

Westminster High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/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 <http://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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Westminster High School
Street	14325 Goldenwest St.
City, State, Zip	Westminster, CA 92683
Phone Number	(714) 893-1381
Principal	Joseph Fraser
E-mail Address	jfraser@hbuhdsd.edu
Web Site	www.whslions.net
CDS Code	30-66548-3038445

District Contact Information	
District Name	Huntington Beach Union High School District
Phone Number	(714) 903-7000
Superintendent	Dr. Clint Harwick
E-mail Address	charwick@hbuhdsd.edu
Web Site	www.hbuhdsd.edu

School Description and Mission Statement (School Year 2018-19)

As principal, I invite you to explore the Westminster High School Annual School Accountability Report Card, which provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community with on-going school improvement.

Westminster High School is focused on providing all students with the opportunity to achieve. We strive to accommodate individual learning styles while maintaining high, obtainable expectations for all our students. We are extremely proud of our diverse academic programs, and we are dedicated to providing all of our students with an educational pathway that ensures both their academic and career success. Classes for college prep and fine and applied arts are an integral part of our comprehensive high school. A commitment to strong vocational education opportunities, outstanding athletic programs, and extensive extra-curricular activities complete the well-rounded educational experience Westminster High offers its students.

Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and welcome all to join in our efforts to create successful, responsible citizens.

Our mission is to educate students to become creative, productive citizens by providing multiple avenues of learning, including innovative technology, a challenging curriculum, and a variety of co-curricular experiences.

Westminster High School is one of six comprehensive high schools in the Huntington Beach Union High School District. Founded in 1959 and situated on approximately 57.1 acres, Westminster High maintains a British theme that parallels the City of Westminster design. The school also has a five-acre working farm and a successful agricultural sciences program.

Our school is proud of its diverse student population. Of our 2,820 students, approximately 48.5% are Hispanic/Latino, 42% are Asian, 5% White, 1% American Indian, 0.8% Pacific Islander, 1.1% Filipino, and 1% African American. Twenty-two percent of our student body is English Learners, coming from homes that speak twelve languages. Additionally, 10.5% of our students receive Special Education services and 77% of our students qualify for free or reduced priced lunches.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	683
Grade 10	764
Grade 11	645
Grade 12	722
Ungraded Secondary	12
Total Enrollment	2,826

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.3
Asian	44.2
Filipino	1.2
Hispanic or Latino	47.1
Native Hawaiian or Pacific Islander	0.6
White	4.4
Socioeconomically Disadvantaged	80.4
English Learners	21.1
Students with Disabilities	10.7
Foster Youth	0.1

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	113	113	111	662
Without Full Credential	0	1	1	2
Teaching Outside Subject Area of Competence (with full credential)	12	13	6	50

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.

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

Year and month in which data were collected: January 2019

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Elements of Literature - Third Course;Holt, Rinehart, Winston; Adopted Elements of Literature - Fourth Course;Holt, Rinehart, Winston;Adopted 6/24/08 Elements of Literature - World Literature; Holt, Rinehart, Winston; Adopted 6/24/08 Elements of Literature - Essentials of American Literature - Fifth Course; Holt; Adopted 3/8/11 Language of Composition Reading, Writing, Rhetoric; Bedford/St. Martin's; Adopted Literature British 12; Holt; Adopted 11/12/13 Literature and Composition; Bedford/ St. Martin's; Adopted Theory of Knowledge - 3rd Edition; Hodder Education; Adopted Literature and Language Arts - 4th Course;Holt, Rinehart, Winston;Adopted 6/24/08 Voices of Literature Gold;Heinle & Heinle; 1996 Edge Fundamentals;Cengage/National Geographic School Pub.; Adopted 7/15/14 Edge 2014 Level A; Cengage Learning; Adopted 7/15/14 Edge 2014 Level B; Cengage Learning; Adopted 7/15/14	Yes	0%
Mathematics	The Practice of Statistics for AP* - Fifth Edition; W.H Freeman and Co; Adopted 7/15/14 Fundamentals of Java; Cengage; Adopted 11/12/13 Algebra 2 Common Cored Edition; Pearson, Prentice Hall; Adopted 11/12/13 Math Geometry/Glencoe; McGraw Hill; Adopted 8/9/11 Precalculus: Enhanced with Graphing Utilities - 6th Edition; Pearson; Adopted 8/9/11 Basic Algebra; McDougal/Littel Brown; Adopted 1999 Algebra 1-California Edition; Prentice Hall; 6/29/10 Geometry (CA)-1st Edition; Holt; Adopted 2008 Geometry (Acele); McGraw Hill; Adopted 2012 Trigonometry-6th Edition;Addison Wesley; Adopted 1997 Elementary Statistics - 4th Edition;McGraw-Hill; Adopted 2001 Calculus for AP - 1st Edition;Cengage; Adopted 2017 Calculus with Analytic Geometry-5th Edition; McDougal-Litton/Houghton-Mifflin; Adopted 1994 Mathematics with Business Applications;McGraw-Hill; Adopted 2003	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	<p>Marine Science; McGraw-Hill; Adopted 8/14/18</p> <p>College Physics; A Strategic Approach; Pearson; Adopted 2016</p> <p>Physics; Houghton Mifflin Harcourt; Adopted 2017</p> <p>Chemistry; The Central Science; AP 13th Edition; Adopted 6/24/14</p> <p>Fundamentals of Anatomy & Physiology; Pearson; Adopted 6/24/14</p> <p>Environmental Science for AP; W.H. Freeman; Adopted 2013</p> <p>Biological Science (Fourth Edition); Benjamin Cummings/ Pearson; Adopted 2012</p> <p>Campbell Biology AP Edition (Ninth Edition); Benjamin Cummings/ Pearson; Adopted 2012</p> <p>Modern Chemistry; Benjamin Cummings/Pearson; Adopted 2012</p> <p>Science Spectrum Physical Science (CA); Holt;Adopted 2007</p> <p>Earth Science (CA) - 1st Edition; Pearson/Prentice Hall; Adopted 2006</p> <p>Physics: Principles and Problems; Glencoe; Adopted 2005</p> <p>Conceptual Integrated Science Explorations (Penguin Book) ; Addison Wesley; Adopted 2010</p> <p>Chemistry in the Community-5th edition; W. H. Freeman; Adopted 2006</p> <p>Chemistry - 6th edition;Brooks/Cole; Adopted 2003</p> <p>Physics-Principles with Applications; Pearson; Adopted 2004</p> <p>Physics for Scientists and Engineers-9th Edition; Brooks/Cole; Adopted 2014</p> <p>Biology (Macaw);Prentice Hall; Adopted 2010</p> <p>Biology (CA) Cheetah; Holt, Rinehart and Winston: Adopted 2008</p> <p>Higher level Physics for the IB Diploma;Pearson; Adopted 2009</p> <p>Biology IB Diploma HL; Prentice Hall; Adopted 2014</p>	Yes	0%
History-Social Science	<p>Explorations in Economics; B.F. Worth; Adopted 3/8/16</p> <p>The Cultural Landscape An Introduction to Human AP edition; Pearson;Adopted 3/8/16</p> <p>Myer Psychology for AP-2nd Edition; Adopted 3/8/16</p> <p>Psychology Principles in Practice; Houghton Mifflin Harcourt; 3/8/16</p> <p>Western Civilization Since 1300 - AP Edition; Cengage Learning; Adopted 3/8/16</p> <p>Give Me Liberty!; An American History;W. W. Norton; Adopted 3/8/16</p> <p>Krugman's Economics for AP; B.F. Worth Publishing; Adopted 3/8/16</p> <p>Government in American; Pearson; Adopted 3/8/16</p> <p>Voyages in World History; Cengage Education; Adopted 8/11/15</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Geography Alive! Regions and People;TCI; Adopted 3/8/16 Modern World History-Patterns of Interaction; Houghton-Mifflin-Harcourt; Adopted 3/8/16 History Alive! Pursuing American Ideals; TCI; Adopted 3/8/16 United States Government; Our Democracy; McGraw Hill; Adopted 3/8/16 Gardner's Art through the Ages: A Global History - 14th Edition; Wadsworth Cengage Learning; Adopted 6/24/14 Psychology; 10th Edition; Worth Publishers; Adopted 6/24/14 Cultural Landscape an Introduction to Human Geography 10th edition;Pearson; Adopted 3/8/16 The American Pageant; 13th edition; TCI; Adopted 2013 Social Studies Psychology; HMH; Adopted 2018		
Foreign Language	Autentico 1; Pearson;Adopted 2018 Autentico 2; Pearson; Adopted 2018 Autentico 3; Pearson; Adopted 2018 Avancemos;HMH;Adopted 2018 Temas AP Spanish Language and Culture;Vista Higher Learning;Adopted 2014 Nuevas Vista Curso de Introduccion; Holt, Rinehart, and Winston; Adopted 2004 Abriendo puertas: Antologia de literatura en espanol Tomo 1: 1st Edition:McDougal Littel: Adopted 2003 Abriendo puertas Ampliando Perspectivas; Holt McDougal; Adopted 2013 Bien Dit! Level 1; HMH; Adopted 2018 Bien Dit! Level 2; HMH; Adopted 2018 Bien Dit! Level 3; HMH; Adopted 2018 Bravo! 5th Edition; Thomson Heinle; Adopted 2005 Advance Placement French: Preparing for the Language and Culture Examination; Prentice Hall: Adopted 2012 Allons Au-dela! La Langue Et Les Cultures Du Monde Francophone; Prentice Hall; Adopted 2012 Adventures in Japanese 1;Cheng and Tsui; Adopted 2015 Adventures in Japanese 2 4th edition;Cheng and Tsui; Adopted 2015 Adventures in Japanese 3 4th edition; Cheng and Tsui; Adopted 2016 Adventures in Japanese 4 1st edition; Cheng and Tsui; Adopted 2017 Integrated Chinese Level 1: part 1 3rd edition; Cheng and Tsui; Adopted 2017 Integrated Chinese Level 1: part 2 3rd edition; Cheng and Tsui; Adopted 2017 Integrated Chinese Level 2: part 1 3rd edition; Cheng and Tsui; Adopted 2017	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Chinese for Tomorrow; Cheng and Tsui; Adopted 2009 Tieng Viet men yeu A; East Side Union School District; 2010 Tieng Viet men yeu B; East Side Union School District; 2011 Conversational Vietnamese; University of Washington Press; 2003 Tieng Viet men yeu D; East Side Union School District; 2013 Tieng Viet men yeu C; East Side Union School District; 2011 Master ASL Level 1; Sign Media; 2006 El Espanol Para Nosotros Curso Para Hispanohablantes Spanish Nivel 1; McGraw Hill; Adopted 2014 El Espanol Para Nosotros Curso Para Hispanohablantes Spanish Nivel 2; McGraw Hill; Adopted 2014 Nuevas Vistas Curso Dos Holt Rinehart and Winston		
Health	Health; Prentice Hall; Adopted 2007	Yes	0%
Visual and Performing Arts	Photography 11th edition; Pearson; Adopted 2013 Gardner's Art through the Ages: A Global History - 14th Edition; Wadsworth Cengage Learning; Adopted 6/24/14	Yes	0%
Science Laboratory Equipment (grades 9-12)	Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 3/18/13		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Generator repaired. 400 ton chiller repaired major. Replaced all irrigation controls smart controllers.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	Repaired all exterior lighting LED's.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Roofing repairs on all roofs (Tremco).. Gutters replaced on all portables.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Pressure washing daily.Portables ramps repaired or replaced.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 3/18/13	
Overall Rating	Exemplary

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	75.0	65.0	78.0	72.0	48.0	50.0
Mathematics (grades 3-8 and 11)	49.0	46.0	52.0	50.0	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.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	620	592	95.48	65.08
Male	319	305	95.61	62.83
Female	301	287	95.35	67.48
Black or African American	--	--	--	--
Asian	279	266	95.34	77.74
Filipino	--	--	--	--
Hispanic or Latino	289	280	96.89	54.12
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	20	86.96	75.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	511	488	95.50	63.99
English Learners	282	265	93.97	41.29
Students with Disabilities	43	39	90.70	15.38
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.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	619	600	96.93	45.73
Male	318	310	97.48	48.22
Female	301	290	96.35	43.06
Black or African American	--	--	--	--
Asian	279	274	98.21	67.52
Filipino	--	--	--	--
Hispanic or Latino	288	278	96.53	27.17
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	21	91.3	45
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	510	498	97.65	45.05
English Learners	281	271	96.44	28.25
Students with Disabilities	43	37	86.05	0
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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	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 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.

Career Technical Education Programs (School Year 2017-18)

Westminster High School offers sixteen Career and Technical Education (CTE) courses across nine industry sectors with over eleven active CTE pathways. In addition to the CTE we offer, we work closely with Coastline Regional Occupational Program (ROP) and offer four ROP classes on our campus during the bell schedule, and another five in the afternoons and evenings. We also have students enrolled in a wide variety of ROP classes off campus throughout Orange County. All of our students have access to both CTE and ROP courses and are encouraged to participate in these programs as a means to diversify their schedule and explore potential college and career options.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	762
% of pupils completing a CTE program and earning a high school diploma	35%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	9%

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	96.1
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	35.3

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	15.6	25.3	33.0

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.

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)

Parents are encouraged to get involved in their child's learning either by volunteering, participating in a decision-making group, or simply attending school events and activities. Parents stay informed of upcoming events and school activities through automated telephone messages, principal newsletters, school marquee, and school's website and social media sites.

Parents can volunteer through our VIPS program and can assist by chaperoning activities, helping at registration, and participating in Booster Clubs. Additionally, parents can serve on committees such as School Site Council, English Learner Advisory Council (ELAC) and Parent Teacher Student Association (PTSA). In addition to these opportunities, the school offers many parent educational events throughout the year. Westminster High School contracts with Grupo CRECER to conduct parent educational workshops and also utilizes school staff to provide workshops focused on College and Career readiness. Most of the parent educational workshops are provided in three different languages.

Additionally, parents are encouraged to participate in events and activities such as Back to School Night, Open House, Sporting Events, Student Performances, NCAA Night, PSAT Scoreback Night, AP and Honors Night, 8th Grade Parent Night, Freshman Passport to Success Nights, and Student Award Ceremonies.

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	3.8	1.6	4.2	2.5	2.3	3.6	10.7	9.7	9.1
Graduation Rate	92.3	92.4	87.1	94.2	94.8	89.2	82.3	83.8	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/>.

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

Group	Graduating Class of 2017		
	School	District	State
All Students	90.3	87.6	88.7
Black or African American	100.0	80.4	82.2
American Indian or Alaska Native	90.9	80.8	82.8
Asian	93.5	91.9	94.9
Filipino	75.0	87.5	93.5
Hispanic or Latino	87.1	80.7	86.5
Native Hawaiian/Pacific Islander	83.3	85.7	88.6
White	93.6	90.9	92.1
Two or More Races	66.7	76.1	91.2
Socioeconomically Disadvantaged	96.3	99.1	88.6
English Learners	48.7	42.0	56.7
Students with Disabilities	56.9	41.5	67.1
Foster Youth	100.0	40.0	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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	3.2	4.4	3.0	2.1	3.1	2.6	3.7	3.7	3.5
Expulsions	0.2	0.1	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Westminster High School is committed to maintaining school safety as its number one priority. This commitment is supported by the WHS School Safety Plan which is reviewed by the Safety Committee each year and appropriate revisions are made to accommodate current needs, safety issues, community transitions, and changing student populations. Upon the completion of the yearly review, the plan is presented to the School Site Council and to the HBUHSD School Board for approval. The plan is reviewed with the staff and practice drills are held yearly.

The campus is closed for all students during lunch. There is a campus video surveillance system and all visitors are required to register in the front office upon arrival. The Public Safety Officer and supervision personnel circulate on campus and maintain an excellent working relationship with Westminster Police Department officers, who regularly patrol the campus and surrounding neighborhoods.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.0	44	38	44	27.0	39	38	46	27.0	40	31	52
Mathematics	32.0	8	17	53	32.0	7	20	56	32.0	12	19	57
Science	30.0	14	16	41	32.0	10	13	49	31.0	9	16	46
Social Science	30.0	11	17	39	30.0	12	20	41	32.0	8	16	49

Note: 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.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.5	2826
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	.17	N/A
Library Media Services Staff (Paraprofessional)	.48	N/A
Psychologist	2.1	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.8	N/A
Resource Specialist (non-teaching)	10.0	N/A
Other	1.0	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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$10,672	\$2,686	\$7,986	\$93,332
District	N/A	N/A	\$10,698	\$91,486
Percent Difference: School Site and District	N/A	N/A	-29.0	2.0
State	N/A	N/A	\$7,125	\$85,815
Percent Difference: School Site and State	N/A	N/A	11.4	8.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

LCFF funds, Title I, Title II and Title V are utilized to increase student achievement and provide a supportive environment. Services provided include, but are not limited to, increased access to psychological and student support, teacher training for Advanced Placement differentiated instruction, English learner training, teacher training, and standards-based curriculum development and alignment.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,808	\$50,747
Mid-Range Teacher Salary	\$93,347	\$86,127
Highest Teacher Salary	\$116,237	\$106,915
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$136,636
Average Principal Salary (High)	\$159,032	\$150,286
Superintendent Salary	\$302,000	\$238,058
Percent of Budget for Teacher Salaries	34.0	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 <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	5	N/A
Fine and Performing Arts	3	N/A
Foreign Language	5	N/A
Mathematics	8	N/A
Science	10	N/A
Social Science	14	N/A
All courses	47	30.0

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

All training and professional development activities at Westminster High School revolve around the California State Content Standards. Westminster High School staff have participated in professional development devoted to: College and Career Readiness, Common Core State Standards, Instructional Rounds, Lesson Design and Depth of Knowledge, Integrating Educational Technology into the Curriculum, and Response to Intervention.

Decisions concerning selection of professional development activities are determined using tools such as staff input and data analysis to find the areas in which additional training may enhance classroom instruction and increase student achievement.

Westminster High School supports on-going professional development through three professional development days, early-release time, period-by-period training, and teacher release time. Teachers meet in course-a-like groups and department level teams as well as an entire staff to conduct data analysis to identify areas of need. Additionally, the teaching staff is provided the opportunity to participate in district-sponsored staff development workshops and conferences as a supplement to site-based staff development.

Furthermore, Westminster High School offers support to new and veteran teachers through peer coaching and mentoring, teacher-administrator meetings, and student data performance reporting. All staff are encouraged to attend professional development workshops and conferences. Classified support staff receive job-related training and are provided opportunities to attend district-sponsored staff development workshops.