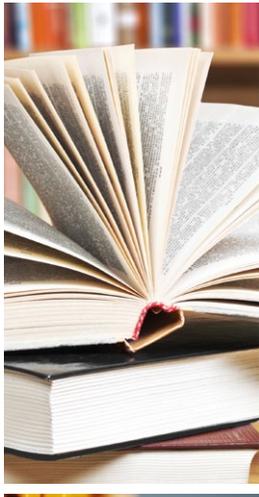


SARC



OUR  
MESSAGE



OUR  
TEACHERS

OUR  
SCHOOL

# Westmont High School

2014-15  
School Accountability Report Card  
Published in 2015-16



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# Campbell Union HSD

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**SARC**



## Principal's Message

Westmont High School, founded in 1964, is a four-year, comprehensive public high school with an enrollment of approximately 1,550 students. It is one of six schools—five comprehensive and one alternative—that comprise the Campbell Union High School District. Westmont is recognized as a California Distinguished School and a National Blue Ribbon School.

Westmont has a rigorous and relevant curriculum available to all students. Our Advanced Placement (AP) program has two or more AP courses in every core area. We have a variety of AP courses not offered at other sites near us, including AP Computer Science, AP Environmental Science and AP Studio Art. Other programs that set Westmont apart are its Agricultural Science pathway, the only one of its kind left in the Silicon Valley, and the most robust Engineering Pathway in CUHSD, and we are in our second year of our new Advancement Via Individual Determination (AVID) pathway.

A robust activity program complements our curriculum. Clubs such as Robotics, Speech and Debate, Math Contests, and California Scholarship Federation (CSF) are some examples of extracurricular activities that capture student interest and further critical-thinking and leadership skills.

Westmont is probably the most ethnically diverse campus in our district. We have a full-service English language development (ELD) program that serves new immigrants as well as our local community with acquiring academic levels of English. This diversity provides an opportunity for students to learn more about the world, and many of our English learners achieve the highest academic honors in their classes and as valedictorians at graduation.

Recent achievements on California High School Exit Examination (CAHSEE) proficiency and AP statistics are just some of the indicators that our efforts are paying off for students.

## Westmont's Learning Goals

- **Personal development:** demonstrated through personal responsibility, ethical behavior and respect for others.
- **Critical-thinking and communication skills:** demonstrated through active research and analysis, collaboration and creative problem solving.
- **College preparation and career readiness:** demonstrated through participation and successful performance in A-G coursework and/or career technical education programs.
- Our mission is clear. We are here to prepare students for further success in college and careers. We have a wide array of career elective courses including computer courses, applied and fine arts, and engineering. Junior and senior level students may take their afternoon program in a specific industry cluster at Silicon Valley Career Technical Education (SVCTE). We believe all students should receive college-readiness information and challenge themselves with college-prep and/or college-level courses in high school. For college readiness, we are promoting a Naviance personal online account for all of our students and their parents. We continue to build our on-site College and Career Center (CCC), staffed with our parent volunteers, so that we can bring university representatives to connect with our students. The CCC, in partnership with our guidance counselors, puts on many parent and student information nights and is accessible to all students at lunchtime in the library.
- Westmont has a vision for all students to achieve the schoolwide learning goals. The way we ensure this for all students is through grade-level projects. Westmont assesses all sophomores on the Learning Goals through a Sophomore Historical Analysis Research Project (SHARP). Westmont's Learning Goals are also assessed throughout our curricular program to different degrees by whole departments and/or by teachers within departments. Specialized academic instruction (SAI or special education) students not in general education classes and English learners in English language development (ELD) and specially designed academic instruction in English (SDAIE) classes do modified schoolwide projects depending on their courses and course level.

Westmont has a full, four-year ELD department, which serves the English needs of new immigrants from all over the world, as well as local students who are described as "longtime English learners" still acquiring grade-level English skills in speaking, listening, reading and writing.

Westmont maintains a highly qualified faculty and staff. All teachers and administrators are credentialed in their field. Every year, a number of teachers and staff achieve recognitions and advanced levels of certifications and degrees in their fields. We enjoy a positive work climate and professional culture, and most visitors comment on the friendly atmosphere and rapport between faculty, administrators, staff and students.

## Public 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-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

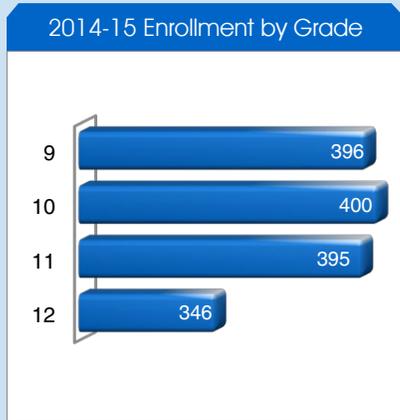
## School Mission Statement

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 intellectual development, integrity, leadership and responsible citizenship; and to promote an environment of equality.



## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.



## Parental Involvement

Westmont has many opportunities for parent and guardian involvement. Parents and guardians are involved in the following parent support organizations: Parent Teacher Student Association (PTSA), English Learner Advisory Committee (ELAC), School Site Council (SSC), Athletic Boosters, Music Boosters, Speech and Debate Parent Boosters, Drama Boosters, FFA Boosters, and our College and Career Center Volunteer Team.

Our College and Career Center (CCC) volunteers help coordinate visits and presentation by college and university representatives each fall. They also teamed up with our guidance counselors to enroll all our students in Naviance, the college/career online accounts for students and their families.

For more information, please contact the following or call the school at (408) 626-3406.

Abra Evanoff, principal  
PTSA, SSC, ELAC  
aevanoff@cuhsd.org

Laura Saldana, activities director  
Associated Student Body (ASB), activities, clubs

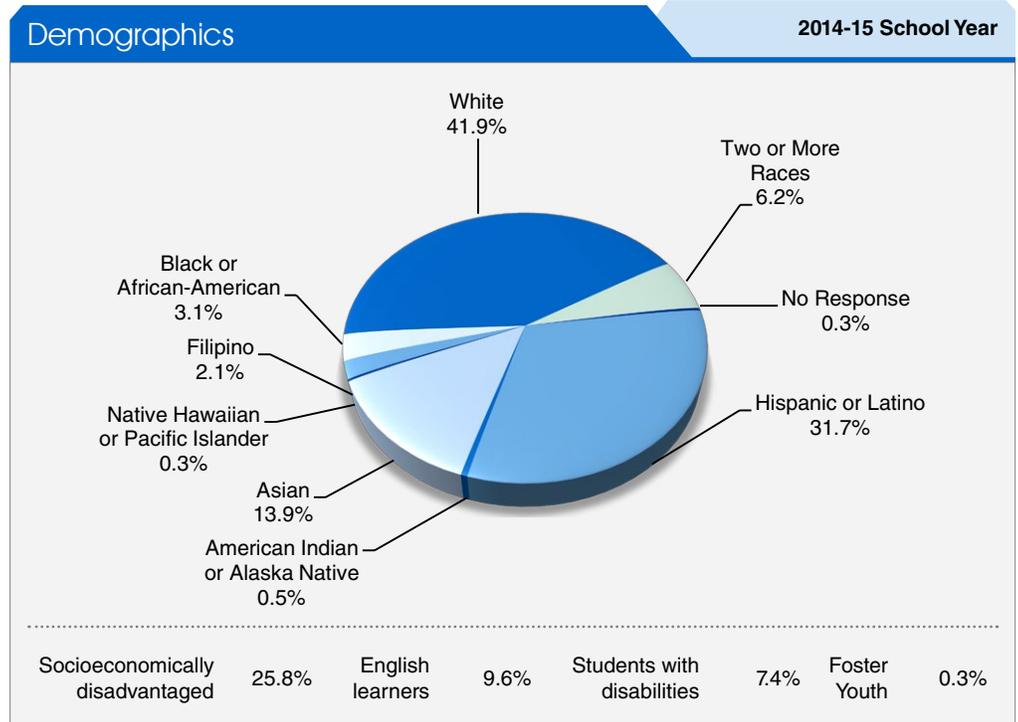
lsaldana@cuhsd.org

Jason VanBenthuyzen, athletic director  
Sports eligibility, coaches, athletic events  
bpetersen@cuhsd.org

For booster organizations, please contact the department chair of the group you wish to represent.

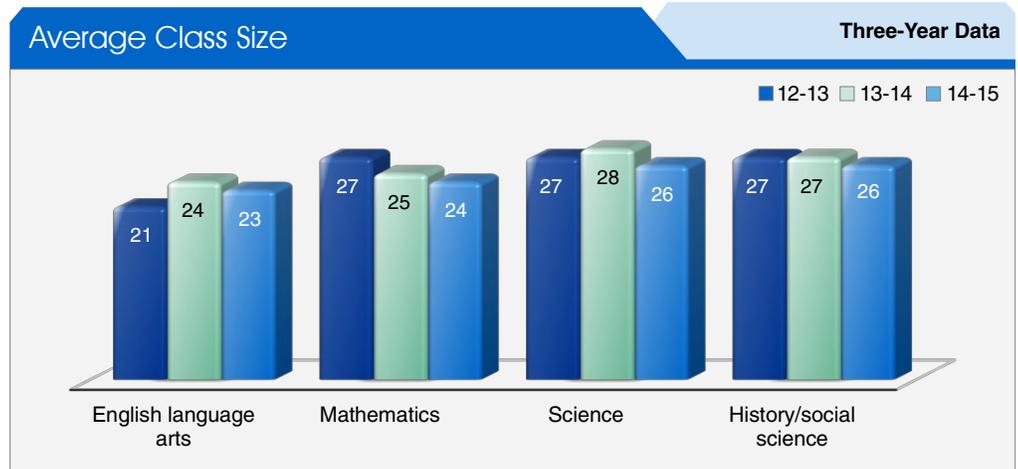
## Enrollment by Student Group

The total enrollment at the school was 1,537 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.



## Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



## Number of Classrooms by Size

Three-Year Data

Subject	2012-13			2013-14			2014-15		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	38	31	17	25	29	18	27	29	20
Mathematics	11	23	19	17	29	12	19	34	11
Science	7	23	15	9	19	17	13	22	12
History/social science	12	16	20	12	15	20	12	15	24

## Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

Adequate Yearly Progress Criteria		2014-15 School Year		
	Westmont HS	Campbell Union HSD	California	
<b>Met overall AYP</b>	Yes	No	Yes	
<b>Met participation rate:</b>				
<b>English language arts</b>	Yes	No	Yes	
<b>Mathematics</b>	Yes	No	Yes	
<b>Met percent proficient:</b>				
<b>English language arts</b>	■	■	■	
<b>Mathematics</b>	■	■	■	
<b>Met attendance rates</b>	*	*	Yes	
<b>Met graduation rate</b>	Yes	Yes	Yes	

## Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Federal Intervention Program		2015-16 School Year	
	Westmont HS	Campbell Union HSD	
<b>Program Improvement status</b>	Not Title I	Not Title I	
<b>First year of Program Improvement</b>	◇	◇	
<b>Year in Program Improvement</b>	◇	◇	
<b>Number of Title I schools currently in Program Improvement</b>		0	
<b>Percentage of Title I schools currently in Program Improvement</b>		0.00%	

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

\* Not applicable. This AYP indicator is only applicable for schools or districts that enrolled 30 or more students in Transitional Kindergarten through grade eight (TK-8) on Fall Census Day.

◇ Not applicable. The school is not in Program Improvement.



## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

### Percentage of Students Meeting Fitness Standards

#### 2014-15 School Year

#### Grade 9

<b>Four of six standards</b>	12.1%
<b>Five of six standards</b>	19.8%
<b>Six of six standards</b>	50.1%

## California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASSP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based Tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).

## CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following page display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grade 11.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

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 performance level percentages. The performance level percentages are calculated using students with scores.

## California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels							Three-Year Data		
	Westmont HS			Campbell Union HSD			California		
Subject	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
<b>Science</b>	59%	67%	71%	60%	65%	69%	59%	60%	56%

## California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels		2014-15 School Year
Group	Science	
<b>All students in the district</b>	69%	
<b>All students at the school</b>	71%	
<b>Male</b>	71%	
<b>Female</b>	71%	
<b>Black or African-American</b>	❖	
<b>American Indian or Alaska Native</b>	❖	
<b>Asian</b>	87%	
<b>Filipino</b>	❖	
<b>Hispanic or Latino</b>	48%	
<b>Native Hawaiian or Pacific Islander</b>	❖	
<b>White</b>	83%	
<b>Two or more races</b>	90%	
<b>Socioeconomically disadvantaged</b>	42%	
<b>English learners</b>	14%	
<b>Students with disabilities</b>	30%	
<b>Students receiving Migrant Education services</b>	❖	
<b>Foster youth</b>	◇	

## California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards			2014-15 School Year
Subject	Westmont HS	Campbell Union HSD	California
<b>English language arts/literacy</b>	72%	68%	44%
<b>Mathematics</b>	45%	44%	33%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 11

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 11	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	384	365	95.1%	11%	14%	36%	35%
Male		191	49.7%	14%	15%	34%	32%
Female		174	45.3%	7%	14%	39%	39%
Black or African-American		15	3.9%	7%	27%	33%	33%
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		52	13.5%	4%	4%	25%	65%
Filipino		10	2.6%	❖	❖	❖	❖
Hispanic or Latino		114	29.7%	20%	21%	35%	16%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		146	38.0%	7%	13%	38%	40%
Two or more races		28	7.3%	11%	4%	43%	43%
Socioeconomically disadvantaged		103	26.8%	20%	22%	32%	17%
English learners		39	10.2%	38%	28%	10%	8%
Students with disabilities		24	6.3%	54%	25%	0%	8%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 11	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	384	364	94.8%	26%	24%	24%	21%
Male		189	49.2%	26%	20%	25%	24%
Female		175	45.6%	25%	29%	23%	18%
Black or African-American		15	3.9%	47%	13%	27%	13%
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		52	13.5%	6%	13%	27%	54%
Filipino		10	2.6%	❖	❖	❖	❖
Hispanic or Latino		112	29.2%	45%	24%	16%	6%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		147	38.3%	19%	27%	27%	22%
Two or more races		28	7.3%	14%	29%	36%	21%
Socioeconomically disadvantaged		101	26.3%	42%	28%	15%	9%
English learners		38	9.9%	61%	11%	8%	13%
Students with disabilities		23	6.0%	78%	0%	9%	0%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met    Level 2 = Standard nearly met    Level 3 = Standard met    Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

## California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in grade 10 and have multiple chances to retake the test if the student does not pass the first time. The grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has two sections: English language arts and mathematics. For the purposes of calculating AYP, three performance levels are set: Advanced, Proficient and Not Proficient. \*

## California High School Exit Exam Grade 10 Results

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note that the score a student must achieve to be considered Proficient is different than the passing score for graduation requirement.

### Students Scoring at Proficient or Advanced Levels

Three-Year Data

	English Language Arts			Mathematics		
	12-13	13-14	14-15	12-13	13-14	14-15
<b>Westmont HS</b>	68%	71%	72%	70%	76%	73%
<b>Campbell Union HSD</b>	66%	52%	55%	68%	54%	54%
<b>California</b>	57%	56%	58%	60%	62%	59%

## CAHSEE Grade 10 Results by Student Group: English Language Arts and Mathematics

This table displays the percentage of students, by group, achieving at each performance level in English language arts and mathematics for the most recent testing period. For detailed information regarding the CAHSEE results, visit [www.cahsee.cde.ca.gov](http://www.cahsee.cde.ca.gov).

### Students Achieving at Each Performance Level

2014-15 School Year

Group	English Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
<b>All students in the district</b>	30%	21%	49%	31%	33%	36%
<b>All students at the school</b>	28%	19%	54%	27%	35%	38%
<b>Male</b>	32%	18%	49%	27%	34%	39%
<b>Female</b>	23%	19%	58%	28%	36%	36%
<b>Black or African-American</b>	❖	❖	❖	❖	❖	❖
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖	❖	❖
<b>Asian</b>	12%	18%	69%	8%	27%	65%
<b>Filipino</b>	❖	❖	❖	❖	❖	❖
<b>Hispanic or Latino</b>	54%	18%	28%	54%	30%	16%
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖	❖	❖	❖
<b>White</b>	14%	21%	65%	14%	38%	47%
<b>Two or more races</b>	14%	18%	68%	14%	45%	41%
<b>Socioeconomically disadvantaged</b>	60%	20%	20%	58%	33%	9%
<b>English learners</b>	84%	11%	5%	73%	20%	7%
<b>Students with disabilities</b>	81%	13%	6%	88%	6%	6%
<b>Students receiving Migrant Education services</b>	❖	❖	❖	❖	❖	❖
<b>Foster youth</b>	❖	❖	❖	❖	❖	❖

\* Due to Senate Bill 172 passed in July 2015, the CAHSEE has been suspended through the 2017-18 school year.

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

## Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the UC Admissions Information Web page at <http://admission.universityofcalifornia.edu>.

California State University: Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU Web page at [www.calstate.edu/admission/admission.shtml](http://www.calstate.edu/admission/admission.shtml).

## Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and/or California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

UC/CSU Admission	2013-14 and 2014-15 School Years
	Westmont HS
Percentage of students enrolled in courses required for UC/CSU admission in 2014-15	99.22%
Percentage of graduates who completed all courses required for UC/CSU admission in 2013-14	48.52%

## Career Technical Education Programs

Westmont has courses articulated with ROP programs in the areas of business, foods, photography and engineering technology. Teachers from those areas sit on ROP and Career Technical Education (CTE) committees within the district. Westmont has two exceptional four-year pathway programs. The first is our Agriculture Science pathway of Ag Science, Ag Biology, Ag Mechanics, Veterinary Science and Ag Business/Economics. The second is our Project Lead the Way (PLTW) Engineering Pathway. The courses in this pathway include Introduction to Engineering, Principles of Engineering, Digital Electronics, and Engineering Design and Development. A generous grant from Xilinx has made it possible to train STEM (science, technology, engineering and mathematics) teachers in the PLTW curriculum and instructional practices for these courses.

**College-preparatory curriculum:** As evidenced by our master schedule, Westmont offers a college-prep curriculum to all students. We have added courses that provide career-technical skills to help transition students to the workplace. Almost all of our courses are University of California (UC) A-G approved, and all of them are accessible to students meeting prerequisites. We have an array of electives for all students. Students with special needs are served by SAI inclusion, ELD and SDAIE core courses, plus support classes varying on student demand, budget, class size restrictions and need. All core subjects have two or more AP capstone courses. In addition to the core areas, Westmont has a variety of four-year courses of study in the disciplines of theater arts, art, world languages.

**Advanced Placement:** Our most recent AP five-year summary shows consistent growth in the number of students taking and scoring 3 or higher on AP exams. We continue our positive trend of access, readiness and success in AP again this year.

Westmont students enjoy a robust selection of AP offerings. We have offered courses not available anywhere else in our district (CUHSD) including AP Computer Science, AP Calculus BC and AP Environmental Science.

**Agricultural Pathway:** Westmont has a number of courses articulated with ROP programs in the areas of business, foods and agriculture. Westmont has a four-year agriculture program of Ag Science, Ag Biology, Ag Mechanics, Veterinary Science and Ag Business/Economics that prepares students for college and careers in agribusiness fields. California Polytechnic State University and UC Davis are some of the competitive destinations available to Westmont's Ag Pathway students.

**Engineering Pathway:** With generous financial support for technical training and curriculum materials from Xilinx, Westmont replaced its old engineering courses with Project Lead the Way (PLTW) engineering courses, which lead to the capstone course, where students work together on a project of their choosing, culminating with a full-scale presentation of their creations and discoveries at the end of the year.



## Types of Services Funded

The types of services funded include the range of student services necessary to a comprehensive high school, such as teachers, guidance and administrative personnel, aides and other classified personnel, textbooks, instructional equipment, academic support and intervention programs, as well as sports, activities and other enrichment programs. Additional guidance support for at-risk teens is provided through grants and site fund. These services include EMQ and Almaden Valley Counseling Service for social-emotional intervention and counseling, Advent Group Ministries for drug and alcohol referrals and support, California Youth Outreach (CYO) provides services to support gang intervention and counseling.

## Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
Westmont HS	
2014-15 Participation	
Number of pupils participating in CTE	450
Percentage of pupils who completed a CTE program and earned a high school diploma	42%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0%

## Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

Advanced Placement Courses	
2014-15 School Year	
Percentage of total enrollment enrolled in AP courses	0.50%
Number of AP courses offered at the school	23
Number of AP Courses by Subject	
Computer science	0
English	3
Fine and performing arts	0
Foreign language	1
Mathematics	6
Science	7
Social science	6

## Professional Development

Site-based professional development is focused on two specific areas which support our site plan goals and Action Plan work Site action plan goal regarding critical learner need 2' ...as evidenced by 3% increase of students graduating with A-G requirements' and meeting proficiency in said requirements and Site action plan goal regarding critical learner need 1 'reducing by 3% the D and F rates of our freshmen and sophomore students'/'increase and implement support programs for those students: Quality Teaching for English Learners (QTEL) follow-up yearlong; EL Focus on professional learning, working with C&I director and with site team. Cornell Notes/Critical Reading and Marking the Text and other AVID strategies.

Professional Development Days	
2013-14	4 days
2014-15	4 days
2015-16	4 days



"Westmont is recognized as a California Distinguished School and a National Blue Ribbon School."



## Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion, including having passed both the English language arts and mathematics portions of the CAHSEE, or received a local waiver or state exemption. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements, divided by, the number of students enrolled in grade 12 at the time of the Fall Census Day. Therefore, results can include percentages over 100% if students transferred into the school and graduated but were not there at the time of the Fall Census Day enrollment count. For more information, please visit [www.cde.ca.gov/ta/tg/hs](http://www.cde.ca.gov/ta/tg/hs).

Completion of High School Graduation Requirements		Graduating Class of 2014		
Group	Westmont HS	Campbell Union HSD	California	
All students	94.41%	86.27%	84.60%	
Black or African-American	100.00%	83.02%	76.00%	
American Indian or Alaska Native	◇	50.00%	78.07%	
Asian	97.96%	87.80%	92.62%	
Filipino	100.00%	102.38%	96.49%	
Hispanic or Latino	84.76%	78.67%	81.28%	
Native Hawaiian or Pacific Islander	◇	100.00%	83.58%	
White	98.65%	90.14%	89.93%	
Two or more races	97.44%	91.56%	82.80%	
Socioeconomically disadvantaged	108.77%	83.12%	81.36%	
English learners	56.52%	46.21%	50.76%	
Students with disabilities	88.24%	66.50%	61.28%	
Foster youth	◇	◇	◇	

## Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. Please visit [www2.ed.gov/policy/elsec/guid/hsrguidance.pdf](http://www2.ed.gov/policy/elsec/guid/hsrguidance.pdf) for more information.

	Graduation and Dropout Rates						Three-Year Data		
	Graduation Rate			Dropout Rate					
	11-12	12-13	13-14	11-12	12-13	13-14			
Westmont HS	90.51%	95.57%	95.73%	6.90%	3.60%	3.40%			
Campbell Union HSD	87.83%	91.42%	89.06%	6.70%	4.60%	7.00%			
California	78.87%	80.44%	80.95%	13.10%	11.40%	11.50%			

◇ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

## Textbooks and Instructional Materials

The most recent resolution on the sufficiency of instructional materials was held at the board meeting on October 1, 2015.

Textbooks and Instructional Materials List		2015-16 School Year
Subject	Textbook	Adopted
English language arts	<i>Holt Literature &amp; Language Arts, 3rd Course, 4th Course, 5th Course and 6th Course</i> ; Holt	2003
English language arts	<i>Holt Handbook</i> , Holt	2003
Mathematics	<i>Algebra 1</i> , McDougal Littell	2001
Mathematics	<i>Geometry: Reasoning, Measuring, Applying</i> ; McDougal Littell	2004
Mathematics	<i>Algebra 2: Applications, Equations, Graphs</i> ; McDougal	2004
Mathematics	<i>Advanced Math Concepts: Precalculus with Applications</i> , Glencoe	2006
Mathematics	AP Calculus: <i>Graphical, Numerical, Algebraic</i> ; Pearson	2016
Mathematics	<i>Rogawski's Calculus for AP Early Transcendentals</i> , Freeman	2012
Mathematics	<i>The Practice of Statistics</i> , Freeman	2015
Science	<i>Earth Science</i> , Holt	2010
Science	<i>Conceptual Integrated Science</i> , Addison-Wesley	2007
Science	<i>Biology</i> ; Pearson, Prentice Hall	2006
Science	AP Edition Biology, Pearson/Benjamin	2011
Science	<i>Chemistry</i> , Prentice Hall	2007
Science	<i>Chemistry: The Central Science</i> , Prentice Hall	2006
Science	<i>Physics: Principles &amp; Problems</i> , Glencoe	2005
Science	AP College Physics; Thomson, Brooks/Cole	2015
History/social science	<i>World History: The Modern Era</i> , Prentice Hall	2014
History/social science	<i>World Civilizations: The Global Experience AP</i> , Pearson	2011
History/social science	<i>United States History: Modern America</i> , Prentice Hall	2013
History/social science	<i>America's History</i> , Bedford/St. Martin's	2014
History/social science	<i>Magruder's American Government</i> , Pearson/Prentice Hall	2013
History/social science	<i>American Government: Roots and Reform</i> , Prentice Hall	2011
History/social science	<i>Economics: Principles in Action</i> , Pearson/Prentice Hall	2013
Foreign Language	<i>Bien dit!</i> Levels 1, 2 and 3; Holt McDougal	2013
Foreign Language	<i>Connaissance Et Réactions</i> , Heinle	1994
Foreign Language	<i>Ni Hao: Chinese Language Course</i> , Introductory Level; ChinaSoft	2011
Foreign Language	<i>Integrated Chinese</i> , Level 1; Cheng & Tsui	2009
Foreign Language	<i>¡Avancemos!</i> 1, 2, 3 and 4; Houghton Mifflin	2013
Foreign Language	<i>Abriendo paso: Temas y lectura</i> , Prentice Hall	2014
Foreign Language	<i>Triángulo A Propósito</i> , Wayside	2006
Foreign Language	<i>Imagina: español sin barreras</i> , Vista	2015
Foreign Language	<i>Revista</i> , Vista	2014
Visual and Performing Arts	<i>The Stage and the School</i> , McGraw-Hill	1999

✧ Not applicable.

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2015-16 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	✧
Science laboratory equipment	0%

## Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2015-16 School Year	
Data collection date	10/2015

## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2015-16 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes



### School Facilities

All Campbell Union High School District campuses are safe, clean and well-lighted facilities. Built in the mid-1960s to late 1960s, these buildings have been evaluated by architects and engineers to be more solidly built and sturdier than new construction. Wisely designed, they have stood the test of time, and learning spaces have remained adaptable to new demands on the educational system. Even specialty learning areas, such as science and fine arts, have been found to equal the best new designs of today and require only refurbishment to remain vital. This refurbishment is the focus of modernization projects and of successful 1999 and 2004 bond measures, which include some new buildings and new athletic fields and tracks at each school site. These projects include new floors, electrical wiring, lighting, heating, furniture, audiovisual and performance and demonstration facilities, specialized learning areas, and more—all projects are part of the process to turn our campuses into schools for 21st century. Sports facilities, restrooms and cafeteria facilities have been regularly updated.

District network infrastructure consists of 1 Gbps connections from the campuses to the Internet. Campus buildings each connect directly to the campus network core over fiber optic cabling. Classrooms are wired with Cat 5e/6 cables to the network closet on campus. Classrooms and multi-use areas are fully covered with Wi-Fi.

All areas of all CUHSD campuses are regularly evaluated for trip-fall, environmental and other safety hazards; a state-of-the-art campuswide and districtwide fire, emergency and communication systems are in place; and campuses are cleaned and maintained by the custodial staff, whose work is regularly evaluated by both school and district supervisors.

### School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

### School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2015-16 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
<b>Systems</b>	Good	<b>Restrooms/fountains</b>	Good
<b>Interior</b>	Good	<b>Safety</b>	Good
<b>Cleanliness</b>	Good	<b>Structural</b>	Good
<b>Electrical</b>	Good	<b>External</b>	Good
<b>Overall summary of facility conditions</b>			Good
<b>Date of the most recent school site inspection</b>			6/30/2015
<b>Date of the most recent completion of the inspection form</b>			6/30/2015

### School Safety

All Campbell Union High School District, schools have comprehensive safety plans that are updated and approved by the district's board of trustees and reviewed with school staff on an annual basis. These plans are compliant with federal standards and cover emergency, disaster and incident procedures for the range of contingencies for which today's schools must prepare in order to ensure the safety of students and staff. School classrooms and workspaces have flipcharts with easy-to-read instructions for each of these contingencies. In addition, security officers are present on campus daily, and our plans have been integrated with police, fire and health services procedures to assure a coordinated response at all times under a revised incident command system structure. With the help of police and emergency services departments, we run yearly drills with students and staff to practice preparedness, interagency communication and rapid response. School safety plan updates are approved by the board in March of each year and are reviewed with the staff annually.

School Safety Committees consist of staff, students and community stakeholders, and they have the responsibility for approving the plan. School administrators and faculty members are responsible for implementing the safety plan and ensuring a safe school environment. Teachers are trained in emergency procedures in case of fire, earthquake, lockdown/barricade and shelter-in-place situations. Drills and training are conducted throughout the school year. Crisis intervention and risk-assessment training is provided to key administration to support staff and students in time of crisis and emotional support for aftercare.

The school safety plan was last reviewed, updated and discussed with the school faculty in January 2016.

## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov](http://www.ctc.ca.gov).

Teacher Credential Information	Three-Year Data			
	Campbell Union HSD	Westmont HS		
Teachers	15-16	13-14	14-15	15-16
With full credential	357	67	71	69
Without full credential	2	3	1	1
Teaching outside subject area of competence (with full credential)	0	0	0	0



## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Westmont HS		
Teachers	13-14	14-15	15-16
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

## Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Westmont HS	92.98%	7.02%
All schools in district	96.16%	3.84%
High-poverty schools in district	82.14%	17.86%
Low-poverty schools in district	96.44%	3.56%

« "Westmont has a rigorous and relevant curriculum available to all students." »

## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2014-15 School Year	
Academic Counselors	
FTE of academic counselors	3.0
Average number of students per academic counselor	500
Support Staff	
Social/behavioral or career development counselors	1.0
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	0.0
Psychologist	2.0
Social worker	0.0
Nurse	1.0
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	0.0

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2013-14 Fiscal Year	
Total expenditures per pupil	\$6,475
Expenditures per pupil from restricted sources	\$1,272
Expenditures per pupil from unrestricted sources	\$5,203
Annual average teacher salary	\$75,814

## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Westmont HS			
	12-13	13-14	14-15
Suspension rates	6.4%	10.3%	8.6%
Expulsion rates	0.2%	0.6%	0.3%
Campbell Union HSD			
	12-13	13-14	14-15
Suspension rates	4.9%	6.2%	5.2%
Expulsion rates	0.1%	0.6%	0.4%
California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%

## Financial Data

The financial data displayed in this SARC is from the 2013-14 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data	2013-14 Fiscal Year	
	Campbell Union HSD	Similar Sized District
Beginning teacher salary	\$43,138	\$44,363
Midrange teacher salary	\$72,509	\$71,768
Highest teacher salary	\$91,559	\$92,368
Average high school principal salary	\$125,780	\$133,673
Superintendent salary	\$222,180	\$210,998
Teacher salaries: percentage of budget	33%	36%
Administrative salaries: percentage of budget	5%	5%

## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2013-14 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Westmont HS	\$5,203	\$75,814
Campbell Union HSD	\$2,176	\$74,117
California	\$5,348	\$72,971
School and district: percentage difference	+139.1%	+2.3%
School and California: percentage difference	-2.7%	+3.9%

### School Accountability Report Card

PUBLISHED BY:



Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per *Education Code* Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2015.

# Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

## Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Conditions of Learning</b>	
<b>State Priority: Basic</b>	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

## Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Pupil Outcomes</b>	
<b>State Priority: Pupil Achievements</b>	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
<b>State Priority: Other Pupil Outcomes</b>	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. <sup>1</sup> EC § 52060 (d)(8)	

## Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Engagement</b>	
<b>State Priority: Parent Involvement</b>	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
<b>State Priority: Pupil Engagement</b>	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
<b>State Priority: School Climate</b>	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness. <sup>2</sup> EC § 52060 (d)(6)(C)	

**Note:** State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit [www.cde.ca.gov/fg/aa/lc/lcfaq.asp](http://www.cde.ca.gov/fg/aa/lc/lcfaq.asp).

<sup>1</sup> English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

<sup>2</sup> The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.