

# The Single Plan for Student Achievement

**School:** Westlake High School  
**CDS Code:** 56737595630116  
**District:** Conejo Valley Unified School District  
**Principal:** Jason Branham  
**Revision Date:** September 27, 2016

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 .**

## Table of Contents

School Vision and Mission .....	3
School Profile.....	3
Comprehensive Needs Assessment Components .....	3
Data Analysis .....	3
Surveys .....	3
Classroom Observations.....	3
Analysis of Current Instructional Program .....	4
Description of Barriers and Related School Goals .....	6
School and Student Performance Data .....	7
CAASPP Results (All Students) .....	7
CELDT (Annual Assessment) Results.....	11
CELDT (All Assessment) Results.....	12
Title III Accountability (School Data) .....	13
Title III Accountability (District Data).....	14
Planned Improvements in Student Performance .....	15
School Goal #1.....	15
School Goal #2.....	18
School Goal #3.....	20
School Goal #4.....	23
Centralized Services for Planned Improvements in Student Performance .....	25
Centralized Service Goal #1 .....	25
Summary of Expenditures in this Plan.....	26
Total Allocations and Expenditures by Funding Source .....	26
Total Expenditures by Object Type.....	27
Total Expenditures by Object Type and Funding Source.....	28
Total Expenditures by Goal .....	29
School Site Council Membership.....	30
Recommendations and Assurances.....	31

## School Vision and Mission

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

Westlake High School has a mission to provide a comprehensive education in a safe and positive learning environment; prepare students to function academically, vocationally, culturally and socially as responsible citizens; encourage personal integrity, pride and the life-long pursuit of knowledge and well-being; prepare students to make a meaningful contribution to an ever-changing society.

## School Profile

Westlake High School (WHS) is a comprehensive suburban public high school, large enough to have diversity and range, but small enough to be friendly. WHS takes pride in the accomplishments of its students. The staff supports and encourages high expectations for all students. The emphasis of the curriculum is on academics, which is a reflection of the communities' values, and academic courses which are offered at multiple levels to accommodate the needs of all students. In addition, WHS offers career technical education (CTE) training and opportunities for enrichment in business, technology, consumer/family studies, art, and music. The band, orchestra, choir, and drama classes offer exciting opportunities for student participation, as do the numerous on-campus clubs. A wide range of athletic activities, including league competitions, are also a part of our course offerings. WHS has an active PTSA, School Site Council, and Scholarship Foundation. The community members, businesses, and agencies interact with the school and our students to enhance the learning process.

## 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).

WHS teachers, students, and parents have had the opportunity to engage in online surveys and/or suggestions documents that have provided valuable information and are part of the basis for decision making. These surveys will be discussed within the SSC and with the faculty. A follow up survey will be planned for the spring of 2017 which will support our SPSA and WASC efforts as WHS looks forward to a WASC visit soon. The CVUSD conducted an LCAP Survey that led to the adoption of district-wide goals as stated within this document. Further, WHS faculty have been polled regarding their staff development needs as we plan opportunities for teachers to grow as professionals. These surveys will be reviewed during this school year as we monitor progress and adjust programs based on this new data.

### Classroom Observations

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

Teachers are observed at least once each year. The observation is done by both department chair and/or an administrator. Observations are based on the California Standards for the Teaching Profession (CSTP). An Observation Report is written and discussed with the teacher, and from this meeting, professional development strategies may be recommended. Also, if the findings of the observation warrant it, teachers may volunteer or be recommended for the Peer Assistance and Review (PAR) Program, which is operated by the District, for continual support in developing more effective teaching and classroom management strategies. When a temporary or non-tenured teacher is observed, typically on three or more occasions, and found not to be meeting the standards, the information acquired through the observation and evaluation process is used to determine whether or not the teacher is to be retained.

### **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)

Assessments are used to guide our instruction by ensuring they are aligned with the new standards and are being addressed on a daily basis in our classes.

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

Data will be analyzed to find patterns of strengths and weakness of all student populations to ensure that instruction and supports address the areas of need and support areas of success.

#### **Staffing and Professional Development**

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

We will work with school district personnel services to ensure that all teachers are or making progress toward being highly qualified.

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

We provide various professional development through our district and outside resources to ensure our teachers have the latest tools and strategies to ensure our students are being successful.

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

All staff development is configured to be aligned with our new standards and addresses specific content standards.

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

Our district provides various meetings and conferences through the use of instructional coaches and experts. This allows our teachers to take these ideas and implement them directly into the classroom.

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

We offer Common Planning Time every Wednesday. During this time, teachers collaborate as a department, by grade level, and by course to plan future lessons. In addition, teachers offer office hours for student help and support. Lastly, we are also utilizing this time to develop our WASC self-study for the upcoming WASC visit.

## Teaching and Learning

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

Through district professional development, conferences, and department collaboration we ensure that all material being presented are aligned with school curricular goals while meeting all educational standard expectations.

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

Our bell schedule far exceeds the instructional minutes required.

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

We construct our master schedule to provide support opportunities while also keeping class sizes lower. These lower class sizes help to ensure proper support for all students in the class.

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

District provides a variety of resources and instructional materials that are aligned with the new standards to ensure all of our students are successful.

### 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)

All of our materials are approved by the district and we are moving in the direction of the materials being fully common core aligned.

## Opportunity and Equal Educational Access

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

We provide lunch time & after school support for all our students. We also utilize Academic Centers to help support our students. In addition, we are able to keep class sizes lower to ensure that teacher and student interactions are increased.

### 14. Research-based educational practices to raise student achievement

We utilize Common Planning Time to ensure effective collaboration among staff members to ensure all standards are being met and practices being implement are effective. These practices are evaluated by analyzing student data on state and benchmark exams.

## Parental Involvement

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

We utilize various resources from the community, district, and school to specifically target our underperforming students. These resources come from a variety of resources including educational, health/welfare, and financial.

### 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)

Our school involves parents, staff, students, and community members through our School Site Council, PTSA, ELAC meetings, surveys, and monthly principal coffee meetings. These times of collaboration allow involvement by all parties in the planning process of our school.

## Funding

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

District provides funds allocated specifically for our underperforming students.

### 18. Fiscal support (EPC)

District provides funds to support our school on a facility, staff, and curriculum manner.

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

At Westlake High School, we continue to experience academic success while preparing students for college and life beyond high school. Our school goals focus on continuing our academic improvement while providing the extra support and intervention. These interventions and support must be structured and completed on a consistent basis. We continue to work with staff and district personnel to ensure that the needs of all our students at Westlake High School are met on a daily basis. In addition to the academic support and intervention, we pay particular attention to the social/emotional aspects of the student and try to create a positive and welcoming environment through connections with clubs and co-curricular activities.

## 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	566	655	498	599	498	593	88.0	91.5
All Grades	566	655	498	599	498	593	88.0	91.5

\* 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	2681.2	2671.0	55	50	31	33	10	12	4	5
All Grades	N/A	N/A	55	50	31	33	10	12	4	5

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	60	49	34	44	6	7
All Grades	60	49	34	44	6	7

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	65	65	30	30	5	5
All Grades	65	65	30	30	5	5

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	38	36	57	59	5	5
All Grades	38	36	57	59	5	5

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	62	61	35	35	3	5
All Grades	62	61	35	35	3	5

**Conclusions based on this data:**

1. WHS students scored well as compared to surround school and district average with 88% of students meeting or exceeding the standards in English.
2. WHS would like to see a strong focus placed on Reading as 49% of students were above standard while 44% of students were at or near standard.
3. WHS will need to continue to focus on our subgroups including English Learners, Special Education, and Low Income to ensure progress is being made.



## 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	566	655	497	595	496	591	87.8	90.8
All Grades	566	655	497	595	496	591	87.8	90.8

\* 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	2674.6	2657.9	37	33	32	29	19	20	12	18
All Grades	N/A	N/A	37	33	32	29	19	20	12	18

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	51	47	34	32	15	21	
All Grades	51	47	34	32	15	21	

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	50	39	40	46	10	15
All Grades	50	39	40	46	10	15

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	43	38	47	51	10	11
All Grades	43	38	47	51	10	11

#### Conclusions based on this data:

1. WHS students scored well as compared to surround school and district average with 62% of students meeting or exceeding the standards in Mathematics.
2. WHS would like to see a strong focus placed on COmmunicating Reasoning as 38% of students were above standard while 51% of students were at or near standard.

3. WHS will need to continue to focus on our subgroups including English Learners, Special Education, and Low Income to ensure progress is being made.

## 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>	33	17	38	33	33	13	20	46	25	7		13	7	4	13
<b>10</b>	12	24	17	65	41	58	12	18	8	6		8	6	18	8
<b>11</b>	14		14	43	64	14	43	27			9	29			43
<b>12</b>	33		40	67	***	20			20			20			
<b>Total</b>	22	15	29	51	43	25	18	32	17	4	2	15	4	8	15

#### Conclusions based on this data:

1. WHS has 32% of our EL students at the Intermediate CELDT level. We would like to see progress of these students to the Early Advanced and/or Advanced levels.
2. WHS has 58% of our EL students at the Advanced or Early Advanced levels. We would like to provide extra support so these students can reach higher levels and be reclassified.
3. We would like to increase the number of EL students being reclassified to Fluent English Proficient through extra support and interventions.

## 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
9		22	33		30	15		41	22			11		7	19
10		20	10		40	45		20	10			15		20	20
11			20		54	20		38	10		8	20			30
12		***	50		***	17			17			17			
<b>Total</b>		18	25		39	25		32	16		2	14		10	19

#### Conclusions based on this data:

1. From 15/16, WHS had 32% of our EL students at the Intermediate CELDT level. We will continue to make progress to ensure these students progress to the Early Advanced and/or Advanced levels.
2. From 15/16, WHS had 57% of our EL students at the Advanced or Early Advanced levels. We will continue to provide extra support so these students can reach higher levels and be reclassified.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	45	53	48
Percent with Prior Year Data	97.8%	100%	100.0%
Number in Cohort	44	53	48
Number Met	32	37	31
Percent Met	72.7%	69.8%	64.6%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	19	29	19	36	23	30
Number Met	--	--	7	22	5	20
Percent Met	--	--	36.8%	61.1%	21.7%	66.7%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	Yes	Yes	No	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
<b>Mathematics</b>			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

#### Conclusions based on this data:

1. WHS has continued to meet AMAO-1 by having 64.6% of our EL students meeting their targets; however, this is a decrease from the 2015-2016 data in which 69.8% of our EL students met their targets.
2. WHS met our AMAO-2 goal by having 66.7% of our EL students with 5 or more years of EL instruction attain English Proficiency; however, we did not meet our goal for students less than 5 years by having 21.7% of our EL students meeting their target, which is below the projected 25.4% target.
3. WHS has no data for AMAO-3. Long-Term English Learners (LTEL) in ELD 3 receive support in ELD 3 class & rigor of CP English. LTEL students in ELD 4 & 5 use school interventions in place.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	1768	1751	1,694
Percent with Prior Year Data	99.9		100
Number in Cohort	1767	1751	1,694
Number Met	1141	1075	1,074
Percent Met	64.6	61.4	63.4
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1506	607	1455	623	1,484	534
Number Met	455	367	404	381	466	311
Percent Met	30.2	60.5	27.8	61.2	31.4	58.2
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
<b>Mathematics</b>			
Met Participation Rate	Yes	95	
Met Percent Proficient or Above	No	N/A	
<b>Met Target for AMAO 3</b>	<b>No</b>		<b>N/A</b>

#### Conclusions based on this data:

1. WHS has continued to meet AMAO-1 by having 63.4% of our EL students meeting their targets.
2. WHS met our AMAO-2 goal by having 58.2% of our EL students with 5 or more years of EL instruction and 31.4% of our EL students with less than 5 years of EL instruction attaining English Proficiency.
3. WHS has no data for AMAO-3.

## 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: English Language Arts</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal 1: Improve Student Learning for All Students
<b>SCHOOL GOAL #1:</b>
Westlake High School will improve student learning in English Language Arts (specifically in reading, writing, listening, & research/inquiry) by June 2017. Our goal is to improve from 83% to 86% of students meeting or exceeding standards in English Language Arts as demonstrated by performance on CAASPP testing. A major focus will be on progress made by our subgroups (specifically English learners, special education, & socioeconomically disadvantaged). To ensure progress is made additional interventions and supports will be provided.
<b>Data Used to Form this Goal:</b>
CELDT Data for ELA CAHSEE results Benchmark Assessments CAASPP Testing
<b>Findings from the Analysis of this Data:</b>
Transition to CAASPP across grade levels has been challenging for all students and teachers alike. Westlake High School has performed well; however, we will continue to have specific areas of improvement for our 17% students not meeting standards.
<b>How the School will Evaluate the Progress of this Goal:</b>
Benchmark Exams, End-of-Course Exams, and CAASPP testing data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analyze student data from CAASPP, benchmark exams, and end-of-course exams to identify academic areas where students need to improve.	Fall 2016	Department Chairs, Teachers, Admin	Available data will be analyzed by all Certificated departments. Personnel Salaries Leadership will monitor information from CPT meetings, determine what follow-up needs to occur, and the next steps to be taken.	1000-1999: Certificated Personnel Salaries	SEP	7967
Department chairs will facilitate department discussions to identify methods to address improvement needs in reading, writing, listening, and research/inquiry. In addition, a department plan will be developed to implement the methods and strategies that are discussed.	Fall/Winter 2016	Department Chairs (during CPT)	Funds will be allocated to help support the methods and strategies that departments determine would be most beneficial for students. Items being purchased could include manipulatives, instructional equipment, etc.	4000-4999: Books And Supplies	OCBG	12091
Teachers will develop common assessments, lessons, instructional strategies; as well as, alignment with CAASPP to monitor ongoing student progress.	2016-2017 School Year	All teachers during CPT and various planning meetings, administration will assist and monitor progress	Supplemental Materials, collaboration time, and outside resources will be used to support the collaboration and common assessments to ensure data is accurate and representative of all students.	4000-4999: Books And Supplies	TPGR	4438



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Supplemental Materials, collaboration time, and outside resources will be used to support the collaboration and common assessments to ensure data is accurate and representative of all students.	4000-4999: Books And Supplies	OPGR	6129
<p>Provide training on effective implementation of supports for our EL, SPED, &amp; socioeconomically disadvantaged students.</p> <p>Department chairs communicate report from ELD advisor (from Leadership meeting) during CPT to keep teachers knowledgeable of current practices.</p> <p>Go to training to learn about implementation of effective strategies for all teachers to deliver integrated ELD through content area classes &amp; designated ELD through ELD classes</p>	2016-2017 School Year	ELD Team, Admin	<p>Attend Trainings during the school year, implement effective oral language, writing for ELD &amp; all students, and communicate with staff.</p> <p>Purchase appropriate instructional materials.</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>EIA Funds</p> <p>OTRM</p>	<p>4711</p> <p>3000</p>
Ongoing training in Common Core, effective teaching strategies that include: effective questioning, academic language, moving to Depth of Knowledge levels 3 and 4.	2016-2017 School Year	All staff, district, and site specific training by department. Admin & Dept Chairs will help facilitate.	District common core training, Academic Language training, and Depth-of-Knowledge training.	1000-1999: Certificated Personnel Salaries	SEP	6000
Providing augmented materials, copies, and outside resources to support growth across the curriculum.	2016-2017 School Year	Admin, Department Chairs, Teachers	Cover all copy costs for additional materials	4000-4999: Books And Supplies	OCBG	30000

## 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:

<b>SUBJECT: Mathematics</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal #1: Improve Student Learning for All Students
<b>SCHOOL GOAL #2:</b>
Westlake High School will improve student learning in Mathematics (specifically in concepts & procedures, problem solving & modeling/data analysis, communicating reasoning) by June 2017. Our goal is to improve from 64% to 70% of students meeting or exceeding standards in Mathematics as demonstrated by performance on CAASPP testing. A major focus will be on progress made by our subgroups (specifically English learners, special education, & socioeconomically disadvantaged). To ensure progress is made additional interventions and supports will be provided.
<b>Data Used to Form this Goal:</b>
CELDT Data CAHSEE results Benchmark Assessments CAASP Testing
<b>Findings from the Analysis of this Data:</b>
School-wide achievement in Mathematics has improved over the past three years; however, achievement for the English learner subgroup in Mathematics has remained a consistent challenge, particularly for students at the CELDT intermediate and early advanced levels. In addition, the transition to CAASPP across grade levels has been challenging for all students and teachers alike. Westlake High School will focus on specific areas of improvement that will need direct and intentional support.
<b>How the School will Evaluate the Progress of this Goal:</b>
Benchmark Exams, End-of-Course Exams, and CAASPP testing data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Department members will analyze data from benchmark, end-of-course exams, and CAASPP testing to determine specific gaps in instruction.	2016-2017 School Year	Department Chairs & Teachers during CPT	Review of data and planning of future supports that will be needed to target the gaps that were found.	1000-1999: Certificated Personnel Salaries	SEP	7000
We will continue to monitor student progress in our college prep level courses to be able to provide extra support for our students (specifically our ELD, SPED, and socioeconomically disadvantaged students).  Content area teachers will implement integrated ELD strategies to ensure access to rigorous grade-level materials.	2016-2017 School Year	Admin, Department Chairs, & Teachers	Provide additional instructional supports and interventions to support students.  Provide additional ELD paraprofessional support during lunch  Provide additional ELD paraprofessional support during lunch	4000-4999: Books And Supplies  1000-1999: Certificated Personnel Salaries  1000-1999: Certificated Personnel Salaries	OPGR  EIA Funds  OTRM	13350  1566  1194
Continue to use effective teaching & Common Core strategies to implement Mathematics curriculum in an effective way for all our students. Intervention support will be analyzed and revised throughout the 2016-2017 school year.	2016-2017 School Year	Department Chairs, Teachers, & Admin.	Professional development, various intervention supports, and materials to support the transition to Common Core	1000-1999: Certificated Personnel Salaries	TPGR	5248
Providing augmented materials, copies, and outside resources to support growth across the curriculum.	2016-2017 School Year	Department Chairs, Teachers, & Admin.	Copy costs for additional materials and resources	4000-4999: Books And Supplies	OCBG	25000

## 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:

<b>SUBJECT: School Wide Intervention &amp; Support</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal #2: Maximize Student Potential through Effective Intervention
<b>SCHOOL GOAL #3:</b>
Westlake High School will provide support & intervention to ensure that each student is successful on an academic level and supported with any social/emotional situations that arise. Westlake High School wants each student to feel that our school is a safe and welcoming environment.
<b>Data Used to Form this Goal:</b>
California School Climate Survey California Healthy Kids Survey Comments and testimonials from students and staff ELD Needs Assessment survey
<b>Findings from the Analysis of this Data:</b>
Westlake High School has a history of academic success. Students need extra academic support on a consistent basis to ensure academic success. In addition, students in our community are dealing with a variety of outside expectations about life after high school. Westlake High School will provide parent and student information about various options after high school and what steps can be taken during their high school career to be prepared.
<b>How the School will Evaluate the Progress of this Goal:</b>
Westlake High School will evaluate progress of this goal by analyzing student marks, review of the CHKS survey information, review of the CSC survey, review of ELD Needs Assessment survey, and by reviewing information received from a school survey given to our students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Westlake High School will create an online school survey that is made available to all students, staff, and parents to gather information about the performance of our school. The information gathered will help in planning for future interventions and	Spring 2017	Admin & Department Chairs	Release day for Department Chairs to work with admin to analyze the results and create focal points moving forward.	1000-1999: Certificated Personnel Salaries	OCBG	7000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
areas of support that are need on our campus. In addition, a needs assessment survey will be given to ELD parents and results delivered to ELAC & SSC.						
Naviance training and college information to increase A-G completion and college acceptance. As well as improving student behavior with character and bullying presentations. In addition, presentations will be given to ELAC & ELD students by CSU & Community Colleges.	2016-2017 School Year	College & Career Center, Counselors, Administrators, Staff	Presentations will occur throughout the school year	1000-1999: Certificated Personnel Salaries	TPGR	8000
Structured after school academic support to be provided for all students through our academic support centers. In addition, various Intervention opportunities will be offered during the school day.	2016-2017 School Year	Counselors, teachers, administrators, peer-to-peer tutors	2016-2017 school year after school tutoring, Writing Center, Math Center, Science Center, individual teacher intervention, and after school library access.	1000-1999: Certificated Personnel Salaries	TPGR	12000
			Materials and Supplies for after school academic support center program.	4000-4999: Books And Supplies	SEP	7664
Continued development and support hours for our Writing, Math, and Science Centers. In addition, ELD Lunch Tutoring in 42N.	2016-2017 School Year	Support Center & ELD Advisors	Provide after school hours of tutoring and support services for students in English, Math, Science	1000-1999: Certificated Personnel Salaries	OTRM	5992

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Additional supplies and resources in our support centers	4000-4999: Books And Supplies	OTRM	7000
Provide additional counseling and group supports for students.	2016-2017 School Year	Counselors	Provide outside resources and speakers to support student social-emotional health	5800: Professional/Consulting Services And Operating Expenditures	OPGR	9000
			Supplies and materials for various social-emotional groups and supports.	4000-4999: Books And Supplies	OPGR	5000

## Planned Improvements in Student Performance

### School Goal #4

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: Co-curricular Opportunities for All Students</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal #3: Engage Students through Quality Student Activities
<b>SCHOOL GOAL #4:</b>
Westlake High School will continue to provide opportunities for all of our students to be connected to Westlake High School through our various activities and co-curricular opportunities. Specifically, Westlake High School will include more female students in our Athletic programs to become aligned with Title IX compliance.
<b>Data Used to Form this Goal:</b>
CIF sport participation information Title IX survey data information Analysis of current participation numbers in our school athletic programs Analysis of current participation numbers in our school clubs enrollment
<b>Findings from the Analysis of this Data:</b>
Westlake High School offers a wide variety of opportunities for students to be connected to our school through our activities, co-curricular opportunities, and clubs. Westlake High School will make connections with our underrepresented students (including female students and ELD/socio economically disadvantaged students) so they may become more involved in our activities, co-curricular opportunities, and clubs.
<b>How the School will Evaluate the Progress of this Goal:</b>
How the School will Evaluate the Progress of this Goal: Westlake High School will conduct a survey to gather data of our student interests to determine if we are providing support in these areas. In addition, Westlake High School will evaluate Title IX, CIF, and club participation numbers to determine our progress.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Westlake High School will create an online school survey that is made available to all students to gather information about their interests in activities and co-curricular opportunities. The information gathered will help in planning for	2016-2017 School Year	Admin	Online survey creation and analysis of information received	4000-4999: Books And Supplies	OCBG	3785

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
future opportunities for students to be connected to Westlake High School.						
Create directed and specific advertisement and recruitment of students into our activities, clubs, and co-curricular opportunities.	2016-2017 School Year	Admin, Coaches, Advisors, Teachers	marketing and advertisement materials & supports to include and involve more students	4000-4999: Books And Supplies	OCBG	4000
Create additional opportunities within the school day to connect students to Westlake High School through supporting of various clubs and materials.	2016-2017	Admin & Teachers	Supporting existing clubs and development of new clubs through resources and materials to continue or develop	4000-4999: Books And Supplies	OPGR	9000



## 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

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts &amp; Mathematics</b>
<b>SCHOOL GOAL #1:</b>
School Goals #1, 2, & 3 focus on improving student learning in English Language Arts & Mathematics while narrowing the achievement gap, and improving the student climate environment at Westlake High School.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Support Services to English Learners in order to Increase Language Acquisition.	8/27/2014 - 6/12/2015	District Office	Salary & Benefits - Certificated Staff	1000-1999: Certificated Personnel Salaries	0860	4281.84
			Salary & Benefits - Support Staff	2000-2999: Classified Personnel Salaries	0860	30050.40
			Professional Development - costs for speakers, supplies, teacher release, etc.	4000-4999: Books And Supplies	0860	950.76

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
OCBG	81876	0.00
OPGR	42479	0.00
TPGR	29686	0.00
OTRM	17186	0.00
EIA Funds	6277	0.00
SEP	28631	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
OPGR	42,479.00
OTRM	17,186.00
EIA Funds	6,277.00
OCBG	81,876.00
SEP	28,631.00
TPGR	29,686.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	66,678.00
4000-4999: Books And Supplies	130,457.00
5800: Professional/Consulting Services And Operating	9,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	OPGR	33,479.00
5800: Professional/Consulting Services And	OPGR	9,000.00
1000-1999: Certificated Personnel Salaries	OTRM	7,186.00
4000-4999: Books And Supplies	OTRM	10,000.00
1000-1999: Certificated Personnel Salaries	EIA Funds	6,277.00
1000-1999: Certificated Personnel Salaries	OCBG	7,000.00
4000-4999: Books And Supplies	OCBG	74,876.00
1000-1999: Certificated Personnel Salaries	SEP	20,967.00
4000-4999: Books And Supplies	SEP	7,664.00
1000-1999: Certificated Personnel Salaries	TPGR	25,248.00
4000-4999: Books And Supplies	TPGR	4,438.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	74,336.00
<b>Goal 2</b>	53,358.00
<b>Goal 3</b>	61,656.00
<b>Goal 4</b>	16,785.00

## 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
Andrea Ainley				X	
Bud Andrews			X		
Julia Feinbloom					X
Jason Branham	X				
Denise Reader				X	
Doug Freed		X			
Heather Godfrey			X		
Tracie Oken				X	
Chris Romero		X			
Courtney Stockton		X			
Karen Magon				X	
Addison Ott			X		
Lisa Ryder		X			
Roger Biersborn		X			
Julie Speerstra			X		
Jeremy Garelik					X
Karen Sylvester				X	
Parker Clemons					X
Josh Garelik					X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>4</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

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

X Special Education Advisory Committee

\_\_\_\_\_  
Signature

X 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 September 27, 2016.

Attested:

Jason Branham

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Doug Freed

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date