

Westminster High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

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@hbuhsd.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@hbuhsd.edu
Web Site	www.hbuhsd.edu

School Description and Mission Statement (School Year 2016-17)

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 2,755 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 2015-16)

Grade Level	Number of Students
Grade 9	691
Grade 10	750
Grade 11	601
Grade 12	580
Total Enrollment	2,622

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	1.3
Asian	40.2
Filipino	1
Hispanic or Latino	49.6
Native Hawaiian or Pacific Islander	0.8
White	4.8
Two or More Races	0.8
Socioeconomically Disadvantaged	78
English Learners	24.6
Students with Disabilities	11
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	109	109	113	663
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	5	9	12	49

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	99.1	1.0
All Schools in District	98.8	1.2
High-Poverty Schools in District	98.2	1.8
Low-Poverty Schools in District	99.0	1.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	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%
Mathematics	Instructional materials and textbooks used in the district are current and are educationally sound. 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%
Science	Instructional materials and textbooks used in the district are current and are educationally sound. 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%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	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%
Foreign Language	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%
Health	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%
Visual and Performing Arts	Instructional materials and textbooks used in the district are current and are educationally sound. 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%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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)

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
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

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

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	69	71	75	76	44	48
Mathematics	41	44	48	52	34	36

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	585	561	95.9	70.8
Male	11	280	267	95.4	65.7
Female	11	305	294	96.4	75.5
American Indian or Alaska Native	11	14	11	78.6	63.6
Asian	11	236	227	96.2	87.2
Hispanic or Latino	11	276	268	97.1	54.3
White	11	34	31	91.2	87.1
Socioeconomically Disadvantaged	11	450	432	96.0	70.5
English Learners	11	109	97	89.0	15.8
Students with Disabilities	11	64	60	93.8	23.3

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	585	569	97.3	43.7
Male	11	280	271	96.8	39.4
Female	11	305	298	97.7	47.6
American Indian or Alaska Native	11	14	11	78.6	27.3
Asian	11	236	235	99.6	70.9
Hispanic or Latino	11	276	269	97.5	23.1
White	11	34	30	88.2	30.0
Socioeconomically Disadvantaged	11	450	439	97.6	44.6
English Learners	11	109	106	97.3	11.5
Students with Disabilities	11	64	60	93.8	8.6

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	56	64	64	71	73	70	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	768	746	97.1	63.8
Male	384	375	97.7	64.8
Female	384	371	96.6	62.8
Asian	328	323	98.5	80.2
Hispanic or Latino	379	365	96.3	49.9
White	30	28	93.3	78.6
Socioeconomically Disadvantaged	586	571	97.4	60.8
English Learners	167	160	95.8	25.0
Students with Disabilities	78	74	94.9	43.2

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Career Technical Education Programs (School Year 2015-16)

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 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	928
% of pupils completing a CTE program and earning a high school diploma	87.59%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	2.3%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	96.5
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	54.5

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	15.3	22.5	36.1

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 Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (School Year 2016-17)

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 Pupil Engagement State Priority (Priority 5):

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	3.40	3.60	3.80	2.80	2.30	2.50	11.40	11.50	10.70
Graduation Rate	90.61	89.57	92.32	93.08	94.06	94.21	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	88	87	86
Black or African American	100	88	78
American Indian or Alaska Native	93	86	78
Asian	94	92	93
Filipino	60	85	93
Hispanic or Latino	85	79	83
Native Hawaiian/Pacific Islander	57	89	85
White	83	90	91
Two or More Races	67	77	89
Socioeconomically Disadvantaged	57	49	66
English Learners	68	49	54
Students with Disabilities	91	83	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.8	1.8	3.2	2.8	1.8	2.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.2	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2008-2009
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	26	37	35	46	26	36	45	43	26	36	45	43
Mathematics	30	17	19	53	33	7	12	59	33	7	12	59
Science	32	9	20	40	32	8	18	44	32	8	18	44
Social Science	30	11	11	44	31	11	12	41	31	11	12	41

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.6	2756
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	.166	N/A
Library Media Services Staff (Paraprofessional)	.9192	N/A
Psychologist	2	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1.8	N/A
Resource Specialist	9.6	N/A
Other		N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,650	0	\$9,650	\$91,005
District	N/A	N/A	\$9,650	
Percent Difference: School Site and District	N/A	N/A	0.0	2.2
State	N/A	N/A		
Percent Difference: School Site and State	N/A	N/A	60.8	11.8

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

Types of Services Funded (Fiscal Year 2015-16)

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 to meet “highly qualified” status, and standards-based curriculum development and alignment.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,062	\$46,184
Mid-Range Teacher Salary	\$88,671	\$75,179
Highest Teacher Salary	\$110,499	\$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$124,243
Average Principal Salary (High)	\$152,521	\$137,939
Superintendent Salary	\$291,843	\$217,637
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	6%	5%

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 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	5	N/A
Fine and Performing Arts		N/A
Foreign Language	4	N/A
Mathematics	6	N/A
Science	10	N/A
Social Science	12	N/A
All courses	37	.4

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.