

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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

## Robin Ballarin, Principal

 Principal, West Hills High

### About Our School

Welcome to West Hills High School's School Accountability Report Card (SARC). I hope that you find the information in the report useful and that it gives you a better understanding of our fine school and our programs. With our "West Hills Way" and our core value of academics first, West Hills continues to be a school of excellence in all ways. With many distinguished faculty and staff, we are proud of our comprehensive school programs and services, from our academic and social-emotional support of our Guidance department, to our many course offerings in the Honors and Advanced Placement programs, to our Career Technical Education pathways, we are dedicated to meeting the needs of all students. With excellent athletics, performing and visual arts programs, along with award winning teachers, we have a terrific Wolf Pack tradition of success and are listed consistently amongst the U.S. News and World Reports as one of the best high schools in the United States. In addition we boast several San Diego "County Teachers of the Year", many District Teachers of the Year and one Finalist for California Teacher of the Year. Our outstanding academics are supported with exemplary and serene facilities and grounds as well.

If you have been on or about the West Hills campus, you will have noticed several positive improvements to our facilities. In the recent past, we have completed modernization and construction of a new student facility for students with moderate to severe disabilities including restrooms, sensitivity room, stimulation room and refurbished kitchen spaces to teach functional living skills. Our weight room was completely modernized with all new equipment to reflect the needs of our students and programs today and we have installed all new security cameras with HD night vision for safety and theft / vandalism deterrence. In fall 2015, our entire school was repainted the original colors for a fresh, bright and maintained facility.

With a dedicated teaching and support staff, I know that West Hills High School will continue to provide an excellent teaching and learning community for our students in the years ahead.

If ever I may be of assistance, please feel free to contact me at 619-956-0411 or [rballarin@guhsd.net](mailto:rballarin@guhsd.net)

Sincerely,

Mrs. Robin Ballarin

Principal, West Hills High School

We are One, We are the Pack! Respectful ~ Responsible ~ Honorable

## Contact

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*West Hills High  
8756 Mast Blvd.  
Santee, CA 92071-2046*

*Phone: 619-956-0400  
E-mail: [rballarin@quhsd.net](mailto:rballarin@quhsd.net)*

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Grossmont Union High
<b>Phone Number</b>	(619) 644-8000
<b>Superintendent</b>	Tim Glover
<b>E-mail Address</b>	<a href="mailto:tglover@guhsd.net">tglover@guhsd.net</a>
<b>Web Site</b>	<a href="http://www.guhsd.net/">www.guhsd.net/</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	West Hills High
<b>Street</b>	8756 Mast Blvd.
<b>City, State, Zip</b>	Santee, Ca, 92071-2046
<b>Phone Number</b>	619-956-0400
<b>Principal</b>	Robin Ballarin, Principal
<b>E-mail Address</b>	<a href="mailto:rballarin@guhsd.net">rballarin@guhsd.net</a>
<b>Web Site</b>	<a href="http://wolfpack.guhsd.net/">http://wolfpack.guhsd.net/</a>
<b>County-District-School (CDS) Code</b>	37681303730702

*Last updated: 1/14/2019*

### School Description and Mission Statement (School Year 2018—19)

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

West Hills High School is one of eleven high schools (nine comprehensive, two charter, and one alternative) in the Grossmont Union High School District (GUHSD). Serving nearly 18,000 students, the District includes the East County communities of Santee, La Mesa, Lakeside, Spring Valley, Lemon Grove, Jamul, and El Cajon. West Hills serves 1915 students from the Santee area and additional students from throughout the district.

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

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 2016, we will enroll nearly 1900 students and have nearly 140 teachers and support personnel on our staff. From those early beginnings, the staff and students have stayed true to their early commitment to a special kind of education, which came to be known as the "West Hills Way". This underpinning of commitment to making all students successful has guided this campus through periods of tremendous growth, which included moving to a facility on 76 acres. We have established outstanding programs in academics, the arts, student activities, and athletics and are guided by the following eight principles that are simple but effective.

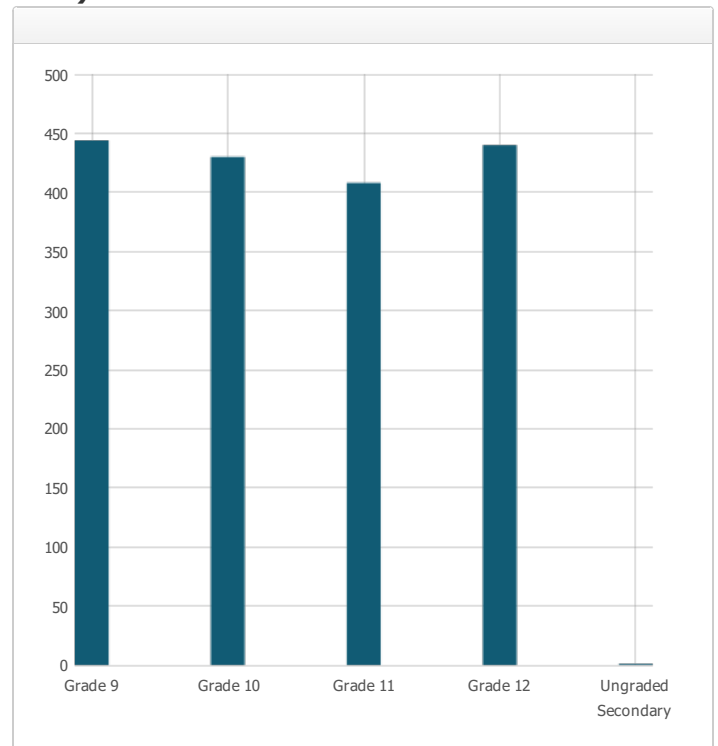
The West Hills Way: Be Respectful, Responsible and Honorable

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



**Student Enrollment by Grade Level (School Year 2017–18)**

Grade Level	Number of Students
Grade 9	444
Grade 10	430
Grade 11	408
Grade 12	440
Ungraded Secondary	1
<b>Total Enrollment</b>	<b>1723</b>



Last updated: 11/29/2018

**Student Enrollment by Student Group (School Year 2017–18)**

Student Group	Percent of Total Enrollment
Black or African American	1.5 %
American Indian or Alaska Native	0.3 %
Asian	1.8 %
Filipino	1.5 %
Hispanic or Latino	27.5 %
Native Hawaiian or Pacific Islander	0.5 %
White	57.7 %
Two or More Races	9.1 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	31.3 %
English Learners	1.7 %
Students with Disabilities	11.0 %
Foster Youth	%

## A. Conditions of Learning

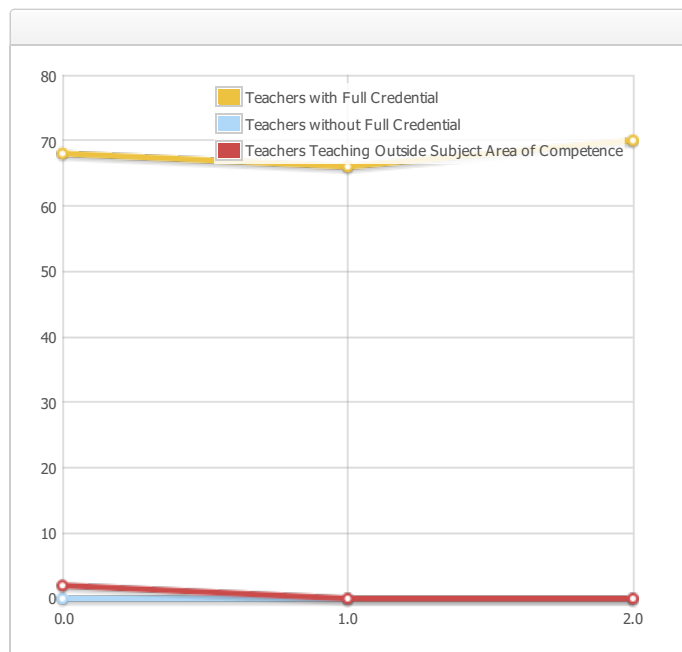
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

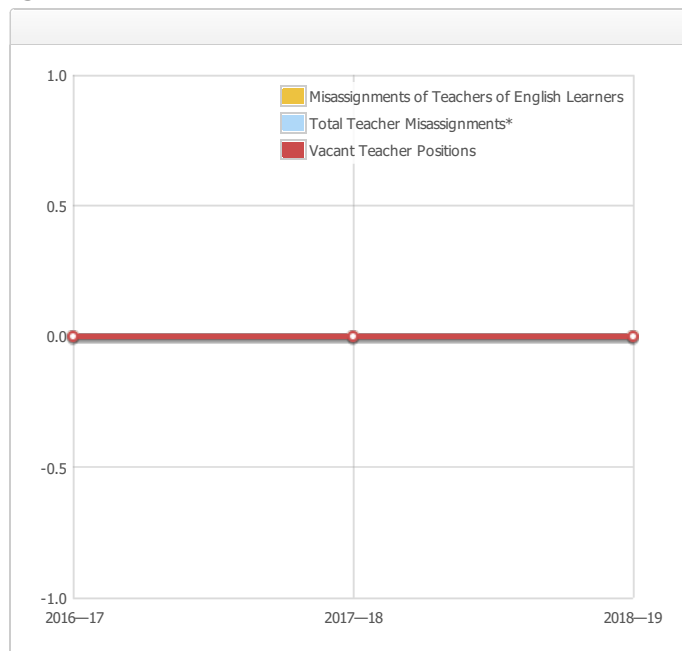
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	68	66	70	745
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	0	0	9



Last updated: 1/18/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

Last updated: 1/22/2019

# Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Animal Farm Anthem Antigone Lord of the Flies Of Mice and Men Romeo and Juliet Black Boy Inherit the Wind Macbeth The Tragedy of Julius Caesar To Kill a Mockingbird Ender's Game Ender's Shadow Fahrenheit 451 The Adventures of Huckleberry Finn The Catcher in the Rye The Crucible The Great Gatsby The Scarlet Letter Brave New World Things Fall Apart 1984 Life of Pi The Importance of Being Earnest Nickled and Dimed The Grapes of Wrath A Metamorphosis Frankenstein Rosencrantz and Guildenstern are Dead Taming of the Shrew Their Eyes Were Watching God Into the Wild Left Hand of Darkness A Raisin in the Sun Things Fall Apart	Yes	0.0 %
Mathematics	CPM: Integrated 1 CPM: Integrated 2 Algebra 2 CA ed., 2008 Algebra and Trigonometry: Structure and Method, 2004 Calculus: Graphical, Numerical, Algebraic, 2007 The Practice of Statistics, 2008 Geometry CA ed., 2008 Algebra 2: Concepts and Skills, 2008 Precalculus: Graphical, Numerical, Algebraic, 2007	Yes	0.0 %
Science	Biology, 2005 Chemistry: Molecular Nature of Matter and Change, 2006 Living in the Environment 15th ed., 2007 Biology: Concepts and Connections 6th ed., 2009 Biology CA ed., 2008 Chemistry: An Intro to General, Biological and Organic Chemistry, 2003, 2006 World of Chemistry, 2007 Essentials of General Chemistry 2nd ed., 2006 Human Biology, 2008 Physics: Principles and Problems, 1999 Essentials of Anatomy and Physiology, 2007 Physical Science with Earth Science, 2009 AP Physics: 2018	Yes	0.0 %
History-Social Science	Modern World History, 1999 Junior Achievement, 2003 Geography Alive, 2006	Yes	0.0 %

The American Pageant 14th ed., 2010  
The Americans, 1999

Foreign Language	Buen Viaje, 2004 Nuevas Visas, 2006 En Contacto, 2006 Komm Mit, 2004	Yes	0.0 %
Health		Yes	0.0 %
Visual and Performing Arts	Beginning Sculpture, 2006 Art Through the Ages, 2001 Art Talk, 2005 Focus on Photography, 2006	Yes	0.0 %
Science Lab Eqmpt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/14/2019



## School Facility Conditions and Planned Improvements

The school district ensures that students attend clean and safe facilities. The district's maintenance staff follows a comprehensive scheduled preventive and deferred maintenance program to offset costly repairs and minimize disruptions to the instructional program. The school employs a Manager of School Facilities to oversee the physical plant. Recent improvements to the facility include a new swimming pool paid for by Proposition U funds, upgrades the siding, doors, windows and roofing of our social science classrooms and a \$300,000.00 upgrade to the theater sound and lighting system paid for by district improvement funds. In the 2015-16 school year, the entire campus was painted, stucco repaired as needed and roofing addressed. In the 2016-17 school year we added solar covered parking in the front of our school, new heating and air conditioning units to replace our aging units as well as modernizing buildings for Americans with Disabilities access and services. In summer 2018, we will be installing new blowers for all buildings.

*Last updated: 1/14/2019*

## School Facility Good Repair Status

Inspection completed on: 7/2/14

Year and month of the most recent FIT report: June 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	Several lights out- replaced Electrical receptacle cover missing- in progress Light diffusers hanging- fixed Electrical panel blocked- fixed Exterior receptacles damaged- in progress Excessive combustible material on ceiling tiles- in progress Storage in the electrical room- fixed Light cover off- fixed
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	No hot water in the nurse's handwashing sink- in progress Drinking fountain nozzles plugged- fixed Cold water handle not working- in progress Toilet partitions rusted- in progress Faucet handle not working- in progress Drinking fountains with low flow- in progress Sink loose- in progress Faucets without water- in progress Drinking fountain button missing- in progress Sink cracked- in progress
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: June 2018

Overall Rating	Good
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*Last updated: 1/24/2019*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	82.0%	78.0%	67.0%	64.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	48.0%	47.0%	38.0%	39.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/14/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	404	396	98.02%	77.53%
Male	187	183	97.86%	74.86%
Female	217	213	98.16%	79.81%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	115	114	99.13%	74.56%
Native Hawaiian or Pacific Islander	--	--	--	
White	236	230	97.46%	78.26%
Two or More Races	32	32	100.00%	84.38%
Socioeconomically Disadvantaged	131	128	97.71%	69.53%
English Learners	16	15	93.75%	20.00%
Students with Disabilities	30	28	93.33%	32.14%
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/14/2019*

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	404	395	97.77%	47.09%
Male	188	183	97.34%	47.54%
Female	216	212	98.15%	46.70%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	115	114	99.13%	37.72%
Native Hawaiian or Pacific Islander	--	--	--	
White	235	229	97.45%	49.78%
Two or More Races	32	32	100.00%	59.38%
Socioeconomically Disadvantaged	131	127	96.95%	29.92%
English Learners	16	15	93.75%	
Students with Disabilities	31	28	90.32%	3.57%
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/14/2019*

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

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

*Last updated: 1/14/2019*

### Career Technical Education (CTE) Programs (School Year 2017–18)

West Hills High School currently has a Digital Imagery Pathway and in the process of enhancing our Health Pathway. In addition, we are currently in the process of developing an Advanced Manufacturing and Technical Trades construction pathway which includes the most advanced digital design and current industry standards machinery and robotics launching in fall 2016. An advisory board has been established for the Arts, Media, and Entertainment industry sector to provide support and guide our Digital Imagery Pathway.

West Hills currently offers a variety of CTE classes on campus. These courses reflect the goals of the District CTE work by providing relevant and authentic educational environments to enhance career opportunities.

- Digital Arts I Photography Sports Medicine
- Drafting and Design
- Construction Trades

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

- Animal Careers (1st semester)
- Veterinary Assistant (2nd semester)

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

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

*Last updated: 1/14/2019*

### Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	274
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	13.0%

Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education

25.0%

*Last updated: 1/28/2019***Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	97.8%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	57.8%

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	9.3%	29.6%	38.7%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/18/2019

## C. Engagement

# State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2018—19)

During the 2017-2018 school year, the West Hills High School PTSA had nearly 400 members, more than one quarter of all PTSA members in the Grossmont District. With an active board of approximately 20 parents, the PTSA has implemented an extensive list of programs supporting students and teachers. To extend their ability to communicate with the membership, their website contains valuable information regarding upcoming events, community opportunities, and parenting tips. PTSA volunteers can be found at almost every West Hills function, supplying valuable assistance to the office staff, the teachers, and clubs.

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

- Unity Week (bullying prevention/diversity training)
- Sober Grad Night
- Annual Multi-Cultural Fair
- Supply Day for teachers

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

In addition, parents serve as guest speakers within our classroom Career Technical Education programs for our Health Pathways, Sports Medicine program, and our Project Lead the Way Engineering (Aerospace focus) programs. Parents and community members have also served as guests speakers in our student club meetings at lunchtime, volunteer coaches in our athletics programs (District clearance and background check needed for this) and sit on various committees for our accreditation process (next expected 2023-24 school year).



# State Priority: Pupil Engagement

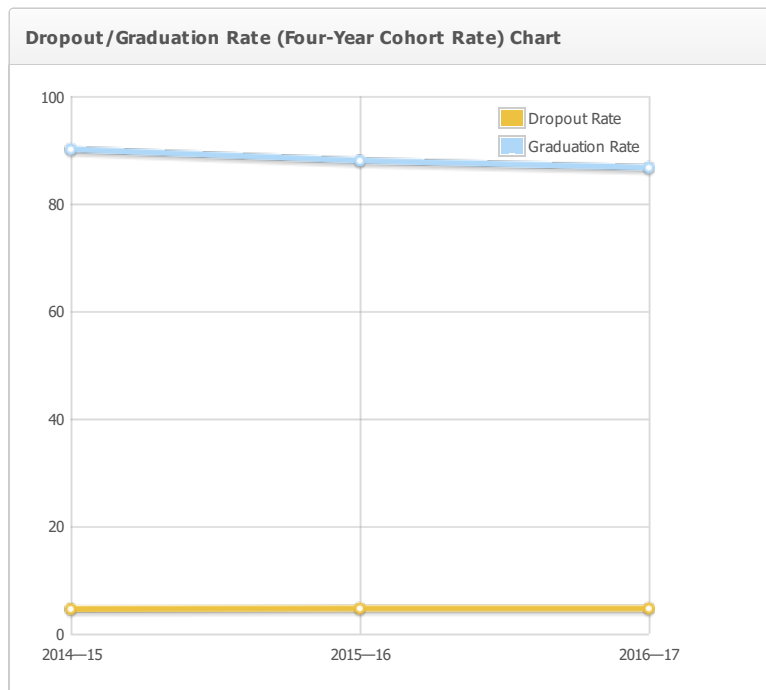
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	4.6%	4.7%	7.8%	7.4%	10.7%	9.7%
Graduation Rate	90.1%	88.0%	83.2%	82.7%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	4.7%	6.2%	9.1%
Graduation Rate	86.7%	83.1%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 11/29/2018

## Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	86.0%	77.6%	88.7%
Black or African American	80.0%	71.4%	82.2%
American Indian or Alaska Native	100.0%	65.7%	82.8%
Asian	100.0%	77.3%	94.9%
Filipino	100.0%	82.1%	93.5%
Hispanic or Latino	79.7%	74.6%	86.5%
Native Hawaiian or Pacific Islander	100.0%	73.1%	88.6%
White	87.8%	80.5%	92.1%
Two or More Races	86.0%	81.2%	91.2%
Socioeconomically Disadvantaged	86.1%	72.7%	88.6%
English Learners	37.5%	45.9%	56.7%
Students with Disabilities	77.1%	40.8%	67.1%
Foster Youth	100.0%	47.4%	74.1%

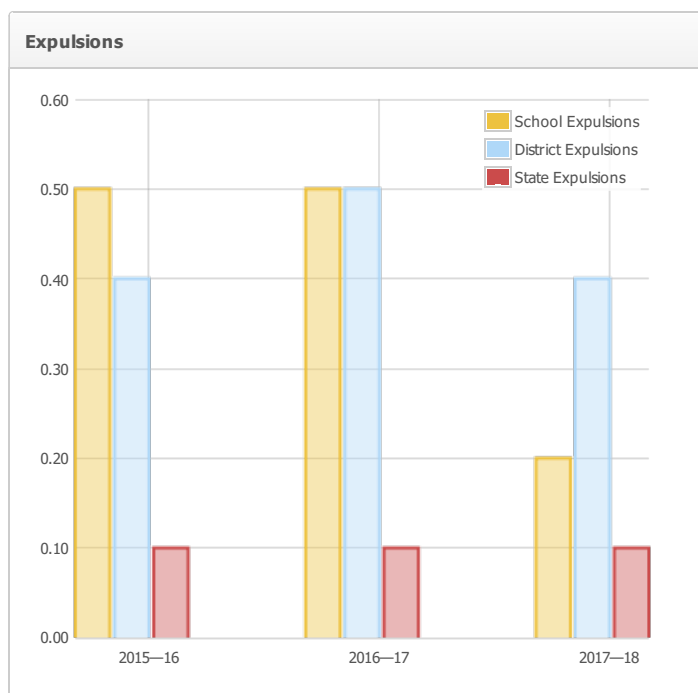
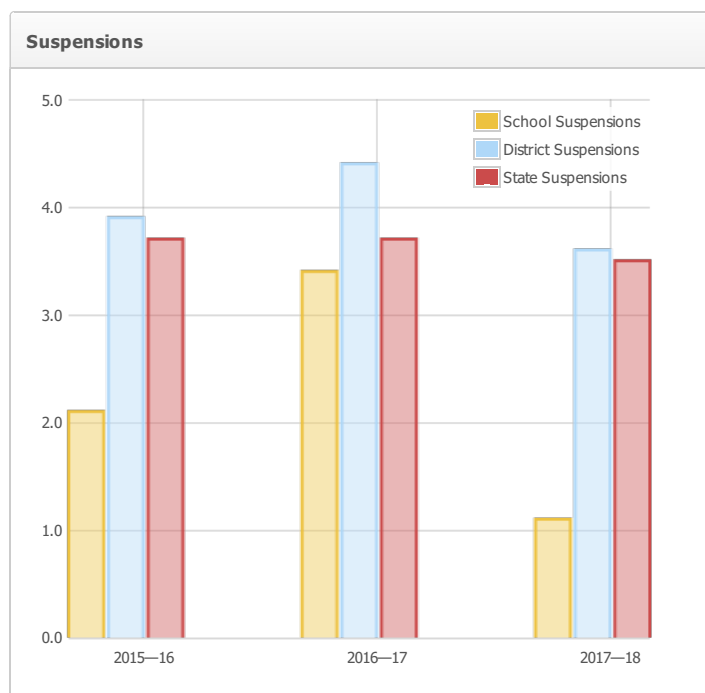
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	2.1%	3.4%	1.1%	3.9%	4.4%	3.6%	3.7%	3.7%	3.5%
Expulsions	0.5%	0.5%	0.2%	0.4%	0.5%	0.4%	0.1%	0.1%	0.1%



Last updated: 11/29/2018

## School Safety Plan (School Year 2018—19)

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

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

There are several district programs for students who are considered "first offenders" in breach of drug, alcohol, or violence policies. STEP (System to Encourage Peace) is a three-day program for students involved in a first physical or verbal altercation. These students attend this training on Chaparral's campus, the district's alternative school site. Here, students receive training in conflict resolution and anger management. Days absent from West Hills High School are counted as field trip days, so a student is not liable for attendance. Students who are caught with controlled substances or are under the influence as a first offense attend the PATH (Pointing Adolescents Towards Health), a five-day intervention, also held at Chaparral High School, and also codes absences from West Hills as field trip days. PASS, a program for students who have completed the PATH Program but have been caught a second time under the influence of a controlled substance or alcohol. In addition, we partner with San Diego Youth Services, Mending Matters and San Diego State University to provide outreach and support groups to students on a variety of social emotional topics and needs, involving parents in a confidential and appropriate educational and supportive environment.

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

*Last updated: 1/14/2019*

## **D. Other SARC Information**

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-20</b>	<b>Number of Classes * 21-32</b>	<b>Number of Classes * 33+</b>
English	21.0	50	6	46
Mathematics	24.0	29	4	43
Science	15.0	53	9	28
Social Science	17.0	70	3	51

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-20</b>	<b>Number of Classes * 21-32</b>	<b>Number of Classes * 33+</b>
English	21.0	42	12	38
Mathematics	23.0	29	10	35
Science	19.0	33	10	24
Social Science	19.0	52	13	40

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-20</b>	<b>Number of Classes * 21-32</b>	<b>Number of Classes * 33+</b>
English	23.0	28	16	33
Mathematics	22.0	30	12	31
Science	19.0	30	6	25
Social Science	18.0	53	14	35

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 11/29/2018*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	4.0	450.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other		N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/14/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$10081.0	\$2386.0	\$7176.0	\$111362.0
District	N/A	N/A	\$7623.0	\$81745.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$85815.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/18/2019*

## Types of Services Funded (Fiscal Year 2017—18)

It is the goal of West Hills High School to assist students with their academics, social and personal development, and career and post secondary planning. The Guidance Department has four credentialed counselors and two guidance information specialists to serve students. The counselors are driven by the National Standards for School Counseling, providing support in each of the three identified domains resulting in a comprehensive guidance program. West Hills offers services to students and families who need emotional, financial, and crisis support. The weekly Case Management meeting connects counselors, administration, Special Ed, and community agencies to discuss and refer students and families in need. The following supports are included in this system:

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

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

- English Language Development for English Learners
- CAHSEE Preparation
- Advanced Placement students
- SAT Preparation
- Elective Support
- Credit Retrieval Program 2015-16 SARC - West Hills High
- Alternative Educational Alternatives
- Special Education and Support Classes
- Weekly progress monitoring (Blue Slips)
- Student Success Team (SST) meeting with staff, parents and counselor

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

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

*Last updated: 1/14/2019*

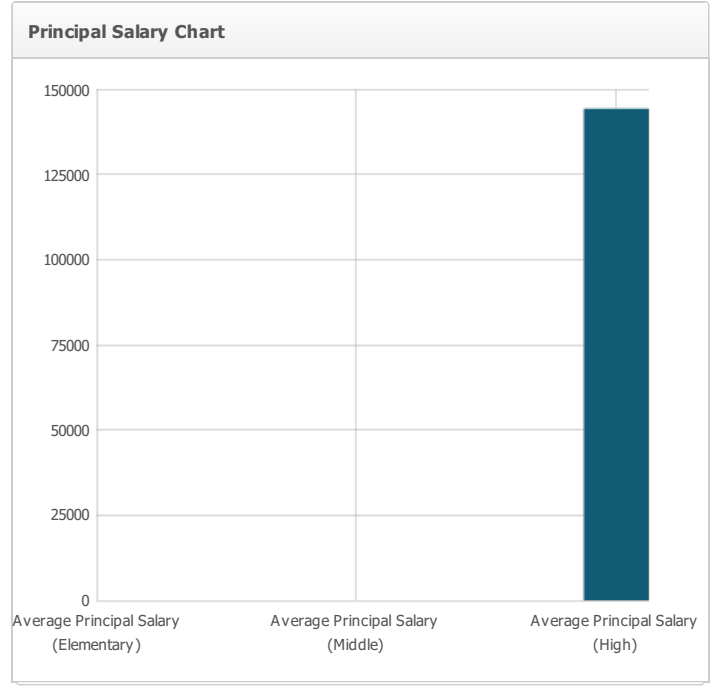
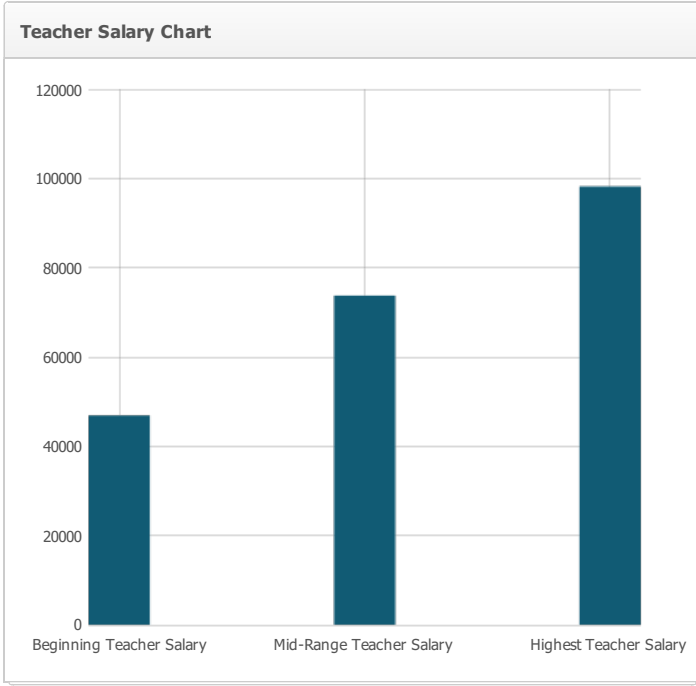
## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,922	\$50,747
Mid-Range Teacher Salary	\$73,740	\$86,127
Highest Teacher Salary	\$98,206	\$106,915
Average Principal Salary (Elementary)	\$	--



Average Principal Salary (Middle)	\$	\$136,636
Average Principal Salary (High)	\$144,249	\$150,286
Superintendent Salary	\$250,111	\$238,058
Percent of Budget for Teacher Salaries	33.0%	34.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/14/2019

**Advanced Placement (AP) Courses (School Year 2017–18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	5	N/A
Science	2	N/A
Social Science	4	N/A
All Courses	17	40.0%

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

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

*Last updated: 1/14/2019*

**Professional Development**

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. 15 days per year over the last 3 years have been dedicated to staff development. Topics for staff development during Summer Institute 2017 and the 2017-2018 school year included:

- Advanced Google Apps
- Alternative Education Programs Edgenuity Training
- Assistant Principal Apprentice Program Assistant Principal PLC Meetings Chromebook Training
- Common Core English 9/10 Common Core English 11/12
- Common Core: Life & Environmental Sciences Common Core: Natural Sciences, Physics, Chemistry Conscious Classroom Management
- Developing a PLN
- Differentiated Instruction for the Teenage Brain
- Differentiating Strategies Based on ELD Proficiency Levels Digital Classroom
- Discipline: Awareness of Cultural Distinctions Drive, Docs, and Forms Basics
- Effective Team Building with Students EL: Working With Non-Hispanic Cultures ELA Teaching Strategies
- Examining Common Core Curriculum & Instruction for Algebra Examining Common Core Curriculum & Instruction for Geometry Google Sites for Teacher Websites Identification, Referral, Re-Designation Process for EL Illuminate Training
- Instructional Practice with the California Mathematics Framework
- Making Common Assessments Meaningful
- Medically Fragile students with severe allergies: EPI Pen training
- NWEA Map training
- Open Lab: Time to Explore & Create
- Outrageous Teaching! (Motivating the Unmotivated) Principal PLC Meetings
- Poverty and the adolescent experience
- Sensitivity training: "All" students means ALL
- Team Building
- Technology for Effective Teaching & Learning The Flipped Classroom
- Understanding CST & Local Assessments Using Mobile Devices for Teacher Productivity Web Tools – Explore & Create
- Working with Challenging People Working with Parents & Families

- UC "a-g" Workshops and data analysis
- Universal Design for Learning

*Last updated: 1/14/2019*