

2016-17 SARC Questionnaire

School Accountability Report Card

Due Date: Monday, October 16, 2017

Westmont High School

Campbell UHSD

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Instructions

Use the Navigation Pane as a guide to filling out your questionnaire. Please answer each section completely.

- For all possible sections, we inserted the text from your 2015-16 SARC for your reference. Save some time now by reviewing each section and updating them as necessary.
- While most sections require the *past* 2016-17 school year data and text information, you will notice some sections require *current* 2017-18 school year data and text information.
- Please refer to the title and right-hand sidebar notes of each section for helpful information, and be sure to address all bullet points in the column to ensure SARC compliance.
- All sections listed are required in your SARC (unless otherwise noted). Red text in narrative sections indicates information that must be updated. The light-yellow fields require new data or info each year.

Due Date

To ensure enough time to create your SARC, submit it for review, make edits and finalize before the February state deadline, please complete your questionnaire by **Monday, October 16, 2017**.

Custom Photos

Personalize your SARC with custom photos! Just email us the pictures as attachments in a JPEG format. Examples include mascots, students (with parental consent), field trips, award ceremonies, sporting events, campus and teachers.

Contact us

Contact your SARC coordinator at any time with questions about completing this questionnaire. Your SARC coordinator Caitlin may be reached at (916) 669-5136 or by email through our team inbox at sarcproduction@sia-us.com.

Note

Please keep in mind that the California Department of Education may add or amend its reporting requirements before the deadline, so we will contact you to collect additional information if necessary.

1. General Information

Report information from the current 2017-18 school year		
School name:	Westmont High School	Provide the general information at left, or if the information already appears in the fields, verify it is all current. Note: Use the most current information available. If the principal for the 2016-17 school year is no longer with the school, list the current principal.
County-District-School (CDS) code:	43-69401-4338505	
Principal's name:	Jason Miller	
Email address of principal:	jmillerc@cuhsd.org	
School grade levels:	9-12	
School address:	4805 Westmont Avenue Campbell, CA 95008	

School phone number:	(408) 626-3406	
Website:	www.westmont.cuhsd.org	

2. School Logo

Report information from the current 2017-18 school year		
(Optional)		Provide the school logo or mascot here in a JPEG or GIF format. You may also attach it to your email when you submit your questionnaire.

3. Mission Statement

Report information from the current 2017-18 school year		
School mission statement: (Required)	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.	Provide the school mission statement. <i>A mission statement is a public declaration that schools use to describe their founding purpose and major organizational commitments (what they do and why they do it).</i>
School vision statement: (Optional)		School vision statement is optional. <i>A vision statement, or simply a vision, is a public declaration that schools use to describe their high-level goals for the future—what they hope to achieve if they successfully fulfill their mission.</i>
School motto: (Optional)		School motto is optional. <i>A school motto is a sentence, phrase, or word expressing the spirit or purpose of your school.</i>
Other: (Optional)	Westmont's Learning Goals <ul style="list-style-type: none"> • 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. 	Provide additional optional information such as: <ul style="list-style-type: none"> • Quotes • School history • School leadership

The Westmont school community benefits from a diverse group of students coming from all across our pocket of the Santa Clara Valley: Monte Sereno, San Jose, Campbell, Los Gatos, Saratoga and Santa Clara all send students to matriculate on our campus. Our 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 learn 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, rigorous educational experience for students with a variety of interests.

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.

4. Principal's Message

Report information from the previous 2016-17 school year to present

<p>Principal's message:</p>	<p>Westmont High School, founded in 1964, is a four-year, comprehensive public high school with an enrollment of approximately 1,625 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.</p> <p>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 fourth year of our new Advancement Via Individual Determination (AVID) pathway.</p> <p>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.</p> <p>Our College and Career Center (CCC) specialist coordinates visits and presentations by college and university representatives each fall. Our specialist also teams up with our guidance counselors to enroll all our students in Naviance, the college/career online accounts for students and their families.</p> <p>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.</p>	<p>This section appears on the front page of the SARC. Please include your most important points, such as your school's:</p> <ul style="list-style-type: none"> • Learning and teaching philosophy • Awards and recognitions • Accomplishments from the past 2016-17 school year • Goals for the current 2017-18 school year <p>What makes your school special and unique? Use this section as a marketing piece and selling point to increase average daily attendance.</p>
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5. Parental Involvement

Report information from the current 2017-18 school year

<p>Parental involvement opportunities and contact information:</p>	<p>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, Theater Boosters, FFA Boosters, and our College and Career Center Volunteer Team.</p> <p>For more information, please contact the Jason Miller, Principal jmiller@cuhsd.org PTSA, SSC, ELAC</p> <p>Laura Saldana, Activities Director lsaldana@cuhsd.org Associated Student Body (ASB), activities, clubs</p> <p>Mike Scialabba, Athletic Director mscalabba@cuhsd.org Sports eligibility, coaches, athletic events For booster organizations, please contact the department chair of the group you wish to represent.</p>	<p>Describe opportunities for parents to become involved at the school (such as School Site Council, Parent Teacher Association, classroom volunteering). Include efforts the school makes to seek parent input in making decisions for the school.</p>
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6. School Safety Plan

Report information from the current 2017-18 school year

<p>School safety plan review date: (The Education Code requires that this be done by March 1 each year.)</p>	<p>Month:</p>	<p>February</p>	<p>For the 2017-18 school year, what is the date the school safety plan was reviewed or will be reviewed, updated and discussed with faculty and a student representative?</p>
	<p>Year:</p>	<p>2018</p>	

7. School Facility Conditions and Improvements

Report information from the current 2017-18 school year

<p>School facilities, conditions, improvements and safety:</p>	<p>Westmont High School was built in 1964. It has 80 classrooms and nine portables on 40 acres. There is sufficient classroom space to handle the approximately 1625 students at the school. School features include computer labs, library, new manufacturing and production technology classroom building, a full size gym and a smaller gym. There are also multiple athletic fields. The school is cleaned on a daily basis. Cleanliness and safety of campus is monitored by staff as well as paid police officers. The five member custodial staff uses a work order system to handle repairs. A new HVAC system was installed in December 2016. The community recently passed a \$285</p>	<p>Describe the condition of the school using the questions below as a guide.</p> <ul style="list-style-type: none"> When was the school built? How many classrooms and portables are there?
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million dollar bond for our entire district. A portion of the bond passage will go to upgrades in classrooms and athletic facilities.

[DISTRICT STOCK TEXT WILL FOLLOW CUSTOM SITE TEXT]

- What features does the school have (computer lab, library, gymnasium, athletic fields, etc.)?
- What is the general condition of the school, and is it cleaned on a regular basis? Include the size of the janitorial staff and the process for handling repairs.
- Are there sufficient classroom, playground and staff spaces to support teaching and learning?
- How does the maintenance crew ensure that the school is safe, clean and in good repair?
- Describe how students are kept safe on school grounds before, during and after school.
- Describe any planned or recently completed facility improvement projects, deferred maintenance projects, modernization projects or new school construction projects, **if applicable**. Also include how the improvements were funded.

8. Textbooks and Instructional Materials Availability

Report information from the current 2017-18 school year

Core curriculum areas	Percentage of students who lack their own assigned textbooks and instructional materials	Provide the percentage of students who lack their own assigned textbooks and instructional materials at the school.
Reading/language arts	0%	The sufficiency requirement for the core areas of reading/language arts (including the English language development component of an adopted program), mathematics, science and history/social science applies to all students, including English learners.
Mathematics	0%	

Science	0%	<p>However, the sufficiency requirement for foreign language, health, science lab equipment, and visual and performing arts applies only to students enrolled in those courses.</p> <ul style="list-style-type: none"> If a curriculum area does not apply to your school, please put "N/A" in the percentage column. Blank fields will be taken as zero percent lacking.
History/social science	0%	
Visual and performing arts	0%	
Foreign language	0%	
Health	N/A	
Science laboratory equipment	0%	
Explanation (if needed):		If any insufficiency exists, please explain.

9. Professional Development

Report information from the current 2017-18 school year				
Professional development days:	2015-16	2016-17	2017-18	Indicate the annual number of school days provided for professional development and continuous professional growth for the school years listed.
		4 days	4 days and 4 minimum days	
Professional development training:	<p>Site-based professional development is focused on two specific areas which support our site plan goals and action plan work:</p> <ul style="list-style-type: none"> Site action plan goal: critical learner need 1: "reducing by 3% the D and F rates of our Freshmen and Sophomore students" by increasing and implementing support programs for those students. Site action plan goal: critical learner need 2: "as evidenced by a 3% increase of students graduating with A-G requirements" and meeting proficiency in said requirements. <p>Site professional development days and collaboration hours are focused on the following: English learner support utilizing Quality Teaching for English Learners (QTEL) strategies and teacher coaching models, and AVID strategies and best practices utilizing district and site staff to support professional development around these best practices of the AVID model: Cornell Notes and Critical Reading and Marking the Text and other AVID strategies, to name a few.</p>			<p>Briefly describe how teachers and staff are trained for continuous instructional improvement using the questions below as a guide.</p> <ul style="list-style-type: none"> What are the major areas of focus of staff development, and, specifically, how were they selected? What methods are used to deliver professional development (after-school workshops, conferences, individual mentoring)? How are teachers supported during implementation (through in-class coaching, teacher-principal meetings, student-performance data reporting)?

10. Academic Counselors

Report information from the 2016-17 school year			
School support staff	Full-time equivalent (FTE)	Average number of students per academic counselor	Provide, in full-time equivalents units, the number of academic counselors who are assigned to the school. Also include the ratio of students per academic counselor.
Academic counselors	3 full time	537	

11. School Support Staff

Report information from the 2016-17 school year		
School support staff	FTE (full-time equivalent)	Provide, in units of full-time equivalents (FTE), the number school support staff who are assigned to the school. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. If a position is held by a district employee and is shared by more than one school, please report his or her FTE for the school (e.g., one nurse shared for three schools equally could be 0.33 FTE).
Social/behavioral counselor	1	
Career development counselor	0	
Library media teacher (librarian)	0	
Library media services staff (paraprofessional)	1	
Psychologist	2	
Social worker	0	
Nurse	1	
Speech/language/hearing specialist	1	
Resource specialist (nonteaching)	0	
Other support staff (optional):	FTE (full-time equivalent)	
1. College and Career Center Specialist	1	
2. Community Liaison	1	
3.		
4.		
5.		

12. Career Technical Education

12a. Career Technical Education Programs

Report information from the 2016-17 school year

<p>CTE programs:</p>	<p>Westmont has courses articulated with career technical education (CTE) programs in the areas of computer application, manufacturing and production, agriculture, theater tech, photography and engineering technology. Teachers from those areas sit on CTE committees within the district. Westmont has two 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.</p> <p>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 and world languages.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Provide information about the programs and classes offered at the school that are specifically focused on career preparation and/or preparation for work using the items below as a guide:</p> <ul style="list-style-type: none"> • Provide a list of Career Technical Education (CTE) programs and sequences offered at the schools by the district that are aligned to the applicable model curriculum standards. • Provide a list of courses conducted by the regional occupational center or program. • List the primary representative of the district's career technical advisory committee and the industries represented. • How are these programs and classes integrated with academic courses, and how do they support academic achievement? • How does the school address the needs of all students in career preparation and/or preparation for work, including the needs unique to defined special populations of students? <p>What are the measurable outcomes of these programs and classes, and how are they evaluated for effectiveness in attaining those outcomes?</p>
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12b. Career Technical Education Participation

Report information from the 2016-17 school year

<p>Number of pupils participating in a CTE program</p>	<p>673</p>	<p>Provide participation data regarding the Career Technical Education program at the school.</p>
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Percentage of pupils who completed a CTE program and earned a high school diploma	27%	
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0	

13. Average Class Size

13a. Average Class Size by Subject

Report information from the 2016-17 school year		
Subject	Average number of students per class	Provide the average number of students per class by each subject area. The formula for average class size is the number of students in each subject <i>divided by</i> the total number of classes in each subject. Data may not be provided by the CDE. Its data source is the CALPADS certified Fall 2 data.
English language arts	32	
Mathematics	28	
Science	28	
History/social science	28	

13b. Number of Classrooms by Size

Report data from the 2016-17 school year				
Subject	Number of classrooms with			Provide the number of classrooms at the school by subject area and by size. For secondary class size distribution, the number of classes by size is a count of the number of classes by subject and size in three groups (1-22 students, 23-32 students, and 33 or more students).
	1-22 students	23-32 students	33+ students	
English language arts	4	37	6	
Mathematics	0	37	12	
Science	6	29	10	
History/social science	2	24	10	

12. Photos

Provide pictures from the 2016-17 school year to present			
	Yes	No	Mark yes or no.

Are you sending in photos as attachments to include in your SARC?			
Note: <i>If the pictures are of students, you must have parental consent on file. If you do not have parental consent, we suggest taking pictures of the campus or of the students taken from behind so that they are not recognizable.</i>			Email custom photos to your SARC coordinator as JPEG attachments.

*Please review your questionnaire and make sure all sections have been completed.
Be sure to save a copy for your records and email us the questionnaire as an attachment.*

Thank you for completing your SARC questionnaire!