

# Westview 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Westview High School
<b>Street</b>	13500 Camino Del Sur
<b>City, State, Zip</b>	San Diego, CA 92129
<b>Phone Number</b>	858-780-2000
<b>Principal</b>	Todd Cassen
<b>E-mail Address</b>	tcassen@powayusd.com
<b>Web Site</b>	<a href="http://www.powayusd.com/wvhs">http://www.powayusd.com/wvhs</a>
<b>CDS Code</b>	37682963731528

<b>District Contact Information</b>	
<b>District Name</b>	Poway Unified
<b>Phone Number</b>	858-521-2800
<b>Superintendent</b>	Mel Robertson, Ed.D.
<b>E-mail Address</b>	dojohnson@powayusd.com
<b>Web Site</b>	www.powayusd.com

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

Located in the community of Rancho Peñasquitos, Westview is the centerpiece of an expanding suburban area. Westview opened its doors in the fall of 2002, after several years of extensive planning to ensure the school's fundamental principles and facilities would support a standards-based learning community. The initial planning group consisted of a 16-member team, including district and school staff, parents, and school board members. The team visited other schools, studied reform literature, and met extensively to design the elements necessary for the vision of Westview to become a reality.

Westview's design is based on Rick DuFour's concept of a professional learning community. The school's vision, decision-making process, and daily operations reflect the four pillars of communication, collaboration, connectedness, and flexibility.

Westview operates on a 4X4 block schedule that allows students to create learning plans to meet their individual academic needs and goals. Wolverine Time is scheduled twice a week to help students meet their academic standards by providing small group tutoring with their teacher. Longer instructional periods and individualized instruction allow for students to access the curriculum in an effective manner.

Homeroom becomes the student's place to experience connectedness with their teacher and fellow students. The homeroom teacher becomes the student's advocate and the primary home contact. The homeroom experience promotes student success through monitoring of student progress and attendance.

Student and parent involvement contribute to Westview's vision and success. All stakeholders support Westview's vision through involvement in ASB leadership, the Student Senate, PTSA, the Foundation, School Site Council, and student/parent participation on school and district decision-making bodies.

Westview responds to the diverse needs of its community through facilities that offer award winning performing and visual arts programs, a full complement of athletic and extracurricular offerings, wellness support programs, Special Education services, ELL classes, AVID, support for at-risk identified students, and Advanced Placement (AP) course. Westview serves the community through an on-site preschool, Career & Technical Education (CTE) classes, and facilities for district professional growth and community programs.

Westview is truly a reflection of its vision and the district's core value: All Students Learning – Whatever It Takes!

#### **Mission Statement**

Westview is a thriving learning community to which all members feel connected. At Westview, high academic and personal standards are established, accessed and achieved by all members through collaboration, meaningful activities, and ongoing, comprehensive evaluation. The culture of Westview is one of respectful communication and interdependence while still celebrating the uniqueness of each individual.

**Student Enrollment by Grade Level (School Year 2015-16)**

Grade Level	Number of Students
Grade 9	583
Grade 10	594
Grade 11	561
Grade 12	566
<b>Total Enrollment</b>	<b>2,304</b>

**Student Enrollment by Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.2
Asian	29.4
Filipino	7.8
Hispanic or Latino	9.8
Native Hawaiian or Pacific Islander	0.4
White	45
Two or More Races	5.2
Socioeconomically Disadvantaged	12.8
English Learners	3.3
Students with Disabilities	9.5
Foster Youth	0

**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	90	92	95	1468
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**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	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

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: 10/1/2015

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Each pupil, including English learners, has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Mathematics	Each pupil, including English learners, has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	Each pupil, including English learners, has a textbook or science material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. These materials include science laboratory equipment for grades 9 to 12, inclusively. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
<b>History-Social Science</b>	Each pupil, including English learners, has a textbook or History/Social Science material or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
<b>Foreign Language</b>	Each pupil, including English learners, has a textbook or foreign language material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
<b>Health</b>	Each pupil, including English learners, has a textbook or health material, or both as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Each pupil, including English learners, has a textbook or science laboratory material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. These materials include science laboratory equipment for grades 9 to 12, inclusively. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

The Poway Unified School District ensures that students attend clean and safe facilities. In accordance with Education Code Section 17070.75(e), the District uses a School Facilities Inspection System developed by the State of California to ensure that each of its schools is maintained in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are ample and well maintained. A full time custodian is on every campus throughout every school day. A night custodial crew cleans classrooms, restrooms and offices daily. The district has adopted cleaning standards for all schools. A summary of these standards is available at the district offices.

**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: 7/31/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		SCHOOL IS OVERALL IN GOOD CONDITION, VERY MINOR DEFECENCIES HERE AND THERE.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs			X	NEEDS RE-ROOFING AND CALWALL CHECKED
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		GROUND IN GOOD CONDITION, FIELDS IN VERY NICE CONDITION. SIGNS OF RUST ON LARGE METAL GATES & WILL NEED ATTENTION AT SOME POINT

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 7/31/17				
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	79	77	72	75	44	48
Mathematics	73	72	65	67	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	568	545	96.0	76.8
Male	11	311	297	95.5	75.7
Female	11	257	248	96.5	78.1
Black or African American	11	--	--	--	--
Asian	11	172	170	98.8	90.0
Filipino	11	38	37	97.4	67.6
Hispanic or Latino	11	58	56	96.5	55.4
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	264	249	94.3	74.5
Two or More Races	11	26	25	96.2	76.0
Socioeconomically Disadvantaged	11	61	59	96.7	67.8
English Learners	11	--	--	--	--
Students with Disabilities	11	60	56	93.3	26.8
Foster Youth	11	--	--	--	--

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	568	544	95.8	71.8
Male	11	311	298	95.8	73.8
Female	11	257	246	95.7	69.4
Black or African American	11	--	--	--	--
Asian	11	172	170	98.8	87.7
Filipino	11	38	37	97.4	51.4
Hispanic or Latino	11	58	54	93.1	47.2
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	264	250	94.7	69.2
Two or More Races	11	26	24	92.3	83.3
Socioeconomically Disadvantaged	11	61	60	98.4	50.9
English Learners	11	--	--	--	--
Students with Disabilities	11	60	57	95.0	14.3
Foster Youth	11	--	--	--	--

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
<b>Science (grades 5, 8, and 10)</b>	87	80	80	83	83	83	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
<b>All Students</b>	593	581	98.0	79.5
<b>Male</b>	308	300	97.4	84.3
<b>Female</b>	285	281	98.6	74.4
<b>Black or African American</b>	13	12	92.3	83.3
<b>Asian</b>	184	180	97.8	88.3
<b>Filipino</b>	47	47	100.0	70.2
<b>Hispanic or Latino</b>	52	51	98.1	72.6
<b>White</b>	254	250	98.4	77.2
<b>Two or More Races</b>	37	35	94.6	74.3
<b>Socioeconomically Disadvantaged</b>	70	68	97.1	72.1
<b>English Learners</b>	19	17	89.5	5.9
<b>Students with Disabilities</b>	64	63	98.4	44.4

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)

The Poway Unified School District and our entire community value the key role that Career-Technical Education (CTE) plays in helping to fulfill the District's mission of college and career readiness for every student. As an integral part of the educational program, CTE in the Poway Unified School District offers academically challenging technical courses and programs. These courses and programs are comprehensive and future-oriented, are responsive to student, parent, community and workforce development needs, and are proven to positively affect student achievement.

The CTE courses offered at our high schools are advertised to students and parents through the regular course recruitment process each spring. This allows students and parents, with guidance from high school counselors, to choose CTE courses along with all of the other courses offered on that high school campus. This practice ensures that all high school students have access to the CTE courses, including students of special populations. Because the CTE courses are integrated at the high schools and are part of the regular school day, the unique needs of special populations are supported through our existing infrastructure, which includes teachers, counselors, and staff – including Special Education and EL program staff.

An advisory committee is convened at least once a year for each CTE industry sector or pathway. Business representatives from Agriculture; Arts Media and Entertainment; Business and Finance; Engineering and Architecture; Health Science and Medical Technology; Information and Communication Technologies; Manufacturing and Product Development; Marketing, Sales and Services; Public Services; and Transportation participate. The current chair of our CTE advisory committee is a representative from the Poway Chamber of Commerce (Dolores Canizales, President/CEO).

All of the CTE courses offered fit into a sequence or pathway of courses within an industry sector. To move our CTE courses toward increased rigor and college readiness standards, several years ago, the Poway Unified School District set a goal that each CTE course must meet at least one of the following criteria: be UC approved; be articulated with a local community college; or prepare students for an industry certification. The CTE courses offered during the 2015-16 school year are displayed below. ("U" denotes a course that is UC approved; "A" denotes a course that is articulated.)

1. 3D Animation (U; A)
2. Accounting (U; A)
3. Agricultural Biology (U)
4. Agriculture Science
5. Architectural Design (U; A)
6. Art History and Floral Design (U; A)
7. Auto Body Repair/Refinishing
8. Auto Engine Performance
9. Auto Engine Performance/Suspension/Steering/Brakes
10. Auto Mechanics (A)
11. Automobile Engineering & Design
12. Automotive Technology (A)
13. Biomedical Technology (U; A)
14. Broadcast Journalism/Television Production (U; A)
15. Business Management
16. Child Development & Psychology (U)
17. Civil Engineering & Architecture (U)
18. Clothing
19. Computer–Aided Drafting
20. Computer Applications
21. Computer Graphic Arts (U; A)
22. Computer Information Systems (A)
23. Computer Integrated Manufacturing (U)
24. Computer Programming
25. Computer Science & Software Engineering (U)
26. AP Computer Science ( U; A)
27. AP Computer Science Principles (U)
28. Construction Technology
29. Data Structures (U; A)
30. Digital Media Production (U; A)
31. Digital Photography (A)
32. Drama (U)
33. Economics of Business Ownership (U)
34. Engineering Design & Development (U)
35. Engineering Geometry (U)
36. Exploring Technology
37. Fire Science (A)
38. First Responder (A)
39. Foods & Nutrition
40. Gateway to Technology
41. Human Body Systems (U)
42. Internet Publishing
43. Internship (A)
44. Introduction to Business
45. Introduction to Computer Programming
46. Introduction to Design (U)
47. Introduction to Engineering Design (U; A)
48. Introduction to Geographic Info Systems & GIS Software

49. Introduction to Teaching and Learning
50. Marketing Economics (U)
51. Photography (U; A)
52. Pre-Engineering & Design (U)
53. Principles of Biomedical Sciences (U)
54. Principles of Engineering (U)
55. Psychology of Marketing
56. Screen Printing & Design (U; A)
57. Single Survival/On Your Own
58. Small Business Management & Ownership
59. Sports Medicine/Athletic Trainer (U)
60. Studio Art (U)
61. AP Studio Art 2D (U)
62. AP Studio Art 3D (U)
63. Teaching Intern
64. Technical Production for Theater (U)
65. Theater Construction
66. Theater Study & Performance (U)
67. Veterinary Science (U)
68. Video Technology
69. Virtual Enterprise (U)
70. Visual Communications (U)
71. Web Database Design
72. Web Design (U)
73. Work Experience (A)

#### Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	5,356
% of pupils completing a CTE program and earning a high school diploma	95.10%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

#### 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	96.61
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	80.29

#### 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	9.6	17.8	68.9

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 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)

Westview recognizes the importance of the partnership between home and school, and remains committed to supporting the Parents As Partners Core Value. Parents have been included in the improvement process and serve in an advisory capacity on committees. Many opportunities for parent involvement exist including School Site Council, Westview Foundation, English Learner Advisory Committee, Booster Clubs, and PTSA. Further, parents have opportunities to be involved in an advisory/support role in the myriad extra-curricular opportunities that students have across the Westview campus. This includes, but is not limited to, our many athletic programs, Westview Gold marching band, Westview theater, Westview choir, NJROTC, & robotics.

### 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
<b>Dropout Rate</b>	0.20	0.00	0.00	0.50	1.10	1.00	11.40	11.50	10.70
<b>Graduation Rate</b>	98.95	99.00	99.10	95.18	95.57	95.78	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
<b>All Students</b>	100	96	86
<b>Black or African American</b>	93	92	78
<b>American Indian or Alaska Native</b>	0	100	78
<b>Asian</b>	100	99	93
<b>Filipino</b>	96	95	93
<b>Hispanic or Latino</b>	95	90	83
<b>Native Hawaiian/Pacific Islander</b>	100	75	85
<b>White</b>	100	96	91
<b>Two or More Races</b>	100	96	89
<b>Socioeconomically Disadvantaged</b>	94	84	66
<b>English Learners</b>	80	64	54
<b>Students with Disabilities</b>	100	91	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	0.8	0.9	1.2	1.2	1.1	1.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

Westview has a safety plan that encompasses campus supervision, disaster planning, and intrusion crisis. Students and staff participate in no less than six disaster/emergency drills on an annual basis. Plans are reviewed and updated annually.

## 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
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	4
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				Avg. Class Size	2014-15			Avg. Class Size	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	31	12	6	28	26	18	6	28	24	22	9	28		
Mathematics	33	8	5	33	32	9	3	35	31	10	3	36		
Science	37	1	4	27	34	1	9	23	33	5	1	27		
Social Science	34	3	9	40	36	2	4	40	26	20	6	38		

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	4.5	604
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1.5	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	10	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	--	--	--	\$75,892.59
District	N/A	N/A	\$8,962	\$77,791
Percent Difference: School Site and District	N/A	N/A	--	4.4
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	--	4.0

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

**Types of Services Funded (Fiscal Year 2015-16)**

The district's general fund includes monies for:

1. General operations—salaries, benefits, services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Supplemental grants used to increase or improve services to unduplicated pupils
4. Special projects—monies from agencies (e.g., federal, state) earmarked for specific services
5. Transportation
6. Facilities, Maintenance and operations
7. District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,237	\$45,092
Mid-Range Teacher Salary	\$79,910	\$71,627
Highest Teacher Salary	\$97,997	\$93,288
Average Principal Salary (Elementary)	\$122,843	\$115,631
Average Principal Salary (Middle)	\$138,732	\$120,915
Average Principal Salary (High)	\$131,028	\$132,029
Superintendent Salary	\$305,178	\$249,537
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	5%	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	1	N/A
English	2	N/A
Fine and Performing Arts	4	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	7	N/A
Social Science	5	N/A
All courses	23	60%

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)**

Research supports the positive effects professional development has on increasing student learning. Every Wednesday morning teachers are provided an hour to work with their departments or curricular teams for staff development. In addition, all teaching staff is afforded the opportunity to participate in district and site sponsored professional development. These support a wide variety of professional development and include the use of effective instructional strategies, implementing the use of computer technology in teaching and learning, critical reading, writing and mathematics strategies, effective use of assessments, and Multicultural training. PUSD also offers Teacher Learning Cooperatives. Teachers and administrators are actively involved in professional development activities at the school, district, state, and national level. The Poway Professional Assistance Program (PPAP) provides support for new teachers.