

# The Single Plan for Student Achievement

**School:** Westmont High School  
**CDS Code:**  
**District:** Campbell Union High School District County-District School  
**Principal:** Abra Evanoff  
**Revision Date:** April 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**The District Governing Board approved this revision of the SPSA on May 18th, 2017.**

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## School Vision and Mission

### Westmont High School's Vision and Mission Statements

Westmont High School, in partnership with its community, seeks to support all students in achieving academic excellence; to ensure students are college and career ready; to foster each student's creative and intellectual development, leadership skills and responsible citizenship; and promote an equitable environment for all students.

## School Profile

Campbell, California is a small city in the heart of the Santa Clara Valley, in Santa Clara County, California. At one time during the bustling agricultural industry Campbell was referred to as Orchard City. Today's Campbell is a vision of high tech and local shops; however the small town and hardworking culture that the city, incorporated in 1952, was founded upon still exists. People love living here and are proud of the small town feel of the approximately 40,000 strong city. Campbell is a healthy, family friendly place to raise children and the city takes pride in Westmont High School.

Westmont High School opened to students in 1964. This school community benefits from a diverse group of students coming from all across our pocket of the valley: Monte Sereno, San Jose, Campbell, Los Gatos, Saratoga and Santa Clara all send students to matriculate on our campus. (2013 numbers: 1586). Our students are sent families represent the diverse 'silicon valley workforce;' our students are sent to school with the expectations of a rigorous, competitive education to be gained. Students from many parts of the world matriculate at Westmont, and Westmont has one of the highest English Learner populations in the district. Families seek to move into our attendance area for not only the comforts of a safe, small community such as Campbell but for the proximity to many Bay Area industries that fuel the economy. They value the supportive, small 'feel' to Westmont High School and embrace our commitment to provide a varied educational experience for students with a variety of interests.

Westmont High School follows a block schedule. Students have A and B days, consisting of three periods of 95 minutes, with a study hall period placed mid-morning. There are many courses Zero period and have seventh period as well. The Principal Leadership Council, a decision making body of voluntary participants, created norms and structures for this study hall in the 2013-2014 school year. These instructional minutes are designed to be utilized by students strategically and specifically; study hall (originally known as tutorial) provides a place for students to get the supports they need from the teachers they wish to see. Westmont does not benefit from a weekly collaboration model; however a vote, taken in the fall of 2014, notes that for the 2015-2016 school year Westmont High School will have a weekly collaboration built into a new bell schedule. Currently, as one of three high schools in the district without weekly collaboration, WHS has 12 collaboration late start days.

The facility itself continues to undergo construction as a result of a bond passed in 2008. Students now benefit from a student friendly library and state of the art science classrooms. Beginning 2015, the next phase of construction starts on the campus; in January, renovations begin on a wing of classrooms and students and staff will relocate to new portables. In June, construction will begin on the main office and administration wing (which includes five classrooms, the staff lounge, and restroom facilities), with a completion date set for Spring 2016. More, much needed classroom space is being created for the students and the campus modernization will be almost complete to serve o staff and student needs.

Our parent and community support at Westmont High School is quite broad. Westmont families are proud to support our school community and do so via the variety of committees, councils and booster organizations: Music Boosters, Drama Boosters, Athletic Boosters, PTSA (Parent Teacher Student Association), Site Council, FFA (Future Farmers of America) Boosters all have healthy membership numbers and strong community based support. Events connected to the boosters noted are quite visible; many times throughout the year, for example, the FFA hosts community events at the farm. Things like these make Westmont unique and share it's resources with the community.

Westmont benefits from community partnerships that have allowed students to explore various college and career opportunities. The site College and Career Center is run solely by parents with ties to the local college and career communities. A variety of speakers from industry and presenters from colleges are at Westmont High School on a daily basis, presenting to students opportunities available not only upon graduation but concurrently as well. Project Lead The Way is an engineering pathway in partnership with Xilinx Corporation, providing opportunities for our students to follow an engineering path of coursework in high school. The Metropolitan Education District (MetroEd) runs the Silicon Valley Career Technical Education Center (SVCTE) and offers career technical education to students in Campbell Union, and CTE (career technical education) courses are held on site embedded into the master schedule as well as at the SVCTE facility.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

Please refer to the School and Student Performance Data section where an analysis is provided.

### **Surveys**

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The appendix shows survey data; a key data point in our findings is that in 2015-2016, 45% of 9th graders stated they cared about each other, and in 2016-2017 of those surveyed 42% of 9th graders stated this. In regards to parents and their response, 11% in 2015-2016 responded to the district led survey and this year, 2016-2017 23% responded, thus providing a wider net of data for us to reflect and use moving forward.

### **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

District led instructional rounds with outside education partners as support, as well as site led rounds managed by site administration and teacher leaders: these are done monthly and either via district, admin or teacher leader teams perform them and utilize said data to gauge student engagement and student rigor.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### **Standards, Assessment, and Accountability**

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Department Chairs are given grade printouts at each grading period to share out with department members.

SBAC scores for math and English are available to teachers.

See table at the back for # of common assessment done per departments.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Discussion of grade distribution is done every quarter per department, and this work begins with the Department Chair Council each month. Course alignment and grade alignment utilizing assessments is done as well; In math students who were unsuccessful in different units are able to push into math workshop courses to retake and master said units.

### Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

This is completed through the Human Resources Department at the District Office.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

This is completed by the Director of Curriculum and Instruction at the District Office.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

This is completed at the District Office.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District Office provides ongoing training on QTEL strategies, professional development on new book adoption in areas of Math and English.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Westmont has 12 collaborations days where teachers meet in their departments to go over grade distribution, review assessment practice and data and work on progress on Department Goals in accordance to our plan.

### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

District Office.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

NA

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

NA

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

District Office

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

District Office

#### Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Intervention classes such as PLE/PLATO, EdOptions. Math classes for those off 'track' who need to align with their four year plan; Summer School as well.

14. Research-based educational practices to raise student achievement

AVID strategies, QTEL strategies and support, Anti-Bias training, Growth Mindset work.

#### Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Open House, AP informational Night, incoming Freshmen night, Grade level presentations to parents and students yearly., ELAC and DELAC meetings and committees.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

ELAC, PTSA , School Site Council

#### Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

18. Fiscal support (EPC)

### **Description of Barriers and Related School Goals**

Ensuring we have common collaboration time that is utilized effectively, not only to align our curriculum to common core standards but also to assess student data and acknowledge deficits and capacities of the learners and our role in addressing how to bridge those gaps

# School and Student Performance Data

## CAASPP Results (All Students)

### English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	384	364	365	351	352	347	95.1	95.3
All Grades	384	364	365	351	352	347	95.1	95.3

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2638.0	2649.5	35	47	36	26	14	16	11	11
All Grades	N/A	N/A	35	47	36	26	14	16	11	11

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	49	48	39	40	12	12
All Grades	49	48	39	40	12	12

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	45	55	41	31	13	14
All Grades	45	55	41	31	13	14

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	31	35	56	55	13	10
All Grades	31	35	56	55	13	10

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	41	50	51	41	8	10
All Grades	41	50	51	41	8	10

**Conclusions based on this data:**

1. Some key percentages are as follows and in the goal section of this report; data shows the following needs: Increase % of students who met or exceeded standards on SBAC ELA, "Conditionally college ready," on the EAP from 73% to 80% for all students, 48% to 58% for low income, 5% to 25% for english learners, 13% to 20% for Students with disabilities, 84% to 90% white, 50% to 60% latino, 86% to 90% asian.
2. Increase % Proficient in ELA on SBAC (CAASPP) Exam by 5% from 73% to 78%.



## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	384	364	364	351	346	344	94.8	96.4
All Grades	384	364	364	351	346	344	94.8	96.4

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2614.2	2633.5	21	29	24	26	24	19	26	26
All Grades	N/A	N/A	21	29	24	26	24	19	26	26

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	33	43	35	24	32	33
All Grades	33	43	35	24	32	33

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	29	34	49	47	22	19
All Grades	29	34	49	47	22	19

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	27	37	55	46	18	17
All Grades	27	37	55	46	18	17

**Conclusions based on this data:**

1.

Some key needs of percentage increase are apparent via this report: Increase % of students who met or exceeded standards on SBAC Math, 'Conditionally College Ready" on the EAP from 55% to 60% for all students, 21% to 30% for low income, 5% to 25% for english learners, 7% to 15% for students with disabilities, 67% to 77% for white studnets, 25% to 35% for Latino students, 82% to 90% for Asian students.

Increase % Proficient in Math on SBAC (CAASPP) Exam by 5% from 55% to 60%  
Increase % Proficient in ELA on SBAC (CAASPP) Exam by 5% from 73% to 78%.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>9</b>	14	7	8	53	52	38	17	22	33	14	15	8	3	4	13
<b>10</b>	25	26	5	33	36	35	20	21	35	20	2	15	3	14	10
<b>11</b>	11	37	31	41	29	34	39	13	14	5	13	3	5	8	17
<b>12</b>	10	34	10	45	38	50	35	10	25	5	10		5	7	15
<b>Total</b>	16	27	15	42	38	39	27	17	26	11	10	6	4	9	14

#### Conclusions based on this data:

1. With our shifts in population and students arriving from all parts of the world, each year our CELDT scores show trends that align to who is on our campus and the supports they are receiving. This year, we show a dip in Advanced scores however we show a gain in beginning scores and a gain in intermediate scores.
2. Need is an Increase % of English Learners reclassified annually from 16% to 20% (\*2015-2016 data next to 2016-2017 data)

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>9</b>	11	11	18	44	41	30	16	19	28	9	11	5	21	19	20
<b>10</b>	22	24	11	33	35	22	18	22	25	18	2	8	8	17	33
<b>11</b>	12	37	26	41	26	38	33	12	12	4	12	3	10	14	21
<b>12</b>	18	33	12	41	33	44	32	9	20	5	9		5	15	24
<b>Total</b>	15	26	17	40	33	33	23	16	21	9	8	4	12	16	24

#### Conclusions based on this data:

1. \*Same as previous CELDT table

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: INSTRUCTION THAT ENGAGES ALL STUDENTS EQUITABLY</b>
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<b>LEA/LCAP GOAL:</b>
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Instruction that engages all students equitably: CUHSD will provide all students with high quality instruction through professional development of staff, targeted interventions and supports for students, and by investing in 21st Century instructional technology.
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- |   |
|---|
| <ol style="list-style-type: none"><li>1. CA Dashboard English Learner Progress Indicator - maintain a performance level of Green</li><li>2. SBAC % Meets/Exceeds (EAP Conditionally College Ready) in ELA = 76% and math = 53%</li><li>3. SBAC/EAP % Meets/Exceeds (EAP Conditionally College Ready) in ELA = 58% and math = 25% for Latino Students</li><li>4. SBAC/EAP % Meets/Exceeds (EAP Conditionally College Ready) in ELA = 55% and math for Low Income Students = 26%</li><li>5. SBAC/EAP % Meets/Exceeds (EAP Conditionally College Ready) in ELA = 9% and math for English Learners = 12%</li><li>6. English learner performance on CELDT Criterion (Growth or English Proficient) = 49%</li><li>7. English Learner Reclassification Rate = 23%</li><li>8. Students agreeing that they do meaningful work at school on the school climate survey = 40%</li></ol> |
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**SCHOOL GOAL #1:**

Develop the capacity for sustained growth through improved instructional strategies, and strong curricular teams, data analysis, and revised instruction to meet the needs of all students and to show consistent gains in test scores as noted above. This aligns with our WASC ACTION PLAN GOAL(S) AS FOLLOWS: As identified by the WASC Action Plan and in connection with the LEA goal stated above: Critical learner need #1: Identify at risk freshmen and sophomores, with special attention to underperforming subgroups such as economically disadvantaged and Latino students as identified by D and F rates; and improve intervention/support programs to ensure their academic success. Data goals are as follows and in other areas of this report as well:

Increase % of students who met or exceeded standards on SBAC ELA, "Conditionally college ready," on the EAP from 73% to 80% for all students, 48% to 58% for low income, 5% to 25% for english learners, 13% to 20% for Students with disabilities, 84% to 90% white, 50% to 60% latino, 86% to 90% asian.

Increase % of students who met or exceeded standards on SBAC Math, 'Conditionally College Ready" on the EAP from 55% to 60% for all students, 21% to 30% for low income, 5% to 25% for english learners, 7% to 15% for students with disabilities, 67% to 77% for white studnets, 25% to 35% for Latino students, 82% to 90% for Asian students.

Increase % Proficient in Math on SBAC (CAASPP) Exam by 5% from 55% to 60%

Increase % Proficient in ELA on SBAC (CAASPP) Exam by 5% from 73% to 78%.

Increase % of English Learners reclassified annually from 16% to 20% (\*2015-2016 data next to 2016-2017 data)

**Data Used to Form this Goal:**

WASC self study  
Student, staff and community surveys  
Grade reporting data  
CAASPP data  
Grade and assessment data

**Findings from the Analysis of this Data:**

Data percentages are as follows and contribute not only to our findings but said creation of site goal:

Increase % of students who met or exceeded standards on SBAC ELA, "Conditionally college ready," on the EAP from 73% to 80% for all students, 48% to 58% for low income, 5% to 25% for english learners, 13% to 20% for Students with disabilities, 84% to 90% white, 50% to 60% latino, 86% to 90% asian.

Increase % of students who met or exceeded standards on SBAC Math, 'Conditionally College Ready" on the EAP from 55% to 60% for all students, 21% to 30% for low income, 5% to 25% for english learners, 7% to 15% for students with disabilities, 67% to 77% for white studnets, 25% to 35% for Latino students, 82% to 90% for Asian students.

Increase % Proficient in Math on SBAC (CAASPP) Exam by 5% from 55% to 60%

Increase % Proficient in ELA on SBAC (CAASPP) Exam by 5% from 73% to 78%.

Increase % of English Learners reclassified annually from 16% to 20% (\*2015-2016 data next to 2016-2017 data)

**How the School will Evaluate the Progress of this Goal:**

On an ongoing basis, utilizing state testing data as well as site benchmark data via summative assessments.

Anecdotal data via guidance advisor and administrator 1:1's with students, teacher feedback and grade data at the 6 and 12 week marks.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continuing professional development opportunities focused on meeting the needs of all learners and improving student engagement; QTEL strategies and AVID support strategies. also, continuing AVID opportunities provided to students as well as AVID training.	Minimum day Professional Development Opportunities: Four dates throughout the 2017-2018 school year as well as site collaboration opportunities.	Principal Vice Principal Teachers District Support Staff	AVID field trips, staff training opportunities via AVID either on site with speakers brought or summer institute training as the program builds. This has been a consistent practice through the years with this funding source.		LCFF - Supplemental	10,000
Continuation of the work regarding the upgrade and embedded common assessments aligned to CCSS performance tasks as well as Instructional rounds that are intentional in this specific work.	Minimum day Professional Development Opportunities: Four dates throughout the 2017-2018 school year as well as site collaboration opportunities.	Principal, Vice Principal, Department Chairs				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will make specific strategic parental contact. This will not be limited to schoolloop messages. Contact should focus on areas of growth, areas of success, student's use of the teacher's study hall and possible additions/changes to students 4 year academic plan.	At 6 week and 12 week grading deadline: At department meetings nearest the 6 week and 12 week grading deadlines, members will share out progress of those students that they have identified.  Department chairs will collect this data.	Teachers and Guidance Advisors				
A. Continued grade monitoring beginning in the Fall of 2017 with examinations at the end of each grading period (6 week, 12 week and semester) into the D and F rates of those three groups and of the school as a whole.	Fall of 2017 and continuing; D and F rates (6 week, 12 week, and semester)	Administration Guidance Advisors				



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
B. Intervention counselor, supported by guidance advisors and administrative team will meet with students with D or F grades. Options and supports are put into place based on student needs. Student, guidance advisor and/or a member of the administration will create a plan for success. Referrals to specific interventions like Uplift, Parent Project or CASSY (Counseling and Support Services for Youth) as well as teacher contact by guidance to make sure that there is communication by all parties. Based on meeting outcomes, possible supports may include: customized Study Hall attendance plan, grade/credit recovery options, or additional parent/teacher meetings.	Fall of 2017 and continuing; D and F rates (6 week, 12 week, and semester)	Administration, Guidance Advisors: support staff (CASSY, EMQ)				

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

#### **SUBJECT: SYSTEMIC, RIGOROUS EXPECTATIONS WITH SUPPORTS TO HELP ALL STUDENTS SUCCEED.**

##### **LEA/LCAP GOAL:**

Systemic, rigorous expectations with supports to help all students succeed: CUHSD will hold a high level of expectations for college and career readiness for all students, and provide appropriate supports and interventions to help all students prepare for post secondary pursuits.

1. A-G completion = 47%
2. A-G completion for Latino students = 30%
3. A-G completion for low income students = 28%
4. Dashboard Graduation Indicator = Maintain Green overall by increasing the graduation rate to 93%.
5. Dashboard Graduation Indicator for Low Income Students = Achieve Yellow for low income students by increasing their graduation rate to 87%.
6. Percent of 10th - 12th grade students taking AP tests = 36%
7. Percent of AP scores of 3 or Better = 71%
8. Percent of Students Who Earned at Least 10 Credits in a CTE Pathway = 36%
9. Percent of Graduates Enrolled in College the Fall after Graduation = 76%
10. Percent of Latino Graduates Enrolled in College the Fall after Graduation = 63%
11. Percent of Low Income Graduates Enrolled in College the Fall after Graduation = 63%

##### **SCHOOL GOAL #2:**

Continuing the work with the WASC action plan, the following two critical learner needs support the work noted above:

Critical learner need #1: Identify at risk freshmen and sophomores, with special attention to underperforming subgroups such as economically disadvantaged and Latino students as identified by D and F rates; and improve intervention/support programs to ensure their academic success.

Critical learner need #2: Work to ensure that ALL students and families understand the A-G requirements and improve academic supports to ensure that ALL students are college and/or career ready \*continue to increase A-G eligibility annually by 3%

##### **Data Used to Form this Goal:**

CA Dashboard English Learner Progress Indicator, CAASPP Achievement Gaps in ELA and Math, Growth on CELDT Criterion, Growth on English Learner reclassification rate,

**Findings from the Analysis of this Data:**

Whereas there was a steady increase in college enrollment the Fall after Graduation, Fall 2016 gains only showed a 1% increase from 78% to 79%. of those, there was a decrease to 37% of whom enrolled in a two year institution, and an increase to 41% of those who enrolled in a four year institution.

**How the School will Evaluate the Progress of this Goal:**

Data review  
Guidance Advisor meetings with students; State of the Senior work; WACAC support

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue implementation of credit recovery classes (PLE, EdOptions, summer school)	Ongoing and at key points throughout the year (grading period and mid grading period check ins).	Department Chairs/Teachers/VP /Guidance	District supported and funded (PLE, etc).			
Utilize ELAC to educate our EL students and parents about academic options and A-G requirements  Guidance advisor presentations to students and incoming 8th graders during course programming.  Partnership with WACAC to analyze data and college recruitment strategies	Four times per year at the ELAC meetings (September, November, March, April); Fliers and presentations that specifically outline the steps needs for students to be A-G eligible.  January/February of each school year	Assistant Principal in charge of ELAC and guidance advisors	Minimal; site based  Presentations (PowerPoints) to students  meeting supplies		LCFF - Supplemental	716.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use of Naviance college planning software with all students. Includes ability for students to make a college readiness 4 year plan, college searches, and college application process. Each grade level has a different focus to result in Seniors being prepared for their college applications and scholarship searches.	Guidance does check-ins with students about their Naviance progress during counselor classroom visits. Freshmen twice during the school year, Sophomores, Juniors minimum once per year. Seniors twice per year/Presentations (powerpoints) to students and computer led trainings for incoming students. Naviance data reports on usage by students.	Guidance advisors	District funded via contract through Naviance			
Course selection form that is organized to create an A-G default pathway. Students see that their course choices lead them to complete the A-G requirements	Form used during course selection in January and February of each school year; form vetted through Curriculum Council (department chairs/VP/P) along with Ed. Services	Guidance Advisors and Vice Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff and site Anti-Bias training, providing supports and strategies for staff to reach all students; utilizing state and federal organizations in doing so.	continuous; site parent information nights in the Fall hosted by various organizations, staff professional development and student opportunities for similar training via local non profit organization (silicon valley faces).	Principal Vlce Principal Assistant Principals Guidance			LCFF	14000

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

#### **SUBJECT: SCHOOL CLIMATE THAT PROMOTES PHYSICAL AND EMOTIONAL WELL BEING.**

#### **LEA/LCAP GOAL:**

Increase Staff, Student, and Community Engagement and Positive School Cultures: School climate that promotes physical and emotional well-being: school sites will engage actively with staff, students and families to ensure that students receive the physical and emotional supports they need to succeed. Restorative justice and positive behavioral supports will be used to promote positive relationships in school communities.

1. Dashboard Suspension Indicator = Maintain Green overall by reducing suspension rates by .5% each year.
2. Dashboard Suspension Indicator for English Learners = Achieve Green for English learners by reducing the rate by 1.5% each year. Overall Status = 4.4%. English Learner Status = 7.7%.
3. Suspension Rate = 4.3%
4. Suspension Rate for Latino and African American Students = Latino suspension rate = 51%, African American suspension rate = 6%
5. Expulsion Rate = less than 0.1%
6. Parent response rate on the WestEd school climate survey = 27%
7. Truancy Rate = 43%

#### **SCHOOL GOAL #3:**

To continue our site work in providing a focused, positive culture for students and their families, offering multiple layers of student support and many opportunities for parental involvement.

#### **Data Used to Form this Goal:**

California healthy kids survey --student and parent; Grade Distribution; SBAC, CASSY data, A-G rate, AP participation, graduation, truancy, suspension and expulsion rates. Data reflects that there is dis-proportionality between the achievement of subgroups in some areas. See DATA appendix at the back. Truancy rate has steadily increased from 20% in 2012-2013 to 54% in 2015-2016 (\*students who were truant three or more times). Latino subgroup still remains as the highest percentage of Out- of Classroom suspension at 50%, however this is a significant decrease from a high of 70% in 2011-2012.

#### **Findings from the Analysis of this Data:**

Overall, our student and parent community is involved and engaged in improving our school culture and climate and our site is committed to broadening this work, utilizing community and district resources: Uplift presentations, CASSY support, city youth commission work around mental wellness and health.

#### **How the School will Evaluate the Progress of this Goal:**

Parent, student and staff feedback via various models: surveys, meetings, data pulls re: attendance at events, committee involvement, etc.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent informational nights to include not only AP presentations and academic programming but student social and behavioral as well (ex, Teen safe driving in partnership with the PTSA and CHP), and utilizing PTSA and ELAC meetings as support and platforms.	Ongoing	VP Principal PTSA Guidance All stakeholders	Site and no cost			
Continue site work with the 'A-team (achievement team); our committee that incorporates all pieces of student support and engagement: AVID members, Activities, Athletics, Guidance, Life Crew advisors	Ongoing	VP AVID members Activity Director Athletic Director Life Crew Advisors Guidance Advisors	Site budget as needed but no cost			
Building around the theme of 'community and capacity,' continuing site work providing professional development with a student engagement focus	Minimum day Professional Development Opportunities and Site collaboration opportunities-- Teacher led and Admin supported	WestED support Principal VP Teacher leaders: providing QTEL and AVID strategy support, year two (building on QTEL and AVID teacher led PD from 15-16)	Site budget support as needed; Low to zero cost			

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

**SUBJECT: Centralized Services for Planned Improvements in Student Performance in Instruction**

**SCHOOL GOAL #1:**

Develop the capacity for sustained growth through improved instructional strategies, and strong curricular teams, data analysis, and revised instruction to meet the needs of all students and to show consistent gains in test scores as noted above. This aligns with our WASC ACTION PLAN GOAL(S) AS FOLLOWS: As identified by the WASC Action Plan and in connection with the LEA goal stated above: Critical learner need #1: Identify at risk freshmen and sophomores, with special attention to underperforming subgroups such as economically disadvantaged and Latino students as identified by D and F rates; and improve intervention/support programs to ensure their academic success. Data goals are as follows and in other areas of this report as well:

Increase % of students who met or exceeded standards on SBAC ELA, "Conditionally college ready," on the EAP from 73% to 80% for all students, 48% to 58% for low income, 5% to 25% for english learners, 13% to 20% for Students with disabilities, 84% to 90% white, 50% to 60% latino, 86% to 90% asian.

Increase % of students who met or exceeded standards on SBAC Math, 'Conditionally College Ready" on the EAP from 55% to 60% for all students, 21% to 30% for low income, 5% to 25% for english learners, 7% to 15% for students with disabilities, 67% to 77% for white studnets, 25% to 35% for Latino students, 82% to 90% for Asian students.

Increase % Proficient in Math on SBAC (CAASPP) Exam by 5% from 55% to 60%

Increase % Proficient in ELA on SBAC (CAASPP) Exam by 5% from 73% to 78%.

Increase % of English Learners reclassified annually from 16% to 20% (\*2015-2016 data next to 2016-2017 data)



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Bilingual Aids	2017-18	Coordinator of Special Programs to provide technical assistance and training, management in collaboration with school sites	Six Bilingual Aids to provide direct translation and student engagement supports in ELD classrooms at each comprehensive school site. Amount includes classified salaries (2000) and benefits (3000).	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	256470
BTSA Coaching/New Teacher Supports	2017-18	Chief Human Resources Officer	New teachers are provided with mentoring and training. Amount includes certificated salaries (1000) and benefits (3000).	1000-1999: Certificated Personnel Salaries	LCFF - Base	246750

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
District-wide professional development days for all teachers	2017-18	Director of Curriculum and Instruction	Incentive-based professional development days provided to all instructional staff. Topics include: standards-based instruction, grading policy, intervention strategies, and college readiness pathway completion. Two days paid out of LCFF Base. Amount includes classified salaries (2000) and benefits (3000).	1000-1999: Certificated Personnel Salaries	LCFF - Base	185000
			One day of professional development paid out of Educator Effectiveness Grant. Amount includes certificated salaries (1000) and benefits (3000).	1000-1999: Certificated Personnel Salaries	Other	92500
Quality Teaching for English Learners (QTEL) professional development program	2017-18	Director of Curriculum and Instruction	A contract with WestEd to implement a program to provide professional development in English learner intervention and student engagement strategies paid out of the Educator Effectiveness Grant.	5800: Professional/Consulting Services And Operating Expenditures	Other	267000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers on Special Assignment to support English learners	2017-18	Coordinator of Special Programs to provide technical assistance and training, management in collaboration with school sites	Roughly .5 of a Teacher on Special Assignment per comprehensive high school to provide supports in assessment, scheduling, and providing supports to English learners. Amount includes certificated salaries (1000) and benefits (3000).	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	286000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers on Special Assignment to lead Common Core standards implementation with embedded technology supports	2017-18	Director of Curriculum and Instruction	1.5 centralized Teachers on Special Assignment paid out of LCFF Base to support implementation of Common Core standards in ELA and math, including development of local assessments and curriculum. Amount includes certificated salaries (1000) and benefits (3000).	1000-1999: Certificated Personnel Salaries	LCFF - Base	188698
			.5 of a centralized Teacher on Special Assignment per comprehensive high school to provide supports in assessment, scheduling, and providing supports to English learners. Amount includes certificated salaries (1000) and benefits (3000).	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	56761
Technology initiative for blended learning to provide one device per student over four years.	2017-18	Director of Technology	Purchasing of devices to support blended learning initiative for all students in one grade level.	4000-4999: Books And Supplies	LCFF - Base	447000

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Improving Progress Towards Graduation and College Readiness</b>
<b>SCHOOL GOAL #2:</b>
Continuing the work with the WASC action plan, the following two critical learner needs support the work noted above:
Critical learner need #1: Identify at risk freshmen and sophomores, with special attention to underperforming subgroups such as economically disadvantaged and Latino students as identified by D and F rates; and improve intervention/support programs to ensure their academic success.
Critical learner need #2: Work to ensure that ALL students and families understand the A-G requirements and improve academic supports to ensure that ALL students are college and/or career ready *continue to increase A-G eligibility annually by 3%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
College and Career Center Staff	2017-18	Director of Curriculum and Instruction	College and Career Centers will have full-time staff to support students and families with preparing for the transition to post-secondary opportunities. Amount includes classified salaries (2000) and benefits (3000).	2000-2999: Classified Personnel Salaries	LCFF - Base	244820
			Partly funded through the College and Career Readiness Grant. Amount includes classified salaries (2000) and benefits (3000).	2000-2999: Classified Personnel Salaries	Local Categorical	81607

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
AVID Coordinators	2017-18	Director of Curriculum and Instruction	Five AVID Coordinators, one for each comprehensive high school, with one at each site, to oversee AVID training, scheduling of classes, and supports to students. Amount includes certificated salaries (1000) and benefits (3000).	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	139865

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Providing a Positive Culture</b>
<b>SCHOOL GOAL #3:</b>
To continue our site work in providing a focused, positive culture for students and their families, offering multiple layers of student support and many opportunities for parental involvement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Community Liaisons	2017-18	Coordinator of Special Programs to provide technical assistance and training, management in collaboration with school sites	Three bilingual Community Liaisons to provide translation services, support ELAC and DELAC meetings, and engage with parents. Amount includes classified salaries (2000) and benefits (3000).	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	230000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coordinator of Community Engagement	2017-18	Director of Strategy, Accountability, and Innovation	The Coordinator will create educational materials for families and community members about college and career preparation, and work with sites to engage stakeholders on strategic planning. Half will be LCFF Supplemental to highlight the focus on outreach to low-income and English learner students' families. Amount includes classified salaries (2000) and benefits (3000).	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	60000
			Half will be OCF Base to reflect outreach to all family and community members. Amount includes classified salaries (2000) and benefits (3000).	2000-2999: Classified Personnel Salaries	LCFF - Base	60000
Mental health counselors	2017-18	Director Student Services & Assessment	A contract with CASSY, a counseling agency, to provide crisis counseling to students at each school site.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	450000



## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Abra Evanoff	X				
Emily Hanson			X		
Roma Martwick			X		
Nicole Shaddox				X	
Steve Klos				X	
Ines Zapiola				X	
Eric Buran		X			
Mark Kaanapu		X			
Nick Garibaldi					X
Mathea Genolino					X
<b>Numbers of members of each category:</b>					

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

\_\_\_\_\_

Signature

English Learner Advisory Committee

\_\_\_\_\_

Signature

Special Education Advisory Committee

\_\_\_\_\_

Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_

Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_

Signature

Compensatory Education Advisory Committee

\_\_\_\_\_

Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_

Signature

Other committees established by the school or district (list):

\_\_\_\_\_

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Abra Evanoff

\_\_\_\_\_

Typed Name of School Principal

\_\_\_\_\_

Signature of School Principal

\_\_\_\_\_

Date

\_\_\_\_\_

Typed Name of SSC Chairperson

\_\_\_\_\_

Signature of SSC Chairperson

\_\_\_\_\_

Date

## Appendix A. LCAP Goals and Data for Westmont High School

### California Dashboard Results (Relevant to Goals 1, 2, and 3)

#### Westmont High - Santa Clara County

Enrollment: 1,541    Socioeconomically Disadvantaged: 25%    English Learners: 9%    Foster Youth: N/A    Grade Span: 9-12    Reporting Year: Spring 2017

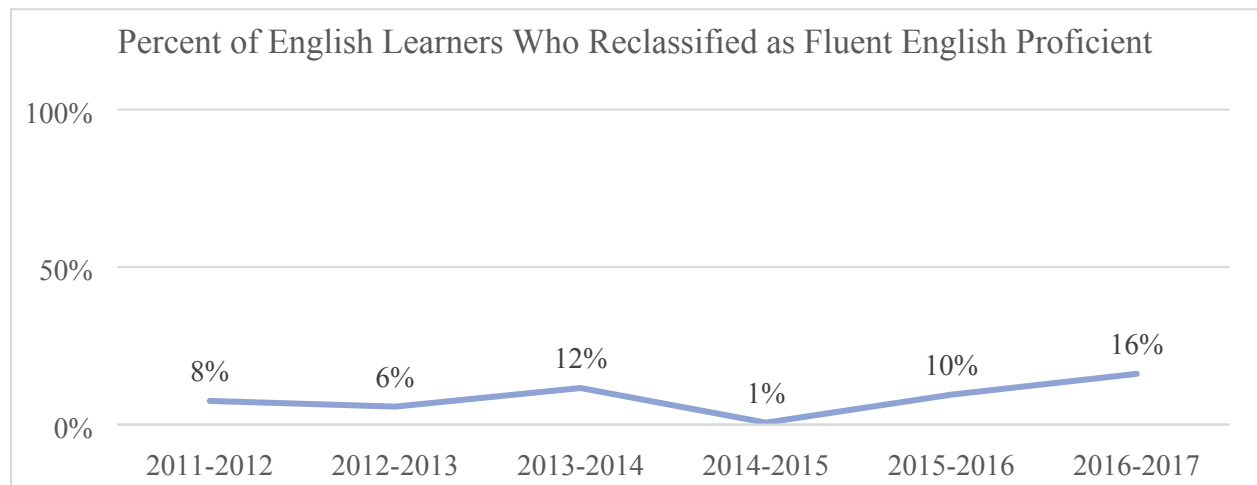
Charter School: No

Equity Report    Status and Change Report    Detailed Reports    Student Group Report

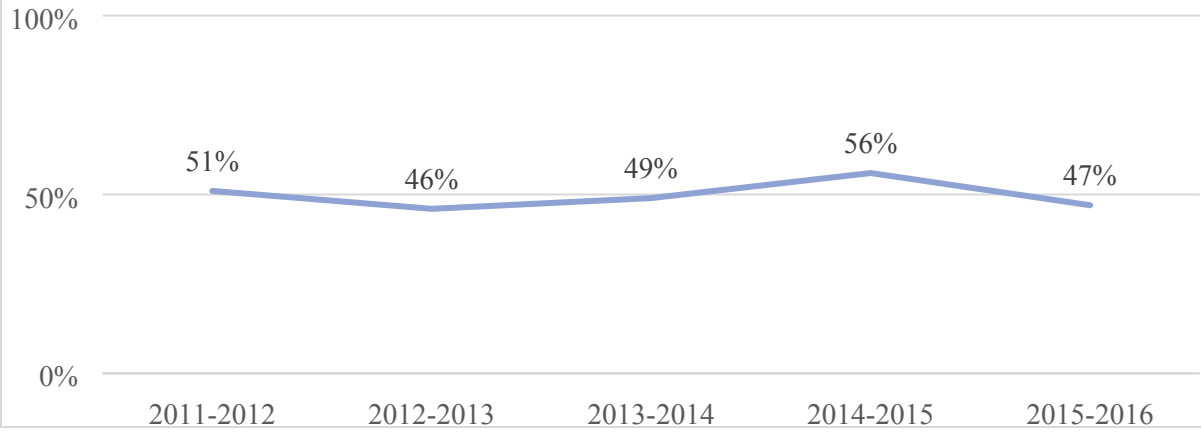
This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>			N/A	N/A			*					*		
English Learner Progress (K-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Graduation Rate (9-12)</u>			N/A	N/A			*		*	*		*		

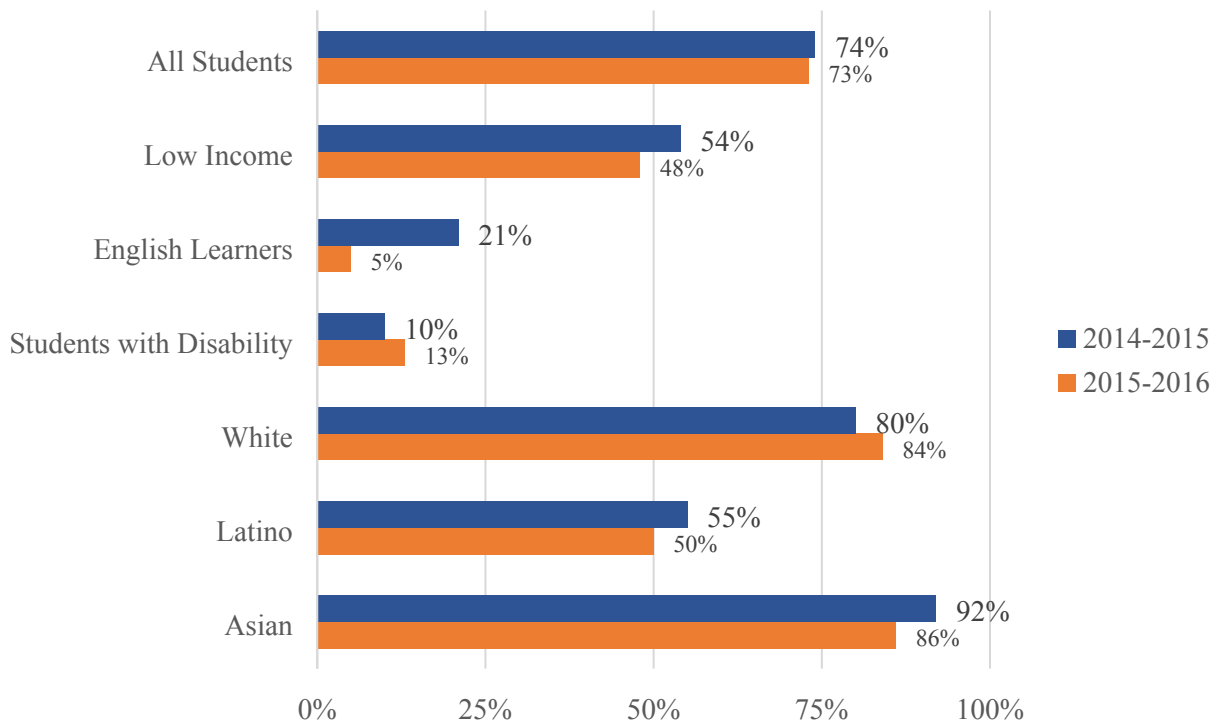
**Goal 1: Instruction that engages all students equitably: CUHSD will provide all students with high quality instruction through professional development of staff, targeted interventions and supports for students, and by investing in 21st Century instructional technology.**



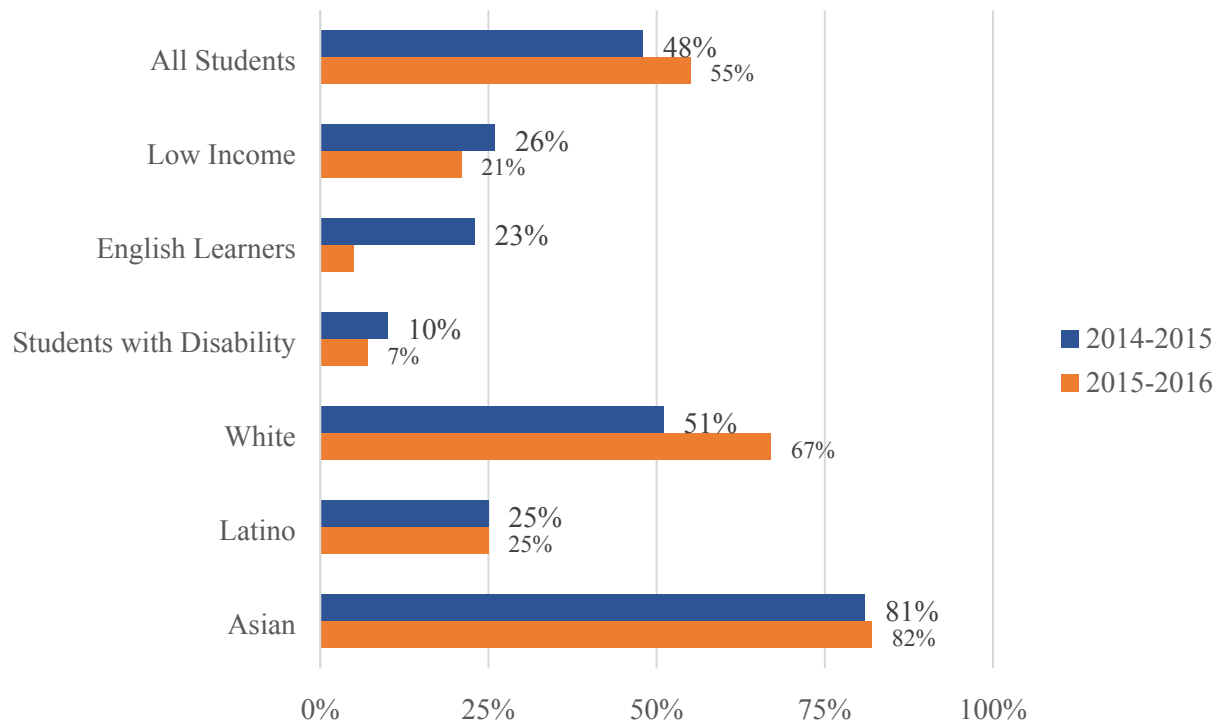
Percent of Students Who Met the CELDT Criterion



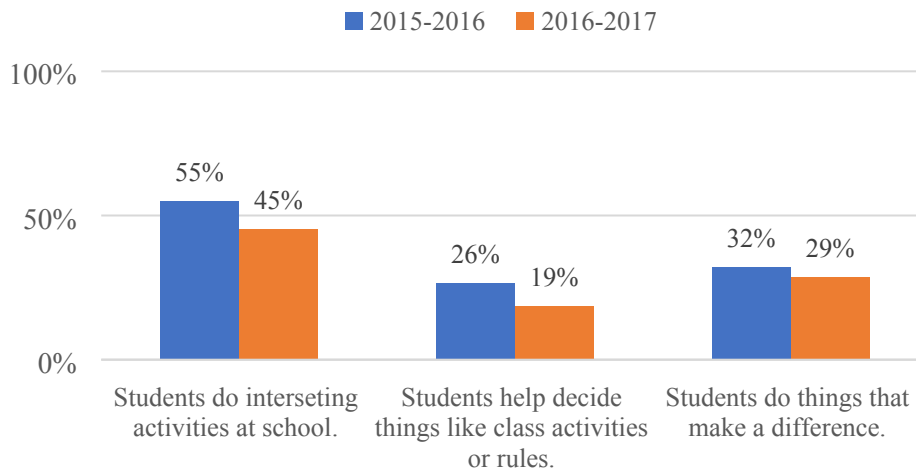
Percent of Students Who Met or Exceeded Standards on SBAC ELA, "Conditionally College Ready" on the EAP



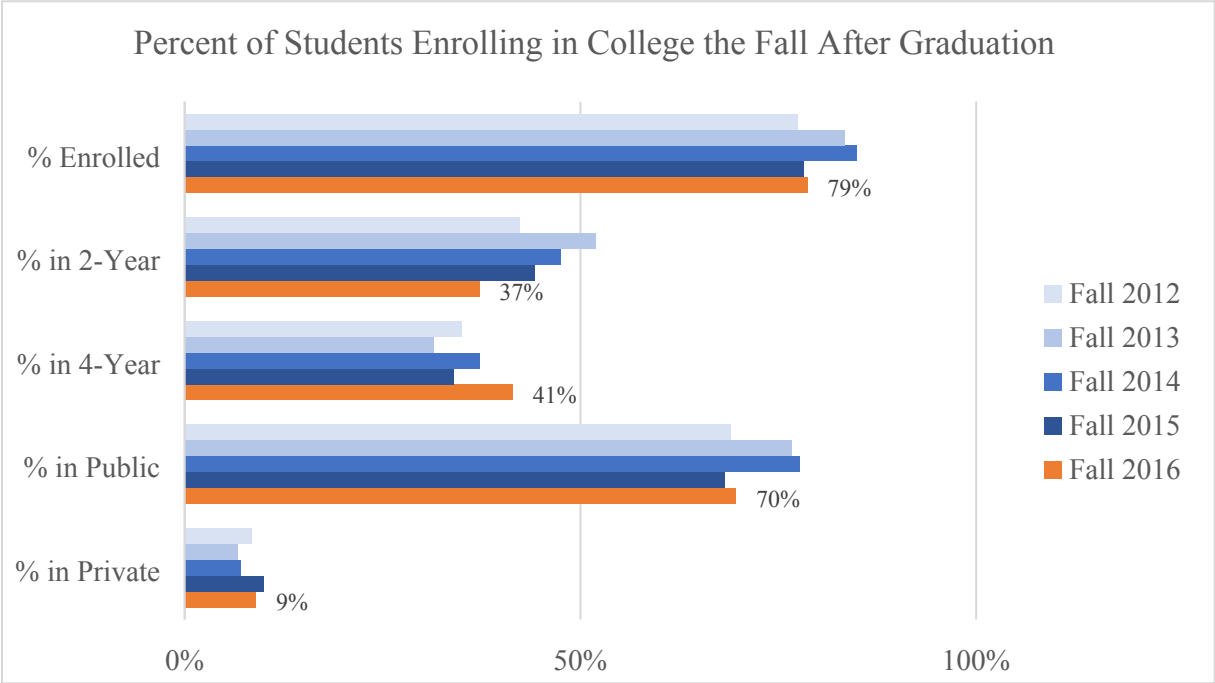
Percent of Students Who Met or Exceeded Standards on SBAC Math, "Conditionally College Ready" on the EAP



Percent of 9th Graders Who Agree that They Do Meaningful Work at School



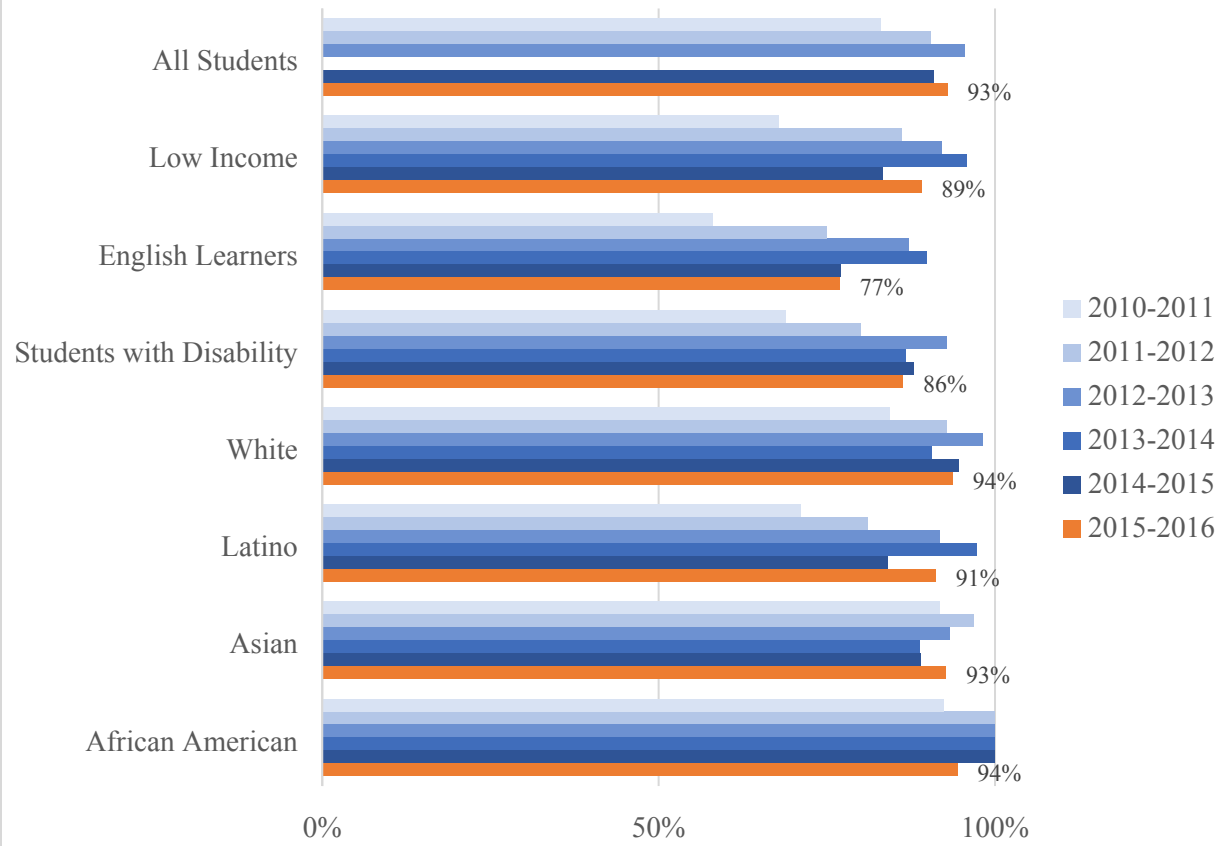
**Goal 2: Systemic, rigorous expectations with supports to help all students succeed: CUHSD will hold a high level of expectations for college and career readiness for all students, and provide appropriate supports and interventions to help all students prepare for post-secondary pursuits.**



Percent of Students Enrolling in College the Fall After Graduation by Group

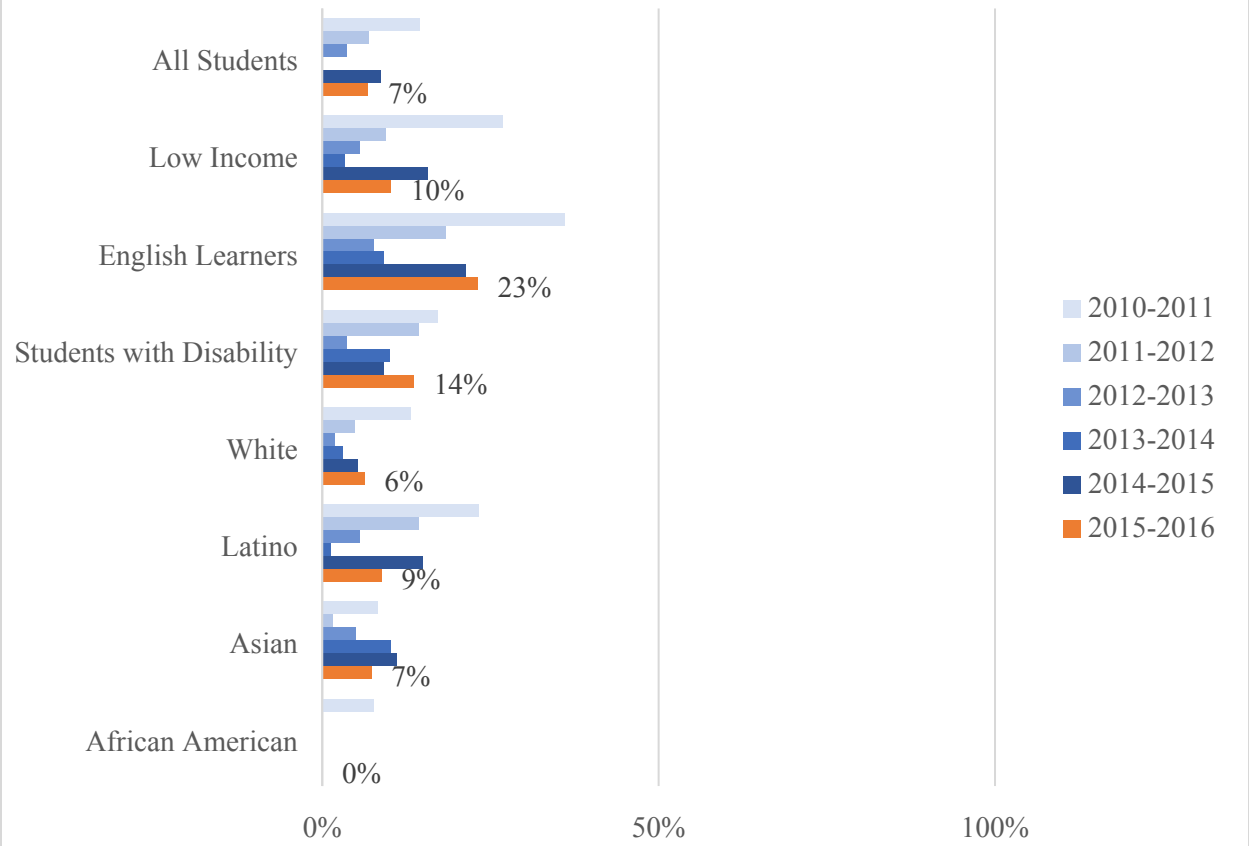


### Graduation Rate, Based on Four-Year Cohort

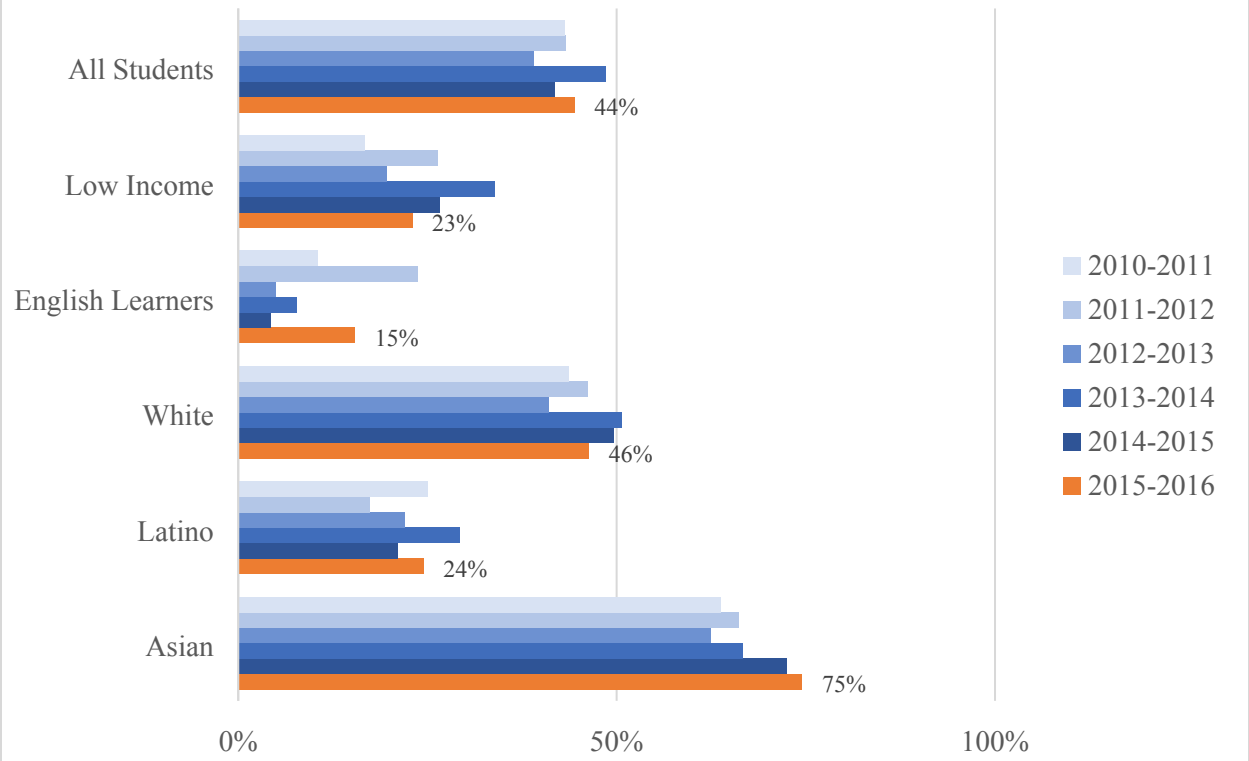




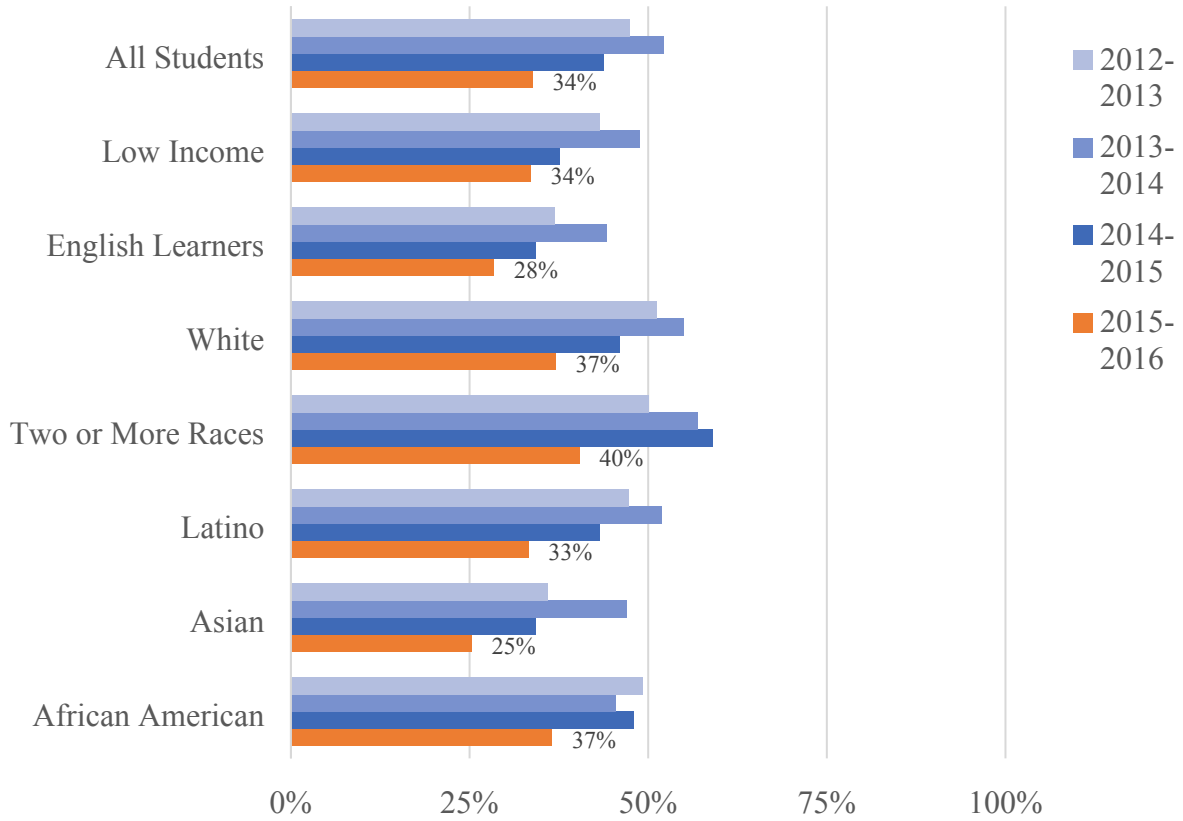
Dropout Rate, Based on Four-Year Cohort



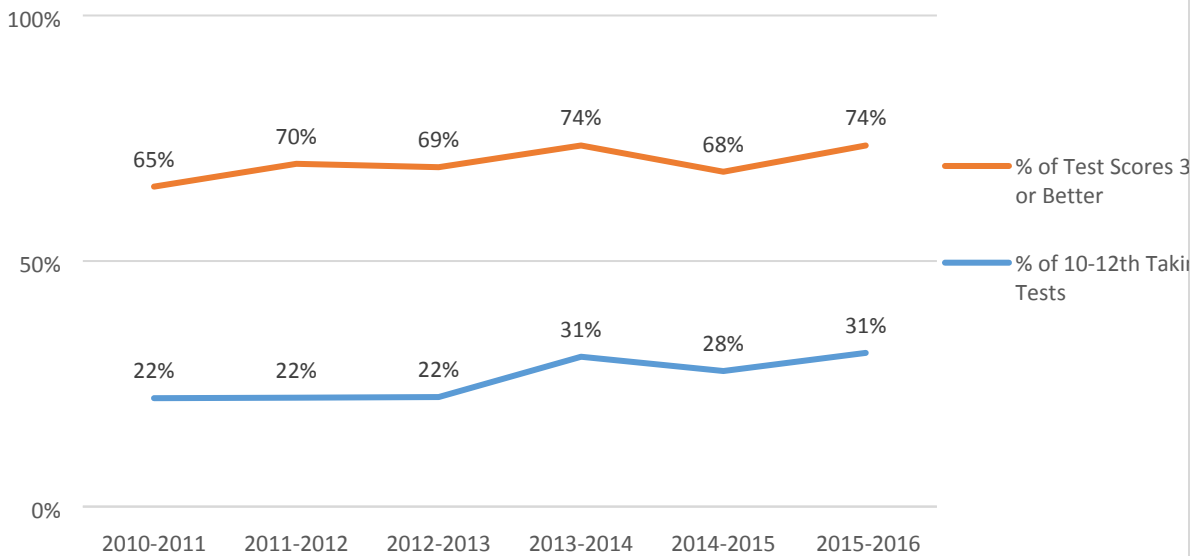
### Percent of Graduates Who Completed A-G Courses with a "C" or Better

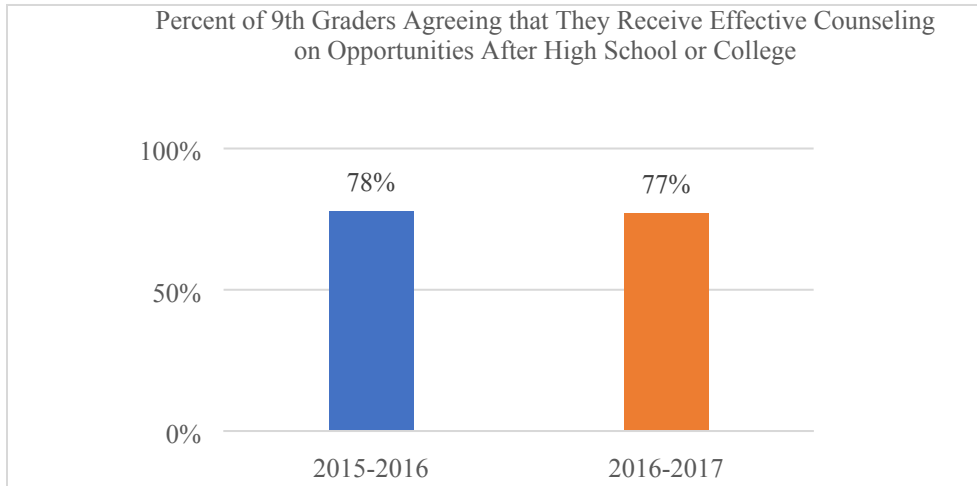


Percent of Students Who Earned 10 Credits or More in a CTE Pathway

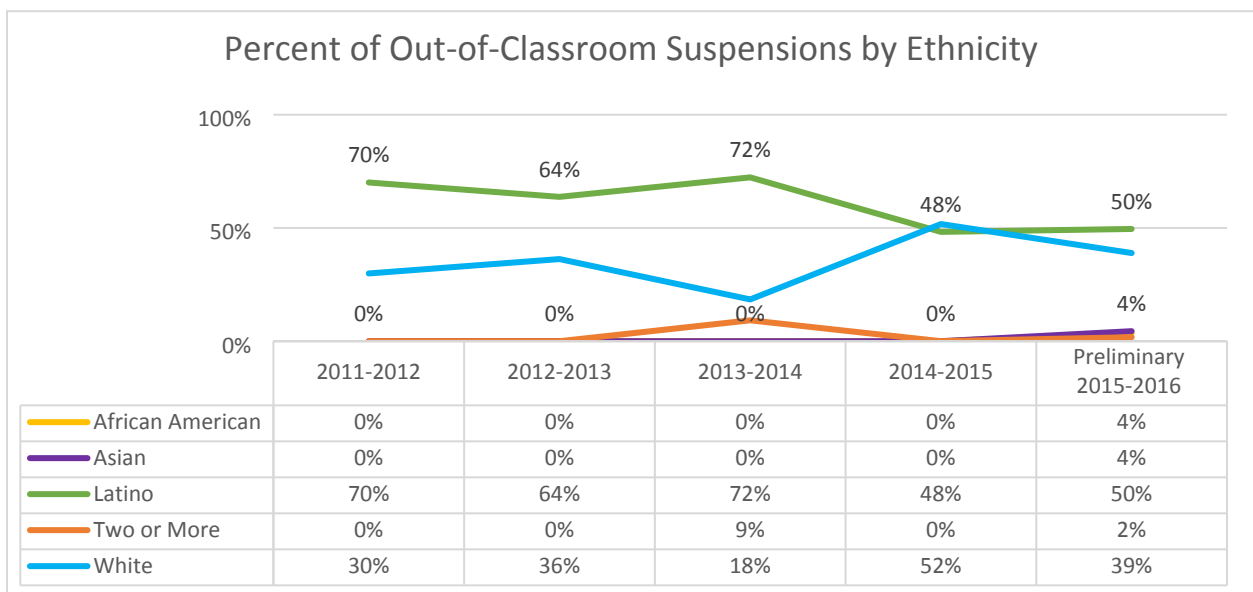
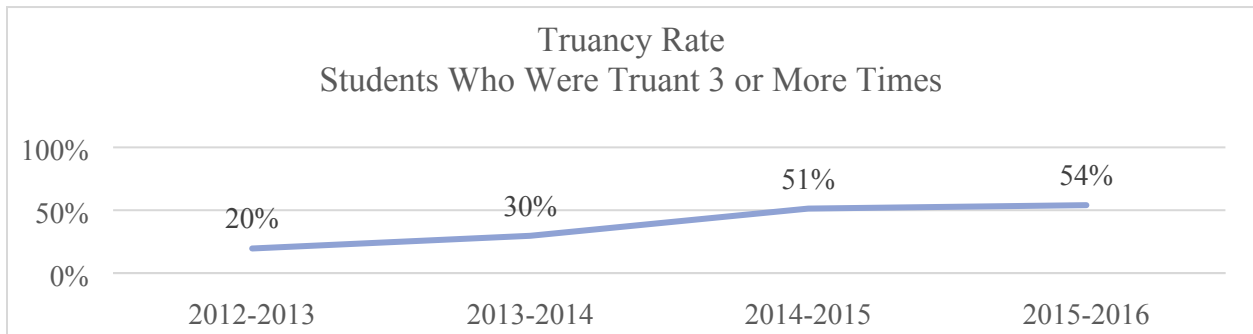


Percent of 10th - 12th Grade Students Taking AP Tests and Percent of AP Test Scores of 3 or Better

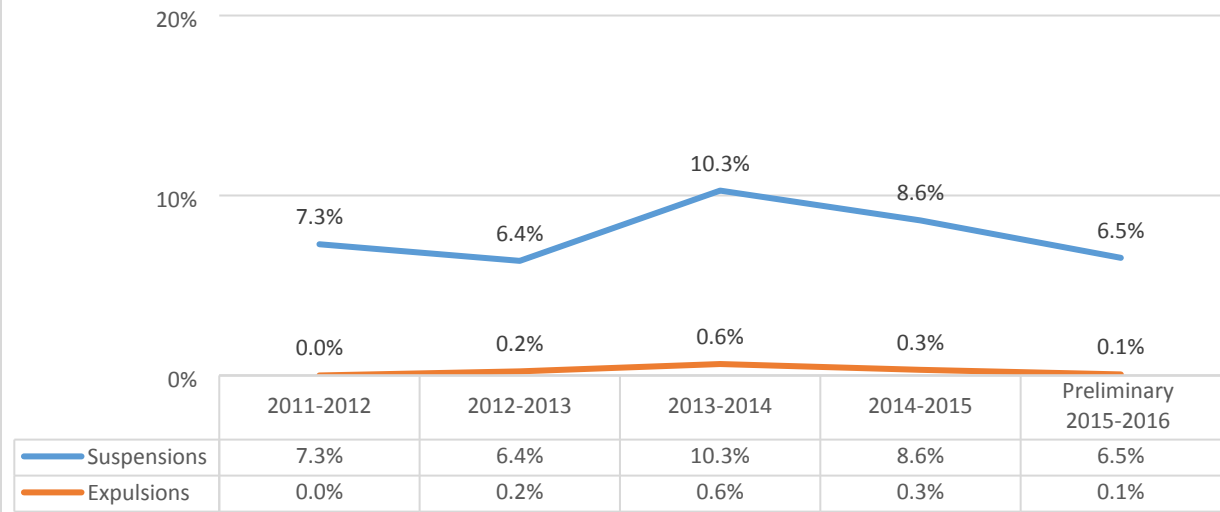




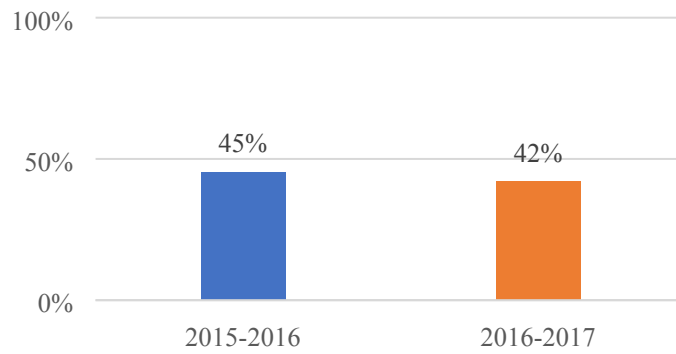
**Goal 3: School climate that promotes physical and emotional well-being: School sites will engage actively with staff, students, and families to ensure that students receive the physical and emotional supports they need to succeed. Restorative justice and positive behavioral supports will be used to promote positive relationships in school communities.**



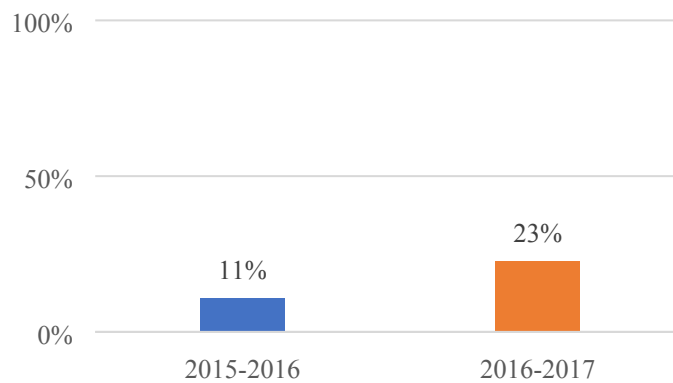
### Suspension and Expulsion Rates



### Percent of 9th Graders Agreeing that "Students Care About Each Other"



### Parent Response Rate



**Goal 4: Use human capital strategies that support staff effectiveness: CUHSD will use proven recruitment, selection, and retention strategies to improve staff quality throughout the District.**

