

Westminster High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

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 2017-18)

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 2016-17)

Grade Level	Number of Students
Grade 9	755
Grade 10	684
Grade 11	748
Grade 12	568
Total Enrollment	2,755

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.6
Asian	41.7
Filipino	1.1
Hispanic or Latino	48.5
Native Hawaiian or Pacific Islander	0.8
White	4.8
Two or More Races	0.9
Socioeconomically Disadvantaged	77
English Learners	22
Students with Disabilities	10.5
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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	109	113	113	666
Without Full Credential	0	0	1	2
Teaching Outside Subject Area of Competence (with full credential)	9	12	13	55

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

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%
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	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	computer assisted instruction in academic, business, and technological programs.		
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%
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
	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. 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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	71	75	76	78	48	48
Mathematics (grades 3-8 and 11)	44	49	52	52	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	730	697	95.48	74.89
Male	373	349	93.57	71.06
Female	357	348	97.48	78.74
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	339	323	95.28	85.45
Filipino	12	12	100	58.33
Hispanic or Latino	331	318	96.07	63.52
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	24	85.71	91.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	558	530	94.98	74.91
English Learners	299	275	91.97	51.27
Students with Disabilities	70	66	94.29	25.76
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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	730	699	95.75	48.78
Male	373	355	95.17	45.63
Female	357	344	96.36	52.03
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	339	333	98.23	68.47
Filipino	12	12	100	16.67
Hispanic or Latino	331	311	93.96	30.23
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	24	85.71	45.83
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	558	537	96.24	48.23
English Learners	299	283	94.65	25.8
Students with Disabilities	70	62	88.57	3.23
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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	64	64	73	70	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

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 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	1013
% of pupils completing a CTE program and earning a high school diploma	76.92%
% 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
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	96.73
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	50.87

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17.5	22	32.9

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	3.6	3.8	1.6	2.3	2.5	2.3	11.5	10.7	9.7
Graduation Rate	89.57	92.32	92.39	94.06	94.21	94.81	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	89.14	87.99	87.11
Black or African American	77.78	80	79.19
American Indian or Alaska Native	64.29	78.89	80.17
Asian	92.34	92.99	94.42
Filipino	100	85.19	93.76
Hispanic or Latino	89.38	82.33	84.58
Native Hawaiian/Pacific Islander	80	88	86.57
White	87.1	90.69	90.99
Two or More Races	33.33	81.94	90.59
Socioeconomically Disadvantaged	42.86	42.18	63.9
English Learners	50.45	42.86	55.44
Students with Disabilities	89.66	85.15	85.45
Foster Youth	100	71.43	68.19

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.8	3.2	4.4	1.8	2.0	3.1	3.8	3.7	3.6
Expulsions	0.0	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 2017-18)

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

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	36	45	43	25	44	38	44	27	39	38	46
Mathematics	33	7	12	59	32	8	17	53	32	7	20	56
Science	32	8	18	44	30	14	16	41	32	10	13	49
Social Science	31	11	12	41	30	11	17	39	30	12	20	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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.5	2755
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	.12	N/A
Library Media Services Staff (Paraprofessional)		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	1.0	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,698	0	\$10,698	\$91,486
District	N/A	N/A	\$10,698	\$91,486
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$6,574	\$82,770
Percent Difference: School Site and State	N/A	N/A	62.7	10.5

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

Types of Services Funded (Fiscal Year 2016-17)

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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,535	\$50,221
Mid-Range Teacher Salary	\$92,883	\$83,072
Highest Teacher Salary	\$115,748	\$104,882
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$128,094
Average Principal Salary (High)	\$158,241	\$146,114
Superintendent Salary	\$305,526	\$226,121
Percent of Budget for Teacher Salaries	34%	34%
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 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	3	N/A
Foreign Language	3	N/A
Mathematics	2	N/A
Science	4	N/A
Social Science	6	N/A
All courses	21	28.8

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.