

# Grossmont Union High School District

## West Hills High School

### 2008-2009 School Accountability Report Card

**Pat Keeley,  
Principal**

**School Address:  
8756 Mast Blvd.  
Santee, CA 92071-  
2046**

**619-956-0400**

**Robert J. Collins,  
Superintendent**

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**[www.guhsd.net/](http://www.guhsd.net/)**

#### 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 at 619-956-0400 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 kindness to 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.

#### Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	1.8%
American Indian	0.9%
Asian	1.3%
Caucasian	71.2%
Filipino	1.7%
Hispanic or Latino	12.2%
Pacific Islander	0.9%
Multiple or No Response	10.0%

#### Suspensions & Expulsions

	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	180	175	234	3656	3109	3856
Suspension Rate	8.1%	7.7%	10.5%	15.3%	12.8%	15.6%
Expulsions	8	16	17	182	195	230
Expulsion Rate	0.4%	0.7%	0.8%	0.8%	0.8%	0.9%

#### Enrollment By Grade

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

#### Enrollment Trend by Grade Level

	2006-07	2007-08	2008-09
9th	587	583	527
10th	472	576	590
11th	591	566	560
12th	562	549	556

## Class Size

Average class sizes vary by grade level and subject area taught. However, the District provides staffing resources at a ratio of 37 students to 1 teacher.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	07	08	09	07	08	09	07	08	09	07	08	09
English	23	25	24	53	51	52	21	13	7	27	34	40
Mathematics	27	26	25	38	42	42	16	11	17	25	30	25
Science	26	29	30	11	10	13	23	16	8	17	24	31
Social Science	30	30	31	10	15	14	31	16	12	35	52	53

## 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 2008/09 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

COURSES PENDING UC APPROVAL

Environmental Design I & II J140/J141  
 History IB HL1 S096/S097

## Instructional Materials

Grossmont Union High School District held a Public Hearing on September 11, 2008, 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.guhsd.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.

## 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

## 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 2009-10 school year, the most current data are reported.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	94	91	94	1080
Without Full Credentials	2	2	0	8
Working Outside Subject	0	0	0	22

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

## 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.

## 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:

Acupuncture and Nutrition	Algebra Workshop	Asperger's Syndrome
Assistant Principal Apprentice Program	Assistant Principal Leadership Seminar	Breakdown Those Classroom Walls
Collaboration Technology Tools	Conscious Classroom Management	Equity & Diversity Training
Differentiated Instruction for the Teenage Brain, Parts I & II	Effective Teambuilding	EL Workshop
Gang Awareness	Literacy Assessment	Outrageous Teaching!
Making Common Assessments Meaningful Using Edu-Soft	PLC On-Site Training	Poverty Training
Maximizing Student Access to Library Materials	Principal Leadership Seminar	ProACT Training & Refresher
Papers, Papers, Papers -- Handling the Paperload	Strategies for Great Teaching	Stress Management
Rebels With Applause -- Motivating Reluctant Learners	Special Ed in the Regular Ed Classroom	Teachers' Toolbox
Working and Communicating Effectively with Colleagues	Working With Challenging Students, Parts I & II	

## NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	85.5%	14.5%
District	77.5%	22.5%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	77.7%	22.3%

## 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>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	56	52	54	43	44	47	43	46	50
Mathematics	26	20	27	22	23	29	40	43	46
Science	49	56	61	32	41	46	38	46	50
History/Social Science	43	48	52	32	37	43	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/Language Arts	Mathematics	Science	History/Social Science
African American	44	22	87	64
American Indian	36	14	*	*
Asian	71	58	*	75
Filipino	77	45	82	63
Hispanic or Latino	41	23	44	38
Pacific Islander	26	18	*	25
Caucasian	56	27	63	52
Males	46	27	60	55
Females	61	27	62	49
Socioeconomically Disadvantaged	35	15	42	38
English Learners	16	15	5	16
Students with Disabilities	18	12	14	22
Migrant Education	*	*	*	*

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

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

### National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students

	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

### National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students

	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

## 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

	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	7	8	7	
Similar Schools Rank	2	3	2	
<b>All Students</b>				
Actual Growth	25	-1	14	774
<b>Socioeconomically Disadvantaged</b>				
Actual Growth	-10	-18	67	705
<b>Hispanic or Latino</b>				
Actual Growth	14	14	2	729
<b>Caucasian</b>				
Actual Growth	30	-6	17	780
<b>Students with Disabilities</b>				
Actual Growth	-1	17	15	546

### Adequate Yearly Progress (AYP)

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

## 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			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	6.3%	29.7%	59.3%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

## 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 (2009-10)	-	Year 3
# of Schools Currently in PI	-	4
% of Schools Identified for PI	-	20.00%

## 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									
	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English	62.8	49.9	48.6	65.8	54.6	52.9	61.6	51.8	52.0
Mathematics	67.0	55.8	49.9	68.4	55.7	51.3	65.6	58.4	53.3

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	38.4	34.5	27.1	34.4	41.5	24.1
Males	46.2	34.9	18.9	34.7	41.0	24.3
Females	31.5	34.1	34.4	34.2	42.0	23.8
African American	61.5	7.7	30.8	30.8	38.5	30.8
Filipino	18.2	45.5	36.4	18.2	36.4	45.5
Hispanic or Latino	54.2	31.3	14.5	47.6	33.3	19.0
Caucasian	33.9	37.5	28.6	32.2	44.0	23.9
English Learners	61.7	27.7	10.6	57.4	21.3	21.3
Socioeconomically Disadvantaged	54.8	30.1	15.1	47.4	36.8	15.8
Students with Disabilities	85.4	4.9	9.8	79.5	18.2	2.3

## 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 2008-09 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	90.9%	*	*
American Indian	71.4%	*	*
Asian	100.0%	*	*
Filipino	93.8%	*	*
Hispanic or Latino	83.1%	*	*
Pacific Islander	60.0%	*	*
Caucasian	85.0%	*	*

\* Data was not available at the time of publication.

## 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.

## 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](http://www.ucop.edu/pathways). To prepare for entrance to a CSU school, visit [www.csumentor.edu](http://www.csumentor.edu).

## 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'.

## Career Technical Education Participation

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

## 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.

Advanced Placement Classes		
	# of Courses	Enrollment
Science	1	27
Social Science	3	300
English	2	89
Fine and Performing Arts	1	13
Foreign Language	1	31
Mathematics	2	129
Totals	10	589
Percent of Students in AP Courses		4.9%

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	75.6%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	71.1%

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

## 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?	396
What percent of the school's pupils complete a CTE program and earn a high school diploma?	87.4
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	18.2

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
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			

## 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			
	05-06	06-07	07-08
Dropout Rate	1.30%	1.00%	1.70%
Graduation Rate	98.00%	98.30%	96.30%

## Safe School Plan

Safety of students and staff is a primary concern of West Hills High. A safe school's committee meets on a monthly basis to review the Safe Schools Plan and Emergency Plan. 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.

## 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: 12/04/2009				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			Rm. S6 - thermostat cover missing. Faculty office M - thermostat cover missing. Equip. rm. (gym) - clothes dryer not vented. Equip. rm. - Clothes dryer not vented.
Interior		X		Rm. B-4 - ceiling tiles damaged. ASB student store - stained ceiling tiles. Staff lounge - carpet frayed. Rm. HE1 - stained ceiling tiles. Science prep. 2 - ceiling tiles missing. Rm. S5 - stained ceiling tiles. Rm. M5 - stained ceiling tiles. Staff RR 2 - cove base missing in the corridor. Wrestling rm. - wall damage at the corner; large hole in the storage rm. wall above the light switch. Weight rm. - holes in the wall at the base of the door to the gym. Gym - girls - wall damage in the first stall, boys - wall access door missing. Foyer (gym) - damage at the wall and column corners. PE corridor - ceiling tiles missing, floor tiles missing. Boys locker rm. - cove base missing in the RR. Girls coaches office - wall damage at the corners. Girls locker rm. - wall damage at the corners, flooring missing at the exit door and locker rm. Equip. rm. (gym) - floor tile damaged. Theatre - cove base / wall damage backstage at exit door- east. Theatre corridor - holes in the wall- west side. Equip. rm. - Floor tile damaged. Bldg. IT boys RR - Ceramic wall tile missing above the door. Rm. E11 - Damage at the NE wall. Rm. E2 - Stained ceiling tiles. Student RR - Womens - ceramic tile missing. Library - Cove base loose at the stair landing, flooring loose in the lobby. IT tech. - Stained ceiling tiles.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Kitchen - Dry storage floor needs cleaning. Boys locker rm. - floors and walls need cleaning. Equip. rm. (gym) - entire room needs cleaning. Equip. rm. - Entire room needs cleaning.
Electrical	X			Drafting IT1 - 1 diffuser cracked. Science prep. 2 - diffusers missing. Rm. IT2 - light out in office. Cust. gym - no lights. Gym - boys- 1 light out. Theatre - 1 light out in prop. storage, numerous lights out in the theatre. Rm. E4 - 1 Light out. Student RR - Womens - 1 diffuser hanging, mens - receptacle cover missing.
Restrooms/Fountains		X		Staff lounge - drinking fountain - low pressure. Bldg. IT girls RR - 1 faucet loose, 1 sink cracked. Gym - 1 drinking fountain at boys- no water, boys- 1 faucet loose. Boys locker rm. - 1 drinking fountain- no water. Theatre lobby - 1 Drinking fountain low pressure. Student RR - 1 Exterior drinking fountain - low pressure. Staff RR 2 - womens - clean-out cover missing.
Safety (Fire Safety, Hazardous Materials)	X			Admin - main fire alarm "trouble" (remote enunciator shows normal).
Structural (Structural Damage, Roofs)	X			Mech. / Rm. - structural crack north of the mechanical rm.
External (Grounds, Windows, Doors, Gates, Fences)	X			Rm. PA1 - Stucco damage at the exterior corridor. Kitchen - dry storage - rated door damaged.

## District Expenditures

Grossmont Union High School District spent an average of \$9,441 to educate each student, based on 2008-09 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.

## 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.

## 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.

## 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	\$69,856
District	\$68,475
Percentage of Variation	2.01%
School & State	
All High School Districts	\$68,332
Percentage of Variation	2.23%

## 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, as well as a monthly Principal's Coffee. Parent information nights will begin in 2009-2010.

## 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.

## Data Sources

Data within the SARC was provided by Grossmont Union High School District, retrieved from the 2008-09 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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$9,441
From Restricted Sources	-
From Unrestricted Sources	-
District	
From Unrestricted Sources	-
Percentage of Variation between School & District	-
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	-

Average Salary Information		
Teachers - Principal - Superintendent		
2007-08		
	District	State
Beginning Teachers	\$41,911	\$42,810
Mid-Range Teachers	\$65,864	\$69,375
Highest Teachers	\$87,718	\$89,104
Elementary School Principals	-	-
Middle School Principals	-	\$120,314
High School Principals	\$125,279	\$126,901
Superintendent	\$240,000	\$198,563
Salaries as a Percentage of Total Budget		
Teacher Salaries	38.7%	37.3%
Administrative Salaries	5.7%	5.2%