

# Westwood High School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

### Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Westwood High School
Street	Fourth and Greenwood Sts.
City, State, Zip	Westwood, CA 96137
Phone Number	(530) 256-3235
Principal	Leslie G. Lacey
E-mail Address	llacey@westwoodusd.org
Web Site	
Grades Served	7-12
CDS Code	18-64204-1838507

District Contact Information	
District Name	Westwood Unified School District
Phone Number	(530) 256-2311
Superintendent	Randy Bobby
E-mail Address	rbobby@westwoodusd.org
Web Site	http://westwoodusd.org

#### School Description and Mission Statement (Most Recent Year)

Westwood High School (WHS) is authorized by the State of California to operate as a Necessary Small High School. It is a combined middle and senior high school comprised of grades 8-12. We offer a traditional class selection focused on meeting university and college entrance A-G requirements, thus receiving Western Association of Schools and Colleges (WASC) Accreditation. WHS also participates with the grant funded TRIO program, plus we offer Future Farmers of America (FFA), On-line foreign language, technical and career-ready classes as well as Advanced Placement (AP). Our goals are for our students' educational needs to be addressed and met to the best of our ability. We expect our students to meet rigorous academic standards, and become productive well rounded citizens prepared for the world. Preparing Westwood students to succeed in school and beyond is a motto the staff works with students on daily.

Westwood is a rural community located in Lassen County, 89 miles east of Red Bluff and 25 miles west of Susanville in the Northern California Mountains. About 40% of the school population receives some form of public assistance. Our District serves approximately 2,000 residents within our boundaries. We challenge our students to be motivated lifelong learners who are confident, responsible, and productive contributors to society—through community service and teamwork—and who are prepared to take their next steps in life.

#### Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 7	15
Grade 8	12
Grade 9	17
Grade 10	17
Grade 11	10
Grade 12	23
Total Enrollment	94

#### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	4.3
Hispanic or Latino	17
White	76.6
Socioeconomically Disadvantaged	57.4
English Learners	2.1
Students with Disabilities	8.5
Foster Youth	1.1

## 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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	6	7		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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 2014-15)

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	0.0	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 2015-16)

**Year and month in which data were collected:** September, 2013

Westwood Unified School District endeavors to ensure that our classrooms have adequate standards based teaching materials, including textbooks, for every student to use in class and to take home. Textbooks are replaced—using site, District, and State monies—on a recurring cycle. All textbooks are on the Board's adopted list, and as far as possible, they align with local and State Common Core Standards and curriculum frameworks adopted by the SBE.

Teachers have a discretionary budget for their classrooms. Most paper products and writing instruments are available in the school office, thus the teacher's budget focuses on curricular needs.

The Administration also holds a small budget aside for unexpected needs as they arise.

New textbook adoptions in academic subjects have included Content Standards area software used by teachers in Math, Science, Social Science and English.

This District, through the Williams Settlement procedures, has established, by both public input and School Board action, that all students at this site have the educational materials necessary for them to succeed and meet the State adopted goals. Certain materials are dated, but will be updated as soon as the State adopts a new series of textbooks, particularly in the areas of science and social studies. The Westwood Unified School District Board of Trustees annually reviews all textbook resources.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	The Language of Literature, McDougal Littell Grades 8-12 Language, Mastery, Glencoe/McGraw-Hill Grades 8-12 English Composition, Globe Fearon Grades 8-12 Various Novels, meeting A-G requirements	Yes	0
<b>Mathematics</b>	Basic Mathematics, Pre-Algebra, Algebra 1, Globe Fearon Grades 8-12 Algebra 2, Pearson Learning Group Algebra 2, Incremental Approach, John Saxon Algebra 2, An Integrated Approach, Larson Advanced Mathematics, Globe Fearon Measurement and Geometry, Steck-Vaughn Company	Yes	0
<b>Science</b>	Biology: The Living Science, Scott, Foresman and Company Chemistry, Addison-Wesley Publishing Environmental Science, Prentice Hall Focus on Earth Science, Prentice/Hall Life Science, Pearson AGS Globe Earth Science, Pearson AGS Globe Physical Science, Pearson AGS Globe	Yes	0
<b>History-Social Science</b>	American Government, Prentice Hall Magruder's United States Government, Glencoe/McGraw Hill Economics 12, Prentice Hall The American Pageant, Houghton Mifflin United States History, American Guidance Services World History, American Guidance Services World Geography, Prentice Hall	Yes	0
<b>Foreign Language</b>	Dime Uno, Samaniego, Brown, Heath 1 Uno-ien Espanol, McDougal Littell Entre Todos, Holt, Rinehart, and Winston Dime Dos, Holt, Rinehart and Wilson El Cid, National Textbook Company	Yes	0
<b>Health</b>	Human Sexuality: Responsible Choices, Goodheart Wilcox State mandated HIV/AIDS curriculum American Red Cross	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	Theater-Art in Action, National Textbook Company The Spoken Word, McGraw Hill	Yes	0

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

The Westwood High School facilities include the physical plant of classrooms, a science lab, multipurpose room, library/resource center, business computer lab, wood and welding shop, exploring technology lab, athletic fields, FFA barn, and a gymnasium. Each high school classroom has computers, and there are twelve additional computers for student use in the library/resource center, all with Internet capability. The computer lab updated all 25 computers in the fall of 2013. Each classroom also has a television, VCR, textbooks, and supplemental materials. The school was built in 1960.

Westwood Unified School District had several major construction projects recently completed at the high school, including: renovation of gym locker rooms, the installation of covered walkways to the WHS library, portable classrooms, and a new library. The softball score board was installed in the spring of 2011, and the baseball scoreboard was installed in the summer of 2012.

The California Department Forestry works with our maintenance staff in the summer to help complete many projects, such as painting, construction, grounds maintenance, and more. Our Resource Committee oversees repairs and maintenance to ensure a safe school environment.

We have one full-time equivalent (FTE) facility-maintenance/grounds during the day and a one FTE custodian allocated for night shifts.

The District, through its Deferred Maintenance Program, has been able to provide its students with facilities that are safe and meet all public health standards. In addition to the monthly inspections of our buildings and grounds, we go through an intensive yearly inspection preferred by our insurance carrier to verify that all facilities meet the safety standards and avoid exposing the District to any hazardous conditions.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2009-10 school year, the District did not budget any funds for the Deferred Maintenance Program, due to the State designating the Deferred Maintenance Apportionment as part of the Tier III Flexibility Resources. The State did not require a District contribution and the 5-year Deferred Maintenance Plan is not required. The fund has a carryover balance but no projects have been budgeted at this time.

In late July 2013 the elementary school was closed due to mold. The entire school is temporarily relocated on the high school campus.

#### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December, 2012				
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			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December, 2012				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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

Year and month in which data were collected: December, 2012				
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], Science California Standards Tests); and
- The percentage of pupils 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

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	23	27	44
Mathematics	15	29	33

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 Assessment Results - English Language Arts (ELA)

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	13	12	92.3	58	25	17	0
	8	9	9	100.0	--	--	--	--
	11	9	5	55.6	--	--	--	--
Male	7		8	61.5	--	--	--	--
	8		4	44.4	--	--	--	--
	11		3	33.3	--	--	--	--
Female	7		4	30.8	--	--	--	--
	8		5	55.6	--	--	--	--
	11		2	22.2	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
American Indian or Alaska Native	7		1	7.7	--	--	--	--
Hispanic or Latino	7		3	23.1	--	--	--	--
White	7		8	61.5	--	--	--	--
	8		9	100.0	--	--	--	--
	11		5	55.6	--	--	--	--
Socioeconomically Disadvantaged	7		8	61.5	--	--	--	--
	8		5	55.6	--	--	--	--
	11		3	33.3	--	--	--	--
Students with Disabilities	11		2	22.2	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

#### CAASPP Assessment Results - Mathematics

##### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	13	12	92.3	42	50	8	0
	8	9	9	100.0	--	--	--	--
	11	9	5	55.6	--	--	--	--
Male	7		8	61.5	--	--	--	--
	8		4	44.4	--	--	--	--
	11		3	33.3	--	--	--	--
Female	7		4	30.8	--	--	--	--
	8		5	55.6	--	--	--	--
	11		2	22.2	--	--	--	--
American Indian or Alaska Native	7		1	7.7	--	--	--	--
Hispanic or Latino	7		3	23.1	--	--	--	--
White	7		8	61.5	--	--	--	--
	8		9	100.0	--	--	--	--
	11		5	55.6	--	--	--	--
Socioeconomically Disadvantaged	7		8	61.5	--	--	--	--
	8		5	55.6	--	--	--	--
	11		3	33.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	11		2	22.2	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

#### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	53	--	18	46	63	26	59	60	56

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.

#### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	26
All Students at the School	18
Male	--
Female	--
Hispanic or Latino	--
White	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

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 2014-15)

Westwood High School tries to offer a variety of classes to help students become college or career ready, including our A-G required courses along with; Accounting, Economics of Business Ownership, and Computer Applications, and Advancement Via Individual Determination (AVID).



### Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	35
% of pupils completing a CTE program and earning a high school diploma	74%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	80%

### Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	64.89
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

### 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 English, mathematics, and physical education.

### California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	47		31	33	30	31	57	56	58
Mathematics	47		31	34	10	18	60	62	59

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.

### California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	69	20	12	82	18	
All Students at the School	69	8	23	69	31	

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.

### California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	16.70	16.70	41.70
9	8.30	8.30	41.70

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 (Most Recent Year)

Being a small school staff and students have a strong relationship with the PTSA. Numerous opportunities to become involved are just a phone call or meeting away.

Westwood High School has a SSC, consisting of parents, staff members (administration and teachers), students, and community representatives. The SSC helps determine the direction of the schools. The SSC, among other things, involves itself in reviewing assessment and result reports on student reading, communicating these results to the entire school community.

Class advisors receive parental support for events such as class fundraisers, chaperoning, junior prom, planning graduation activities, and the senior trip. Local businesses are asked for input and to support us through Future Business Leaders of America FBLA, internships, and work experience. Blackboard Communication System is an online communication that provides phone calls as needed to keep parents apprised of school activities and events, as well as educational issues. Each year, we have a Back-to-School Night, and an Open House.

For more information on how to become involved and/or volunteer time, please call Leslie Lacey, Principal, at (530) 256-3235.

### 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	4.20	0.00	0.00	4.20	0.00	0.00	13.10	11.40	11.50
Graduation Rate	95.83	100.00	100.00	95.83	100.00	100.00	78.87	80.44	80.95

**Completion of High School Graduation Requirements (Graduating Class of 2014)**

Group	Graduating Class of 2014		
	School	District	State
All Students	100	90	84.6
Black or African American	200	150	76
American Indian or Alaska Native		66.67	78.07
Asian			92.62
Filipino			96.49
Hispanic or Latino	100	60	81.28
Native Hawaiian/Pacific Islander			83.58
White	87.5	90	89.93
Two or More Races			82.8
Socioeconomically Disadvantaged	100	150	61.28
English Learners			50.76
Students with Disabilities	100	80	81.36
Foster Youth	--	--	--

**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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	18.18	8.33	12.12	4.85	4.36	4.85	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

**School Safety Plan (Most Recent Year)**

The School Safety Plan was most recently reviewed, updated, and discussed with school faculty in August 2009. The Plan is updated every three years and includes drills for earthquakes, fire, and lockdown. Administration is working with local law enforcement to update emergency plan. CPR and first aid trainings are available to all staff.

Visitors to our schools must check in with the office while on campus.

We are a small, unified school district, located in a rural area, with no history of violence in our schools, and few incidences of tobacco and alcohol use on campus. No student has been expelled for violence, drug, alcohol, or tobacco-related use in the District for the past three years.

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	No	Yes
Met Graduation Rate	N/A	N/A	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	1
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	2012-13				2013-14				2014-15			
	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	9	6	1		5	12			7	14		
Mathematics	9	7			5	12			6	13	1	
Science	14	2	1		7	7			12	6		
Social Science	9	6	1		8	8	1		11	9	2	

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 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	88
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	1	N/A
Other	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 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$14,473	\$2,348	\$12,125	\$52,681
District	N/A	N/A	\$10,282	
Percent Difference: School Site and District	N/A	N/A	+15.2%	-8.8%
State	N/A	N/A	\$5,348	\$59,460
Percent Difference: School Site and State	N/A	N/A	+54.5%	-19.8%

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

**Types of Services Funded (Fiscal Year 2014-15)**

CASSEE preparation, Response to Intervention (RTI) Tier III Gateways English Language Arts and IPass for ILearn are resources are used currently being used. Advancement Via Individual Determination (AVID) is offered to all students grades 8-12. Gifted and Talented Education (GATE) is incorporated within the core curriculum.

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$38,953
Mid-Range Teacher Salary		\$57,103
Highest Teacher Salary		\$74,127
Average Principal Salary (Elementary)		\$90,225
Average Principal Salary (Middle)		\$98,146
Average Principal Salary (High)		\$97,758
Superintendent Salary		\$117,803
Percent of Budget for Teacher Salaries	22%	34%
Percent of Budget for Administrative Salaries	8%	7%

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 2014-15)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science	1	N/A
All courses	1	.2

\* Cells with N/A values do not require data. Where there are student course enrollments.

**Professional Development (Most Recent Three Years)**

Teaching is a vocation, and our teachers are experienced, competent, and committed to the profession. Our teachers satisfy the California Credential requirements. The Westwood Unified School District provides opportunities for and encourages staff to participate in and attend workshops and meetings for professional enhancement. The district staff identified focus area for improvement during participation with the District Site Leadership Team (DSLTL). Using student achievement data we identified the need for more math and reading intervention, and CASSEE preparation. Using after school workshops focusing on meeting the diverse needs of all students, through collaboration with the Lassen County Office of Education has been ongoing, as well as District in-services.

School and District professional development goals assist our staff in moving toward proficiency of the California Common Core Standards for all students. The criterion for student progress is based on and in relation to California Common Core Standards for academic achievement. Collaborative Mondays are minimum days for staff to align teaching materials to the new Common Core Standards. Presenters are brought in regularly through out the year to help staff.

Professional development activities are designed and selected based on staff strengths and needs, and in relation to student achievement results. Staff development days focus on core research-based practices, used in California Common Core Standards-based materials, for the subject areas needing the greatest improvement. Collaboration time is spent on coordinating the teaching and selection of benchmarks; assessing the key/essential standards; jointly reviewing student work; and planning and revising the subject areas in need of the greatest improvement. after school workshops, conferences, BTSA,, a yearly county wide in-service, and individual mentoring are a few ways professional development is delivered to staff.

The principals participate in professional development that combines leaders' roles in supporting California Common Core Standards-based implementations, and the organization and management needed for continuous improvement to occur. Principals also address diverse student needs, particularly the needs of those in the lowest performing groups of the District.