

WEST HILLS HIGH SCHOOL

8756 Mast Blvd., Santee, CA 92071 • (619) 956-0400

Brian Wilbur, Principal

School Accountability Report Card

Principal's Message

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

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

Please contact our office with any questions you may have.

School Profile

West Hills High is one of 9 comprehensive high schools in the Grossmont Union High.

Discipline & Climate for Learning

Students at West Hills High are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. All students and parents receive a student handbook and the administration visits all grade levels at the beginning of the year to review the handbook with English classes. The School Site Council oversees the updating of the student handbook on a yearly basis.

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	263	180	175	4230	3656	3109
Suspension Rate	11.4%	8.1%	7.7%	17.3%	15.3%	12.8%
Expulsions	11	8	16	186	182	195
Expulsion Rate	0.5%	0.4%	0.7%	0.8%	0.8%	0.8%

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

	Enrollment Trend by Grade Level		
	2005-06	2006-07	2007-08
9th	592	587	583
10th	601	472	576
11th	596	591	566
12th	508	562	549

Class Size

Average class sizes vary by grade level and subject area taught. However, the District provides staffing resources at a ratio of 34 students to 1 teacher.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	06	07	08	1-20 Students			21-32 Students			33+ Students		
English	26	23	25	44	53	51	10	21	13	38	27	34
Mathematics	28	27	26	34	38	42	18	16	11	26	25	30
Science	31	26	29	6	11	10	14	23	16	29	17	24
Social Science	31	30	30	10	10	15	20	31	16	45	35	52

School Facilities

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

School Facility Conditions				
Date of Last Inspection: 12/11/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Safe School Plan

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

Dropout & Graduation Rates

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

Graduation & Dropout Rates			
	04-05	05-06	06-07
Dropout Rate	0.22%	1.26%	1.04%
Graduation Rate	98.20%	96.50%	97.90%

Counseling & Support Staff

It is the goal of West Hills High to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at West Hills High.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Aides for Severely Handicapped	7	6
Assistant Principal	3	3
Athletic Director	1	1
AVID Tutor	3	1
Band/Music Director	2	1.2
Campus Supervisor	5	5
Counselor	5	5
English as a Second Language (ESL) Teacher	1	.4
IEP Coordinator	1	1
Librarian	1	1
Library Aide	1	1
Nurse	1	1
P.E. Aide	1	1
Psychologist	1	1
School Resource Officer	1	1
Speech Language Pathologist	1	1
Student Activities Director	1	1
Technology Support Providers	1	1
Visually Impaired Assistant	1	1

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Completion of High School Graduation Requirements			
	School	District	State
African American	80.0%	*	*
American Indian	63.0%	*	*
Asian	100.0%	*	*
Filipino	69.0%	*	*
Hispanic or Latino	92.0%	*	*
Pacific Islander	100.0%	*	*
Caucasian	92.0%	*	*

* Data was not available at the time of publication.

CAT-6

The CAT-6 is not offered at the high school level.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. For results on course specific tests, please see <http://star.cde.ca.gov>.

Physical Fitness

In the spring of each year, schools are required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone	
2007-08 Test Results	
9th Grade	
School	
School Overall	45.7%
School (Boys)	51.7%
School (Girls)	40.2%
District	
District Overall	35.6%
District (Boys)	38.0%
District (Girls)	33.1%
State	
State Overall	35.6%
State (Boys)	36.7%
State (Girls)	34.5%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts						Social Science								
	9			10			11			10			11		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students															
School	58	68	63	44	50	49	42	48	42	29	47	50	33	38	45
District	48	53	53	37	39	41	34	37	37	30	32	37	33	34	38
State	44	47	49	37	37	41	36	37	37	30	29	33	35	35	38
Males															
School	53	61	54	37	46	40	32	41	38	31	54	59	31	37	49
District	44	46	46	30	35	35	28	31	33	32	35	41	33	36	41
State	40	43	45	33	33	37	33	33	33	33	34	38	37	37	40
Females															
School	64	75	71	51	55	56	50	54	46	27	41	44	35	40	42
District	53	60	59	45	44	47	39	45	41	28	28	33	32	34	35
State	48	53	53	42	41	45	39	41	41	27	26	29	34	33	36
Socioeconomically Disadvantaged															
School	33	51	45	26	37	30	28	32	25	20	28	31	20	32	30
District	31	33	33	19	24	24	16	21	22	16	18	21	16	21	24
State	27	32	33	21	21	26	21	22	22	17	17	20	21	22	24
African American															
School	*	*	63	*	*	27	*	*	*	*	*	*	*	*	*
District	33	37	38	18	26	23	19	23	24	17	18	18	21	23	25
State	28	33	34	22	23	26	21	22	22	15	15	19	19	19	21
American Indian															
School	*	*	*	*	*	*	38	*	*	*	*	*	38	*	*
District	38	45	46	35	31	28	23	29	30	26	21	35	27	27	34
State	42	43	44	34	34	36	29	31	32	26	26	30	29	30	34
Asian															
School	*	77	*	*	*	73	*	*	*	*	*	73	*	*	*
District	67	58	66	66	61	47	52	53	51	51	57	45	53	50	59
State	65	71	73	58	58	64	55	57	58	53	51	55	54	54	58
Filipino															
School	69	55	67	50	67	*	*	42	44	25	53	*	*	17	44
District	61	62	63	39	55	55	27	42	49	42	41	49	30	38	52
State	62	65	67	51	51	55	46	49	49	39	38	42	45	43	47
Hispanic or Latino															
School	46	59	46	33	39	35	32	38	35	22	35	45	31	33	39
District	33	37	38	23	24	26	21	24	22	19	19	25	23	21	26
State	28	32	34	21	23	27	21	23	22	17	18	21	21	22	25
Caucasian															
School	61	70	66	46	52	50	43	50	44	32	47	51	35	40	47
District	57	62	61	45	48	50	39	45	44	36	38	45	37	41	44
State	63	66	68	54	55	57	50	52	53	45	44	49	48	48	51
Students with Disabilities															
School	4	13	13	8	0	8	13	7	4	10	11	24	8	15	10
District	9	14	10	5	8	7	7	6	7	8	9	11	7	8	11
State	9	10	11	6	7	7	6	6	6	8	8	11	8	9	10
English Learners															
School	5	7	0	6	0	0	8	5	8	6	28	15	8	6	23
District	5	8	8	4	2	4	4	4	4	6	7	6	7	5	8
State	7	10	9	4	4	6	4	4	4	5	6	6	7	6	7

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

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

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

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. NCLB requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation.

Results of school and district performance are displayed in the chart.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	7	7	8	
Similar Schools Rank	3	2	3	
All Students				
Actual Growth	-3	25	-1	760
Socioeconomically Disadvantaged				
Actual Growth	10	-10	-18	638
Hispanic or Latino				
Actual Growth	-21	14	16	729
Caucasian				
Actual Growth	-5	30	-6	763
Students with Disabilities				
Actual Growth	21	-1	17	531

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	Yes		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2004-2005
Year in PI (2008-09)	-	Year 3
# of Schools Currently in PI	-	2
% of Schools Identified for PI	-	7.69%

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

CAHSEE By Subject									
	2005-06			2006-07			2007-08		
	School	District	State	School	District	State	School	District	State
English	62.4	55.4	51.1	62.8	49.9	48.6	65.8	54.6	52.9
Mathematics	67.9	55.3	46.8	67.0	55.8	49.9	68.4	55.7	51.3

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	34.2	56.6	9.2	31.6	46.4	21.9
Male	42.4	52.4	5.2	30.7	45.4	23.9
Female	27.2	60.2	12.6	32.4	47.3	20.3
African American	54.5	45.5	-	63.6	36.4	-
Asian	9.1	63.6	27.3	9.1	27.3	63.6
Hispanic or Latino	49.4	46.8	3.9	44.9	42.3	12.8
White	31.7	58.1	10.2	29.0	48.9	22.1
English Learners	84.0	16.0	-	65.4	26.9	7.7
Socioeconomically Disadvantaged	65.7	31.4	2.9	63.9	30.6	5.6
Students with Disabilities	91.7	8.3	-	69.2	23.1	7.7

Advanced Placement Classes

West Hills High encourages students to continue their education past high school. West Hills High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes		
	# of Courses	Enrollment
English	2	94
Foreign Language	1	33
Mathematics	2	133
Science	2	89
Social Science	3	257
Totals	10	606
Percent of Students in AP Courses		4.9%

Teacher Assignment

Grossmont Union High recruits and employs the most qualified credentialed teachers. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2007-08 school year, the most current data are reported.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	91	94	91	1029
Without Full Credentials	1	2	2	24
Working Outside Subject	0	0	0	0

	Misassignments/Vacancies		
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0		0
Misassignments of Teachers (other)	0		0
Total Misassignments of Teachers	0		0
Vacant Teacher Positions			0

UC/CSU Course Completion

Students at West Hills High are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	75.1%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	38.8%

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participate in CTE?	1,036
What percent of the school's pupils complete a CTE program and earn a high school diploma?	87.6
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	13.2

* Duplicated Count (one student can be enrolled in several courses).

Career Technical Education (CTE) Programs

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

CTE Programs				
Title of Career Preparation Course	Who offers the course	How do these classes support student achievement	How does the school address the needs of all students in career preparation	How are the courses evaluated for effectiveness
Auto Tech	West Hills			
Construction Tech	West Hills			
Drafting	West Hills			
Multi-Media Production	West Hills			
Photo	West Hills			
3-D Design	West Hills			
Digital Arts	West Hills			
Tech	West Hills			

Curriculum Development

All curriculum development in the Grossmont Union High School District is based on the California State Content Standards and Frameworks. Curriculum is reviewed monthly at subject matter council meetings in order to insure alliance with the state standards, district goals, and the statewide assessment program. The following changes to curriculum have been added during the 2007/08 school year:

New Courses Course Number(s) Department

Advanced Digital Arts 1H, 2H B247/B248 & T247/T248 Art & ROP
 Advanced Photography 1H, 2H B212/B213 & T264/265 Art & ROP
 Biology 1, 2 IB SL R238/R239 Science
 Cel Animation 1C, 2C B263/B264 Art
 Civil Engineering & Arch 1H, 2H K718/K719 Industrial Tech
 French 3, 4 IB HL2 G037/G038 Foreign Language
 Professional Musical Theatre
 Performer T510/T511 ROP
 Science 1, 2 Sheltered R023/R024 Science

Instructional Materials

Grossmont Union High School District held a Public Hearing on October 11, 2007, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The link below displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

<http://portal.guhhsd.net/GUHSD/depts/edserv/curriculum/textbook>

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located within their communities.

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

District Expenditures

Grossmont Union High School District spent an average of \$9,711 to educate each student, based on 2007-08 FY audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	82.5%	17.5%
District	75.9%	24.1%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	76.9%	23.1%

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$9,711
From Restricted Sources	\$0
From Unrestricted Sources	\$0
District	
From Unrestricted Sources	\$0
Percentage of Variation between School & District	N/A
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	N/A

District Revenue Sources

In addition to general state funding, West Hills High receives state and federal funding for the following categorical funds and other support programs. Tobacco Education, GATE, EIA, Carl Perkins, etc.

Parent Involvement

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

Staff 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. The district dedicated 60 days to staff development annually for the past three years. Topics for staff development during the 2008-2009 school year included:

- AP Workshop
- Breakdown Those Classroom Walls
- Collaboration Technology Tools
- Conscious Classroom Management
- Data Analysis
- Differentiated Instruction for the Teenage Brain
- Edu-Soft Training
- Effective EL Strategies
- Effective Teambuilding
- Equity & Diversity Training
- FACT Training
- Gang Awareness
- Health Workshop
- Making Common Assessments Meaningful Using Edu-Soft
- Maximizing Student Access to Library Materials
- Outrageous Teaching!
- Papers: Handling the Paper Load Through Improved Student Writing
- PLC Counselor Workshops
- PLC On-Site Support
- Poverty Training
- Principal/Asst. Principal Leadership Seminars
- ProACT Training
- Rebels With Applause: Motivating Reluctant Learners
- Rewards Training
- Special Ed in the Regular Ed Classroom
- Strategies for Enhancing Your Advanced Placement Course
- Strategies for Great Teaching
- Stress Management
- Teachers' Toolbox
- Working With Challenging Students

Data Sources

Data within the SARC was provided by Grossmont Union High School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state based on financial statements.

Average Teacher Salaries	
School & District	
School	\$65,244
District	\$64,549
Percentage of Variation	1.07%
School & State	
All High School Districts	\$65,574
Percentage of Variation	0.51%

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$36,269	\$41,367
Mid-Range Teachers	\$63,331	\$66,967
Highest Teachers	\$82,344	\$85,877
Elementary School Principals	-	-
Middle School Principals	-	\$112,947
High School Principals	\$121,846	\$123,438
Superintendent	\$174,570	\$185,780
Salaries as a Percentage of Total Budget		
Teacher Salaries	36.9%	37.1%
Administrative Salaries	5.2%	5.1%

Contact Information

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

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.