first offense attend the PATH (Pointing Adolescents Towards Health), a five-day intervention, also held at Chaparral High School, and also codes absences from West Hills as field trip days. PASS, a program for students who have completed the PATH Program but have been caught a second time under the influence of a controlled substance or alcohol.

The Grossmont Union High School District employs the services of Interquest Canine Detection, an organization that trains and employs dogs as sniffing agents for alcohol, drugs, or weapons. A full-time School Resource Officer employed by the Santee Sheriffs Department conducts investigations, participates on the school safety committee and assists in the coordinating and conducting emergency drills. The Santee Sheriffs department has filed West Hill's emergency plan and building configurations so they can then be immediately accessed should a situation arise.

### Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	10.5	13.7	13.3	17.2	16.1	12.9
Expulsions	0.8	0.7	0.6	1.0	0.9	0.7

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2011–12)

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.

Recent improvements to the facility include a new swimming pool to be opened in 2012 paid for by Proposition U funds, and a \$300,000.00 upgrade to the theater sound and lighting system paid for by district improvement funds.

### School Facility Good Repair Status (School Year 2011–12)

Completed on July 25, 2011

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			
<b>Interior:</b> Interior Surfaces			X		Weight rm.- holes in the west wall at the door, Gym RR- tile and access plate missing at the sewer cleanout, Several ceiling tiles damaged,

				stained or missing, Cafeteria- formica wall covering damaged at the end, HE 1- current HVAC leak, Boys PE- large hole in the wall-north foyer, Several areas where flooring is damaged
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		X		
<b>Electrical:</b> Electrical			X	floor receptacle covers missing, storage in the electrical rm., many diffusers cracked or missing, Lights out or hanging in multiple locations
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X	Gym RR- womens- 1 sink cracked, mens- 1 faucet loose, Drinking fountains need cleaning and some are either leaking or have no water, 1 urinal missing in Men's RR
<b>Safety:</b> Fire Safety, Hazardous Materials		X		
<b>Structural:</b> Structural Damage, Roofs		X		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		
<b>Overall Rating</b>		X		

Note: Cells shaded in black do not require data.

## V. Teachers

### Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	94	80	75	933
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	4	4	4	52

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	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*.

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see 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	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	99.81%	0.19%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	100.00%	0.00%

Note: 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.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	409
Counselor (Social/Behavioral or Career Development)		
Library Media Teacher (librarian)	1	
Library Media Services Staff (paraprofessional)		
Psychologist	1	
Social Worker		
Nurse		
Speech/Language/Hearing Specialist		
Resource Specialist (non-teaching)		
Other		

Note: Cells shaded in black do not require data.

\* 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.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: December 14, 2011

Core Curriculum Area	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Yes	0%
Mathematics	Yes	0%
Science	Yes	0%

History-Social Science	Yes	0%
Foreign Language	Yes	0%
Health	Yes	0%
Visual and Performing Arts	Yes	0%
Science Laboratory Equipment (grades 9-12)	Yes	0%

\*A complete list of Instructional Materials/Textbooks is located at the conclusion of this report.

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$4,770			
District				\$69,918
Percent Difference – School Site and District				
State			\$5,455	\$70,570
Percent Difference – School Site and State				

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2010–11)

It is the goal of West Hills High School to assist students with their academics, social and personal development, and career and post secondary planning. The Guidance Department has four credentialed counselors and two guidance information specialists to serve students. The counselors are driven by the National Standards for School Counseling, providing support in each of the three identified domains resulting in a comprehensive guidance program.

West Hills offers services to students and families who need emotional, financial, and crisis support. The weekly Case Management meeting connects counselors, administration, Special Ed, and community agencies to discuss and refer students and families in need. The following supports are included in this system:

- Support Groups
- Mediation
- Therapeutic Services
- Connections to Social Service agencies
- Connections to County Mental Health services
- Communications with the School Resource Officer (Law Enforcement)
- Camp Wolfpack (a summer program for incoming ninth)

The guidance staff monitors student academics with a regular review of academic progress, frequent communication with staff and parents, and adjustment of academic program as needed. The following programs are in place to assist students with academic success:

- English Language Development for English Learners
- CAHSEE Preparation
- Advanced Placement students
- SAT Preparation
- Elective support
- Credit Retrieval Program
- Alternative Educational Alternatives
- Special Education and Support classes
- Weekly progress monitoring (Blue Slips)
- Student Success Team (SST) meeting with staff, parents and counselor

The West Hills Guidance staff takes the lead in connecting students with information about post secondary opportunities. Through use of the computer based "Career Cruzin" students begin exploration of career options beginning in ninth grade and continuing through the senior year. Each senior meets with a West Hills counselor to create a Post Secondary Plan (PSP). Counseling staff also connects students to the Career Pathways options during the yearly individual programming meeting.

West Hills High School receives supplemental funds to: support English Learners; provide assistance to pass the California High School Exit Exam (CAHSEE); provide enrichment for Gifted and Education; assist students in Post-Secondary Planning; support college readiness; provide credit recovery; and to build and support Career Technical Education and Career Pathways. District Supplemental Instruction funds provide tutorial support outside of the regular school day for core academic and elective subjects for all levels of students.

### Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,911	\$42,954
Mid-Range Teacher Salary	\$69,857	\$69,905
Highest Teacher Salary	\$87,718	\$89,464
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$121,722
Average Principal Salary (High)	\$125,266	\$128,348
Superintendent Salary	\$248,571	\$205,119
Percent of Budget for Teacher Salaries	36.00%	37.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade 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.

- **California Alternate Performance Assessment (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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	54%	59%	62%	47%	48%	49%	49%	52%	54%
Mathematics	27%	29%	34%	29%	31%	33%	46%	48%	50%
Science	61%	54%	66%	45%	45%	48%	50%	54%	57%
History-Social Science	52%	52%	59%	43%	46%	48%	41%	44%	48%

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.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	49%	33%	48%	48%
All Students at the School	62%	34%	66%	59%
Male	56%	34%	69%	67%
Female	67%	34%	63%	51%

<b>Black or African American</b>	51%	24%	56%	46%
<b>American Indian or Alaska Native</b>	65%	19%	0%	0%
<b>Asian</b>	65%	50%	0%	50%
<b>Filipino</b>	79%	47%	83%	81%
<b>Hispanic or Latino</b>	50%	24%	51%	52%
<b>Native Hawaiian or Pacific Islander</b>	62%	33%	0%	0%
<b>White</b>	64%	36%	69%	60%
<b>Two or More Races</b>	0%	0%	0%	0%
<b>Socioeconomically Disadvantaged</b>	48%	23%	49%	44%
<b>English Learners</b>	9%	5%	17%	21%
<b>Students with Disabilities</b>	20%	11%	16%	32%
<b>Students Receiving Migrant Education Services</b>				

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.

### 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 to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
<b>English-</b>	62%	60%	73%	52%	50%	59%	52%	54%	59%

Language Arts									
Mathematics	66%	66%	70%	60%	56%	59%	53%	54%	56%

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.

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	41%	28%	31%	41%	40%	19%
All Students at the School	27%	33%	40%	30%	42%	28%
Male	33%	33%	35%	30%	39%	31%
Female	21%	33%	46%	31%	44%	25%
Black or African American	42%	26%	32%	42%	37%	21%
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	0%	0%	0%	0%	0%	0%
Filipino	25%	17%	58%	25%	25%	50%
Hispanic or Latino	38%	33%	30%	45%	38%	17%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%
White	24%	34%	43%	27%	43%	30%
Two or More Races	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	42%	31%	27%	47%	38%	15%
English Learners	83%	17%	0%	94%	6%	0%
Students with Disabilities	90%	6%	4%	87%	9%	4%
Students Receiving Migrant Education Services	0%	0%	0%	0%	0%	0%

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.

## California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.00%	0.00%	0.00%
7	0.00%	0.00%	0.00%
9	12.70%	28.40%	43.10%

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.

## 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. For detailed information about the API, see the CDE *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	2008	2009	2010
Statewide	7	8	7
Similar Schools	2	3	2

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	14	12	23
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	2	17	29
Native Hawaiian or Pacific Islander			
White	17	17	20
Two or More Races	N/D		
Socioeconomically Disadvantaged	67	-5	32
English Learners			
Students with Disabilities	15	56	11

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	1,423	807	13,009	743	4,683,676	778
Black or African American	38	711	937	670	317,856	696
American Indian or Alaska Native	17	757	186	724	33,774	733

Asian	20	795	187	777	398,869	898
Filipino	31	874	289	833	123,245	859
Hispanic or Latino	210	774	3,916	698	2,406,749	729
Native Hawaiian or Pacific Islander	13	798	77	793	26,953	764
White	1,092	816	7,387	773	1,258,831	845
Two or More Races	2		8		76,766	836
Socioeconomically Disadvantaged	249	728	5,341	662	2,731,843	726
English Learners	74	649	2,776	611	1,521,844	707
Students with Disabilities	150	590	1,617	506	521,815	595

### Adequate Yearly Progress

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	No
Met Participation Rate - Mathematics	Yes	No
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes

Met Graduation Rate	Yes	Yes
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### Federal Intervention Program (School Year 2011–12)

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. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		21.1%

Note: Cells shaded in black do not require data.

## 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 *UC Admissions Information* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

#### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page at <http://www.calstate.edu/admission/admission.shtml>*. (Outside source)

### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Dropout Rate (1-year)	1.7	1.7	2.2	2.6	3.6	3.4	4.9	5.7	4.6
Graduation Rate	93.85	90.82	92.38	85.75	81.95	85.39	80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school's most recent graduating class, meeting 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 2011		
	School	District	State
All Students	89.6	76.7	N/D
Black or African American	87.5	72.0	N/D
American Indian or Alaska Native	0.0	68.9	N/D
Asian	85.7	80.9	N/D
Filipino	100.0	92.0	N/D
Hispanic or Latino	79.7	69.5	N/D
Native Hawaiian or Pacific Islander	100.0	80.9	N/D
White	91.3	83.2	N/D
Two or More Races	N/D	N/D	N/D
Socioeconomically Disadvantaged	83.3	66.3	N/D

<b>English Learners</b>	66.7	51.3	N/D
<b>Students with Disabilities</b>	69.6	52.6	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

### **Career Technical Education Programs (School Year 2010–11)**

West Hills High School currently has a Digital Imagery Pathway and in the process of enhancing our Health Pathway. In addition, we are looking to establish a third pathway based on student interest and industry need. An advisory board has been established for the Arts, Media, and Entertainment industry sector to provide support and guide our Digital Imagery Pathway.

As part of the Superintendent's Strategic Plan for 2011-12, a renewed focus on CTE programs will be instituted district wide and will impact the future development and implementation of the CTE pathways at West Hills High School.

### **Regional Occupation Program (ROP)**

West Hills currently offers 12 sections of four different ROP classes on campus. These courses reflect the goals of the District ROP by providing relevant and authentic educational environments to enhance career opportunities.

ROP courses offered at West Hills for 2011-2012

- Computer Applications (4 sections)
- Digital Arts I (3 sections)
- Photography (4 sections)
- Sports Medicine (1 section)

The following classes are offered to West Hills' students on the Health Occupations Campus

- Healthcare Essentials
- Animal Careers (1<sup>st</sup> semester)
- Veterinary Assistant (2<sup>nd</sup> semester)

The following two classes are offered in the evening to adults using our Industrial Tech Building:

- Diesel Engine Repair Class
- Block Masonry Class
- Heating , Ventilation, and Air Conditioning Class

### Career Technical Education Participation (School Year 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	496
Percent of pupils completing a CTE program and earning a high school diploma	91.9%
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

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	89.3%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	45.6%

### Advanced Placement Courses (School Year 2010–11)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	4	
Fine and Performing Arts	0	
Foreign Language	0	
Mathematics	4	
Science	1	
Social Science	11	
All courses	20	9.4%

Note: Cells shaded in black do not require data. \*Where there are student course enrollments.

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

As part of the ongoing improvement process, West Hills High School adopted the following goals and supporting professional development:

**West Hills High School  
GOALS**

**1. Increase the academic performance of our identified subgroups (English Language Learners, Socio-Economically Disadvantaged and Special Education Students) across a variety of measures including, but not limited to:**

- **Increased A/B/C Rates**
  - **Increased CAHSEE Pass Rates**
  - **Increased CST Scores.**
- a. As a project associated with this goal, work on implementing literacy strategies across the campus to help our subgroups (for example the 5 strategies for EL learners).
    - i. Develop and implement ongoing staff development around these strategies.
    - ii. Implement cross curricular planning to implement some strategies.
  - b. As a project associated with this goal, examine Attendance data and seek ways to address attendance issues as they relate to academic performance.

**2. Improve students' preparation for post-secondary success as measured across a variety of indicators including but not limited to:**

- **Increased A-G completion rates**
  - **Increased participation/completion of CTE courses/Pathway offerings**
  - **Increased participation in school and district college and career events**
  - **Improved post-secondary tracking data**
- a. As a project associated with this goal, prepare a staff training on the purpose of CTE pathways and the manner in which it can be implemented on our campus.
  - b. As a project associated with this goal, we need to explore available tracking data for our students in terms of post-secondary activities. This goal may necessitate developing and implementing a new model for tracking students once they leave WHHS.
  - c. Addressing AP and elective course offerings and Master Schedule issues will be incorporated into this goal.

- **Develop a clear leadership structure for our campus that delineates responsible parties for creating, implementing and monitoring work on our campus.**
  - Create a handout for all staff members that describe processes for decision making on our campus and responsible parties for oversight of programs.
  
- **Develop a multi-year professional development program that is guided by student needs, staff interests and current research.**
  - Utilize the talent on our staff to develop and implement a new model for professional development during collaboration and staff development days.
  - Incorporate flexible collaboration day schedules that encourage and promote cross-curricular planning.

The professional development will be delivered at the site and district level and will take place during collaboration time, pre-service days, staff pull-out days, after school training, and conferences.

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**West Hills High**

**School Accountability Report Card, 2010-2011**

Grossmont Union High

*Provided by the Ed-Data Partnership*

For more information visit [www.ed-data.org](http://www.ed-data.org)

## Adopted Texts and Instructional Materials

Subject	Title	Author	Publisher	Subject Area	Year
Art	Art in Focus, 5th ed. (2006)	Mittler, Gene	Glencoe	Art History, Art Appreciation, Intro to Art	2009/2010
Art	Art Talk	Ragans R.	Glencoe	Art	2004/2005
Art	Art Through the Ages	Gardner/Delacroix	HBJ	Art - History	2004/2005
Art	Black and White Photography - A Basic Manual	Horenstein	Little Brown & Co.	Photography	2004/2005
Art	Focus on Photography (2007)	Joyner, Herman	Davis	Photography	2008/2009
Art	Gardner's Art Through the Ages	Delacroix T.	Harcourt Brace Holt Reinhart	Art - History AP	2004/2005
Art	Photographic Eye The	O'Brien & Sibley	Davis Publications Inc.	Photography	2004/2005
Art	Photography, 6th Ed.	London & Upton	Addison Wesley Longman	Photography	2006/2007
Art	Sculpture	Williams A.	Davis Publishing Inc.	Art	2004/2005
English	American Experience The Prentice Hall Lit. Series)		Prentice Hall	Literature 11	2004/2005
English	Complete Works of Shakespeare	Shakespeare William	Scott Foresman	Literature Ungraded	2004/2005

English	Courtroom Survival Guide	Rutledge	Copperhouse : Atomic Dog Publishing	Business/ English/ Career/ CP	2005/2006
English	Edge (Levels A, B, & C)	Moore, Short, Smith, Tatum	Hampton Brown	English, ELD	2008/2009
English	Elements of Literature: Course 3 4 5 & 6		Holt Reinhart	English 9-12	2004/2005
English	Essays That Worked	Curry & Kasbar	Mustang Pub.	English AP	2004/2005
English	Exploring Literature		AGS	Special Ed	2004/2005
English	High Point		Hampton Brown	9-12 ELL / AA	2004/2005
English	Introduction To Poetry An	Kennedy	Scott-Foresman	English AP	2004/2005
English	Language Awareness	Escholz	St. Martin's	English AP	2004/2005
English	Literature and Language Arts	Beers & Odell	Holt Rinehart & Winston	Grades 9-12 / Special Ed	2005/2006
English	Prentice Hall Literature: Language and Literacy, Grade 10, 2010	Prentice Hall	Pearson Education	English	2009/2010
English	Prentice Hall Literature: Language and Literacy, Grade 9, 2010	Prentice Hall	Pearson Education	English	2009/2010

English	Prentice Hall Literature: The American Experience, 2010	Prentice Hall	Pearson Education	English	2009/2010
English	Prentice Hall Literature: The British Tradition, 2010	Prentice Hall	Pearson Education	English	2009/2010
English	Reader's Choice		Glencoe McGraw Hill	English 9-12	2004/2005
English	The New Police Report Manual	Rutledge	Copperhouse : Atomic Dog Publishing	Business/ English/ Career/ CP	2005/2006
English	Vocabulary for the College A B C D E F	Diederich P.	Holt Rinehart Winston	Composition Ungraded	2004/2005
Mathematics	Algebra 1, CA Ed. (2008)	Holt	Holt	Algebra	2009/2010
Mathematics	Algebra 2, CA Ed. (2008)	Holt	Holt	Algebra II	2009/2010
Mathematics	Algebra 2 Concepts and Skills	Larson, Boswell, Kanold, Stiff	McDougal Littel	Intermediate Algebra	2007/2008
Mathematics	Algebra 2: Integration Applications Connections		Glencoe 1998	Algebra 2	2004/2005
Mathematics	Algebra and Trigonometry	Dolciani	Houghton Mifflin	Algebra I/H-1	2004/2005
Mathematics	Algebra Essentials	Foster Rat	Merril Publishing	Basic Algebra	2004/2005

Mathematics	Algebra: Structure and Method Book 1	Brown Dolciani Sorgenfry & Cole	McDougal Littell 2000	Algebra I	2004/2005
Mathematics	Calculus	Larson Hostetler & Edwards	Mc Dougal	AP Calc AB	2004/2005
Mathematics	Calculus An Applied Approach	Larson, Edwards	Houghton Mifflin	Calculus	2007/2008
Mathematics	Calculus: Graphical, Numerical, Algebraic	Finney, Demana, Waits, Kennedy	Pearson / Prentice Hall	AP Calculus	2007/2008
Mathematics	Consumer Mathematics, 2003.	Harmeyer, Kathleen	AGS Publishing	Math	2008/2009
Mathematics	Functions Statistics and Trigonometry	Senk Vikto	Scott Foresman	Algebra IIIC	2004/2005
Mathematics	Geometry, CA Ed. (2008)	Holt	Holt	Geometry	2009/2010
Mathematics	Geometry : Concepts and Skills	Larson, Boswell, Stiff	McDougal Littell	Basic Geometry	2004/2005
Mathematics	Mathematics with Business Applications 2004		Glencoe	Consumer Math	2004/2005
Mathematics	Pre-Calculus With Limits: A Graphing Approach (2008)	Larson, Hostetler Edward	McDougal Littell	Honors Pre- Calculus	2007/2008
Mathematics	The Practice of Statistics, 3rd ed. (2008)	Yates, Moore, and Starnes	Freeman	AP Statistics	2008/2009

Performing Arts	Experiencing Dance: From Student to Dance Artist	Scheff, Sprague, McGreevy	Human Kinetics	Dance	2007/2008
Performing Arts	Musical Theatre: An Appreciation	McLamore, Alyson	Prentice Hall	Musical Theater	2008/2009
Performing Arts	Stage and the School The	Schaner & Ommanney	Glencoe	Drama	2004/2005
Performing Arts	Standard of Excellence Advanced Jazz Ensemble Method (1st Alto Saxophone)	Dean Sorenson and Bruce Pearson	Neil A. Kjos Music Co.	Music, Jazz	2006/2007
Performing Arts	Theatre Art in Action	McGraw-Hill	Glencoe / McGraw-Hill	Theatre	2006/2007
Science	Biology		AGS	Science	2005/2006
Science	Biology, 7th Ed.	Cambell & Reese	Benjamin Cummins	AP Biology	2008/2009
Science	Biology: Concepts and Connections, 6th ed. (2009)	Campbell, Reece, Taylor, Simon, Dickey	Pearson Education	Honors Biology	2007/2008
Science	Chemistry: An Introduction to General Organic and Biological Chemistry, 10th ed. (2009)	Timberlake	Pearson / Benjamin Cummings	Medical Chemistry	2008/2009
Science	Conceptual Physics		Prentice Hall	Conceptual Physics	2004/2005

Science	Environment: The Science Behind the Stories	Withgott, Brennan	Prentice Hall	AP Environmental Science	2007/2008
Science	Essentials of Anatomy and Physiology	Martini & Bartholomew	Prentice Hall	Physiology	2004/2005
Science	Essentials of General Chemistry	Ebbing, Gammon, Ragsdale	Houghton Mifflin	Chemistry	2006/2007
Science	Forensic Science, 8th ed.	Saferstein, Richard	Prentice Hall	Forensic Science	2007/2008
Science	Fundamental of Physics	(2nd ed.) Halliday Resnick & Walker	Wiley & Sons	Physics	2004/2005
Science	Fundamentals of Anatomy and Physiology	Martini	Prentice Hall	Physiology	2004/2005
Science	Glencoe Biology, CA Ed., 2007	Biggs, Hagins, Holliday, Kapicka, and Lundgren	Glencoe / McGraw-Hill	Biology	2007/2008
Science	Holt Biology CA Ed., 2008	Heithus and DeSalle	Holt, Rinehart, Winston	Biology	2007/2008
Science	Holt Earth Science CA Ed., 2007	Mead, DeGaetano, Pasachoff, and Allison	Holt, Rinehart, Winston	Earth Science	2007/2008
Science	Holt Physical Science	Ramsey	Holt Rinehart Winston	Earth Physical Science	2004/2005
Science	Human Biology	Mader, Sylvia	McGraw Hill- Glencoe	Medical Biology	2007/2008

Science	Introductory Chemistry, 6th ed. (2008)	Zumdahl & Decoste	Houghton Mifflin	Honors Chemistry	2008/2009
Science	Living in the Environment	Miller, Jr., G. Tyler	Thomson Brooks Cole	AP Environmental Science	2007/2008
Science	Physical Science: Concepts in Action, With Earth and Space Science, 2006	Frank, Wyssession, and Yancopoulos	Prentice Hall	Physical Science, Earth Science, Space Science	2007/2008
Science	Physics	Wilson & Buffa	Prentice Hall	Physics	2004/2005
Science	Physics for Scientists and Engineers, 7th ed.	Serway and Jewett	Thomson Brooks Cole	AP Physics	2008/2009
Science	Physics: Principles and Problems	Smoot	Glencoe	Physics	2004/2005
Science	World of Chemistry, 2007	Zumdahl, Zumdahl, DeCoste	McDougal Littel	Chemistry	2007/2008
Social Science	America: Pathways to the Present Modern American History	Clayton Isreals Reed Reed Winkler	Prentice Hall 2000 CA ed.	US History	2004/2005
Social Science	American Anthem - Modern American History	Ayers	Holt Rinehart & Winston	US History	2006/2007
Social Science	American Government: The Essentials, 11th ed., 2008	Wilson/Dilulio	Houghton Mifflin	AP Government	2008/2009

Social Science	American Govt. Institutions and Policies	Wilson J.	D.C. Heath/McDougal Littell	American Govt.	2004/2005
Social Science	American Pageant The: A History of the Republic	Bailey	D.C. Heath: Vol. 1 32.00 - Vol. 11 32.00	US History	2004/2005
Social Science	American Voices	Berkin et al	Scott Foresman	US History	2004/2005
Social Science	Economics	Pacemaker	Globe Fearon	Econ 1A	2004/2005
Social Science	Economics		AGS	Econ 1A	2004/2005
Social Science	Economics: Principles and Practices	Clayton G.	Glencoe	Economics	2004/2005
Social Science	Geography Alive! Regions and People; 2nd Ed. (2010)	Hart, Diane	TCI	Social Science	2009/2010
Social Science	His Excellency: George Washington, 1st ed. (2005)	Ellis, Joseph J.	Vintage	AP US History	2009/2010
Social Science	Macgruder's American Government	McClenaghan W.	Prentice Hall/2000 CA ed.	American Government	2004/2005
Social Science	Magruder's American Government, 2008.	McClenaghan, William A.	Prentice Hall	U.S. Government	2008/2009
Social Science	Modern World History: Patterns of Interaction	Beck	McDougal Littell	World History 1A-H	2004/2005

Social Science	Psychology	Myers et al	Worth	AP Psychology	2004/2005
Social Science	Psychology 7th Edition	Meyers	Worth	Psychology - AP	2004/2005
Social Science	Psychology and You, 2nd ed.	McMahon, McMahon, Romano	West/NTC	Psychology IC/2C	2007/2008
Social Science	Psychology, 9th ed., 2010.	Myers, David G.	Worth	Honors Psychology	2008/2009
Social Science	The American Pageant: A History of the Republic, 13th ed., 2006.	Bailey	Houghton Mifflin	U.S. History	2008/2009
Social Science	The Americans: Reconstruction to the 21st Century, 2009.	Danzer, Klor de Alva et al.	McDougal Littell	U.S. History	2008/2009
Social Science	Traditions and Encounters		Glencoe	AP World Hist	2004/2005
Social Science	United States Government: Democracy in Action; 2008 Edition	Remy, Richard C.	Glencoe	American Government	2009/2010
Social Science	World Geography	Boehm R.	Glencoe/2000 ed.	Geography	2004/2005
Social Science	World Geography	Lewinski	AGS	Geography 1A / Sheltered	2004/2005
Social Science	World Geography	Arreola, D et. al.	McDougal Littell	Geography	2006/2007
Social Science	World Geography and Cultures		Globe Fearon 2002	Hum 1 Geo 1R	2004/2005

Social Science	World Geography: Building a Global Perspective	Baerwald J. & Fraser C.	Prentice Hall/2000 ed.	Geog 1A/ 1C/ 1H & Global Studies	2004/2005
Social Science	World History: Connections to Today-The Modern Era	Esler A.	Prentice Hall/1999 CA ed.	Wrld Hist 1A/ 1C/ 1H	2004/2005
Social Science	World History: Understanding the History of our World	King	AGS	World Hist 1A/ Sheltered	2004/2005
World Languages	Abriendo Paso Gramatica	Diaz & Collins	ITP	Spanish	2004/2005
World Languages	Abriendo Paso Lectura	Diaz & Collins	ITP	Spanish 5S-6S	2004/2005
World Languages	AP Spanish Preparing for the Language Examination	Díaz, José	Pearson Education	AP Spanish Language	2007/2008
World Languages	Bon Voyage: Level 1-4		Glencoe	French	2004/2005
World Languages	Buen Viaje 1-4		Glencoe/ MCGraw Hill	Spanish	2005/2006
World Languages	DESCUBRE, nivel 1 - Lengua y cultura del mundo hispánico - Student Edition	Jose A. Blanco and Philip Redwine Donley	Vista Higher Learning	Spanish	2006/2007

World Languages	DESCUBRE, nivel 2 - Lengua y cultura del mundo hispanico - Student Edition	Jose A. Blanco and Philip Redwine Donley	Vista Higher Learning	Spanish	2006/2007
World Languages	Discovering French - Blue, Blanc, Rouge	Valette/Valette	D.C. Heath	French 1, 2, 3	2004/2005
World Languages	El Español para Nosotros, Level I & II		McGraw Hill / Glencoe	Spanish	2006/2007
World Languages	En Espanol		McDougal Littel	Spanish Level 1-4	2004/2005
World Languages	Encuentros Maravillosos		Scott Foresman	AP Spanish Lit/ Language	2006/2007
World Languages	Komm mit Levels I, II & III	Winkler	Holt-Rinehart	German	2004/2005
World Languages	Nuevas Vistas		Holt, Rinehart, Winston	Spanish	2006/2007
World Languages	Sendas Literarias	Walqui-van Lier & Barraza	Heinle & Heinle	Spanish	2004/2005