

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Westlake High School	56-73759-5630116	August 30, 2022	TBD

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards. Site principals, staff, leadership team, and parents are actively involved in the process. All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

EC Section 64001 requires the development of the SPSA to include the following:
? A comprehensive needs assessment (pursuant to ESSA)
? Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals
? May include local data
? An identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals

All schools within the CVUSD complete a Comprehensive Needs Assessment as part of the SPSA development process. Part of this needs assessment includes the analysis of California State Dashboard data as well as local assessment data including benchmark assessments, attendance data, survey data, and grade mark reports. In the spring of 2021, based on state guidelines, CVUSD elected to use local data to monitor student progress and inform SPSA plans and site goals. School sites will continue to include 2019-20 CAASPP data as an important reference, and they will also include the updated, local data from the 2020-21 school year.

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site Council, with the goal of improving student

outcomes, including addressing the needs of all student groups. These goals are aligned to the CVUSD LCAP and are consistent with the 8 State Priorities. During the course of the year, School Site Councils and other site stakeholder groups evaluate and monitor the implementation of the SPSA and progress towards accomplishing the goals.

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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).

CVUSD conducts an annual LCAP Survey that is accessible through the district and each school's website. The LCAP Survey for 2021-22 reflects the following: Students in grades 4-5 (1483), 7-8 (1721), and 10-11 (1199); certificated (331) and classified staff (170); as well as parents (2439) participated in the survey.

- * 86% of parents saying their children enjoy coming to school
- * 91% of parents report that the school creates a positive environment for learning
- * 86% of parents report indicating that they are informed of their students' academic progress.
- * 87% of parents report feeling comfortable on campus and participating in school events
- * 83% of parents report that students' differences were treated with respect.
- * 96% of elementary students feel their teachers care about them
- * 89% of elementary students said they knew who to go to at school if they have a problem
- * 59% of middle school students and 68% of high school students feel comfortable going to their counselor
- * 88% of middle school students and 87% of high school students report that a counselor is available when needed.
- * 93% of certificated staff know what to look for in students experiencing depression.
- * 92% of certificated staff feel confident that they can meet their students' learning needs.
- * 87% of certificated staff feel their school's climate fosters social emotional learning for students and staff.
- * 79% of certificated staff feel students are engaged and motivated

In addition to the overall LCAP Survey results, Westlake High School students took an SEL specific survey in Spring 2022. This survey showed the following:

- * 62% of students are interested in receiving additional information related to motivation
- * 44% of students are interested in receiving additional information related to Self Awareness & Self Management
- * 60% of students identified a teacher as a trusted adult they could go to on campus
- * 38% of students identified a counselor as a trusted adult they could go to on campus

Classroom Observations

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

CVUSD certificated personnel are observed over the course of the year as well as selected teachers receive an evaluation in the spring. Administrators meet with certificated and classified personnel to discuss observations, provide constructive feedback and to highlight areas of success.

CVUSD schools engage in both informal and formal classroom observations to provide feedback as well as guide instructional practices and professional learning. Following observations, administrators hold conferences with teachers to share reflections on the observations. Based on hire date, administrators conduct teacher evaluations including a key standards and elements

conference based on the California Standards for the Teaching Profession (CSTP) within the first 60 days of school starting to set three goals. Progress on these goals is monitored both informally and formally throughout the year and culminates in a formal evaluation and conference. CVUSD continues to provide coaching and guidance with UDL practices in the classroom. Administrators also monitor and model best practices for considering Diversity, Equity, and Inclusion (DEI) in instructional planning and delivery. Teachers participating in the CVUSD Teacher Induction Program also meet regularly with support providers for goal-setting, observation, and reflection on alignment with the CSTP.

Informally, Principals along with the Superintendent, Assistant Superintendent, and Instructional Services Directors regularly walk through classrooms to observe student learning and instruction.

Specifically for Westlake High School, the administration team is responsible for conducting all formal evaluations of tenured employees that are in an evaluation year as well as all observations and evaluations of all non-tenured employees. For tenured employees that are on an observation only year, department chairs will conduct these formal observations. Additionally, walkthroughs are conducted on a regular basis to help guide and assist our teachers in meeting the focus of DEI, SEL, and UDL in each of our classrooms to best support all students including our SWD, EL, SED, LGBTQ+, and other student groups.

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

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

CVUSD students in grades 6-8 took benchmark assessment in math during Semesters 1 & 2. Students in grade 6- 8 and 11 took the CAASPP summative assessments in both English and Math. Additionally, 11th and/or 12th grade students had the option to take the CAST exam in science. English Language Development assessments are also utilized to modify instruction and improve student achievement, including: English Language Proficiency Assessments for California (ELPAC) and curriculum-based unit and formative assessments.

Results from these assessments are used to inform instruction and establish schoolwide goals. Assessment data is analyzed by the site principal, leadership team, School Site Council, and teachers to engage in the continuous cycle of improvement. Local assessment data is also routinely analyzed through department/grade level Professional Learning Community (PLC) time. PLC's discuss local assessment alignment, student performance, best practices, and analyze student work, utilizing specific protocols and developing collective plans of action.

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

CVUSD began utilizing a new data management system, Mastery Connect, that allows staff to produce reports and analyze data for student strengths and weaknesses as well as item analysis for specific assessments. Students take assessments all online as part of the system. Performance data can be disaggregated and reported out by student groups, providing teachers with the opportunity to closely monitor the performance of targeted groups, including English Learners, Socio-economically Disadvantaged, Homeless, and Foster. The California Department of Education (CDE) provides a variety of data reports through their web site and DataQuest. This tool is used to produce data reports for our SPSA.

Teachers continued to use Canvas, our learning management system, to administer classroom assessments and monitor student progress. Canvas integrates with Mastery Connect to allow for administration, data analysis, and disaggregation of data. Canvas will continue to be the learning management system uniformly used moving forward.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of CVUSD teachers are credentialed and properly assigned.

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

CVUSD teachers are provided three (3) pupil-free work days dedicated to professional learning. These days are led and organized by district and school site leadership. CVUSD Local Control Accountability Plan (LCAP) Goal 2 is to “ensure highly qualified and effective staff are provided with targeted professional development, and have an understanding that all job responsibilities are structured to support positive student outcomes.” Current LCAP actions/services focus on professional learning related to Universal Design for Learning (UDL), Diversity Equity & Inclusion practices, Social Emotional Learning, Professional Learning Communities (PLCs and Impact Teams), 1:1 Technology implementation, Core Literature, inclusive practices such as co-teaching, and other curriculum based professional learning opportunities.

CVUSD Elementary Teachers attended grade level professional development for grade level pacing guides in ELA and Math, building connections in the elementary classroom, and updated assessments and record keeping. Teachers in TK-2 were also offered refresher training on ESGI for assessing and record keeping to inform instruction, as well provide families with tools to understand their student’s current progress toward standards.

From August 14-18, 2021, CVUSD teachers were provided with a range of optional, professional learning opportunities, including UDL, Social-emotional learning, Canvas, SeeSaw, trauma-informed classrooms, Math IXL, ESGI, Unique, DEI, social-emotional learning practices, and Special Education report writing. Additionally, secondary English teachers facilitated professional learning opportunities for colleagues, sharing curriculum and units built over the summer to provide continuity regarding diverse core literature titles.

On August 22nd, certificated staff participated in a districtwide Professional Learning Day. Site leadership provided a professional development based on connecting DEI and UDL, specifically diving deeper into UDL and how it aligns with practices in DEI and SEL. On November 1st, 2021 staff engaged in video and follow up discussions regarding DEI. Elementary teachers participated in ELA curriculum PLCs, while middle and high school teachers engaged in grade span or site collaboration focused on SEL. At the completion of the 2021-22 school year, all sites have received training on Gender Diverse students and affirming and supportive practices for teachers.

During the 2021-22 school year, on-going professional learning was provided by district office staff, including the district’s Teachers on Special Assignment for Educational Technology, GATE, Inclusion, VAPA, SEL, UDL, and Alternative Programs. This training came in the form of weekly communications to all teachers, “virtual office hours”, opportunities for teachers to schedule appointments, and larger group training on specific topics.

Additionally, selected teachers from each school site participated in T3 training on utilizing technology for learning in the classroom. Sonny Magana provided teachers with Eduprotocols and other strategies for engaging students in demonstrating learning using technology. Elementary teachers participated in a breakout group focused on strategies for elementary students as well.

In addition, during the 2021-22 school year, a cohort of secondary English teachers participated in the UCLA Center X professional development series, (De)Normalizing Literature, to develop instructional strategies for the teaching of diverse core literature titles.

All elementary and secondary counselors participated in on-going professional development on social-emotional learning with a specific emphasis on the CASEL competencies: self-management, social-awareness, self-awareness, responsible decision-making, and relationship skills. In addition, all counselors and site administration are participating in the Hatching Results professional learning series to develop a comprehensive school counseling program (TK-12) that addresses students'

academic, college and career, and social-emotional development.

The CVUSD Professional Learning Hub is also available for teachers to utilize asynchronously. The Hub includes professional learning resources on a variety of topics, including Wonders, Canvas, Mastery Connect, Eduprotocols, UDL, GATE, assessment, and student engagement strategies.

In addition, Westlake High School has a bell schedule that allows for PLC time every Wednesday morning. This provides administration, departments, team leads, and individual teachers the opportunity to collaborate on supports and resources to help all of our students including our SWD, SED, EL, LGBTQ+, and other student groups. Some specific areas of focus during these PLC times will continue to be data analysis through use of Mastery Connect, common assessments, implementation of UDL/DEI/SEL supports and strategies, and looking specifically at D/F rates of students and specific groups.

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

CVUSD's professional learning plan is rooted in addressing student performance for all students, including student groups, by best meeting the content standards. District-wide professional learning related to Universal Design For Learning (UDL) serves as the defined instructional framework across all grade-levels and content areas. While UDL implementation bolsters learning for all students, it specifically targets student groups, namely students with disabilities and English Learners, that have underperformed significantly in the past. UDL supports all students' access to learning rigorous content standards. In addition, CVUSD is committed to providing teachers with relevant training related to Diversity, Equity & Inclusion, curriculum adoptions, content standards, technology, data management, and social-emotional learning. CVUSD provides a new teacher Induction Program based on the California Standards For The Teaching Profession for all teachers with California Preliminary Teaching Credentials.

Administrators engage in professional development related to DEI, UDL, PLCs, Restorative Justice, and trauma informed care to lead sites in using inclusive and supportive practices with students and families.

Additionally, English Learner Advisor Teachers and GATE Facilitators at each school site receive monthly professional development on meeting the needs of English Learners and GATE students in the classroom. These sessions include access to activities, resources and strategies. These facilitators present their resources and strategies at their recurring school site faculty meetings. Teacher representatives serve on CVUSD committees including subject area SCACs, MTSS, SEL, LGBTQ+, Core Literature, report cards, curriculum and assessment, and technology.

Elementary school site reps will be trained this year on arts integration in the classroom using standards for drama/theater. These strategies also include social emotional learning and using instructional strategies for all learning modalities.

In addition, Westlake High School utilizes our PLC time, SSC meetings, and ELAC meetings to discuss needs of our students and how to allocate funds to provide the resources, training and time needed to support our student groups with a focus on our EL, SWD, SED, and LGBTQ+ student groups. Also, teachers are provided the opportunity to attend a variety of professional development sessions including conferences and trainings specifically targeting our areas of focus and support for students.

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

CVUSD provides a system of instructional assistance and support for teachers. CVUSD leads its own accredited New Teacher Induction program by utilizing Teachers on Special Assignment (TOSA) to support teachers with preliminary teaching credentials. A host of other TOSAs in the district provide focused support in the following areas: Assistive Technology, Inclusion, Educational Technology, Professional Learning, Visual and Performing Arts, Transitional Kindergarten, UDL and Intervention, and GATE. The TOSAs provide on-going professional development and consultation to teachers, as well as conducting a number of district-level tasks that serve all student groups.

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

CVUSD schools engage in Professional Learning Community (PLC) practices on a regular basis. Grade-level or departments meet regularly for common planning time. All principals and numerous teacher teams across CVUSD have been provided formal training on PLCs. This time is used for a number of purposes: developing common assessment, curriculum development, identifying essential standards, assessing student work, and developing collective action that responds to student performance data. Through PLCs, teachers collaborate to focus on implementing the school site and district focus areas of Universal Design for Learning, Diversity, Equity, and Inclusion, and social-emotional learning.

Teaching and Learning

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

CVUSD uses state-approved instructional materials in all subject areas. Each content area and grade level has a fully articulated course of study that designates the pacing and alignment of curriculum to the state standards. Teachers and administrators regularly ensure horizontal and vertical alignment of standards-based curriculum and instruction through quarterly content Articulation Meetings. SBAC interim assessments in ELA and Math are used in grades 6-8 & 11 to provide alignment to state standards and monitor student progress.

Core literature titles with diverse authors and/or with diverse protagonists have been added to the secondary ELA curriculum as required materials to be implemented at each grade level. In a collaborative effort, English teachers from secondary sites created units of study and added lessons and resources to an electronic library of resources for all ELA teachers to access.

Additionally, secondary teams from both the History/Social Science and Science Departments have participated in a textbook adoption process throughout the year to determine which publishers (textbooks) are to be piloted in 2022-23. Instructional materials and resources are aligned with both the FAIR Act, as well as the Next Generation Science Standards and will be brought forward for Board approval in 2023.

Finally, a committee of educators completed work on the Ethnic Studies course of study that is aligned with CDE Ethnic Studies Model Curriculum. As per AB 101, this pilot has been developed as a one-semester course in ethnic studies, meeting specified requirements. It will be implemented as an elective course to begin with, until it becomes a graduation requirement commencing with pupils graduating in the 2029-30 school year. This course has been approved as a pilot for the 2022-23 school year for high school students.

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

CVUSD teachers adhere to Board-approved instructional minutes for all subject areas.

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

CVUSD Secondary departments use curriculum pacing and formative assessments to monitor student progress and calibrate learning practices. Secondary schools are provided an additional section allocation for reading and math intervention and class size reduction. Oasis and other guided studies courses are added to the master schedule to provide students with academic support and to address learning gaps. Additionally, the Newcomer Academy has been instituted at Newbury Park High School to serve and support our English Learner population who are new to the country.

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

All CVUSD students have access to appropriate California State approved curriculum in all content areas. Students in special education use the same state adopted materials that are used in the general education classrooms as well as supplemental materials and out of level when needed and designated in a student's IEP. English Learners receive instruction in content areas using standards-based instructional materials for designated and integrated teaching of the ELD standards.

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 CVUSD classroom curriculum is Board approved in all subject areas. During this process, teachers review and pilot materials to evaluate them based on our local needs and their alignment to state standards. Intervention materials from the adopted curricula are utilized for students requiring additional support, along with additional research-based, state standards-aligned digital and print materials. Teachers receive training in the implementation of these materials with fidelity.

CVUSD teachers and schools employ Tier 2 interventions, in addition to Tier 1 instruction, for students who demonstrate a need for additional support. These intervention materials are aligned to the state standards. English learners are provided with intervention programs, including Smarty Ants, Imagine Learning, and Achieve 3000 designed for English Learners and EL instructional strategies for elementary and middle school students. Students with disabilities use various online programs (eg. Seesaw, Boom Cards, UNIQUE) to determine which one provides for the highest level of student engagement and access

Guided Studies classes are provided at the middle school level to support students in ELA and Math. At the high school level, various intervention strategies are implemented for students including academic academies, IXL Math and Oasis classes for academic support in ELA, math and other content areas. An online tutoring program has also been created for peer tutoring in various academic areas.

Opportunity and Equal Educational Access

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

CVUSD teachers employ a range of instructional strategies to engage all students in meeting the California State Standards. District and school site staff regularly review, analyze, and develop actions based on data for “overall” student performance and also by the achievement of all student groups. Every secondary school employs forms of Professional Learning Communities (PLCs) to engage in on-going steps to support underperforming students in the regular program. CVUSD’s LCAP Goal 1 provides secondary schools with funding to provide targeted academic intervention for any underperforming student before, during, or after-school.

Evidence-based educational practices to raise student achievement

The following research-based educational practices are utilized: Universal Design for Learning, Multi-Tiered Systems of Support (MTSS), PLC’s,, Designated and Integrated ELD, differentiated instruction, Webb’s Depth of Knowledge, guided reading, academic language instruction, formative assessment, co-constructed rubrics, corrective feedback, learning goals, check for understanding, student investigations, inquiry-based learning, and cooperative learning.

Parental Engagement

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

Site Bilingual Facilitators, School Social Workers, and Title 1 Outreach Assistants provide support to parents/families to support student engagement. They provide training and support related to Canvas, Zoom, and Seesaw for families. In addition, they support families in creating a successful home learning environment, as well as trauma and mental health resources. English as a Second Language classes for parents are offered during the school year through Title 1 Outreach. Student Support Services department provides ongoing parent webinars to connect parents to school and to understand developing programs. In addition, parents are encouraged to participate in trainings provided by Project 2Inspire staff where they present information about the US school system and other relevant topics.

A CVUSD team member reached out to all families experiencing homelessness in the month of August. The purpose of the outreach was to determine if the students had access to school supplies, clothing/toiletries and to provide any needed support with the return to school. This personal outreach was also intended to share the name and contact information of their student's school site foster and homeless liaison.

In September, the District foster and homeless liaison worked with each site liaison to reach out to foster and homeless student/family to check in on students attendance and to introduce themselves to their school liaison . The District liaison serves as a connection to community agencies that are able to provide additional support in the areas of temporary housing, rent assistance, and free meals. The District liaison personally connects families to the community agencies in the area of need. Throughout the school year, the school site foster and homeless liaisons will connect with foster and homeless students/families every month to assess attendance, general well-being, and any change in needs.

In addition, Westlake High School actively engages parents through our ELAC meetings, individual counselors, and our Student Support office. These connections provide opportunities for our students and families to receive school site, district, and community resources and support. This engagement also provides valuable information related to the academic expectations, processes, and systems in order to help families and students understand what is available. This direct and intentional support allows students to reach their academic goals on our school site as well as in their future academic endeavors.

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)

Westlake High School has an active Parent Teacher Association (PTA), School Site Council (SSC), and English Language Advisory Council (ELAC). These leadership bodies help set the goals of the school and actively work to increase parent involvement on campus. SSC and ELAC oversee the creation, implementation, and evaluation of Westlake High School's SPSA during their regularly-scheduled meetings, all of which are open to the public. Parents have many involvement opportunities and representation through School Site Council (SSC), our English Language Advisory Council (ELAC) along with Parent Education classes facilitated by our Outreach Assistant and community partnerships, and our Parent Teacher Association (PTA). Parents are also encouraged to volunteer at school and attend events. Our Special Education District Advisory Council (SEDAC) representatives offer involvement and connection opportunities for parents. Westlake High Schools parent DAC, GATE-DAC, and DELAC representatives participate in district-level meetings and report back to SSC and ELAC, enriching our district-site level communication.

Funding

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

Categorical Funds in CVUSD:

- * EIA funds are used to provide additional support and technology in the classroom.
- * EEF funds are used to provide professional development opportunities for teachers. ELAC has approved the use of these funds.
- * LCFF monies are all tied to LCAP goals and approved by our leadership team and school site council.

See goals and budget pages as part of SPSA.

Fiscal support (EPC)

The site receives federal funding in the form of EIA and EE. All fiscal decisions are constructed through ELAC and EL team meetings. All other funds come from LCFF. See goals and budget pages as part of SPSA.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The following steps were taken to ensure the Westlake High School SPSA involved a wide variety of stakeholders.

Current:

- * March 14, 2022 - Information was sent out to all students, families, and staff related to the 22-23 SPSA plan for Westlake High School and providing a link for anyone interested in being a part of this committee to complete a Google Form.

- * March 22, 2022 - Each our our DAC reps (LGBTQ+, African American, English Learner, GATE, Special Education, General) were contacted directly about being a part of the 22-23 SPSA planning committee
- * April 11, 2022 - 22-23 SPSA Planning Meeting #1 held in person. This meeting included teachers, staff, parents, and students. We reviewed data related to Westlake High School and began to have discussions and thoughts related to possible SPSA goals. A google sheet was created so all stakeholders could add their thoughts and ideas related to possible goals.
- * May 2, 2022 - 22-23 SPSA Planning Meeting #2 held in person. This meeting included teachers, staff, parents, and students. We refined and finalized the 22-23 SPSA goals and began to discuss steps to take to reach these goals. Stakeholders added additional steps and thoughts to the google sheet related to how we can achieve each goal.
- * May 23, 2022 - 22-23 SPSA Planning Meeting #3 held in person. This meeting included teachers, staff, parents, and students. We reviewed the 22-23 SPSA goals and discussed the various steps to be taken to meet these goals. Stakeholders finalized their input into the google sheet so a final version of the SPSA plan could be created.
- * July/August 2022 - 22-23 SPSA plan in finalized and put into the DTS system.
- * August 30, 2022 - 22-23 SPSA plan is reviewed with school site council and submitted for approval.

Future:

- * September 2022 - SPSA plan to be reviewed and approved by the CVUSD Board of Education
- * November 2022 - Review progress on SPSA goals with PTSA & SSC
- * February 2023 - Review progress on SPSA goals with PTSA & SSC
- * March 2023 - Review process for creation and revision of the 23-24 SPSA goals with PTSA & SSC
- * April 2023 - Meet with selected group of individuals including teachers, other staff members, parents, and students to create and revise the 23-24 SPSA.
- * May 2023 - Meet with selected group of individuals including teachers, other staff members, parents, and students to create and revise the 23-24 SPSA.
- * May 2022 - Review initial 23-24 SPSA with PTSA & SSC for discussion and revision. This will allow the 23-24 SPSA to be reviewed and approved at the August 2023 SSC Meeting.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Not Applicable

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	584	599	538
Grade 10	553	601	573
Grade 11	596	536	554
Grade 12	547	574	533
Total Enrollment	2,280	2,310	2,198

Conclusions based on this data:

1. The enrollment at WHS has decreased by 112 students since the 2019-2020 school year.
2. The decline in enrollment has been consistent amongst all student groups.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	50	63	68	2.2%	2.7%	3.1%
Fluent English Proficient (FEP)	501	496	480	22.0%	21.5%	21.8%
Reclassified Fluent English Proficient (RFEP)	14	6	9	26.9%	12.0%	14.3%

Conclusions based on this data:

1. The percentage of EL students has increased by 0.9% since 18-19 for a total of 68 EL students in 20-21.
2. The percentage of FEP students has decreased by 0.2% since 18-19 for a total of 480 FEP students in 20-21.
3. The percentage of RFEP students has decreased by 12.6% since 18-19 for a total of 9 RFEP students in 20-21.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 11		542	532		376	413		375	413		69.4	77.6
All		542	532		376	413		375	413		69.4	77.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 11			2647.		44.80	43.83		30.93	30.02		15.73	13.08		8.53	13.08
All Grades	N/A	N/A	N/A		44.80	43.83		30.93	30.02		15.73	13.08		8.53	13.08

Conclusions based on this data:

1. We have not received finalized data for the 2022 CAASPP testing broken up by individual area.
2. Based on the overall data, 74% of Westlake High School students met or exceeded standards.
3. The state average is not available for 2022 as of yet; however, compared to the 2021 state average of 49% this means the Westlake High School students exceeded this average by 25%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 11		542	532		365	405		364	405		67.3	76.1
All		542	532		365	405		364	405		67.3	76.1

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 11		2650.	2639.		33.52	30.12		24.18	27.90		18.96	17.04		23.35	24.94
All Grades	N/A	N/A	N/A		33.52	3.12		24.18	27.90		18.96	17.04		23.35	24.94

Conclusions based on this data:

1. We have not received finalized data for the 2022 CAASPP testing broken up by individual area.
2. Based on the overall data, 58% of Westlake High School students met or exceeded standards.
3. The state average is not available for 2022 as of yet; however, compared to the 2021 state average of 34% this means the Westlake High School students exceeded this average by 24%.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	*	*	*	*
Grade 10	1551.6	1532.5	1570.1	15
Grade 11	*	*	*	*
Grade 12	*	*	*	*
All Grades				43

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*			*	*	*
Grade 10	*	*	*	*	*	*	*	*	15
Grade 11	*	*	*	*	*	*	*	*	*
Grade 12			*	*	*	*	*	*	*
All Grades	12	27.91	11	25.58	*	*	11	25.58	43

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*	*	*	*	*	*
Grade 10	*	*	*	*	*	*	*	*	15
Grade 11	*	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*	*	*	*
All Grades	20	46.51	*	*	*	*	*	*	43

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*	*	*	*	*	*
Grade 10	*	*	*	*	*	*	*	*	15
Grade 11			*	*	*	*	*	*	*
Grade 12			*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	18	41.86	43

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*	*	*	*
Grade 10	*	*	*	*	*	*	15
Grade 11	*	*	*	*	*	*	*
Grade 12			*	*	*	*	*
All Grades	15	34.88	17	39.53	11	25.58	43

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*	*	*	*
Grade 10	*	*	*	*	*	*	15
Grade 11	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*	*
All Grades	24	55.81	12	27.91	*	*	43

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*	*	*	*
Grade 10	*	*	*	*	*	*	15
Grade 11			*	*	*	*	*
Grade 12			*	*	*	*	*
All Grades	*	*	18	41.86	20	46.51	43

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*	*	*	*
Grade 10	*	*	*	*	*	*	15
Grade 11			*	*	*	*	*
Grade 12	*	*	*	*	*	*	*
All Grades	*	*	26	60.47	*	*	43

Conclusions based on this data:

1. Data provided for the ELPAC results is not fully available based on the number of students at WHS participating in this testing.
2. WHS has 20 students that tested overall in the Level 1 or 2 category.

3. WHS has 23 students that tested overall in the Level 3 or 4 category.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2198	19.0	3.1	0.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	68	3.1
Foster Youth	6	0.3
Homeless	13	0.6
Socioeconomically Disadvantaged	417	19.0
Students with Disabilities	188	8.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	45	2.0
American Indian or Alaska Native	6	0.3
Asian	292	13.3
Filipino	29	1.3
Hispanic	523	23.8
Two or More Races	140	6.4
Native Hawaiian or Pacific Islander	12	0.5
White	1151	52.4

Conclusions based on this data:

1. 31.6% of the WHS student population are either and English Learner, Foster Youth, Homeless, Socioeconomically Disadvantaged, or a Student with Disability.
2. The three highest student groups based on Race/Ethnicity are White at 52.4%, Hispanic at 23.8%, and Asian13.3%. These groups represent 89.5% of the student population.
3. Students that are Socioeconomically Disadvantaged represent 19% of our student population.

School and Student Performance Data






Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Blue	Suspension Rate  Green
Mathematics  Green		
College/Career  Green		

Conclusions based on this data:

1. WHS has not received updated CA Dashboard data based on the 2022 CAASPP testing.
2. WHS is expected to continue to have the highest rating in out Graduation Rate.

School and Student Performance Data

Academic Performance English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

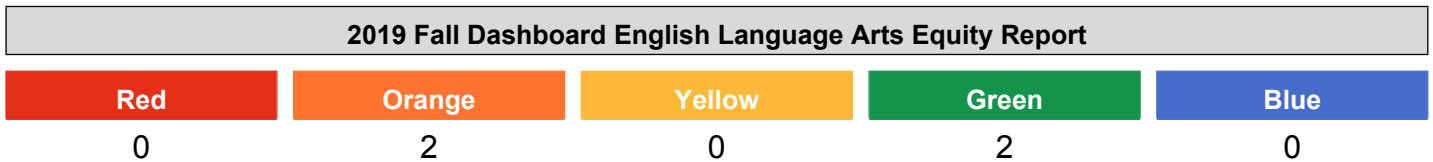
To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>44.5 points above standard</p> <p>Declined -10.7 points</p> <p>497</p>	<p>English Learners</p> <p>No Performance Color</p> <p>88.7 points below standard</p> <p>Increased ++8.5 points</p> <p>30</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>41.9 points below standard</p> <p>Declined Significantly -21 points</p> <p>102</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>132.8 points below standard</p> <p>Declined Significantly -30.2 points</p> <p>27</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 115.3 points above standard Declined -5.9 points 72	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 23.4 points below standard Declined -8.2 points 131	 No Performance Color 78.7 points above standard Increased Significantly ++10.5 points 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 57.9 points above standard Declined -10 points 252

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 9	57.3 points below standard Increased ++8.3 points 21	59 points above standard Declined -6.5 points 367

Conclusions based on this data:

1. WHS has not received current data from the 2022 CAASPP testing results.
2. The following data is from the 2019 CAASPP testing results.

School and Student Performance Data

Academic Performance Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

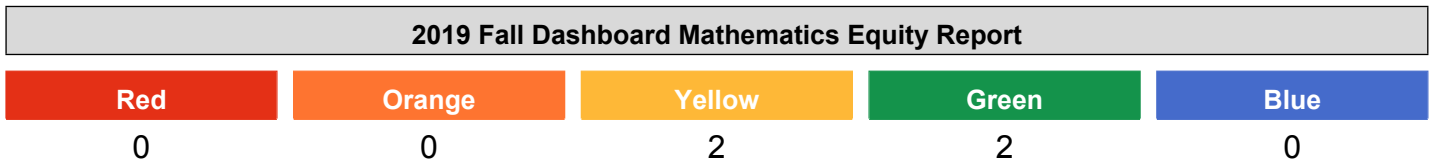
To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>3.1 points above standard</p> <p>Maintained -1.3 points</p> <p>496</p>	<p>English Learners</p> <p>No Performance Color</p> <p>118.1 points below standard</p> <p>Increased Significantly ++18 points 31</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>77.5 points below standard</p> <p>Increased ++6.6 points</p> <p>102</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>172.6 points below standard</p> <p>Increased ++9.7 points</p> <p>24</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 101.6 points above standard Declined -10.4 points 73	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 61.2 points below standard Increased Significantly ++17 points 130	 No Performance Color 21.8 points above standard Increased ++14.8 points 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 7.4 points above standard Maintained -2.9 points 252

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 10	101 points below standard Increased Significantly ++50.1 points 21	11.5 points above standard Maintained ++1.6 points 364

Conclusions based on this data:

1. WHS has not received current data based on our 2022 CAASPP testing results.
2. The data above is reflective of the 2019 CAASPP testing results.

School and Student Performance Data

Academic Performance English Learner Progress

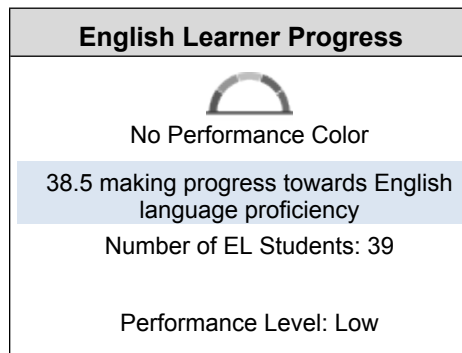
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.9	43.5	2.5	35.8

Conclusions based on this data:

1. WHS has not received current data based on our 2022 CAASPP testing results.
2. The data above is reflective of the 2019 CAASPP testing results.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	539	100
African American	15	2.8
American Indian or Alaska Native	2	0.4
Asian	73	13.5
Filipino	3	0.6
Hispanic	103	19.1
Native Hawaiian or Pacific Islander	3	0.6
White	303	56.2
Two or More Races	37	6.9
English Learners	16	3
Socioeconomically Disadvantaged	156	28.9
Students with Disabilities	50	9.3
Foster Youth	2	0.4
Homeless	10	1.9

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	218	40.5
African American	0	0
American Indian or Alaska Native		
Asian	58	79.5
Filipino		
Hispanic	19	18.6
Native Hawaiian or Pacific Islander		
White	120	39.6
Two or More Races	20	54.1
English Learners	2	13.3
Socioeconomically Disadvantaged	36	23.2
Students with Disabilities	4	8.2
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian	0	0
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	3	0.6
African American	0	0
American Indian or Alaska Native		
Asian	1	1.4
Filipino		
Hispanic	1	1
Native Hawaiian or Pacific Islander		
White	1	0.3
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	360	66.8
African American	9	60
American Indian or Alaska Native		
Asian	56	76.7
Filipino		
Hispanic	44	42.7
Native Hawaiian or Pacific Islander		
White	217	71.6
Two or More Races	31	83.8
English Learners	2	12.5
Socioeconomically Disadvantaged	81	51.9
Students with Disabilities	7	14
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	3	0.6
African American	0	0
American Indian or Alaska Native		
Asian	1	1.4
Filipino		
Hispanic	1	1
Native Hawaiian or Pacific Islander		
White	1	0.3
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	15	2.8
African American	1	6.7
American Indian or Alaska Native		
Asian	2	2.7
Filipino		
Hispanic	5	4.9
Native Hawaiian or Pacific Islander		
White	5	1.7
Two or More Races	1	2.7
English Learners	1	6.3
Socioeconomically Disadvantaged	7	4.5
Students with Disabilities	2	4
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students	2	0.4
African American	0	0
American Indian or Alaska Native		
Asian	0	0
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	2	0.7
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	63	11.7
African American	0	0
American Indian or Alaska Native		
Asian	24	32.9
Filipino		
Hispanic	12	11.7
Native Hawaiian or Pacific Islander		
White	20	6.6
Two or More Races	6	16.2
English Learners	2	12.5
Socioeconomically Disadvantaged	12	7.7
Students with Disabilities	4	8
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. WHS has not received current data based on our most recent results.
2. The data above is reflective of the 2019 results.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

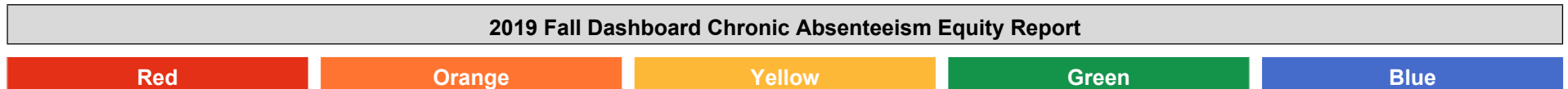
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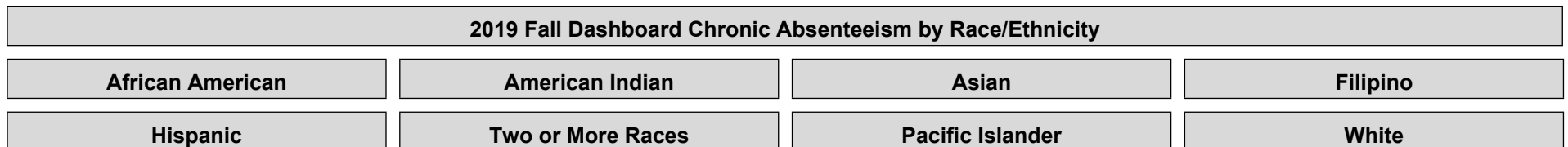
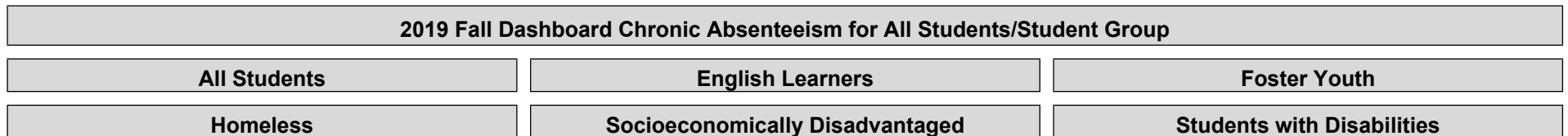
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



Conclusions based on this data:

1. Data is not available to evaluate this area.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	539	510	1	94.6
English Learners	16	12	1	75
Foster Youth	2		0	
Homeless	10		0	
Socioeconomically Disadvantaged	156	137	1	87.8
Students with Disabilities	50	38	1	76
African American	15	12	0	80
American Indian or Alaska Native	2		0	
Asian	73	70	0	95.9
Filipino	3		0	
Hispanic	103	90	1	87.4
Native Hawaiian or Pacific Islander	3		0	
White	303	295	0	97.4
Two or More Races	37	35	0	94.6

Conclusions based on this data:

- 1. WHS has not received current data based on our 2022 data.
- 2. The data above is reflective of the 2019 results.

School and Student Performance Data

Conditions & Climate Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance



Red



Orange



Yellow



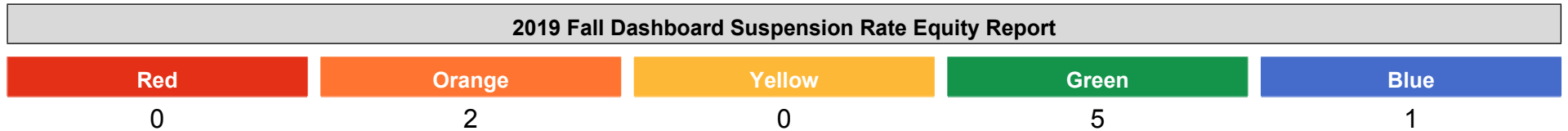
Green



Blue

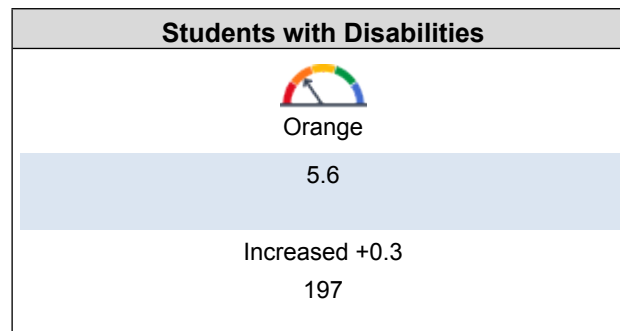
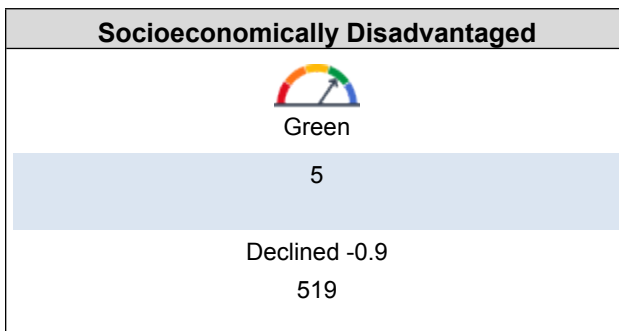
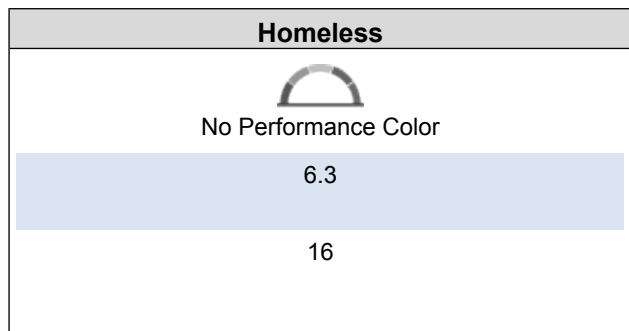
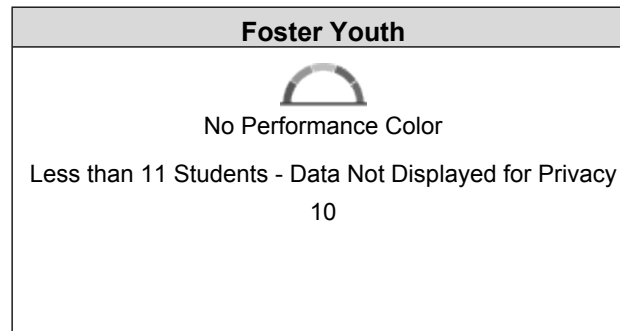
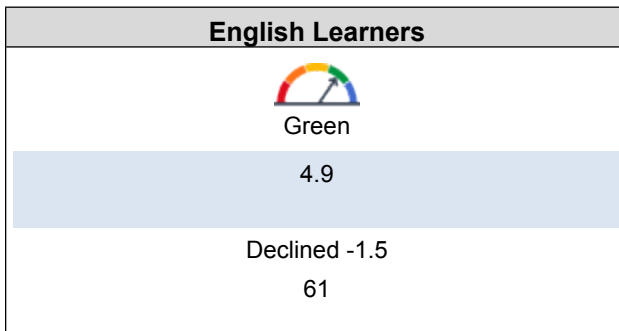
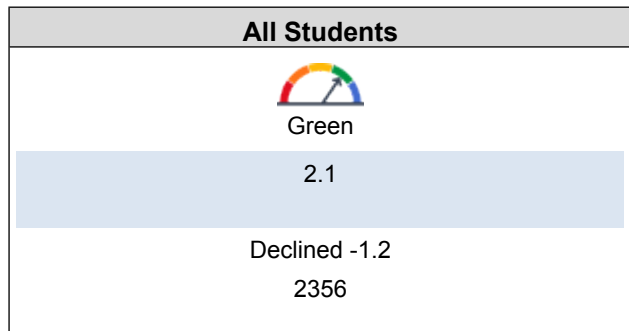
Highest Performance

This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 7.4 Increased +5.4 54	 No Performance Color Less than 11 Students - Data Not 7	 Blue 0.7 Declined Significantly -2.3 303	 No Performance Color 0 Maintained 0 23
Hispanic	Two or More Races	Pacific Islander	White
 Green 3.4 Declined -1.6 567	 Green 2.1 Declined -2.5 140	 No Performance Color 7.1 Increased +7.1 14	 Green 1.6 Declined -1.1 1248

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.3	2.1

Conclusions based on this data:

1. WHS has not received current data based on our 2022 data.
2. The data above is reflective of the 2019 data.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Increase academic and social inclusivity for the purpose of closing the achievement and accessibility gaps for all students.

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

Goal 1

Increase academic and social inclusivity for the purpose of closing the achievement and accessibility gaps for all students.

Identified Need

Westlake High School has identified various areas of need to assist in meeting this goal. These include:

- * Continuing our specialized academic tutors
- * Increase participation in the AVID program, identifying potential candidates at each grade level, AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.
- * Ensure paraprofessional staff are properly assigned to ensure we are meeting the needs of our SWD student population
- * Specific academic and social counseling for our student groups including our SWD, EL, SED, LGBTQ+, Black, and Hispanic student populations
- * Continue to provide all teachers (including our SAI teachers) and student access to inclusive, meaningful and accessible curriculum and textbooks

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Latinx/Hispanic students in AP/Honors Classes	13.39% of all students enrolled in AP/Honors level classes in 21-22 were Hispanic as compared to an overall student enrollment percentage of 25.7%	increase to 17% in 22-23
Percentage of Black students in AP/Honors Classes	1.43% of all students enrolled in AP/Honors level classes in 21-22 were Black as compared to an overall student enrollment percentage of 2.7%	increase to 3% in 22-23
Increase number of Co-taught classes while including all core subject areas (English, Math, Science, Social Science)	In 21-22 WHS had 3 co-taught classes all in the Social Science Department	increase to 8 co-taught classes in all core subject areas (Math, Science, English, Social Science)
Percentage of students receiving at least 1 D/f grade by student group	The following represents the percentage of students by student group during the 21-22 school year that had at least 1 D or F grade: * SWD - 52.84% * EL - 63.86% * Hispanic - 32.97% * Black - 29.82% * Homeless/Foster Youth - 66.67% * SED - 40.05% * Overall School Average - 21.19%	decrease each of these percentages by a minimum of 5%
A-G completion rates/college and career readiness percentage based on student demographics	Based on the 2019 CA Dashboard, the following represents the percentage of students that meet the College & Career Readiness metric. * Overall - 67.5% * Black - 33% * Hispanic - 38.8% * SWD - 7.4% * SED - 35%	increase each of these percentages by a minimum of 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student enrollment in AVID program at Westlake High School	In the 21-22 school year, Westlake High School had one section of AVID	increase to 3 sections of AVID that serves students in all grade levels.
Percentage of Black students meeting or exceeding standards ELA & Math on the CAASPP	Data based on 2019 CAASPP Results: * ELA - less than 11 students so data is not available (overall school - 44.5 points above) * Math - less than 11 students so data is not available (overall school - 3.1 points above)	Look at individual students scores to verify that 50% or more of the students met or exceeded the standards in ELA and Math for the 2022 CAASPP testing
Percentage of Latinx/Hispanic students meeting or exceeding standards ELA & Math on the CAASPP	Data based on 2019 CAASPP Results: * ELA - 23.4 points below standard (overall school - 44.5 points above) * Math - 61.2 points below standard (overall school - 3.1 points above)	decrease the points below standard by a minimum of 10 points in each category

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize tutors from local colleges (i.e. Moorpark College, CLU) for additional student support. This could be during Lunch and/or Afterschool	By January 2023	Administration & Counseling	Coordinate with local colleges to provide after school tutors to work with students in our Library for extra academic support.	None Specified	None Specified	0
			Materials and supplies for students and tutors in the afterschool tutoring program	4000-4999: Books And Supplies	ESSER III - Learning Loss	4000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide inclusive and accessible curriculum options and resources to incorporate into lessons with a focus on our SWD, SED, EL, Black, Hispanic, and LGBTQ+ student populations.	Throughout the 22-23 school year	Teachers	Various resources, materials, supplies, and other items to assist in helping to make curriculum accessible for all students	4000-4999: Books And Supplies	0010	2000
Provide training opportunities throughout the school year (in-person and virtually) to support teachers in the utilization and incorporation of various site and district resources and supports to support the learning for all students including our SWD, SED, EL, Black, Hispanic, and LGBTQ+ student populations.	Throughout the 22-23 school year	API/Teachers	Professional learning opportunities for staff outside the school day to develop a variety of resources and supports for their students.	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	4000
Utilize our CTE/A-G Counselor to focus on our SWD, SED, EL, Black, LatinaX, LGBTQ+, and Hispanic student groups to ensure they are meeting A-G requirements and are accessing CTE/Career opportunities	Throughout the 22-23 school year	Counselor	Outreach to students (particularly demographic groups with gaps in college and career readiness) early and often to set goals, educate about schedule-building to meet requirements, and check progress. Materials and resources to help in the communication and advertisement of A-G requirements and CTE offerings on campus and in the community	None Specified 4000-4999: Books And Supplies	None Specified 0010	0 2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Highlight contributions and achievements of various backgrounds including those of Hispanic and African American cultures. These highlights would take place as a whole school and in individual classrooms as part of the curriculum being taught.	Throughout the 22-23 school year	Teachers & ASB	Use weekly updates, announcements, and individual curriculum related items to highlight the contributions and achievements of a variety of backgrounds and cultures including those of Hispanic and African American heritage.	None Specified	None Specified	0
9th & 10th grade students including our SED, SWD, and ELs will take CAASPP Interim Assessments to assist with utilizing the CAASPP platform and gain skills and practice to prepare for the CAASPP test during their 11th grade year. 11th grade students will take the actual CAASPP assessment in the Spring of 2023. 12th grade students will not take the Interim Assessments.	By March 2023	English & Math Teachers	Develop and implement a schedule to administer the CAASPP Interim Assessments	None Specified	None Specified	0
Work with feeder middle schools to provide information and resources to 8th graders related to AVID and the benefits for students as they enter high school. This will include days when our AVID teacher will go to the middle schools to present this information to current 8th grade students.	By February 2023	AVID Teacher	Materials and supplies to help promote and inform students and families about AVID and the benefit in high school.	4000-4999: Books And Supplies	ESSER III - Learning Loss	1000
			Release days for AVID teacher to go to feeder middle schools to meet with students and staff related to AVID in high school.	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase AVID awareness throughout campus among all staff and students	Throughout 2022-2023 School Year	API & AVID Teacher	Provide resources and information to staff related to AVID strategies and how it benefits all students throughout campus.	None Specified	None Specified	0
			Provide teachers an opportunity for after school professional development related to AVID strategies so they can incorporate these strategies in their own classroom.	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	2000
Develop additional Community Based Instruction (CBI) opportunities and on campus inclusion opportunities for our LEAP students.	Throughout 2022-2023 School Year	Mod/Severe Special Education Teachers & API	Research and implement various CBI opportunities for our students to help develop their functional skills.	4000-4999: Books And Supplies	0010	2000
			Continue to expand and develop multiple opportunities for our LEAP students to participate in a wide variety of on campus events and classes.	None Specified	None Specified	0
Develop and incorporate specific College & Career connection opportunities for our SWD and their families	Throughout the 22-23 School Year	College & Career Center, API, & SPED Teachers	Research and advertise various College & Career opportunities specifically for our SWD.	4000-4999: Books And Supplies	ESSER III - Learning Loss	500
			Incorporate a variety of College & Career connections within the curriculum and classroom lessons.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Work with the master schedule and teachers to increase the number of co-teaching offerings across the campus.	September 2022	Teachers, API, APSSS	Identify additional co-teaching section opportunities including in Math, English, Social Science, Science, and PE.	None Specified	None Specified	0
			Provide training, support, and collaboration time for teachers that are co-teaching.	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	3000
Identifying and incorporating more elective opportunities in the general education setting for our LEAP students within the master schedule	September 2022	API, APSSS, & Mod/Severe Teachers	Review past opportunities and look to identify new opportunities for our LEAP students to be participating in our General Education elective classes.	None Specified	None Specified	0
Continue to promote, advertise, and incorporate our Academic Support Centers in Math, English, World Languages, Science, and Social Science. These centers along with the student mentors will help to support all students including our SWD, EL, SED, Hispanic, Black, and LGBTQ+ students in their academic achievement.	Throughout the 22-23 School Year	Academic Support Center Advisors	Compensation to our academic support center advisors to manage and oversee these centers throughout the school year.	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	45000

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

During the 21-22 school year, Westlake High School made adequate progress in fulfilling the various action items that we established in the 20-21 SPSA plan. We continue to identify areas to improve and have a strong focus on closing the achievement gap within our student population including our SWD, SED, Homeless & Foster Youth, EL, Hispanic, and Black students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We did not identify any major differences between the intended implementation or budget expenditures to meet his goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal was changed significantly from the 21-22 SPSA goal as we made it a priority to identify specific areas of support for our various student populations including our SWD, SED, Homeless & Foster Youth, EL, Hispanic, and Black students to ensure we are able to close the achievement gap.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Increase the number of students who are within 10 credits of being on track for graduation.

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

Goal 2

Increase the number of students who are within 10 credits of being on track for graduation.

Identified Need

Westlake High School has identified various areas of need to assist in meeting this goal. These include:

- * Incorporating executive functioning and other academic support for students that are not on track for graduation
- * Tier 2 intervention strategies for those students who are not on track for graduation
- * Direct and specific communication with students and families that receive at least 1 D/F during any official grading period
- * Early identification of students who are not making anticipated academic progress so interventions can be implemented as soon as possible

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Number of students that are more than 10 credits below what is considered to be on track for graduation. On track is determined as follows: End of 9th grade

10th Grade - 77 Students
11th Grade - 110 Students
12th Grade - 45 Students

decrease the number of students not on track for graduation by 20% in each grade level

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Year - 60 credits, End of 10th grade year - 120 credits, End of 11th grade year - 180 credits		
Percentage of students with at least 1 D/F during the 21-22 school year	<p>The following represents the percentage of students by student group during the 21-22 school year that had at least 1 D or F grade:</p> <ul style="list-style-type: none"> * SWD - 52.84% * EL - 63.86% * Hispanic - 32.97% * Black - 29.82% * Homeless/Foster Youth - 66.67% * SED - 40.05% * Overall School Average - 21.19% 	decrease this percentage by a minimum of 5% in each student group
2019 CA Dashboard	<p>The following represents the percentage of students by student group from the 2019 CA Dashboard related to graduation percentage rates:</p> <ul style="list-style-type: none"> * SWD - 87% * Hispanic - 93.1% * SED - 92.2% * Asian - 98.6% * White - 97.4% * African American - 100% * EL - 71.4% * Overall School Average - 96.9% 	increase the percentage of SWD by 5% and EL students by 10%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize the D/F list each grading period to identify students who are struggling academically and have received at least 1 D/F during the grading period.	Throughout the 2022-2023 school year.	API & Counselors	Run the grade distribution report each grading period to identify students who have at least 1 D/F	None Specified	None Specified	0
Develop and implement various UDL supports and adjustments in the classroom for students that have been identified to be earning at least 1 D/F to help them meet their expected academic outcomes.	Throughout the 2022-2023 school year	Teachers	Use PLC planning time to review D/F data and develop strategies to help support students that are not making the intended academic progress	None Specified	None Specified	0
			Provide after school opportunities for teachers to collaborate and incorporate UDL strategies in their lessons to help support students.	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	2000
			Materials and supplies to help support student learning in the classroom for those students who are not making appropriate academic progress.	4000-4999: Books And Supplies	0010	1000
Analyze credit distribution reports to identify those students who are not within 10 credits of being on track for graduation	August 2022, January 2023, June 2023	Counselors	Review the credit distribution report to identify students that are not with not credits of being on track for graduation.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Communicate with students and families regarding their current academic progress and progress towards meeting graduation requirements.	None Specified	None Specified	0
Communicate with Middle School Counselors to identify students that need extra support as they transition to high school	April - June 2023	Counselors & API	Collaborate and work with middle school counselors and staff to identify students that may need extra academic support in high school to ensure they are able to receive that support as they begin high school.	None Specified	None Specified	0
At the end of each semester grading period, review transcripts to identify courses that students need to make up to be on track for graduation. Make special note of our SWD & EL students to help increase their graduation rate.	August 2022, January 2023, June 2023	Counselors	Review student transcripts to identify classes that students need to remediate to be on track for graduation.	None Specified	None Specified	0
			Communicate with students and families to develop a plan to remediate these classes and be on track for graduation.	None Specified	None Specified	0
			Adjust schedules and enroll in an alternative program such as APEX or Cyber High to meet their needed graduation requirements.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Add sections to the Master Schedule to specifically support our SWD and EL student populations in credit recovery through APEX, Cyber High, and/or OASIS.	August 2022, January 2023	API	Ensure that there are sections available for EL and SWD students to take specifically for credit remediation.	None Specified	None Specified	0
			Collaborate and coordinate with our EL advisor so they are able to support our EL students in the credit remediation course.	None Specified	None Specified	0
			Collaborate and coordinate with our selected SPED teacher so they are able to support our SWD students in the credit remediation course.	None Specified	None Specified	0
Incorporate Cyber High/OASIS classes throughout the Master Schedule for students to remediate classes during the school year and within their regular schedule of classes. This will also provide an opportunity for students that need to drop a class to be placed in this class and immediately make up the credit instead of waiting for Summer School.	August 2022, January 2023	API	Ensure sections are built into the Master Schedule for credit remediation and support throughout the school year.	None Specified	None Specified	0
Develop ways to celebrate and recognize the achievement of students that have made academic progress to get on track for graduation.	November 2022, January 2023, March 2023, June 2023	Teachers, Counselors, Administration	Develop various ways to celebrate and recognize the academic progress being made by students toward meeting their graduation requirements.	4000-4999: Books And Supplies	ESSER III - Learning Loss	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize Academic Peer Mentors in Cyber High/OASIS classes to support student learning.	Throughout the 2022-2023 School Year	Teachers	Intentionally assign Academic Peer Mentors to our Cyber High and OASIS classes to support students in the variety of classes that they are taking to remediate credits. Make sure to assign bilingual mentors to our EL support classes.	None Specified	None Specified	0
Develop and implement an academic plan for identified students to communicate with students and families the plan to get students back on track for graduation	Throughout the 2022-2023	Counselors	Implement an academic plan when working with students and families to clearly identify the steps to be taken to get on track for graduation and remediate the needed credits.	None Specified	None Specified	0

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

During the 21-22 school year, Westlake High School made adequate progress in fulfilling the various action items that we established in the 20-21 SPSA plan. We continue to identify areas to improve including supporting all of our students in being on track for graduation while having a specific and intentional focus on our SWD, SED, Homeless & Foster Youth, EL, Hispanic, and Black students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We did not identify any major differences between the intended implementation or budget expenditures to meet his goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal was changed significantly from the 21-22 SPSA goal as we made it a priority to identify specific areas of support for our various student populations including our SWD, SED, Homeless & Foster Youth, EL, Hispanic, and Black students to ensure all students stay on track for graduation.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Increase CTE Pathways & College Career Opportunities

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes -----

Goal 3

Increase our current career related course/opportunities and CTE Pathways into additional industry sectors.

Identified Need

Westlake High School has identified various areas of need to assist in meeting this goal. These include:

- * Hire more staff that have appropriate CTE credentials for our CTE pathways
- * Support/encourage staff to obtain their CTE credential
- * Develop, incorporate, and communicate the various CTE offerings that we offer at Westlake High School
- * Work with community partners to provide more opportunities for students to be involved in career related fields

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

2019 CA Dashboard College/Career Data

Based on the 2019 CA Dashboard, the following represents the percentage of students that meet the College & Career Readiness metric.

increase each of these percentages by a minimum of 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> * Overall - 67.5% * Black - 33% * Hispanic - 38.8% * SWD - 7.4% * SED - 35% 	
Number of CTE Pathways being offered	21-22: 1 CTE Pathway	22-23: 2 CTE Pathways with an overall goal of developing 5 CTE Pathways
Number of students enrolled in a CTE Pathway	21-22: 48 students enrolled	Increase by 20%
Number of career speakers speaking to our students either on campus or virtually	21-22: Approximately 3-4	22-23: 2 per semester per CTE class
Number of students involved in the Science Career Emphasis program	21-22: This was the first year of developing this program so no students were in it for the entire year	22-23: Goal of 40 students in the program
Number of CTE credentialed teachers teaching CTE courses	21-22: 1 Teacher	22-23: 3 Teachers

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop and incorporate a parent survey related to career interests and availability to come and speak to our classes.	October 2022	College & Career Specialist, CTE Coordinator	Create and administer survey for parents to complete to expand our availability of those who would be able to come and speak to our classes.	4000-4999: Books And Supplies	OTRM	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Communicate with teachers related the availability of guest speakers from parents, business, and local industry sectors. Identify guest speakers that will support our efforts related to DEI so students feel more connected to these various industry sectors. This specifically includes looking for guest speakers who are Hispanic and African American.	Throughout 22-23 School Year	CTE Coordinator	Coordinate and collaborate with teachers regarding guest speakers who can come into their classroom to speak about various industry sectors.	None Specified	None Specified	0
Communicate with all students and families related to the CTE pathway and ROP opportunities available	Throughout 22-23 School Year	Counseling & Teachers	Utilize Canvas pages and various communication methods to promote and advertise our CTE offerings and availability for students.	None Specified	None Specified	0
Provide direct and intentional reach out to our student groups including SWD, SED, EL, African American, Hispanic, and Homeless & Foster Youth regarding the various pathways and career related opportunities	Throughout 22-23 School Year	Counselors & CTE Coordinator	Provide direct communication and conversation to ensure students in these students groups are invited to join and participate in the various CTE pathways and career related opportunities.	None Specified	None Specified	0
Make sure to include CTE credentials as a preference when flying any open positions	March 2023	Principal	When flying positions and evaluating potential teacher openings, be intentional and specific related to the need for CTE credentialed teachers.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Look at opportunities for current staff to add CTE credentials and career exploration opportunities	Throughout 22-23 School Year	CTE Coordinator & Administration	Provide opportunities for teachers to gain experience, knowledge, and professional development related to CTE.	1000-1999: Certificated Personnel Salaries	4EEF	2000
Update school website and informational items related to highlight CTE and Non-CTE pathways	November 2022	Principal	Highlight and making easily recognizable the CTE pathway options that are offered at Westlake High School as well as the non CTE pathways that are offered.	None Specified	None Specified	0
Develop practical career opportunity pathways across the campus and within various departments	Throughout 22-23 School Year	Leadership Team	Research and explore potential career opportunity pathways in a variety of departments.	None Specified	None Specified	0
			Create and administer a student survey related to potential career interests as a tool to help guide our development of various career options.	4000-4999: Books And Supplies	0010	500
Provide informational evening sessions for students and families related to career opportunity pathways available with a connection to future job fields	December 2022	Counselors & CTE Coordinator	Communicate and coordinate evening presentations for students and families related to CTE and career exploration.	4000-4999: Books And Supplies	0010	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize existing clubs & activities to bring in guest speakers and presentations related to career and industry	Throughout 22-23 School Year	Club Advisors & AP Activities	Work with clubs to bring guest speakers from various industry sectors to speak to their clubs during lunch meetings.	None Specified	None Specified	0
Administer the student career interest survey through Naviance	November 2022	CTE Coordinator & Teachers	Utilize our Naviance subscription to administer the career interest survey to all students.	None Specified	None Specified	0

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

During the 21-22 school year, Westlake High School made adequate progress in fulfilling the various action items that we established in the 20-21 SPSA plan. We continue to identify areas to improve including providing a wide variety of career exploration opportunities. These include through guest speakers, community-based involvements, and our CTE pathways. In each of these areas, we will be intentional to focus on guest speakers and opportunities for our SWD, SED, Homeless & Foster Youth, EL, Hispanic, and Black students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We did not identify any major differences between the intended implementation or budget expenditures to meet his goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal was changed significantly from the 21-22 SPSA goal as we made it a priority to increase CTE offerings on our campus and guest speakers along with opportunities for community involvement for our students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Social Emotional Health through Engagement Opportunities

LEA/LCAP Goal

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes

Goal 4

Increase the emphasis on and awareness of Social-Emotional Learning (SEL) to support the mental health and wellness of our students and staff.

Identified Need

Westlake High School has identified that students are visiting the Wellness Center for a variety of reasons with coping skills, trauma related, and anxiety being some of the most prevalent. In addition, our staff has identified and increase in stress and anxiety as we continue to come out of the COVID-19 health pandemic. Lastly, our staff recognizes the need for anti-bias, anti-racism, and anti-bullying education for staff and students as well as specific counseling for victims of bias or bullying based on an identified group.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Wellness Center Visits from March 2022 (although this is one month the average is consistent from month to month): Total minutes of support	18,488 minutes/month	Ensure time spent in Wellness Center focuses on Tier 2 level supports.
Wellness Center Visits from March 2022 (although this is one month the average is	1298 minutes/ of group therapy	Offer additional workshop/group sessions to support students.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
consistent from month to month): Group sessions (156)		
Wellness Center Visits from March 2022 (although this is one month the average is consistent from month to month): Individual Counseling (92)	2970 minutes/month	Offer appropriate individual counseling minutes based on the need of the students.
Wellness Center Visits from March 2022 (although this is one month the average is consistent from month to month): Walk in Visits (401)	12,433 minutes/month	Analyze and support students through walk in visits.
Wellness Center Visits from March 2022 (although this is one month the average is consistent from month to month): School staff collaboration (32)	1.6% of services	Increase the offerings and educate staff on what services are available to them, so more staff participate
Wellness Center Visits from March 2022 (although this is one month the average is consistent from month to month): Anxiety	17.1% of visits related to Anxiety (168 students)	Incorporate calming activities/groups to provide students with a variety of strategies to reduce stress and anxiety
Wellness Center Visits from March 2022 (although this is one month the average is consistent from month to month): Coping skills	27.7% of visits related to coping skills (186 students)	Incorporate coping skills in through small groups and/or Tier 1 classroom lessons/activities
Wellness Center Visits from March 2022 (although this is one month the average is consistent from month to month): Social/friendship/relationship skills	16.7% of visits related to social/friendship/relationship issues (166 students)	Incorporate relationship building through small groups and/or Tier 1 classroom lessons/activities

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create more structured times during the school year when counselors will meet with students in-person to focus on social-	Throughout the 2022-2023 School Year	Counselors	Provide training for Counselors in their specific area of focus	5000-5999: Services And Other Operating Expenditures	0TRM	4000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
emotional and academic needs. This will provide Counselors the opportunity to focus on our SED, SWD, GATE, and EL student groups. These meetings will also allow the Counselors to act as liaisons between students, staff, parents, and teachers regarding the various supports and opportunities in the areas of academics, activities, arts, and athletics (lunch time/intramural athletics)			Connect students to opportunities regarding Academics, Activities, Arts, and Athletics and support them to reach this goal	4000-4999: Books And Supplies	0010	1000
Continue to review and enhance to Week of Welcome (WOW) for incoming 9th graders to provide additional inclusion opportunities for our SED, SWD, GATE, and EL student groups.	April 2023	WOW Coordinators/AP Activities	Provide additional material and supports to enhance the Week of Welcome. Offer Student Counselor training from staff if they have freshmen in their group as SWD or EL. Advertise that the WOW week "cost" is a donation and that bilingual counselors are available. Encourage bilingual WHS students to become counselors. Outreach group for incoming freshman who are not participating to determine why they are opting out (address if for economic, or linguistic reasons, etc.)	4000-4999: Books And Supplies	ASB	7000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide training opportunities for teachers and staff related to SEL and how to fully understand and imbed the CASEL competencies into classroom lessons and activities.	Throughout the 22-23 school year.	Administration	Attend workshops and conferences to help in the development and support of our student social emotional needs.	1000-1999: Certificated Personnel Salaries	OTRM	5000
Incorporate Tier 1 SEL supports into classroom lessons/activities for a minimum of 30 minutes a week	Throughout the 2022-2023 school year	Teachers/Counselors	Develop a schedule and plan for implementation of SEL activities weekly to ensure each student is getting a minimum of 30 minutes a week of SEL instruction in their classes.	None Specified	None Specified	
			Materials and supplies needed to assist with the incorporation of the various SEL related activities and information.	4000-4999: Books And Supplies	OTRM	3000
Monitor and analyze the number of athletic offerings for our SWD throughout the Unified sports league while looking for areas of growth.	April 2023	APE Teacher/Athletic Director	Provide the additional time, materials, and supplies to add the additional athletic offering in Unified sports	4000-4999: Books And Supplies	OTRM	3000
			Continue to have the student body attend events (cheer team, marching band, audience members, ASG buddies, etc.)	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to expand additional activities during Inclusive Schools Week and throughout the year. We have seen great success in our "End the 'R' Word" campaign and want to expand these types of events.	December 2022	AP Activities/ASG Advisors/Students	Incorporating additional activities for Inclusive Schools Week (to include LGBTQ, and other inclusive clubs on campus)	4000-4999: Books And Supplies	0010	2000
Communicate opportunities for club participation, athletic tryouts, leadership opportunities, and participation in school events/activities to our SWD, Hispanic, Black, and EL students in a manner that ensures they are aware of and can access these opportunities. In addition, analyze participation rates specific to SWD, Hispanic, Black, and EL student groups.	Throughout 22-23 School Year	ELD Advisor, Case Managers, AP Athletics	Communicate with case managers and ELD advisor the various opportunities on campus so they can be discussed with students	None Specified	None Specified	0
Collect data and information related to what areas of focus have been implemented in the classroom and feedback from students.	Throughout 22-23 School Year	Teachers	Gather feedback from students related to the SEL activities and gather information on what areas they would like more support in.	None Specified	None Specified	0
			Share lessons and activities that teachers have implemented to create a bank of resources for other teachers to use and incorporate.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to enhance school spirit through the appointment and/or volunteer of a 4th period student representative for student council.	October 2022	AP Activities/ASG Advisors/Student Leaders	Enhance and build school culture by allowing all students an opportunity to participate in leadership via student council representation.	None Specified	None Specified	0
Provide opportunities for our WHS SDAC reps to facilitate conversations, provide information, and gather feedback from the student body on the WHS campus. These opportunities can help to support the overall vision of SDAC by providing much needed information regarding the social-emotional health of students, learning loss, serving under represented student populations, and other similar goals.	Throughout 22-23 School Year	Administration/ASG Advisors/Students	Develop and advertise monthly meetings with the WHS SDAC students to help facilitate these topics and discussion.	None Specified	None Specified	0
			Implement ideas and strategies that come from these meetings and feedback.	4000-4999: Books And Supplies	0010	3000
Work to develop, advertise, enhance, and tie our Wellness Center into the supports of our Counseling Office. This will help to ensure we have a multi-tiered system of support for our students on our campus.	January 2022	Wellness Counselor/Counselors/API	Implement various ways to advertise and promote our Wellness Center	4000-4999: Books And Supplies	0010	2000
			Analyze the needs of our students to provide groups and supports that are led by counselors	None Specified	None Specified	0
Continue to enhance and develop various student support groups based on areas of need identified through visit data and information.	Throughout 22-23 School Year	Wellness Center & Counseling	Analyze and review student feedback to identify additional groups and support that students may need.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Survey staff related to the needs to help support their mental health and wellness	October 2022, December 2022, March 2023	Counseling	Create and administer a staff SEL survey to check-in on the needs of the staff. Based on the feedback gathered, supports and opportunities for staff assistance can be developed.	4000-4999: Books And Supplies	0010	1000
Communicate with families related to SEL supports on campus, in CVUSD, and in the community. This would include group offerings that are happening at the Wellness Center and within out Counseling Office.	Throughout 22-23 School Year	Wellness Center & Counseling	Regular communication and information via email and social media to families and students related to the offerings for Social Emotional help and support from our Counseling Office and our Wellness Center.	None Specified	None Specified	0

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

During the 21-22 school year, Westlake High School made adequate progress in fulfilling the various action items that we established in the 20-21 SPSA plan. We continue to realize the need for Social Emotional support of our students and staff and that these needs are changing. The development of a structured SEL plan will allow us to incorporate specific and intentional strategies while being able to adjust as needed to the changing needs of our students and staff.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We did not identify any major differences between the intended implementation or budget expenditures to meet his goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal is similar to the goal from the 21-22 SPSA goal as we continue to make SEL a priority on our campus. A change in the goal for this year is more of a focus to include staff in our SEL plan and to have more structure to how SEL will be delivered to our students on a regular basis each week.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$107,000.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
0010	\$17,500.00
OTRM	\$15,500.00
4EEF	\$2,000.00
ASB	\$7,000.00
ESSER III - Learning Loss	\$65,000.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$107,000.00

Total of federal, state, and/or local funds for this school: \$107,000.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Instruction	97,200	97,200.00
OTRM	40,700	25,200.00

Expenditures by Funding Source

Funding Source	Amount
0010	17,500.00
OTRM	15,500.00
4EEF	2,000.00
ASB	7,000.00
ESSER III - Learning Loss	65,000.00
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	63,500.00
4000-4999: Books And Supplies	39,500.00
5000-5999: Services And Other Operating Expenditures	4,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	0010	17,500.00
1000-1999: Certificated Personnel Salaries	OTRM	5,000.00
4000-4999: Books And Supplies	OTRM	6,500.00

5000-5999: Services And Other Operating Expenditures	OTRM	4,000.00
1000-1999: Certificated Personnel Salaries	4EEF	2,000.00
4000-4999: Books And Supplies	ASB	7,000.00
1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	56,500.00
4000-4999: Books And Supplies	ESSER III - Learning Loss	8,500.00
None Specified	None Specified	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	66,000.00
Goal 2	6,000.00
Goal 3	4,000.00
Goal 4	31,000.00

School Site Council Membership and Assurances

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 (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The current make-up of the SSC is as follows:

- 1 School Principal
- 5 Classroom Teachers
- 1 Other School Staff
- 7 Parent or Community Members
- 4 Secondary Students









Name of Members	Role
Jason Branham	Principal
James Wyllie	Classroom Teacher
Jen Rogstad	Classroom Teacher
Julie Speerstra	Classroom Teacher
Audrey Rollins	Classroom Teacher
Doug Freed	Classroom Teacher
Sue Greiner	Other School Staff
Kim Merjan	Parent or Community Member
Andrea Daniels	Parent or Community Member
Andrea Mettel	Parent or Community Member
Emma Howells	Parent or Community Member
Sonia Avalos	Parent or Community Member
Ashley Maziasz	Parent or Community Member
Vanessa West	Parent or Community Member
Kymm Thornton	Parent or Community Member

Ava Basile	Secondary Student
Delaney Bronk	Secondary Student
Arwen Louie	Secondary Student
Summer Nichols	Secondary Student

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.

Advisory Council Recommendations

While some CVUSD advisory council representatives may not be voting members of SSC, individuals from advisory councils provide an important voice to reflect the diverse needs of all students in CVUSD and at the school site. The SSC sought and considered all recommendations from the following representatives before adopting this plan::



Signature	Committee or Advisory Group Name
	District Advisory Committee Representative
	English Learner Advisory Committee Representative
	Gifted and Talented Education Program Advisory Committee Representative
	School Site Representative
	Special Education Advisory Committee Representative
	African American District Advisory Council Representative
	Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ+) Advisory Council Representative
	Other: PTSA

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.

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.

This SPSA was adopted by the SSC at a public meeting on August 30, 2022.

Attested:

	Principal, Jason Branham on 8/30/2022
	SSC Chairperson, Jennifer Rogstad on 8/30/2022

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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