

# Single Plan for Student Achievement

West Hills High School  
37681303730702  
CDS Code

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The Single Plan for Student Achievement delineates the processes, in which all stakeholders will participate, to increase student academic achievement and enhance West Hills' educational programs. For additional information on curricular programs and opportunities for parental involvement, please feel free to contact:

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The mission of West Hills High School is to graduate critical thinkers and problem-solvers who contribute to society as responsible citizens and respectful employees.

This school plan was approved by the District Governing Board on \_\_\_\_\_

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## Chapter 1: Student/Community Profile and Supporting Data

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 continuation) in the Grossmont Union High School District (GUHSD). Serving over 24,000 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.

### The Community

The West Hills’ attendance area is eighteen miles from downtown San Diego and is primarily made up of suburban residential neighborhoods. The economy is broad-based, including retail trade, the service industry, and light manufacturing. West Hills is composed of middle-income working class families with a 2008 median income of \$76,771. The 2008 median market price for single-family homes and condominiums was \$400,000. The Santee population increased modestly from 52,975 in 2000 to 53,413 in 2010.

*Santee Ethnic Breakdown(based upon 2000 and 2010 census data)-*

Ethnicity	2000		2010	
	Number	Percentage	Number	Percentage
White	45,938	86.7%	44,083	82.5%
Hispanic or Latino Origin	6,039	11.4%	8,699	16.3%
Asian	1324	2.5%	2,044	3.8%
Black/African American	795	1.5%	1,057	2.0%
American Indian	424	0.8%	409	0.8%
Pacific Islander	212	0.4%	253	0.5%
Other Race	2119	4.0%	2,677	5.0%
Two or More Races	2119	4.0%	2,890	5.4%
Total Population	52,975		53,413	

## **Guiding Philosophies**

### *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 almost 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 aided 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 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.

### *Graduation Goals (Expected Schoolwide Learning Results)*

In 2000, the West Hills staff developed the Expected Schoolwide Learning Results (ESLRs) to establish a set of principles that would transcend all disciplines and school activities. In 2005, the ESLRs were renamed Graduation Goals. One of the primary objectives of the West Hills staff is to provide opportunities for students to develop skills necessary to work and live in a complex and diverse society. In the 2010-11 school year, the Graduation Goals were reviewed to ensure that they accurately reflected the goals that are necessary for our students to be able to compete and thrive in society once they leave our campus. Staff members provided feedback through individual and department surveys to express their thoughts on our mission, purpose and the necessary outcomes that we should be pursuing for our students. As a result of the input from staff, the Graduation Goals were modified to be more reflective of the expectations that we have for our students. Our revised graduation goals are as follows:

#### West Hills High School graduates are

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

**A**nalytical and creative thinkers who interpret, synthesize, apply and evaluate information

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

**K**nowledgeable communicators who effectively speak, write, collaborate and keep apace with technology

These guiding principles for our students and faculty can be seen in our curriculum, class projects and activities, school programs and academic activities on campus. Our efforts in reflecting upon and developing new, more accurate ESLRs/Graduation goals exhibit as desire and commitment of our campus to ensure that our students leave West Hills prepared for life in an ever-changing world.

## The Students

### Enrollment

Currently, West Hills High School serves students from the Santee area as well a large percentage of students attending under the GUHSD School Choice Program implemented during the 1994-95 school year. For most of West Hills existence, enrollment has consistently ranged from 2,200 – 2,400. However a variety of factors, including an aging population and the decline in the housing market which prevented new development, have lead to an overall decrease in our attendance over the course of the past 5 years, resulting in a total student population of nearly 2000 students in the 2011-12 school year.

### School Population – Part 1

	Total	9th		10th			11th			12th			
		M	F	Tot.	M	F	Tot.	M	F	Tot.	M	F	Tot.
06-07	2308	271	311	582	284	306	590	292	292	584	239	313	552
07-08	2265	275	315	590	266	307	573	267	301	568	271	263	534
08-09	2191	259	263	522	280	305	585	262	287	549	255	280	535
09-10	2161	272	274	546	248	267	515	254	293	547	266	286	552
10-11	2047	273	241	514	259	262	522	234	241	475	287	248	535

### Student Population – Part 2

	Total	Local		Intra-District Transfer		Inter-District Transfer	
06-07	2308	1548	67.1%	700	30.3%	60	2.6%
07-08	2265	1347	59.4%	851	37.6%	67	3.0%
08-09	2191	1309	59.7%	812	37.1%	70	3.2%
09-10	2161						
10-11							

A strong academic culture has always made West Hills a top choice for students from outside the school’s boundaries.

### *Ethnic Enrollment*

Ethnicity	2006-07		2007-08		2008-09		2009-10		2010-11	
	#	%	#	%	#	%	#	%	#	%
African American	40	1.73%	44	1.94%	54	2.46%	59	2.69%	35	1.60%
American/ Alaskan Indian	30	1.30%	19	0.84%	21	0.96%	19	0.87%	11	0.50%
Asian	35	1.52%	33	1.46%	34	1.55%	31	1.41%	21	0.96%
Filipino	41	1.78%	54	2.38%	49	2.24%	46	2.10%	24	1.10%
Hispanic	300	13.00%	307	13.55%	314	14.33%	324	14.79%	335	15.29%
Middle Eastern	36	1.56%	37	1.63%	41	1.87%		0.00%		0.00%
Pacific Islander	26	1.13%	26	1.15%	27	1.23%	30	1.37%	12	0.55%
White, Non-Hispanic	1671	72.40%	1630	71.93%	1575	71.88%	1599	72.98%	1432	65.36%
Declined to State	129	5.59%	116	5.12%	76	3.47%	51	2.33%	40	1.83%
<b>Total</b>	<b>2308</b>		<b>2266</b>		<b>2191</b>		<b>2159</b>		<b>2047</b>	

The ethnic breakdown of the West Hills student body generally reflects the Santee community. It is a predominantly white population and this portion declined from 78% to 73% of the school population over the last six years. Our next largest ethnic group is the Hispanic population, which has shown an increase to nearly 15% of our student population. Both of these population shifts also mirror the changes occurring in the City of Santee during this same time period.

### *Parent Education Level as Report for STAR (2010-11)*

	Total	
	#	%*
Not a HS Graduate	43	3%
HS Graduate	302	21%
Some College (inc. AA Degree)	590	40%
College Graduate	317	22%
Graduate School / Post Graduate	187	13%
Percentage with a response	1440	98%
<b>Total Tested</b>	1470	

\* percent of those tested

*Free and Reduced Lunch*

	2006-07		2007-08		2008-09		2009-10		2010-11	
	#	%	#	%	#	%	#	%	#	%
Students Qualifying for Free and Reduced Lunch	249	10.8%	368	16.2%	401	18.3%	370	17.50%	403	19.7

## The Staff

The West Hills staff continuously demonstrates its commitment to creating an effective and positive learning environment for students. This dedication can be seen through modeling professionalism, providing extensive support to students, and involvement in numerous extracurricular activities. The staff is composed of 76 teachers, one librarian, four counselors, 25 full-time classified staff members, 13 special education aides, one MSF, and three administrators.

### *Highest Education Level (2008-09)*

The educational backgrounds of West Hills teachers is impressive with 73% having earned a master's degree or higher. This dedication to obtaining graduate degrees demonstrates to the students the importance of becoming life-long learners.

	Doctorate	Working on Doctorate	Master's Degree	Working on Masters	Bachelor's Degree plus Credential
Administrators	0	0	4	0	0
Teachers and Counselors	1	1	64	7	16

### *Staff Years of Service (2008-09)*

The staff has a wide range of teaching experience and 80% of West Hills teachers have taught for at least six years. The stable faculty and a low turnover rate reflect the dedication of the staff to the students of the West Hills community.

	Years at WHHS					Years in GUHSD					Years in this job				
	1	2-5	6-10	11-15	16+	1	2-5	6-10	10-15	16+	1	2-5	6-10	11-15	16+
Certificated	3	18	25	22	13	5	11	26	22	20	3	11	26	22	22
Admin	1	3	0	0	0	0	0	2	1	1	0	3	1	0	0
Classified	2	1	3	7	4	4	2	5	3	3	0	1	4	6	5

### *Staff by Ethnicity - Certificated (2009-10)*

	Asian	Pacific Islander	Hispanic or Latino	Filipino Not Hispanic	African American	White (Not Hispanic)	Multiple or no response	Total
WH (F)	0	0	0	0	0	47	0	47
WH (M)	0	0	5	0	1	39	1	46
<b>Total</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>86</b>	<b>1</b>	<b>93</b>
District (F)	7	0	37	5	10	457	15	531
District (M)	7	2	53	3	13	380	14	472
<b>Total</b>	<b>14</b>	<b>2</b>	<b>90</b>	<b>8</b>	<b>23</b>	<b>837</b>	<b>29</b>	<b>1003</b>

*Staff by Ethnicity – Classified 2010-11*

	Asian	Pacific Islander	Hispanic or Latino	African American	White (Not Hispanic)	Multiple or no response	Total
WH (F)	0	0	3	0	36	0	39
WH (M)	0	1	2	0	8	0	11
<b>Total</b>	<b>0</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>44</b>	<b>0</b>	<b>50</b>
District (F)	7	2	164	24	552	1	750
District (M)	6	2	75	33	220	0	336
<b>Total</b>	<b>13</b>	<b>4</b>	<b>239</b>	<b>57</b>	<b>772</b>	<b>1</b>	<b>1086</b>

The West Hills certificated staff lacks ethnic diversity. While West Hills holds one of the least diverse staffs in the GUHSD, the district-wide numbers are not significantly different.

*Teacher Credential Types*

	# Certificated Employees	Full	Univ. Intern.	Dist. Intern.	Pre-Intern.	Emergency	Waiver
WH	93	93 (100%)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)
GUHSD	1,088	1080 (99.3%)	1 (0.1 %)	3 (0.3 %)	0 (0.0 %)	3 (0.3 %)	4 (0.4 %)

Additionally, all staff members are authorized to instructor English Learners. The following represents the breakdown of the authorization type:

- CLAD Certificate (46)
- BCLAD Certificate (1)
- Certificate of Completion of Staff Development (29)
- ESL Supplemental (1)
- 1969 SDAIE (1)
- Present EL authorization "built-into" credentials (7)

*No Child Left Behind Core and Compliant Classes (2007-08)*

	Secondary English	Secondary Math	Secondary Science	Secondary Art, Dance, Drama, Music	Secondary Foreign Language	Secondary Social Science	Secondary Other Classes
Classes	95	78	47	32	39	74	0
Compliant	80	63	37	22	38	55	0
% Compliant	84.21%	80.77%	78.72%	68.75%	97.44%	74.32%	n/a
District % Compliant	80.83%	63.31%	80.08%	76.76%	92.86%	77.17%	

*Extracurricular Involvement by Certificated Staff*

The West Hills certificated staff has extensive involvement in a wide variety of non-academic activities. Countless hours are spent at lunchtime and after school advising clubs and coaching athletic teams. Staff members also support students by attending school activities, including sporting events, performances, dances, and fund-raisers. This participation in realms outside of the traditional classroom setting creates a greater connection between the staff and the student.

More than half of the certificated staff serve on site committees, including the the CTE pathway, the Multicultural Planning Committee, Department Chair, School Site Council, and the Leadership Team. Members of the West Hills staff have played key roles in the development of numerous District programs, including the Visions Technology Program, FITT Technology Program, the annual Got Plans? College Fair, CTE programs, Peer Assisted Review Program, SPARC, and the Post Graduation Plan Program. West Hills also has one of the most active sets of Grossmont Education Association representatives and the Vice President of the association as well as an Executive Board member both teach in the social science department. This dedication empowers the staff to help shape and maintain the strong academic culture on this campus.

#### *Special Education Teaching Assistants*

All special education teaching assistants either have an Associates Degree, Bachelors Degree, or have No Child Left Behind clearance.

## School Organization

Three organizational committees help the administration determine policies, spread information, and coordinate school programs.

### *Leadership Team*

Members	Principal, Assistant Principals, Core Department Chairs(English, Math, Science, Social Science), Counseling Representative, Special Education Representative, WASC Coordinator, EL Coordinator, Tech Coordinator
Chair	Principal/ WASC Coordinator
Decision Making	Schoolwide Action Plan
Responsibilities	<ul style="list-style-type: none"> <li>Oversee the development and implementation of our Schoolwide Action Plan</li> </ul>

### *School Site Council*

Members	Representatives from Admin (1), Teachers (4), Parents (3), Classified (2), and Students (3)
Chair	Elected member
Decision Making	Vote, majority
Responsibilities	<ul style="list-style-type: none"> <li>Review each goal and objective of the SPSA over the course of the year</li> <li>Update and maintain the SPSA</li> <li>Request evidence from the Leadership Team regarding specific items</li> <li>Hear proposals from departments, coordinators, and individuals on campus regarding the development of new programs</li> <li>Determine and approve funding for programs</li> <li>Develop and oversee the safety plan and student handbook</li> </ul>

### *Department Chair Committee*

Members	One elected member of each department, Administration Team, WASC Coordinator, Tech Coordinator, EL Coordinator
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Chair	Principal
Decision Making	One representative from each department has a vote
Purpose	<ul style="list-style-type: none"> <li>• Share and discuss topics related to the day-to-day operations of the school</li> <li>• Disseminate information regarding new programs, testing, etc.</li> </ul>
Responsibilities	<ul style="list-style-type: none"> <li>• Implement programs in SPSA as directed by the Leadership Team</li> <li>• Provide input during the building of the schedule</li> </ul>

### *WASC Leadership Team*

Members	Principal, Core Department Representatives (English, Math, Science, Social Science), Counseling Representative, Special Education Representative, WASC Focus Group Leaders
Chair	Principal/ WASC Coordinator
Decision Making	Served in an advisory role to the Principal during the 2010-11 school year; Oversee the implementation and execution of ongoing WASC evidence collection process
Responsibilities	<ul style="list-style-type: none"> <li>• Help with evidence collection for the WASC</li> <li>• Discuss programs that affect the academic direction of the school</li> </ul>

### *Website*

In the summer of 2008, the West Hills website was redesigned and significantly expanded. Since that time, the Web Manager has worked with the staff to expand the content available online. The website has become the main portal of information for the parents and students of West Hills. It is updated on a daily basis. In addition to the main school website, individual teachers and departments also maintain websites with updated information specific to their classes.

2010-11	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Visitors	12,765	24,346	23,173	19,235	15,121	24,416	21,616	25,011	18,765	20,689	17,214
Page Views	33,068	61,328	63,662	50,084	38,020	63,241	54,284	61,251	47,188	47,188	40,211

#### **Totals**

Visitors 222,351

Page Views 559,525

A *visitor* is a single computer per day. A *pageview* is the number of pages viewed by each visitor during a day.

### ***Parent Involvement***

During the 2008-09 school year, the West Hills High School PTSA had 927 members ***NEED UPDATED NUMBERS***, approximate 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, a website was created containing 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:

- two college information nights for students and families
- a drug and alcohol awareness and prevention parent education night
- a Sober Grad Night
- the first annual Multi-Cultural Fair
- a Supply Day for teachers

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

## Academic Requirements and Offerings

### *Graduation Requirements*

	SUBJECT AREA	Units Required of All Students	Units Recommended for College Bound
1.	English	40	40
2.	Mathematics	30	30
3.	Science	20	20
4.	Social Science	40	40
5.	Computer Studies	5	5
6.	Physical Education	20	20
7.	Visual or Performing Arts and/or Foreign Language	10	20
8.	Electives	55	35
	Total Units Needed for Graduation	230	220

NOTES - (Numbers correspond to subject area listed above)

1,2. \*All students must pass the CA High School Exit Examination.

2. This requirement includes 1 year of Algebra as well as one course beyond Algebra.

3. One year of Biology and one year of Physical Science. Two years are required, but three are recommended.

4. One year Global Studies (9th), one year World History (10th), one year U.S. History (11th), one semester American Government and one semester Economics (12th).

6. Includes the First Aid requirement offered in certain P.E. classes.

7. Twenty units of Foreign Language recommended for college bound students. Examples of Visual or Performing Arts courses: Art, Drama, Music.

#### Limitations

Maximum of forty credits in P.E., Maximum of twenty credits Work Experience, Maximum of twenty credits of Office Experience/Library Practice, Maximum of twenty

credits from Adult School may be counted toward graduation.



## Academic Programs

### *Advanced Place and Honors*

The GATE program offers eleven AP courses and twelve Honors courses. West Hills administered 511 AP exams in 2008, 483 exams in 2009, 475 exams in 2010 and 538 exams in 2011. The program is in the process of expanding its outreach by improving communication between the major stakeholders in the school: students and parents, administrators, counselors, and faculty members. The program's goals are to increase the number of students taking Honors/AP courses, and to provide clear and candid information about the courses, expectations, and workload for prospective students. To achieve these goals, the GATE program has increased the number of parent outreach and information sessions to include an information night for students and parents. The information night will occur annually during registration for Fall classes. In addition, the GATE program has compiled a document of expectations of all AP courses to counsel prospective students, created a Drop Policy/ Honors Contract and implemented a functional web page containing summaries of the course and expectations for GATE/AP students. The AVID program will also support an expansion of AP enrollment by encouraging AVID students to take at least one AP course. In the 2011-2012 school year, two new AP course offerings will be added to our schedule, AP Art History and AP Psychology.

During the 2008-09 school year, West Hills hosted the UCSD Chancellor and a Nobel Laureate for GATE students throughout the District. Additionally, various honors and AP teachers take students on subject-area related field trips in the area.

#### *GATE Students*

Year	Number of Students	Percentage of School
2007	975	42.3%
2008	960	42.3%
2009	990	45.2%
2010		
2011		

#### *GATE Students by Ethnicity 2008-09*

Ethnicity	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade	Total
African American	3	5	3	4	15
American/Alaskan Indian	3	0	2	2	7
Asian	4	5	10	8	27
Filipino	9	7	3	9	28
Hispanic	31	35	31	30	127
Middle Eastern	4	1	0	5	10
Pacific Islander	2	0	3	1	6

White, Non-Hispanic	176	166	202	188	732
Declined to State	5	11	10	12	38
Total	237	230	264	259	990

The diversity of students identified as GATE generally reflects the ethnic breakdown of the school.

### *Advanced Placement Courses and Results*

	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	Students	# of Scores 3 and Above	Students	# of Scores 3 and Above	Students	# of Scores 3 and Above	Students	# of Scores 3 and Above	Students	# of Scores 3 and Above
Art History	19	16	-	-	8	6	-	-	-	-
Biology	22	14	-	-	22	10	-	-	16	6
Calculus AB	56	32	4	0	62	44	77	48	64	38
Calculus BC	12	9	66	27	-	-	0	-	-	-
Chemistry	-	-	24	17	1	1	0	-	-	-
English Language	36	29	55	43	40	29	61	49	60	53
English Literature	35	21	23	19	41	32	27	17	45	33
Environmental Science	0	-	37	17	-	-	12	10	-	-
French	3	0	4	4	1	1	4	3	3	1
German	3	2	3	1	-	-	-	-	-	-
Government	85	61	94	53	107	86	124	67	102	61
Spanish	9	6	26	14	25	17	16	12	11	6
Statistics	51	38	29	22	24	17	23	11	25	21
Studio/Drawing	7	5	2	2	2	0	-	-	2	1
Studio 2-D Design Portfolio	1	1	1	0	0	0	1	0	11	11
US History	58	39	47	30	65	36	68	35	78	42
World History	70	49	80	44	89	48	63	45	120	49
<b>% of Total AP Students with Score 3+</b>	70%		64%		67%		65%		60%	
<b>AP Students with Score of 3+</b>	202		193		213		203		206	
<b>Total Tests:</b>	468		495		495		477		538	
<b>Total Students:</b>	290		302		319		311		344	

West Hills has consistently had one of the more successful Advanced Placement programs in the District. We promote a high level of rigor in our courses and provide an accessible curriculum to all of our students. Over the course of the past 5 years, over 40% of our graduates have completed one or more Advanced Placement class at the time of graduation.

### *AVID*

In the last six years, four faculty members have taught and coordinated the AVID program at West Hills. As a result, the program has not undergone many significant developments until this school year. To ensure that the mission of AVID is always at the center of the program’s curriculum and that the eleven essentials of AVID are implemented at our site, an AVID site team has been established that includes an administrator, two counselors, three teachers, and the new AVID coordinator.

#### *Avid Enrollment*

Year	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade	Total
2007	32	17	11	6	66
2008	39	18	6	0	63
2009	29	19	8	1	57
2010					
2011					

The current AVID coordinator/teacher has worked with counseling and administration to customize the two sections of AVID. One section is comprised of freshmen and sophomores and the other consists of juniors and seniors. This structure allows the AVID instructor to better serve the needs of his students.

The AVID coordinator/teacher has also opened a strong line of communication with the AVID coordinator at Carlton Hills Middle School, one of West Hills’ feeder schools. Collaboration will begin next year so that more eighth graders will be encouraged to take AVID at West Hills to ensure their success in high school and college. By building collaborative relationships with the counseling department and feeder schools, the AVID program will hopefully increase beyond two sections so that a larger population of students at West Hills will have access to rigorous curriculum by increasing enrollment in AP classes and can successfully prepare for college.

### *Contract Classes*

West Hills provides academically struggling students with the opportunity to make up classes through a contract program. The courses are standards-based and self-paced. The population served includes seniors needing credit recovery, students removed from mainstream classes for discipline issues, and transfer students arriving in the middle of a semester.

***Contract Enrollment Historic Perspective***

Year	# of Courses Offered	# of Students Enrolled
2007	19	48
2008	21	48
2009	24	67

In the 2010-11 school year, a new online model for credit recovery/ Alternative programs was offered at West Hills. In the fall of the 2011-2012 school year, our Alternative Programs are as follows:

Department	College Prep Offerings	Applied Arts Offerings	Repeated Courses
English	4	56	57
Math	1	15	16
Science	0	16	16
Social Science	22	40	48
<b>TOTAL</b>	<b>27</b>	<b>127</b>	<b>137</b>

***English Cal-PASS Program***

For the past four years, the English teachers at West Hills High School have been engaged in a Cal-PASS Program with San Diego State University. The English department has been working to vertically align the curriculum with the local community college district, Grossmont-Cuyamaca, and the CSU system. These institutions require higher order critical writing and thinking skills that are difficult to measure on a scantron test.

The department chair of Grossmont College has evaluated random samples of our students' writing portfolios over the past 3 years. Based on this evaluation, Grossmont and Cuyamaca Colleges have agreed to place West Hills High School graduates who have achieved an "A" or "B" in their senior English course directly into the 4-year transferable English class,

English 120. This placement bypasses the collegiate English 110 course, saving the students an entire semester of college work.

This work has been ongoing within the junior and senior English classes for 4 years, and has been expanded to the freshman and sophomore classes for the last 2 years. During the 2010-11 school year, the program's success was rewarded with a 3 year extension. In addition, our teachers have been asked to bring this training to all of the English teachers in the district and will serve as mentors to the other schools in this process.

### *Career Technical Education (CTE)*

With the publication of the new State standards for CTE, the Grossmont Union High School District has placed a new emphasis on CTE classes, sequences, pathways, and academies. As part of this process, District schools began to critically evaluate their CTE course offerings and find ways to strengthen their programs. When the evaluation process started in the 2006 – 2007 school year, most of the CTE offerings at West Hills were singleton classes with no clear sequences or pathways in place. We had recently disbanded our Academy of Information Technology the previous year. The only true CTE sequence was our Health Pathway (established in 2002).

During that evaluative process, a handful of CTE teachers chose to develop our second pathway – the Digital Imagery sector, building upon the strength of our arts, performing arts, and technology classes.

During the 2008-09 school year, 15-20 staff members from several different departments met to collaboratively plan both long and short-term goals for the Arts, Media and Entertainment sector pathway. In the course of these meetings, a matrix of CTE pathways, combining both traditional CTE courses and core academic courses, was developed to serve as one of our guiding documents for future planning. Two new writing classes and several cross-curricular projects were established and implemented during the 2009-10 school year. To further develop these pathways, three West Hills teachers and a vice principal participated in the Digital Arts Conference in Los Angeles in July 2009. During the three-day workshop, industry professionals met with the staff members to discuss the future of these pathways and the best way to implement the programs in schools.

An advisory board has been established for the Digital Imagery sector. Additionally, the Health pathway will re-evaluate its program and create a well-defined CTE matrix of pathways.

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.

### *English Language Learner Program*

The West Hills ELL Program consists of a single ELD class for all levels. The EL Coordinator also receives a release period to monitor EL students not currently enrolled in the ELD class. The ELD class uses core literature, High Point supplemental materials and Rosetta Stone materials. There are nine new computers and a color printer for student use. A summer EL class is offered for all EL students. CAHSEE prep and tutoring are available if needed.

The ELL budget is available for the purchase of supplemental materials at teachers' request and for curriculum writing time for core teachers to modify lessons for EL students.

### *EL Population*

Year	Spanish	Kurdish	Arabic	Chaldean	Filipino	Greek	Assyrian	Total	Redesignated
2005-06	35	14	4	3	1	1	1	59	0 (0%)
2006-07	37	13	2	2	2	1	1	58	5 (8.5%)
2007-08	30	8	2	2	1	1	1	46	3 (5.2%)
2008-09	31	7	4	3	0	0	1	51	4 (8.7%)
2009-10	29	6	6	0	1	0	1	43	13 (25.5%)
2010-11									

### *CELDT Results*

	Advanced	Early Adv.	Intermediate	Early Int.	Beginning	Total
2005-06	25	12	2	0	0	39
2006-07	5	18	23	1	1	48
2007-08	7	23	23	4	0	57
2008-09	9	34	15	2	0	60
2009-10	11	33	18	9	3	74
2010-11						

### *Helping Our Wolfpups Learn (HOWL)*

In order to help freshmen transition into the high school environment, West Hills implemented a program called Link Crew in 1996. In 2006, the funding for our participation in the national Link Crew course was no longer available. As a result, West Hills' staff members internally reorganized and rebranded the idea under the new name HOWL. While we lost the national curriculum and training materials, the core concept remained in place. Like Link Crew, HOWL connects two junior and/or senior guides with about ten incoming freshmen. The week before school starts, the guides introduce their groups of freshmen to

the “West Hills Way,” the school culture, and the campus. This orientation also provides an opportunity for the new students to build friendships with both their peers and mentors.

In 2007, a parent night was added to the program to help parents and guardians better orient to the school culture.

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

The primary mission of the District Regional Occupation Program is to serve high school students, and, to the extent allowed by law, offer its programs to adults. West Hills currently offers 15 sections of six different ROP classes on campus, with each one aligned to a CTE pathway. 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 2011-12

- Computer Applications (2 sections)
- Digital Arts I (5 sections)
- Multimedia Production (2 sections)
- Photography (4 sections)
- Sports Medicine (1 section)

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

- Medical Profession Exploration
- Animal Careers (1<sup>st</sup> semester)
- Veterinary Assistant (2<sup>nd</sup> semester)
- Dental Assistant

The following two classes are offered in the evening to adults using our auto shop

- Straight Truck/Bus Driving
- Diesel Equipment Tech

### ***Special Education***

The Individual Instruction (II) Department at West Hills is responsible for providing services to students with IEPs. Currently, the model implemented at West Hills has a single teacher acting as the main IEP Coordinator. This individual acts as an advocate for 120 of the students. The remaining 85 students are distributed among the other nine special education

teachers. This model creates consistency and decreases the number of interruptions to the school day for most of the department.

*Students with IEPs*

	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	Total	Percentage
2005-06	73	65	68	53	259	10.9%
2006-07	51	67	62	60	240	10.3%
2007-08	60	48	62	56	226	10.0%
2008-09	48	49	48	60	205	9.3%
2009-10						
2010-11						

Over the course of the last several years enrollment in the II department services has declined due to several factors, including:

- The overall decline in the student population at West Hills.
- The creation of new off campus district-wide programs to help specific groups of students in the last three years.
- A new policy of removing students no longer needing and using special education services. This is only done as a joint decision between the parents and department representatives; and only with the understanding that the student could receive services again in proceeding years if they were required.

The department assists students with a wide range of disabilities that span the special education spectrum. The IEP Coordinator and the other advocates match a student’s specific needs with the services available. The levels of support include:

- **Supported General Education Classes**  
Courses taught by a non-special education teacher, but with the support of an II teacher or aide. In 2011-12, there were 11 sections with II teachers and five sections with II aides. While West Hills does not directly use the RSP/SDC (Resource Specialist Program/ Special Day Class) model, the students in these classes would be considered RSP.
- **Individual Instruction Classes**  
A Specialized Academic Instruction (SAI) class designed to teach students core curriculum within the II department. Subjects taught include English, Math, Science, and Social Science. Additionally, a study skills course is offered to provide extra assistance with other classes. While West Hills does not directly use the RSP/SDC model, the students in these classes would be considered SDC.

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*Number of Students Enrolled in II Supported Courses*

	0 Classes	1 Class	2 Classes	3 Classes	4 Classes	5 Classes	6 Classes
Supported General Education/ Individual Instruction Classes	63	56	44	21	4	2	0

Students with moderate-to-severe disabilities are offered the opportunity to grow and develop to their maximum potential while attending classes with peers who may or may not have a disability. Specific programs for these students are developed and overseen by an IEP teacher team.

The Individual Instruction department also offers a weekly group for students with varying levels of Autism or Asperger’s Syndrome. This group allows students who face similar social challenges an opportunity to build social skills, develop friendships, and discuss items they struggle with on a daily basis. In the last three years, the facilitators and teachers have noted significant growth in the social behavior of the participants.

### *Technology on Campus*

All teachers have a district provided laptop, either a MacBook offered through the District Visions Program, or a Dell Laptop offered through the District FITT (Flexible Instructional Technology Tool) Program.

In Summer 2008, all classroom technology components were upgraded. Funded by a 2006 bond, each classroom was fitted with a mounted video projector, speakers, an electronics cabinet, a document camera, and a new DVD/VCR player.

In the Spring of 2010, West Hills received 20 student responder systems for use in our classrooms. A small group of teachers were trained on the systems and will develop a system for training the remaining staff on the equipment during the 2011-2012 school year.

### *Student Access*

Currently there are four computer labs on campus, each with 36 computers. Three of the labs are used for the technology courses through the Business Department and ROP. The remaining lab is open for class use. The library also has 36 computers and is available to students throughout the day or for class use. Additionally the library houses a digital video editing room with six computers, a multimedia mobile lab with 15 computers, and a mobile lab dedicated to the Individual Instruction Department with 20 computers. In the career center, currently located in the counseling office, there are 15 computers. Various teachers across campus have additional student machines.

*Computer Use on Campus*

Computer Facility	Instance of Use
Open Lab	The Open Lab was used 159 of 180 days. Of those days, 81 the lab was used for five or more periods and 78 were used one to four periods.
Multimedia Mobile Lab	The Multimedia Mobile Lab was checked out 88 of 180 days.
Special Education Mobile Lab	While specific records were not kept, the Special Education Mobile Lab was used almost every school day by one of ten Individual Instruction teachers.
Library Computers	An average of 621 students not with a whole class used a computer for one or more periods per month. Whole class use of the library computers averaged 54 classes per month. Generally the teachers utilized the library computers for online research, creation of presentations, and word processing.

During the 2010-11 school year and new system was implemented for informing teachers of the availability of the computers on campus. A Google Calendar was created for all of our computer facilities which allows teachers to view the availability and make reservations for our facilities. This new streamlined model will allow for more utilization and integration of technology in our classes.

## Extracurricular Offerings

West Hills High School has a tradition of excellence not only in academics, but also in athletics and other student activities. These opportunities provide many students with that extra motivation to do well in school and expand their school experience beyond the traditional academic curriculum. Staff members act as sponsors, advisors, and coaches.

### Clubs

Clubs at West Hills serve as a way for students with like interests to meet, socialize, and work together to further their club's purpose. Some clubs participate in community service and plan activities outside of the school day. To encourage club membership, ASB organizes an annual club drive during lunch that allows each club to advertise its goals and purposes.

Unfortunately, accurate counts of participation have not been kept. For the coming year, ASB will conduct an annual count of the students involved in each club.

#### *2008-09 Clubs – REVISED LIST WITH DAN MCDOWELL FROM WEBSITE*

	Club Name	Advisor	Meeting Day	Room
1	ALAS	AJ Acosta	Friday	E5
2	Awareness	Dan McDowell	Tuesday	SS8
3	Best Buddies	Ron Knopp	Tuesday	M1
4	Bocci Ballers	James Searls	Wednesday	M11
5	Catholic	James Searls	Tuesday	M10
6	Chess	John Rich	Monday	S10
7	Christian	Shawn Wisley	Thursday	Foyer
8	Class of 2009	Jen Johnson	Wednesday	S8a
9	Class of 2010	Josh Reyes	Wednesday	SS3
10	Class of 2011	Tanya Morrison	Wednesday	B5b
11	Campus Life	Tedd Brent	Tuesday	B4
12	Debate	Michelle Liddell	Monday-Friday	E2
13	Disney	John Goodman	Monday	A1
14	French	Jan Hedeline	Thursday	FL7
15	Friday Night Live	Heather Eady		
16	Friend to Friend	Shawn Wisley	Wednesday	FL1
17	German	Dan Davey	Thursday	FL2
18	Gay Straight Alliance	Laura Preble	Tuesday	E7
19	Hip Hop	Jamie Gwyn	Monday	Dance
20	Honesty Revolution	Reuben Hoffman	Monday	SS7
21	Inkwell Literary Magazine	Laura Preble		E7
22	Key Club	Jen Johnson	Tuesday	S2
23	Library	Susan Schreiber		Library
24	Math	John Berray	Monday	M6
25	Pack Leaders Today	Josh Reyes	Tuesday	SS10
26	Recycle	Jen Johnson	Thursday, Friday	S2
27	Sci-fi/Fantasy	Dan McDowell	Monday	SS8

29	Smallville	Jamie Bean	Monday	M2
30	Team Leadership	Tana Starr	Thursday	S8
31	Three Wolves Productions	John Cross	Thursday	B3
32	WH Historical Society	Dan Sutton	Wednesday	SS1
33	World Cultures	Dan McDowell	Friday	SS8

### *Athletics*

West Hills has a longstanding tradition of student involvement in athletics. Participation from year-to-year remains generally steady. West Hills embraces the notion that academics come first and strictly enforces the 2.0 minimum GPA requirement.

Sport	2007	2008	2009	2010	2011
Baseball	52	46	45	47	
Basketball (Girls)	21	19	23	22	
Basketball (Boys)	32	28	23	31	
Cross Country (Girls)	44	54	37	39	
Cross Country (Boys)	51	40	39	38	
Roller Hockey	23	21	17	27	
Football	138	162	155	143	
Golf (Girls)	11	9	10	10	
Golf (Boys)	9	13	10	9	
Cheerleading	77	75	66	62	
Gymnastics	25	22	23	33	
Soccer (Girls)	43	49	54	37	
Soccer (Boys)	60	57	64	65	
Softball	28	29	47	29	
Swimming (G/B)	58	62	76	65	
Tennis (Girls)	28	31	28	21	
Tennis (Boys)	23	24	18	16	
Track (Girls)	72	65	121	80	
Track (Boys)	54	66	111	81	
Volleyball (Girls)	42	40	40	37	
Volleyball (Boys)	22	23	30	26	
Water polo (Girls)	36	43	42	35	
Water polo (Boys)	24	32	26	29	
Wrestling	22	27	27	34	

### *Performing Arts Program*

The West Hills High School Performing Arts program provides an opportunity for students to develop the skills and discipline necessary for achieving success. Students learn the importance of a cooperative team effort while working with fellow members to accomplish the shared goals of the individual programs. These programs include:

- Band and Color Guard
- Choir
- DramaKids
- Guitar
- String Orchestra

Each program performs annually at West Hills and around the county. The Band and Color Guard compete in regional and national competitions. Our DramaKids perform shows in the Fall and Spring Semesters and provide special performances for West Hills Students as well as Middle School Students from our community to help introduce them to aspects of high school life beyond the classroom. Our Guitar students perform in a series of music festivals.

## Achievement Data

### *Academic Performance Index (API)*

West Hills maintains one of the highest API scores in the GUHSD. We have frequently met and exceeded our school-wide growth target in three out of the last four years. In 2010-11, the school achieved a long term goal by reaching an API score of over 800 (the second school in our district to accomplish this mark)

	Academic Performance Index				Met Growth Target			Ranks	
	Score	Base	Target	Growth	Schoolwide	All Subgroups	Both	State Rank	Similar Schools
04-05	732	731	3	1	No	No	No	7	3
05-06	729	732	3	-3	No	No	No	7	2
06-07	761	736	5	25	Yes	No	No	8	3
07-08	760	761	5	-1	No	No	No	7	2
08-09	774	760	5	14	Yes	No	No	7	2
09-10	785	774	5	11	Yes	No	No	8	3
10-11	807	784	5	23	YES	YES	YES	7	2

### *Numerically Significant Subgroups*

We have had mixed success with our statistically significant subgroups meeting their growth target. These subgroups have never met their targets during the same year. As shown in the chart below, their performance has varied from year-to-year.

	2007-08			2008-09			2009-10			2010-11		
	Growth Target	Growth	Met Target	Growth Target	Growth	Met Target	Growth Target	Growth	Met Target	Growth Target	Growth	Met Target
Hispanic or Latino	5	14	Yes	5	2	No	5	16	Yes	5	29	YES
White (not of Hispanic origin)	5	-6	No	5	17	Yes	5	16	Yes	4	20	YES
Socioeconomically Disadvantaged	7	-18	No	8	67	Yes	5	-13	No	5	32	YES
Students with Disabilities	14	17	Yes	13	15	Yes	13	54	Yes	11	11	YES

### *Adequate Yearly Progress (AYP)*

As illustrated in the chart above, West Hills has consistently met all of the required criteria outlined by No Child Left Behind. In the 2009-2010 school year, West Hills failed to meet our AYP target for the first time. Our proficiency rates in ELA and Math were not met for our Socio-Economically disadvantaged students.

### *West Hills AYP Progress*

Met criteria for							
Year	ELA Participation	ELA School-wide Proficiency	Math Participation	Math School-wide Proficiency	API	Graduation Rate	# of Criteria Met
03-04	Yes	Yes	Yes	Yes	Yes	Yes	10 of 10
04-05	Yes	Yes	Yes	Yes	Yes	Yes	10 of 10
05-06	Yes	Yes	Yes	Yes	Yes	Yes	10 of 10
07-08	Yes	Yes	Yes	Yes	Yes	Yes	10 of 10
08-09	Yes	Yes	Yes	Yes	Yes	Yes	14 of 14
09-10	Yes	No	Yes	No	Yes	Yes	12 of 14
10-11	YES	NO	YES	NO	YES	YES	16 of 18

### *California High School Exit Exam (CAHSEE)*

West Hills is proud of student performance on the California High School Exit Exam. We have consistently scored at the top of the District and the Math and English Departments continue to expand formal and informal test-preparation offerings.

<b>Math-Overview</b>															
	2006-2007			2007-2008			2008-2009			2009-2010			2010-11		
	# Tested	# Passed	%	# Tested	# Passed	%	# Tested	# Passed	%	# Tested	# Passed	%	# Tested	# Passed	%
School	536	489	91%	537	497	93%	522	479	92%	474	441	93%	513	467	91%
District			81%			84%			85%			84%			85%
County			75%			82%			81%			83%			84%
State			68%			79%			74%			81%			77%
<b>Math-Subgroups</b>															
English Learner	16	7	44%	12	6	50%	25	17	68%	12	9	75%	18	8	44%
RFEP	22	22	100%	29	28	97%	21	21	100%	28	27	96%	31	29	94%
Economically Disadvantaged	63	47	75%	33	24	73%	77	64	83%	76	65	86%	85	64	75%
Special Education	36	21	58%	35	18	51%	38	17	45%	41	30	73%	53	29	55%

ELA- Overview															
	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011		
	# Tested	# Passed	%	# Tested	# Passed	%	# Tested	# Passed	%	# Tested	# Passed	%	# Tested	# Passed	%
School	550	504	92%	532	489	92%	520	466	90%	478	431	90%	512	471	92%
District			80%			84%			81%			78%			82%
County			75%			82%			78%			80%			82%
State			70%			79%			83%			80%			77%
English-Subgroups															
English Learner	15	10	67%	12	7	58%	25	15	60%	14	8	57%	18	11	61%
RFEP	22	22	100%	29	29	100%	21	21	100%	28	27	96%	31	31	100%
Economically Disadvantaged	61	45	74%	33	25	76%	75	60	80%	78	60	77%	85	71	84%
Special Education	47	22	47%	35	16	46%	40	15	38%	46	32	70%	49	26	53%

\* Re-designated Fluent-English Proficient

### California State Testing (CST)

As a school, we have consistently produced some of the highest standardized test scores in the district. A significant effort was made to change the culture of testing on our campus by adjusting the testing schedule to span four weeks in order to allow students to test in their content specific classes and enjoy a more relaxed testing environment with one test administered each day. Departments have worked to incorporate a variety of released CST questions into their curriculum and assessments. While some targeted data analysis has occurred within departments with regard to CST scores, continued efforts to have systemic data analysis need to be explored and implemented.

### English

	2006-07			2007-08			2008-09			2009-10			2010-11		
	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%
ELA 9 <sup>th</sup>	386	564	68.4%	360	571	63.0%	301	502	60.0%	378	518	73.0%	355	493	72.0%
ELA 10 <sup>th</sup>	281	559	50.3%	269	556	48.4%	296	558	53.0%	246	483	50.9%	322	503	64.0%

ELA 11 <sup>th</sup>	249	524	47.5%	228	540	42.2%	270	539	50.1%	263	506	52.0%	223	455	49.0%
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### Math

	2006-07			2007-08			2008-09			2009-10			2010-11		
	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%
Algebra 1	179	520	34.4%	115	500	23.0%	123	397	31.0%	152	433	35.1%	130	383	33.9%
Geometry	105	505	20.8%	107	557	19.2%	115	524	21.9%	100	456	21.9%	162	507	32.0%
Algebra 2	65	359	18.1%	36	378	9.5%	100	474	21.1%	85	385	22.1%	98	336	29.2%
HS Math	69	182	37.9%	58	162	35.8%	77	157	49.0%	86	183	47.0%	82	183	44.8%
Gen Math	1	34	2.9%	0	12	0.0%	0	5	0.0%	1	10	10.0%	1	10	10.0%

### Social Science

	2006-07			2007-08			2008-09			2009-10			2010-11		
	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%
World	261	562	46.4%	284	565	50.3%	265	552	48.0%	252	466	54.1%	304	499	60.9%
US	200	521	38.4%	243	534	45.5%	294	534	55.1%	253	505	50.1%	259	455	56.9%

### Science

	2006-07			2007-08			2008-09			2009-10			2010-11		
	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%
Biology	269	564	47.7%	327	606	54.0%	312	599	52.1%	260	490	53.1%	380	551	69.0%
Chemistry	75	221	33.9%	92	247	37.2%	102	290	35.2%	181	375	48.3%	138	275	50.2%
Physics	30	87	34.5%	32	63	50.8%	29	54	53.7%	31	52	59.6%	53	94	56.4%
Earth Sci.	0	13	0.0%	2	21	9.5%	0	17	0.0%	1	14	7.1%	3	14	21.4%
Life Sci.	274	557	49.2%	313	554	56.5%	336	551	61.0%	260	482	53.9%	336	551	61.0%
Integrated	24	185	13.0%	14	150	9.3%	0	1	0.0%	28	120	23.3%	33	115	28.7%

**English**

	2006-07			2007-08			2008-09			2009-10			2010-11		
	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%
ELA - 9 <sup>th</sup>	1	15	6.70%	0	12	0.00%	6	22	27.30%	3	19	15.8%	1	12	8.0%

**English**

*Subgroup – English Learner*

**English**

	2006-07			2007-08			2008-09			2009-10			2010-11		
	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%
ELA - 9 <sup>th</sup>	1	15	6.70%	0	12	0.00%	6	22	27.30%	3	19	15.8%	1	12	8.0%
ELA -10 <sup>th</sup>	0	18	0.00%	0	13	0.00%	2	22	9.10%	6	21	28.6%	1	18	6.0%
ELA - 11 <sup>th</sup>	1	19	5.30%	1	13	7.70%	0	12	0.00%	0	15	0.0%	2	15	13.0%

**Math**

	2006-07			2007-08			2008-09			2009-10			2010-11		
	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%
Algebra 1	2	23	8.70%	0	19	0.00%	4	23	17.40%	3	29	10.3%	1	18	6.0%
Geometry	0	12	0.00%	-	8	-	1	24	4.20%	1	14	7.1%	0	20	0.0%
Algebra 2	-	6	-	-	8	-	-	5	-	-	9	-	-	4	-
HS Math	-	2	-	-	2	-	-	-	-	-	-	-	-	2	-
Gen. Math	-	4	-	-	-	-	-	-	-	-	1	-	-	0	-

**Social Science**

	2006-07			2007-08			2008-09			2009-10			2010-11		
	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%
World	5	20	25.00%	2	13	15.40%	4	21	19.00%	7	21	33.3%	4	18	22.0%
US	1	17	5.90%	3	13	23.10%	1	11	9.10%	2	15	13.3%	3	15	20.0%

**Science**

	2006-07			2007-08			2008-09			2009-10			2010-11		
	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%
Biology	4	18	22.20%	0	14	0.00%	3	19	15.80%	4	21	19.0%	4	18	22.0%
Chemistry	-	7	-	-	2	-	-	2	-	-	6	-	-	6	-
Physics	-	-	-	-	1	-	-	-	-	-	1	-	-	1	-
Earth Sci.	-	1	-	-	2	-	-	1	-	-	4	-	-	0	-
Life Sci.	4	18	22.20%	0	13	0.00%	1	21	4.80%	6	21	28.6%	3	18	17.0%
Integrated	-	7	-	-	5	-	-	-	-	-	6	-	-	6	-

*Subgroup – Economically Disadvantage*

	2006-07			2007-08			2008-09			2009-10			2010-11		
	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%
ELA - 9 <sup>th</sup>	21	65	32.30%	23	45	51.10%	24	66	36.40%	48	85	56.50%	62	104	60.00%
ELA - 10 <sup>th</sup>	20	78	25.60%	25	67	37.30%	27	78	34.60%	23	73	31.50%	39	80	49.00%
ELA - 11 <sup>th</sup>	15	54	27.80%	25	79	31.60%	15	44	34.10%	24	67	35.80%	21	73	29.00%

### Math

	2006-07			2007-08			2008-09			2009-10			2010-11		
	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%
Algebra 1	17	68	25.00%	10	78	12.80%	10	63	15.90%	21	85	24.70%	21	85	21.00%
Geometry	2	52	3.80%	11	61	18.00%	7	70	10.00%	9	72	12.50%	23	90	26.00%
Algebra 2	2	35	5.70%	2	22	9.10%	7	41	17.10%	1	37	2.70%	10	45	22.00%
HS Math	3	17	17.60%	0	13	0.00%	0	2	0.00%	6	17	35.30%	4	13	31.00%
Gen. Math	0	6	0.00%	0	3	0.00%	0	1	0.00%	-	2	-	-	4	-

	2006-07			2007-08			2008-09			2009-10			2010-11		
	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%
World	19	69	27.50%	15	52	28.80%	31	76	40.80%	25	72	34.70%	36	79	46.00%
US	24	75	32.00%	20	66	30.30%	15	44	34.10%	15	67	22.40%	30	72	42.00%

### Science

	2006-07			2007-08			2008-09			2009-10			2010-11		
	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%
Biology	20	64	31.30%	18	56	32.10%	31	76	40.80%	25	77	32.50%	43	85	51.00%
Chemistry	5	26	19.20%	3	18	16.70%	5	13	38.50%	7	33	21.20%	11	29	38.00%
Physics	-	10	-	-	4	-	-	1	-	5	12	41.70%	0	10	0.00%
Earth Sci.	-	4	-	-	8	-	-	3	-	-	6	-	-	5	-
Life Sci.	24	66	-	15	44	-	76	76	-	29	73	39.70%	39	85	49.00%
Integrated	4	26	15.40%	1	23	4.30%	-	1	0.00%	2	20	20.00%	9	29	31.00%

**Subgroup – Students with Disabilities**

**English**

	2006-07			2007-08			2008-09			2009-10			2010-11		
	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%
ELA - 9 <sup>th</sup>	5	38	13.20%	6	47	12.80%	10	43	23.30%	7	52	13.50%	8	40	20.00%
ELA - 10 <sup>th</sup>	0	54	0.00%	3	40	7.50%	4	44	9.10%	7	46	15.20%	9	52	17.00%
ELA - 11 <sup>th</sup>	9	54	16.70%	2	53	3.80%	6	44	13.60%	5	42	11.90%	5	41	13.00%

**Math**

	2006-07			2007-08			2008-09			2009-10			2010-11		
	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%
Algebra 1	0	73	0.00%	2	67	3.00%	6	57	10.50%	7	66	10.60%	6	57	11.00%
Geometry	1	29	3.40%	1	34	2.90%	2	41	4.90%	0	43	0.00%	2	45	4.00%
Algebra 2	-	7	-	-	8	-	1	13	-	-	8	-	-	8	-
HS Math	-	4	-	-	2	-	-	2	-	-	2	-	-	2	-
Gen. Math	0	19	0.00%	0	18	0.00%	-	2	-	-	8	-	-	8	-

	2006-07			2007-08			2008-09			2009-10			2010-11		
	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%
World	6	56	10.70%	9	43	20.90%	6	41	14.60%	9	40	22.50%	21	50	42.00%
US	8	53	15.10%	5	50	10.00%	13	44	29.50%	4	42	9.50%	8	40	20.00%

**Science**

	2006-07			2007-08			2008-09			2009-10			2010-11		
	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%	# at A/P	Total	%
Biology	1	49	2.00%	6	43	14.00%	4	31	12.90%	7	43	16.30%	13	53	25.00%
Chemistry	-	2	-	-	2	-	-	7	-	-	5	-	-	7	-
Physics	-	3	-	-	-	-	-	-	-	-	-	-	-	1	-
Earth Sci.	-	10	-	2	20	10.00%	0	16	0.00%	1	14	7.10%	0	10	0.00%
Life Sci.	4	54	7.40%	9	39	23.10%	4	41	9.80%	12	46	26.10%	8	50	16.00%
Integrated	1	24	4.20%	0	18	0.00%	-	-	-	0	15	0%	3	17	18%

**UC/CSU Early Assessment Program**

	2006-07			2007-08			2008-09		
	#	%	Part.	#	%	Part.	#	%	Part.
<b>Early Assessment of Readiness for College English</b>									
Students Tested	527		99%	533		100%	549		100%
Ready for College	80	15%		102	19%		99	18%	
Did Not Demonstrate College Readiness on This Assessment	447	85%		415	78%		433	79%	
<b>Early Assessment of Readiness for College Mathematics (Algebra II)</b>									
Students Tested	65		31%	145		76%	181		83%
Ready for College	0	0%		4	3%		1	1%	
Ready for College - Conditional	22	34%		25	17%		25	14%	
Did Not Demonstrate College Readiness on This Assessment	43	66%		116	80%		155	86%	
<b>Early Assessment of Readiness for College Mathematics (Summative High School Mathematics)</b>									
Students Tested	74		50%	121		70%	146		92%
Ready for College	8	11%		11	9%		21	14%	
Ready for College - Conditional	55	74%		91	75%		106	73%	
Did Not Demonstrate College Readiness on This Assessment	11	15%		19	16%		19	13%	
<b>Early Assessment of Readiness for College Mathematics (Total)</b>									
Students Tested	139		39%	266		73%	327		87%
Ready for College	8	6%		15	6%		22	7%	
Ready for College - Conditional	77	55%		116	44%		131	40%	
Did Not Demonstrate College Readiness on This Assessment	54	39%		135	51%		174	53%	

### *D/F Rates*

Starting in 2006-07 the West Hills staff began examining D/F rates within departments and subject areas. . The PALs and Mentor programs were implemented during the 2008-09 school to help struggling students. Over the course of the past two school years, we have added a Homework Club for struggling students and hired student tutors to assist us. Furthermore, subject-specific tutoring is available Monday through Thursday in our library. Tutorial models thus far have produced varied results. Identifying and implementing a successful tutorial model is a target goal for this campus. A concerted effort to collect and evaluate data on our tutorial model has been absent thus far and will need to be addressed as we move forward.

	2006-07			2007-08			2008-09			2009-10*		
	Total	D/F #	D/F %	Total	D/F #	D/F %	Total	D/F #	D/F %	Total	D/F #	D/F %
Art	1064	153	14.40%	899	117	13.00%			12.19%			12.77%
Business	250	41	16.40%	178	19	10.70%			17.39%			21.76%
English	4738	1029	21.70%	4752	1047	22.00%			22.73%			21.08%
ENS	2181	357	16.40%	2063	272	13.20%			15.18%			8.84%
Industrial Arts	533	89	16.70%	461	29	6.30%			8.76%			14.29%
Math	4282	714	16.70%	4117	479	11.60%			14.93%			12.44%
Performing Arts	1102	109	9.90%	1183	78	6.60%			6.53%			6.39%
ROP	423	63	14.90%	757	103	13.60%			19.69%			16.09%
Science	2823	620	22.00%	2812	607	21.60%			17.47%			17.81%
Social Science	4787	897	18.70%	4873	871	17.90%			17.87%			19.74%
World Languages	2501	229	9.20%	2458	326	13.30%			14.41%			12.60%

\* This data is based upon the 1<sup>st</sup> Grade Reporting session from the 2009-2010 academic year.

### *ACT and SAT*

West Hills has been at or above the District and State averages since 2003. While over 70% of graduates attend college after they graduate, most choose to attend the local community college before attending a four-year university and therefore, do not need to take the SAT or ACT exams.

**Seniors Taking the SAT and ACT**

	2006-07		2007-08		2008-09		2009-10	
	SAT	ACT	SAT	ACT	SAT	ACT	SAT	ACT
West Hills	42.30%	11.00%	37.90%	12.90%	38.67%	18.17%	36.96%	18.30%
GUHSD	31.30%	11.10%	31.20%	14.20%	29.44%	15.97%	27.77%	15.88%
County	38.30%	12.00%	36.30%	14.20%	35.11%	16.17%	34.67%	16.81%
CA	36.90%	9.80%	35.90%	11.80%	34.68%	14.00%	33.36%	15.63%

**SAT Mean Score Comparison**

	Critical Reading Average				Math Average				Writing Average			
	06-07	07-08	08-09	09-10	06-07	07-08	08-09	09-10	06-07	07-08	08-09	09-10
West Hills	504	505	518	508	527	532	538	528	500	499	507	504
GUHSD	495	498	501	504	513	514	514	518	494	497	494	496
County	501	509	510	512	517	524	522	526	497	504	503	504
State	493	494	495	501	513	513	513	520	491	493	494	500

**ACT Mean Score Comparison**

	2005-06	2006-07	2007-08	2008-09	2009-10
West Hills	23	23	23.8	23.41	22.4
GUHSD	21.7	21.7	22	22.01	22.17
County	22.1	22.1	22.3	22.66	22.76
State	21.2	21.2	22	21.92	21.93

Students at West Hills High School consistently score above district, County and State Averages on the ACT and SAT.

## Graduation Data

### *Students Meeting A-G Requirements by Ethnicity*

Ethnicity	2006-07		2007-08		2008-2009		2009-10		2010-11	
	West Hills	District	West Hills	District	West Hills	District	West Hills	District	West Hills	District
African American	3 (25%)	26%	1(13%)	26%	2 (50%)	24%	1 (10%)	27%	7 (47%)	28%
Hispanic/Latino	14 (26%)	24%	26 (42%)	25%	17 (31%)	26%	24 (38%)	29%	21 (30%)	30%
English Language Learners	1 (8%)	11%	0 (0%)	6%	2 (17%)	13%	2 (18%)	10%	2 (13%)	10%
Special Education	2 (4%)	2%	1 (2%)	2%	4 (8%)	4%	0 (0%)	3%	3 (7%)	4%
ALL Graduates							203 (42%)		212 (45%)	37%

The West Hills counseling department has identified the number of students meeting A-G requirements as an area of growth. As part of the Individualize Graduation Plan and Freshman Orientation, the importance of meeting the A-G requirements is being emphasized. In the data provided, we have highlighted the number of graduates in the subgroup who met the A-G requirements and the % that they represent of the total number of graduates in that particular subgroup. We have also provided the district comparison with regard to the % of graduates in the subgroup who meet the A-G requirements.

*Graduating Seniors*

2005-06		2006-07		2007-08		2008-09		2009-10	
WHHS	GUHSD	WHHS	GUHSD	WHHS	GUHSD	WHHS	GUHSD	WHHS	GUHSD
508	5796	562	5999	549	6147	556	6290	552	6473
446	4289	505	4597	488	4707	475	4543	485	4811
16	474	12	537	32	705	48	865	40	744
87.80%	73.90%	89.80%	76.60%	88.90%	75.60%	85.40%	72.20%	87.90%	74.30%
96.50%	90.00%	97.70%	89.50%	93.80%	81.60%	90.80%	84.00%	92.40%	86.60%

\* Based upon senior class size

\*\* Based upon NCES definition used by NCLB

Two of the multiple methods of calculating graduation rates have been included. In both cases, West Hills consistently graduates a higher percentage of seniors than the district. The dropout rate has been under 3% for the last three years. Additionally, dropouts from West Hills have made up less than 3% of the district total during that same span. We attribute the high graduation rate and low dropout rates to excellent course offerings, instructors, and activities combined with diligent support staff.

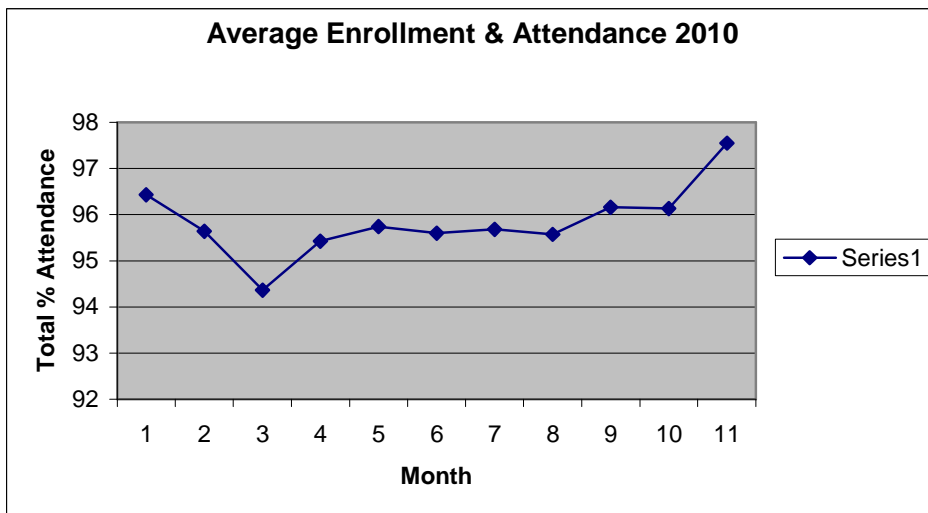
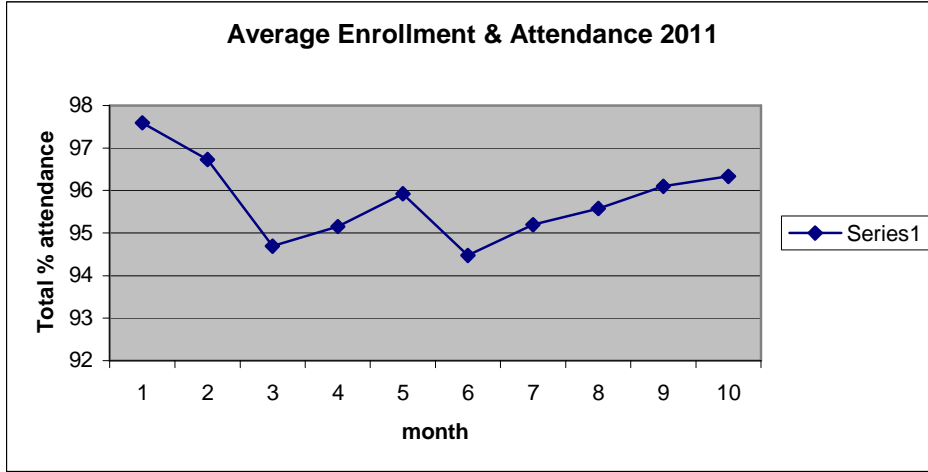
### *College Enrollment*

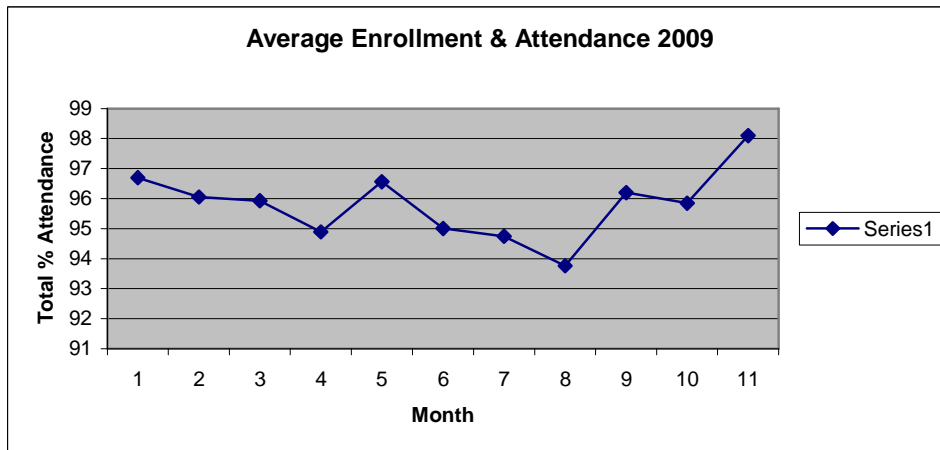
		2005-06	2006-07	2007-08	2008-09
West Hills	Enrolled	367	353	379	361
	Total	487	449	515	475
	Percentage	75.36%	78.62%	73.59%	76.00%
District	Enrolled	2957	2799	2820	3343
	Total	4068	3839	4154	4541
	Percentage	72.69%	72.91%	67.89%	73.62%

A large majority of West Hills students enroll in college. Approximately half of those students attend one of the local community colleges. We do not have any recent data that indicates what percentage of those students transfer to a four-year university.

## Behavior and Attendance Data

*Attendance trends by month in the school year*





*Average Period Truancies –By Month of the School Year*

**Average Period Truancies , Fiscal Year 2011**

Attendance Month	Period Truancies	Period Enrollment	Period Truancies to Period Enrollment (%)	Period Absences	Period Truancies to Period Absences (%)
<u>1</u>	48	11870	0.4	500	9.58
<u>2</u>	70	11852	0.59	673	10.34
<u>3</u>	73	11768	0.62	930	7.8
<u>4</u>	86	11703	0.74	862	9.99
<u>5</u>	83	10526	0.79	708	11.74
<u>6</u>	98	11605	0.85	964	10.18
<u>7</u>	100	11480	0.87	864	11.58
<u>8</u>	93	11402	0.81	825	11.24
<u>9</u>	63	11351	0.56	598	10.56
<u>10</u>	96	10183	0.94	731	13.13
					10.614

**Average Period Truancies , Fiscal Year 2010**

Attendance Month	Period Truancies	Period Enrollment	Period Truancies to Period Enrollment (%)	Period Absences	Period Truancies to Period Absences (%)
<u>1</u>	71	12339	0.58	855	8.36
<u>2</u>	82	12251	0.67	895	9.13
<u>3</u>	96	12193	0.79	1039	9.25
<u>4</u>	110	12144	0.9	1066	10.3
<u>5</u>	113	12091	0.94	837	13.54
<u>6</u>	104	10754	0.97	808	12.86
<u>7</u>	108	12195	0.89	875	12.34

<a href="#">8</a>	102	11902	0.85	865	11.76
<a href="#">9</a>	84	8263	1.02	681	12.39
<a href="#">10</a>	100	10485	0.96	750	13.36
<a href="#">11</a>	74	11653	0.64	428	17.35
					11.87636364

**Average Period Truancies , Fiscal Year 2009**

Attendance Month	Period Truancies	Period Enrollment	Period Truancies to Period Enrollment (%)	Period Absences	Period Truancies to Period Absences (%)
<a href="#">1</a>	75	13880	0.54	682	10.95
<a href="#">2</a>	81	13075	0.62	856	9.46
<a href="#">3</a>	90	12806	0.7	877	10.24
<a href="#">4</a>	97	12735	0.76	1030	9.42
<a href="#">5</a>	67	10143	0.66	625	10.66
<a href="#">6</a>	98	12507	0.78	961	10.19
<a href="#">7</a>	104	12378	0.84	1046	9.95
<a href="#">8</a>	117	12282	0.95	1459	8
<a href="#">9</a>	79	7339	1.08	582	13.64
<a href="#">10</a>	117	10340	1.13	917	12.77
<a href="#">11</a>	86	9091	0.95	542	15.87
					11.01363636

*Average All Day Truancies- By Month of the School Year*

**Average All-Day Truancies, Fiscal Year 2011**

Attendance Month	All-Day Truancies	Enrollment	All-Day Truancies to Enrollment (%)	All-Day Absences	All-Day Truancies to All-Day Absences (%)
<a href="#">1</a>	11	2043	0.53	49	22.09
<a href="#">2</a>	17	2038	0.83	67	25.41
<a href="#">3</a>	29	2033	1.41	108	26.51
<a href="#">4</a>	28	2022	1.39	98	28.6
<a href="#">5</a>	26	2014	1.31	82	32.16
<a href="#">6</a>	33	2006	1.64	111	29.71
<a href="#">7</a>	29	1982	1.47	95	30.69
<a href="#">8</a>	28	1968	1.44	87	32.62
<a href="#">9</a>	29	1958	1.49	76	38.31
<a href="#">10</a>	30	1950	1.54	72	41.97
					30.807

**Average All-Day Truancies, Fiscal Year 2010**

Attendance Month	All-Day Truancies	Enrollment	All-Day Truancies to Enrollment (%)	All-Day Absences	All-Day Truancies to All-Day Absences(%)
<a href="#">1</a>	17	2133	0.8	76	22.39
<a href="#">2</a>	16	2114	0.77	92	17.64
<a href="#">3</a>	26	2106	1.23	119	21.84
<a href="#">4</a>	33	2102	1.58	96	34.56
<a href="#">5</a>	31	2097	1.46	89	34.35
<a href="#">6</a>	33	2086	1.57	92	35.76
<a href="#">7</a>	30	2070	1.44	89	33.45
<a href="#">8</a>	32	2057	1.56	91	35.34
<a href="#">9</a>	25	2048	1.24	79	32.36
<a href="#">10</a>	28	2035	1.39	79	35.83
<a href="#">11</a>	25	2023	1.22	49	50
					32.13818182

**Average All-Day Truancies, Fiscal Year 2009**

Attendance Month	All-Day Truancies	Enrollment	All-Day Truancies to Enrollment (%)	All-Day Absences	All-Day Truancies to All-Day Absences(%)
<a href="#">1</a>	13	2234	0.57	74	17.3
<a href="#">2</a>	19	2224	0.85	88	21.55
<a href="#">3</a>	18	2207	0.83	90	20.41
<a href="#">4</a>	31	2200	1.4	112	27.3
<a href="#">5</a>	26	2192	1.16	75	33.82
<a href="#">6</a>	28	2178	1.27	109	25.4
<a href="#">7</a>	24	2157	1.11	113	21.13
<a href="#">8</a>	25	2143	1.16	134	18.59
<a href="#">9</a>	28	2136	1.3	81	34.28
<a href="#">10</a>	27	2127	1.25	88	30.16
<a href="#">11</a>	16	2117	0.74	40	38.95
					26.26272727

*Average Period Tardiness*

**Average Period Tardiness , Fiscal Year 2011**

<b>Attendance Month</b>	<b>Period Enrollment</b>	<b>Period Absences</b>	<b>Period Tardiness</b>	<b>Period Tardiness to Period Enrollment (%)</b>
<a href="#">1</a>	11870	500	65	0.55
<a href="#">2</a>	11852	673	108	0.91
<a href="#">3</a>	11768	930	104	0.88
<a href="#">4</a>	11703	862	99	0.85
<a href="#">5</a>	10526	708	92	0.88
<a href="#">6</a>	11605	964	101	0.87
<a href="#">7</a>	11480	864	123	1.07
<a href="#">8</a>	11402	825	100	0.87
<a href="#">9</a>	11351	598	115	1.01
<a href="#">10</a>	10183	731	104	1.03
				0.892

**Average Period Tardiness , Fiscal Year 2010**

<b>Attendance Month</b>	<b>Period Enrollment</b>	<b>Period Absences</b>	<b>Period Tardiness</b>	<b>Period Tardiness to Period Enrollment (%)</b>
<a href="#">1</a>	12339	855	72	0.58
<a href="#">2</a>	12251	895	106	0.86
<a href="#">3</a>	12193	1039	110	0.9
<a href="#">4</a>	12144	1066	100	0.83
<a href="#">5</a>	12091	837	92	0.76
<a href="#">6</a>	10754	808	98	0.91
<a href="#">7</a>	12195	875	135	1.11
<a href="#">8</a>	11902	865	127	1.07
<a href="#">9</a>	8263	681	124	1.5
<a href="#">10</a>	10485	750	126	1.2
<a href="#">11</a>	11653	428	88	0.75
				0.951818182

**Average Period Tardiness , Fiscal Year 2009**

<b>Attendance Month</b>	<b>Period Enrollment</b>	<b>Period Absences</b>	<b>Period Tardiness</b>	<b>Period Tardiness to Period Enrollment (%)</b>
<a href="#">1</a>	13880	682	43	0.31
<a href="#">2</a>	13075	856	80	0.61

<a href="#">3</a>	12806	877	91	0.71
<a href="#">4</a>	12735	1030	91	0.72
<a href="#">5</a>	10143	625	67	0.66
<a href="#">6</a>	12507	961	89	0.71
<a href="#">7</a>	12378	1046	103	0.83
<a href="#">8</a>	12282	1459	100	0.81
<a href="#">9</a>	7339	582	127	1.74
<a href="#">10</a>	10340	917	111	1.07
<a href="#">11</a>	9091	542	84	0.92

0.826363636

The West Hills attendance rate remains consistent over the last three years at approximately 95% overall for the year. The Attendance+ Program recognizes students with perfect attendance each semester. As an incentive, students have received \$3 in ASB bucks, a Perfect Attendance lapel pin, and a letter home to parents. Additional rewards, including movie tickets and gift cards, are given away in drawings to about 50 students throughout the school year for perfect attendance for each month. At the annual senior awards ceremony, students with four years of perfect attendance also receive recognition. Students are also encouraged to complete attendance make up on Saturdays. By attending Saturday school, students earn the chance to win prizes. Our overall attendance trends remain fairly consistent when looking at the past three years and analyzing trends in our truancies, period truancies and tardiness. We have seen a dramatic upward trend in period truancies as the end of the school year approaches and will examine our attendance policy in the hopes of isolating the issue causing this trend and alleviating the problem.

***Behavior***

***Behavior Data Summary***

	West Hills High School			GUHSD		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Total Suspensions	234	295	273	4278	3716	3240
Total Expulsions	17	15	13	238	205	205
Violence/ Drug Suspensions	140	163	136	2073	2003	1723
Violence/ Drug Expulsions	15	15	11	175	148	159

Behavior patterns at West Hills have witnessed a general increase in overall suspensions with a fairly consistent rate of expulsions and Drug/Violence related suspensions over the past three years.

### 2010-11 Ed Code Behavior Report

Ed Codes	Ed Code Text	Expulsions	Suspensions
48900(a)(1)	Related to physical injury to another person		46
48900(a)(2)	Related to use of force or violence		2
48900(b)	Related to firearms, knives, explosive devices, etc.	6	9
48900(c)	Related to possession or sale of controlled substances, alcohol, or intoxicants.	3	37
48900(f)	Caused or attempted to cause damage to school property or private property		3
48900(g)	Stole or attempted to steal school property or private property		1
48900(h)	Related to possession or use of tobacco products		12
48900(i)	Committed an obscene act or engaged in habitual profanity or vulgarity		14
48900 (j)	Related to possession or sale of drug paraphernalia		2
48900(k)	Related to disruption of school activities or willfull defiance		104
48900(l)	Knowingly received stolen school property or private property	2	10
48900 (o)	Related to intimidating a witness		1
48900 (r )	Related to bullying and bullying through electronic means		5
48900.2	Related to sexual harassment	1	11
48900.4	Related to harassment, threats, or intimidation		14
48900.7	Related to terroristic threats	1	2
Overall Total		13	273
Violence/Drug Total		11	136
Violence/Drug Rate (Violence/Drug Total / Enrollment)		0.54%	6.64%
Total of Persistently Dangerous Expulsions Only			N/A

## Multi-year School Improvement Goal 1:

Increase academic performance of all students at West Hills High School.

Increase academic performance of all students at West Hills High School.						
<b>Target Objectives</b>						
<ol style="list-style-type: none"> <li>1. Provide core curricular staff development to all departments on how to analyze and use data.</li> <li>2. 95% of first time test takers and 100% of graduation-eligible seniors will pass the Math &amp; ELA portions of the CAHSEE.</li> <li>3. A 5% increase in CST Advanced / Proficient categories in each subject, and achieve an overall API score of 800.</li> <li>4. Develop a cohesive and systemic tutoring model as a means of intervention and support for all students to enhance academic achievement.</li> </ol>						
Step	Strategic Actions to Reach Goal	Implementers/ Timeline	Progress Evidence/ Evaluation of Goal	Proposed Expenditures	Estimated Costs	Funding Sources
a.	CAHSEE Intervention Monies (purchased 2008-2009 School Year)	Administration, Data Team/ Spring 12	Reduction in D/F rates; Increase in A-G completion, increased pass & proficiency in CAHSEE	Collaboration/ Staff Development	N/A	Site
b.	All 10th grade students will have participated in a CAHSEE pre-diagnostic assessment in math (EEMAP) and English (ELA diagnostic) May of	Administration, Math and English Departments; 9 <sup>th</sup> grade Social Science courses  2011-2012 School Year	Increased pass rate and proficiency levels on March CAHSEE census.	EEMAP and ELA Diagnostic Tests	0	

	freshman year.					
c.	Use Study Island for CAHSEE intervention courses for students identified to be “at risk” for failure of CAHSEE based on EEMAP, ELA diagnostic assessments and prior failure of CAHSEE examination {Read Naturally in CP, Achieve 3000 for II Students).	Administration, Math and English Departments/  2011-2012 School Year	Increased math and English pass rates on CAHSEE.	Teacher Salary at Tutoring Rate	\$3000	Supplemental Instruction
d.	EL strategies (SDAIE, etc.) disseminated to Math & English teachers to help EL students in mainstreamed classes	EL Coordinator / 2011-2012 School Year	Identified teachers with EL students	EL Coordinator Release Period	.2 FTE	District
e.	Identify students at risk for failure in core content areas implement support via intervention classes and prescriptive after-school tutorials; Guidance identify students at risk of	Core Subject Areas, Admin/  2011-2012 School Year	Decreased D/F rate; Increased % of Proficient or Higher on CST exams	Salary and Materials	.5 FTE intervention staffing allocation; \$10,000 (200 hours of tutoring at \$50/hr., including	Intervention FTE, Supp. Instruction Funds

	failure.				benefits)	
f.	Align core content to state standards & embed released CST questions into departmental formative assessments throughout school year.	Core Subject Areas, Administration/ 2011-2012 School Year	Increased Advanced and Proficient scores on CST exams	Collaboration and Work time	\$2500 (100 hours of curriculum writing at \$25/hour)	Curriculum Writing
g.	Develop accessible, meaningful, and targeted tutorial opportunities for all students to increase academic performance. <ul style="list-style-type: none"> <li>• AVID</li> <li>• GATE</li> <li>• Special Education</li> </ul>	Faculty, Administration, Counseling, Coordinators 2011-2012 School Year	Decrease in student D/F grades, increased performance on CAHSEE and CST assessments, increased number of students in AVID, increased enrollment and passing score on AP exams; number of special education students mainstreamed	Salary, Supplies and Supplemental Materials	.4 FTE and \$5,800 for AVID; \$3,000 for GATE \$7100 for PAL	Supp. Instruction Funds; CAHSEE Intervention Funds
h.	Identify incoming at-risk freshmen and place them in one week summer program to increase connectedness to	Admin/Guidance in conjunction with the Santee School District 2011-2012 School	Retain students who have been part of the Santee Success Program for the duration of high school.	Teacher summer school rate and supplies.	\$10,000	EIA Funds

	school and achievement	Year	Retained students will pass CAHSEE, maintain a 2.5 GPA and have less than 10 absences per semester.			
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## Multi-year School Improvement Goal 2:

West Hills High School will provide a place conducive to learning by fostering and maintaining a safe, accepting, and tolerant environment.

### Target Objectives:

1. Develop and maintain programs to address tolerance and mutual respect.
2. Promote student participation in co-curricular, extra-curricular, club and athletic activities.
3. General school safety.
4. Establish partnerships with communities and parents.
5. Develop and maintain systems of communication with parents, students, and surrounding community.

Step	Strategic Actions to Reach Goal	Implementers/ Timeline	Progress Evidence/ Evaluation of Goal	Proposed Expenditures	Estimated Costs	Funding Sources
a.	Multicultural Assembly, Mix-It-Up, Camp Lead, and Unity Day provide structured opportunities to celebrate diverse cultures, open communication between students groups, foster tolerance to reduce racism and bigotry, and foster change in students; "Building CommUNITY" lesson in Freshman Global	Counseling, Administration, SRO, General Staff /  2011-2012 School Year	California Healthy Kids Survey, Reduction in behavioral infractions, Student Participation	General supplies, facilitator costs, and related conferences	\$12,500	MAA, PTSA, ASB, Attendance Incentive, EIA/SCE, Community Donations

	Studies class					
b.	Ready to Learn Insight classes provide intensive remediation and support for students demonstrating behavior consistent with racism and bigotry.	Counseling, Administration, SRO  2011-2012 School Year	Reduction of incidents, suspensions, and expulsions related to racism and bigotry.	General supplies, facilitator costs, and related conferences	\$1000	MAA, PTSA, ASB, Attendance Incentive, EIA/SCE, Community Donations
c.	Develop and maintain a Human Relations Committee on campus.	Administration, Counseling, Staff	CA Healthy Kids Survey; Reduction in behavioral incidents related to racism and bigotry.	--	\$0	--
d.	Promote the West Hills Way and Alma Mater via "West Hills Wednesdays," poster contests, advertising, and Pack TV	PACK TV Teacher, Principal, ASB Advisor/ Ongoing	Video Clips, text of messages	Posters for Alma Mater and West Hills Way contest	\$500	Attendance Incentive
e.	Increase number of students who participate in WHHS athletics, clubs, and ASB events	ASB Advisor, Vice Principal in charge of Athletics/ASB/  Ongoing recruiting of students into activities.	Club and athletic rosters. Number of ASB cards purchased.	N/A	N/A	N/A

f.	Red Ribbon Week and Every 15 Minutes presentation; Friday Night Live (FNL) Student Club; presentation of alcohol/drug prevention lessons	CA Highway Patrol, Counseling, Administration, Staff	Reduction in behavioral incidents related to drugs and alcohol	General Supplies	\$10000	TUPE, General Community Donations
g.	Fire Drills, Lockdown, fire, and earthquake drills	SRO, Administration, Faculty and Staff	Reduced evacuation times, evaluation of how procedures are being followed.	Meeting Supplies for Law Enforcement	\$200	Safe Schools
h.	Establish community education program with West Hills HS, Santana HS, the City of Santee, Santee School District, GUHSD, parents and community members.	Principal/ 2011-2012 School Year	Meeting Agendas, agreements to cooperate	Community Education Events, Guest Speakers,	\$6000	MAA, PTSA, City of Santee
i.	Invite community events to utilize available school resources such as the theater and fields to bring the community to the school.	MSF, Admin, AD/ 2011-2012 School Year	Facilities Use forms	NA	NA	NA

j.	Increase volunteer opportunities for parents.	Principal, PTSA President				
k.	Improve communication with parents and community.	Admin, Teachers, Counseling	Use of Alert Now, Wolf Call, Teacher web sites, updated school web site, PTSA, Coffee with the Principal	Web Site training and maintenance; School Webmaster stipend	\$5000	PTSA, Hourly Budget

### Multi-year School Improvement Goal 3:

Develop a systemic approach to assist EL students increasing academic achievement and improving communication skills.						
<b>Target Objectives:</b>						
<ol style="list-style-type: none"> <li>1. Develop ELAC for West Hills High School.</li> <li>2. Develop and implement a system to identify, monitor, and appropriately schedule EL students (EL, RFEP, IFEP).</li> <li>3. Provide prescriptive supplemental instruction and support for mainstreamed EL students and students enrolled in ELD classes.</li> </ol>						
Step	Strategic Actions to Reach Goal	Implementers/ Timeline	Progress Evidence/ Evaluation of Goal	Proposed Expenditures	Estimated Costs	Funding Sources
a.	Develop ELAC; implement four meetings per year; attendance by EL PLC members	ELD Coordinator, District EL Programs Administrator/ 2011-2012 school	Approved by-laws, minutes of meetings, and recommendations to Department Chair and SSC regarding	Handouts, copying of materials, production of minutes	General supplies; stipend included; hourly for EL PLC members	EIA-LEP

		year	related issues		to meet; See attached EIA LEP budget	
b.	Add a monitoring section for the ELD Coordinator	District EL Programs Administrator/ Fall 2011	Section added to master schedule	Release period for ELD Coordinator	.2 FTE	District
c.	Ensure correct placement of EL students based upon achievement and ELA teachers' recommendations	ELD Coordinator and counseling/ Prior to classes coming in for scheduling	Recommendation form	Collation time (1-2 hours)	See attached EIA LEP budget	EIA-LEP
d.	Student file review (freshmen as they become available); Complete reclassification of EL students as necessary after review of appropriate data	ELD Coordinator/ Fall 2011	Checklists of students reviewed, copies of reclassification paperwork; monitoring binders	Reviewer's time; binders; misc. resources	See attached EIA LEP budget	EIA-LEP
e.	Develop flow-chart for registering and interventions for EL, RFEP, and IFEP students	ELD Coordinator and VP in charge of EL/  November of each year	Chart  Submitted to Director of EL Nov. 17, 2008	Hourly pay	See attached EIA LEP budget	EIA-LEP

f	Purchase support materials for ELD class and other teachers with EL students; add more Rosetta Stone licences	EL Coordinator/ 2011-2012 School Year	Completed PO, final grades at semester	See attached EIA LEP budget	See attached EIA LEP budget	EIA-LEP
g.	EL strategies (SDAIE, etc.) disseminated to Math & English teachers to help EL students in mainstreamed classes; curriculum writing by staff as needed for classes	EL Coordinator / 2011-2012 School Year	Identified teachers with EL students	EL Coordinator Release Period	.2 FTE; hourly for curriculum writing; See attached EIA LEP budget	District
h.	Students tutors (peer or adult) to assist EL students	EL Coordinator	Tutoring records and reflections/assessments	Hourly for tutors	Hourly at \$10	EIA-LEP

## Multi-year School Improvement Goal 4:

All students will have a Post Secondary Plan and Individual Graduation Plan.						
<b>Target Objectives:</b>						
By June 2011, all students will have a Post Secondary Plan and Individual Graduation Plan.						
Step	Strategic Actions to Reach Goal	Implementers/ Timeline	Progress Evidence/ Evaluation of Goal	Proposed Expenditures	Estimated Costs	Funding Sources
a.	All West Hills students will have an IGP and a PSP.	Guidance and student/ 2009-2010 School Year	Guidance logs, student surveys	Salary, supplies	TBD by daily rate, \$500 for supplies.	School site FTEs and site general fund.
b.	100% of students will annually review with a guidance staff member their PSP and/or IGP.	Guidance and student/ June 11	Guidance logs, student surveys	Salary, supplies	TBD by daily rate, \$500 for supplies.	School site FTEs and site general fund.
c.	Promote "GOT PLANS?" college and career fair by wearing college apparel on designated days for week prior to "GOT PLANS?" event.	Guidance, Staff, and Admin./ October 2011	Event sign in logs.	Advertising  Costs	\$100	Site Funds

**Form A: School Site Council Membership**

*Education Code* Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:<sup>1</sup>

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Paul Dautremont	X				
Saida Ali					X
Mandana Albrecht			X		
Kristin Brouker				X	
Anne Coman				X	
John Cross		X			
John Goodman		X			
Michael Gregory					X
Shelly McCarty				X	
Matt Norris		X			
Yvonne Pratt			X		
Connor Richards					X
Classroom Teacher Position (Open)					
Numbers of members of each category	1	3	2	3	3

<sup>1</sup> At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

**Form C: Programs Included in this Plan**

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs		Allocation
	<i>California School Age Families Education</i> <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$ NA
	Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$ NA
	Economic Impact Aid/ (LEP/SCE) <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	833- \$46,691 832- \$ 8092
	High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$ NA
	Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$ NA
	Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$ NA
	Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$ NA
	<i>School and Library Improvement Program Block Grant</i> <u>Purpose:</u> Improve library and other school programs.	\$ NA
	<i>School Safety and Violence Prevention Act</i> <u>Purpose:</u> Increase school safety.	\$ 6,500
	<i>Tobacco-Use Prevention Education (809)</i> <u>Purpose:</u> Eliminate tobacco use among students.	\$ 10,779
	AVID Gifted and Talented Education (GATE) Post-Secondary Planning (PSP) MAA CAHSEE	\$ 3,302 \$ 4,279 \$ 0 \$ 6,491 \$ 6,885
Total amount of state categorical funds allocated to this school		\$ 93,019

Federal Programs under No Child Left Behind (NCLB)		Allocation
	Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$ NA
	<i>Title I, Part D: Delinquent</i> <u>Purpose:</u> <i>Supplement instruction for delinquent youth</i>	\$ NA
	<i>Title I, Part A: Schoolwide Program</i> <u>Purpose:</u> <i>Upgrade the entire educational program of eligible schools in high poverty areas</i>	\$ NA
	Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ NA
	Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$ NA
	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$ NA
	Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$ NA
	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$ NA
	Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$ NA
	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$ NA
	Other Federal Funds (list and describe <sup>2</sup> )	\$ NA
Total amount of federal categorical funds allocated to this school		\$ NA
Total amount of state and federal categorical funds allocated to this school		\$ 93,019

<sup>2</sup> For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

**BUDGET, GOVERNANCE, & ADMINISTRATION  
CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL 2011-2012**

The following state and federal categorical funds were allocated to this school. Approximate BALANCE AMOUNTS listed below for upcoming year.

**DISTRICT & MISCELLANEOUS FUNDING (approximate) 2011-2012**

<i>Band Instrument (not including grants)</i>	\$10,000
<b>Purpose: To purchase instruments for the instrumental music program.</b>	
<i>AVID</i>	\$3,302
<b>Purpose: To pay for AVID tutors, substitutes, supplies, and additional books..</b>	
<i>United Way</i>	\$0
<b>Purpose: To benefit all of the students..</b>	
<i>MAA</i>	\$6,491
<b>Purpose: To fund an alternative program for at-risk students during non-school hours..</b>	

## STATE FUNDS

<i>CAHSEE</i>	\$6,885
<b>Purpose: To put in place intervention models to assist students to pass the CAHSEE.</b>	
<i>Class Size Reductions</i>	<i>Staff Unit Allocation</i>
<b>Purpose: To reduce the class size in English and Math at the freshman level.</b>	
<i>Economic Impact Aid/English Learner Program (EIA-EL combined)</i>	\$54,783
<b>Purpose: To develop fluency in English and academic proficiency of English learners.</b>	
<i>GATE</i>	\$4,279
<b>Purpose: To fund honors programs for augmented curriculum and instruction.</b>	
<i>Special Education</i>	<i>\$District</i>
<b>Purpose: To fund programs for special education students.</b>	
<i>Instructional Materials Grant (861-108)</i>	\$0
<b>Purpose: To provide for one-time educational improvements. (Instructional materials and textbooks. Stagg Development: if addressing content standards)</b>	
<i>20:1 Instructional Materials (861-010)</i>	\$35,506
<b>Purpose: To provide one-time educational improvements.</b>	
<i>Lottery Prop 20</i>	\$0
<b>Purpose: To be used to provide ongoing improvements in instructional program. This fund has been allocated to purchase textbooks in those areas not served by the 56:1 grant and to augment the 56:1 grant in the areas of Social Science and English where funding is not adequate to purchase all the textbooks needed.</b>	<i>(\$81,962 is allocated to site, but controlled by District)</i>
<i>Lottery Instructional Materials (040-502) (CARRY-OVER)</i>	\$54,877
<i>Lottery Instructional Materials (010-502)</i>	\$29,661
<b>Purpose: To purchase instructional materials and textbooks.</b>	
<i>Library Grant (CARRY-OVER)</i>	\$0
<b>Purpose: To purchase online services and library books for the benefit of all students. Librarian meets with each department to prioritize selections.</b>	
<i>Post-Secondary Plan (PSP)</i>	\$0
<b>Purpose: To provide sophomores with in-depth guidance time to explore career plans and chart the next two years' classes.</b>	
<i>Library &amp; Technology Grant (803-104)</i>	\$0
<b>Purpose: To purchase supplies and equipment.</b>	
<i>Art &amp; Music Grant (891-104) (CARRY-OVER)</i>	\$2,914
<b>Purpose: To purchase supplies and equipment, instructional materials, staffing, and instruments.</b>	
<i>Art, Music &amp; Physical Education Grant (895-104)</i>	\$0
<b>Purpose: To purchase instructional materials and equipment.</b>	
<i>Supplemental Instructional Funds</i>	\$28,600
<b>Purpose: Develop accessible, meaningful, and targeted tutorial opportunities for all students to increase academic performance.</b>	
<i>TOTAL AMOUNT OF STATE AND FEDERAL categorical funds allocated to this school:</i>	\$299,547

## BUDGET ALLOCATIONS

The following are the 55:1 funds (40:1 and 15:1 Lottery), which were allocated to this school. Approximate BALANCE AMOUNTS listed below for upcoming year. Based on projected enrollment for 10-11.

### 55:1 Budget Allocations

<i>40:1 Allocation</i>	\$79,076
<b>Purpose: To fund needed supplies and materials for departmental functioning.</b>	
<i>15:1 Allocation</i>	\$29,661
<b>Purpose: To fund needed supplies and materials for departmental functioning.</b>	
<i>Athletic Trainer Supplies</i>	\$4,000
<b>Purpose: To fund needed supplies and equipment for athletic trainer.</b>	
<i>Safe School</i>	\$6,500
<b>Purpose: To purchase radio equipment, safe school training.</b>	
<i>Prop. H</i>	\$0
<i>Prop. U</i>	\$0
<b>TOTAL AMOUNT</b>	<b>\$119,237</b>

### FIXED COSTS:

<i>Item</i>	<i>Budget Source</i>	<i>Amount</i>
<i>Replace/Repair Items under \$500</i>	<i>40:1</i>	\$6,000
<b>Purpose: To repair items that cost under \$500 and not covered by district repair costs. Replace items in the same category that cannot be repaired.</b>		
<i>Athletic Trainer Supplies</i>	<i>Athletic Trainer Supplies</i>	\$4,000
<b>Purpose: To fund needed supplies and equipment for athletic trainer.</b>		
<i>Custodian Supplies</i>	<i>40:1</i>	\$20,000
<b>Purpose: Custodial supplies (i.e, paper towels, toilet paper, lights, cleaning solutions, wax, etc.)</b>		
<i>Support Services</i>	<i>40:1</i>	\$29,000
<b>Purpose: To purchase supplies and equipment for duplicating and other supplies and equipment needed for entire staff; postage and maintenance agreements.</b>		
<i>Departmental</i>	<i>15:1</i>	\$30,375
<b>Purpose: To purchase supplies, equipment, texts for departments. Several departments receive supplemental funding for textbook purchases.</b>		
<i>Schoolwide</i>	<i>40:1</i>	\$10,000
<b>Purpose: To purchase toner and paper for printers on campus.</b>		
<i>Safe School</i>	<i>Safe Schools Budget</i>	\$6,500
<b>Purpose: To purchase radio equipment, safe school training.</b>		

**WEST HILLS**  
**School - Level Description of EIA Funds**  
**Centralized Services**  
**FY2009.2010 (revised 5/14/10)**

Description	832/LEP	833/SCE		
Program Management (including Statutory Benefits and Health & Welfare)	\$ 2,354	\$ 7,186		
Supplies, Equipment, Travel, Misc.	\$ 208	\$ 138		
Indirect Cost (3% of Total Entitlement)	\$ 776	\$ 2,631		
<b>Centralized Services</b>		<b>\$ 3,338</b>		<b>\$ 9,955</b>
EL Director	\$ 831	\$ 4,764		
Clerical	\$ 390	\$ 348		
District Interpreters	\$ 1,661			
Info Analyst		\$ 1,620		
District monitoring		\$ 13,659		
Prof Dev - subs	\$ 316			
Summer school teachers	\$ 1,862			
certificated-hourly	\$ 410			
Classified-translators-hourly	\$ 184			
classified-CELDT testing	\$ 478			
other books	\$ 944			
mat'l & supplies	\$ 88	\$ 531		
Software Achievement		\$ 2,684		

Travel, CABA & misc	\$ 174			
Professional svcs.	\$ 692		\$ 6,342	
Newcomer's Center	\$ 84		\$ 322	
<b>Direct Services</b>		<b>\$ 8,114</b>		<b>\$ 30,270</b>
<b>Total Centralized &amp; Direct Services</b>		<b>\$ 11,452</b>		<b>\$ 40,225</b>

**Form E: Recommendations and Assurances**

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

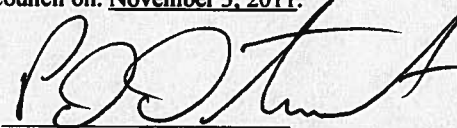
Other: Department Chair / Leadership Team

1. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
2. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. This school plan was adopted by the school site council on: November 3, 2011.

Attested:

Paul Dautremont

Typed name of school principal



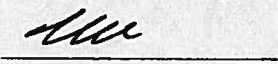
Signature of school principal

Date

11/3/11

Matt Norris

Typed name of SSC chairperson



Signature of SSC chairperson

Date

11/7/11