School Year: **2023-24**

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 29, 2023	TBD

2. 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)

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 include the 2021-22 and 2022-23- CAASPP data as an important reference, and they will also include local data from the 2022-23 school year.

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site Council and English Learner Advisory 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.

3. Table of Contents

1. SPSA Title Page 1
2. Purpose and Description 1
3. Table of Contents 3
4. Comprehensive Needs Assessment Components 5
    1. Data Analysis 5
    2. Surveys 5
    3. Classroom Observations 6
    4. Analysis of Current Instructional Program 7
5. Educational Partner Involvement 14
6. Resource Inequities 15
7. School and Student Performance Data 16
    1. Student Enrollment 16
    CAASPP Results 18
    2. ELPAC Results 22
    3. Student Population 25
    4. Overall Performance 27
    5. Academic Performance 29
    6. Academic Engagement 38
    7. Conditions & Climate 43
8. Goals, Strategies, & Proposed Expenditures 46
    2. Goal 1 46
    3. Goal 2 55
    4. Goal 3 62
    5. Goal 4 67
9. Budget Summary 74
    1. Budget Summary 74
    2. Other Federal, State, and Local Funds 74
10. Budgeted Funds and Expenditures in this Plan 75
    1. Funds Budgeted to the School by Funding Source 75
    2. Expenditures by Funding Source 75
    3. Expenditures by Budget Reference 75
    4. Expenditures by Budget Reference and Funding Source 75
    5. Expenditures by Goal 76
11. School Site Council Membership and Assurances 77
12. Advisory Council Recommendations 79
13. Instructions 80

1. Instructions: Linked Table of Contents 80
2. Purpose and Description 81
3. Educational Partner Involvement 81
4. Resource Inequities 81
14. Goals, Strategies, Expenditures, & Annual Review 82
2. Annual Review 83
3. Budget Summary 84
4. Appendix A: Plan Requirements 86
5. Appendix B: 89
6. Appendix C: Select State and Federal Programs 91

4. Comprehensive Needs Assessment Components

1. Data Analysis

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

2. 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 conducted an annual feedback survey for the 2022-2023 school year. The results reflect the following: Students in grades 4-12, certificated and classified staff, and parents/guardians.
* 83% of parents/guardians reported that their student(s) seem eager to attend school each day.
* 85% of parents/guardians reported that their student(s) school(s) were inclusive environments that value all people.
* 86% of parents/guardians reported that their student's school was physically safe.
* 92% of parents/guardians reported that they are informed regarding their student(s) academic progress.
* 84% of parents/guardians reported that they are comfortable sharing their thoughts and ideas at their student's school.
* 93% of parents/guardians reported that teachers and staff treat them respectfully.
* 98% of elementary students reported they feel their teachers care about them.
* 93% of elementary students reported that their school is inclusive.
* 90% of middle and high school students reported feeling their teachers care about them.
* 89% of middle and high school students reported that their counselors care about them.
* 79% of middle and high school students reported feeling their school is an inclusive environment that values all people.
* 73% of middle and high school students reported that they know an adult on campus that they can go to when they are feeling sad, upset, or worried.
* 91% of staff reported that working for CVUSD is a positive experience.
* 87% of staff reported that they are comfortable discussing workplace issues with their supervisors.
* 92% of school site staff reported that students feel at school.
* 83% of school site staff reported that students are engaged and motivated.
* 95% of school site staff reported that their school site embraces diversity; and 94% reported that their school site embraces inclusion.

In addition to the overall annual feedback survey, Westlake High School students specifically reported the following through their survey results.
* 96% Strongly Agree or Agree that they do work to get good grades
* 91% Strongly Agree or Agree that their teachers care
* 91% Strongly Agree or Agree that they try their best
* 87% Strongly Agree or Agree that their counselor cares
* 87% Strongly Agree or Agree that staff works to create inclusion
* 85% Strongly Disagree or Disagree that they have experienced bullying
* 83% Strongly Agree or Agree that they receive adequate academic help
* 82% Strongly Agree or Agree that they know how to report bullying & harassment
* 77% Strongly Agree or Agree that they know adults to go to on campus
* 77% Strongly Agree or Agree that our school is inclusive
* 75% felt that the amount of homework given is Sometimes Too Much or Too Much
* 68% Strongly Agree or Agree that their classes participate in SEL activities
* 68% Strongly Agree or Agree that homework supports their learning
* 63% Strongly Agree or Agree that they have enough time to handle school and extra curriculars

* 61% Strongly Agree or Agree that they do work to learn new things
* 40% Strongly Agree or Agree that the SEL activities are helpful
* 40% Strongly Agree or Agree that they are excited to go to school
* 37% Strongly Agree or Agree that the materials and lessons reflect who they are

3. 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 on and off schedule 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. School sites also engaged in UDL walkthroughs facilitated by site and district staff to observe best practices in classrooms.

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.

4. 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.

1. 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 is 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 continue 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.

2. 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.

During the week of August 15 to 19, 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.

CVUSD maintains 3 pupil-free professional learning days. Provided 2 days of all-district professional development on August 22nd and November 1st with the focus on Universal Design for Learning and the intersections with social-emotional learning and diversity, equity, and inclusion. Designated focus UDL Checkpoints for the year 7.2 (optimizing relevance, value, and authenticity) and 8.3 (fostering collaboration and community). Provided opportunities for teachers to engage in the practice of designing for equitable first instruction. Introduced strategies for optimizing student voice and choice. March 17th provided important training to all elementary students on positive behavior supports and understanding the key functions of behavior, while secondary teachers participated in in-depth discussions on the pillar of “accuracy” from Joe Feldman’s book “Grading For Equity”.

In addition, during the 2022-23 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.

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, 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 compared to same age peers 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. All teachers are provided with professional learning on the intersection of UDL, DEI and SEL and the importance of focusing on student engagement and student voice.
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 MTSS, SEL, 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 assessments, 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

3. 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. In 2022-2023, CVUSD adopted new instructional materials for secondary Science and grades 9-12 History/Social Science; these materials had not been updated respectively since the 2007 and 2006 school year.

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.

Finally, high schools successfully piloted an optional elective Ethnic Studies course 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 continue to be implemented as an elective course, until it becomes a graduation requirement commencing with pupils graduating in the 2029-30 school year. This course has been approved as a permanent course for the 2023-2024 school year.

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 districtwide.

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 materials 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, general education and special education 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 and Imagine Learning 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.

4. 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 underforming 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, Science of Reading and cooperative learning.

5. 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 School's 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:
* Title III/EIA funds are used to provide additional support and technology in the classroom.
* Title II/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 Title III, and Title II. 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.

5. Educational Partner 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:
* April 2023 - Communicated with our SSC and Leadership Team about 23-24 SPSA planning process and seeking volunteers to participate.
* April 2023 - Each of our DAC reps (LGBTQ+, African American, English Learner, GATE, Special Education, General) were contacted directly about being a part of the 23-24 SPSA planning committee through SSC.
* May 2023 - 23-24 SPSA Planning Meeting #1 held in person. This meeting included teachers, staff, parents, and students. We reviewed data related to Westlake High School and discussed our

current goals and how they related to our WASC Action Items. We also began to make adjustments to actions.
* June 2023 - 23-24 SPSA Planning Meeting #2 & SPSA Planning Meeting #3 held in person. These meetings included teachers, staff, parents, and students. We refined and finalized the 23-24 SPSA goals and actions.
* August 2023 - 23-24 SPSA plan in finalized and put into the DTS system.
* August 29, 2023 - 23-24 SPSA plan is reviewed with school site council and submitted for approval.

Future:
* September 2023 - SPSA plan to be reviewed and approved by the CVUSD Board of Education
* November 2023 - Review progress on SPSA goals with PTSA & SSC
* February 2024 - Review progress on SPSA goals with PTSA & SSC
* March 2024 - Review process for creation and revision of the 24-25 SPSA goals with PTSA & SSC
* April 2024 - Meet with selected group of individuals including teachers, other staff members, parents, and students to create and revise the 23-24 SPSA.
* May 2024 - Meet with selected group of individuals including teachers, other staff members, parents, and students to create and revise the 23-24 SPSA.
* May 2024 - Review initial 24-25 SPSA with PTSA & SSC for discussion and revision. This will allow the 24-25 SPSA to be reviewed and approved at the August 2024 SSC Meeting.

6. Resource Inequities

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

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.

7. School and Student Performance Data

1. Student Enrollment

1. Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.32%	0.38%	6	7	8
African American	2.1%	1.89%	2.11%	45	41	44
Asian	13.3%	12.51%	11.86%	292	271	247
Filipino	1.3%	1.29%	1.25%	29	28	26
Hispanic/Latino	23.8%	25.95%	26.36%	523	562	549
Pacific Islander	0.6%	0.32%	0.19%	12	7	4
White	52.4%	51.06%	50.26%	1,151	1,106	1047
Multiple/No Response	6.4%	6.65%	7.59%	140	144	158
			Total Enrollment	2,198	2,166	2083

Student Enrollment

2. Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	538	512	464
Grade 10	573	538	533
Grade 11	554	565	540
Grade 12	533	551	546
Total Enrollment	2,198	2,166	2,083

Conclusions based on this data:

1. The enrollment at WHS has decreased by 115 students since the 2020-2021 school year.
2. The decline in enrollment has been consistent amongst all student groups.

School and Student Performance Data

Student Enrollment
3. English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	68	99	91	3.1%	4.6%	4.4%
Fluent English Proficient (FEP)	480	453	434	21.8%	20.9%	20.8%
Reclassified Fluent English Proficient (RFEP)	4			5.9%		

Conclusions based on this data:

1. The percentage of EL students has increased by 1.3% since 20-21 for a total of 91 EL students in 22-23.
2. The percentage of FEP students has decreased by 1.0% since 20-21 for a total of 434 FEP students in 22-23.
3. The percentage of RFEP students did not have data associated with it in the 22-23 school year.

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 Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	542	532	540	376	413	505	375	413	505	69.4	77.6	93.5
All Grades	542	532	540	376	413	505	375	413	505	69.4	77.6	93.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2655.	2647.	2646.	44.80	43.83	43.6	30.93	30.02	28.1	15.73	13.08	15.0	8.53	13.08	13.3
All Grades	N/A	N/A	N/A	44.80	43.83	43.6	30.93	30.02	28.1	15.73	13.08	15.0	8.53	13.08	13.3

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	46.67	40.44		45.07	49.39		8.27	10.17	
All Grades	46.67	40.44		45.07	49.39		8.27	10.17	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	42.93	42.13		43.20	42.37		13.87	15.50	
All Grades	42.93	42.13		43.20	42.37		13.87	15.50	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	22.13	24.46		70.93	67.80		6.93	7.75	
All Grades	22.13	24.46		70.93	67.80		6.93	7.75	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	41.07	36.08		53.60	56.42		5.33	7.51	
All Grades	41.07	36.08		53.60	56.42		5.33	7.51	

Conclusions based on this data:

1. The percentage of 11th grade students testing in ELA has increased by 24.1% since 20-21 to a total of 93.5% in 22-23.
2. Based on the overall data, 71.7% of Westlake High School students met or exceeded standards in ELA in 22-23.
3. The overall percentage of 71.7% in 22-23 is a decrease by 2.15% as compared to the 21-22 school year; however, the increase in number of students participating rose by 15.9% from the 21-22 to the 22-23 school year.

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 Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	542	532	540	365	405	502	364	405	502	67.3	76.1	93.0
All Grades	542	532	540	365	405	502	364	405	502	67.3	76.1	93.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2650.	2639.	2615.	33.52	30.12	30.5	24.18	27.90	15.7	18.96	17.04	20.1	23.35	24.94	33.7
All Grades	N/A	N/A	N/A	33.52	30.12	30.5	24.18	27.90	15.7	18.96	17.04	20.1	23.35	24.94	33.7

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	42.58	36.54		35.71	40.00		21.70	23.46	
All Grades	42.58	36.54		35.71	40.00		21.70	23.46	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	34.34	30.12		53.57	54.57		12.09	15.31	
All Grades	34.34	30.12		53.57	54.57		12.09	15.31	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	31.04	30.86		57.69	55.31		11.26	13.83	
All Grades	31.04	30.86		57.69	55.31		11.26	13.83	

Conclusions based on this data:

1. The percentage of 11th grade students testing in MATH has increased by 25.7% since 20-21 to a total of 93.0% in 22-23.

2. Based on the overall data, 46.2% of Westlake High School students met or exceeded standards.

3. The overall percentage of 46.2% in 22-23 is a decrease by 11.82% as compared to the 21-22 school year; however, the increase in number of students participating rose by 16.9% from the 21-22 to the 22-23 school year.

School and Student Performance Data

2. ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	**Overall**			**Oral Language**			**Written Language**			**Number of Students Tested**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
9	1533.0	1538.0	1521.3	1526.9	1539.3	1511.9	1538.7	1536.2	1530.2	27	30	23
10	1567.2	1547.9	1579.8	1558.0	1566.3	1597.1	1576.1	1529.1	1562.0	21	20	30
11	*	1552.4	1553.2	*	1552.4	1558.7	*	1551.8	1547.3	10	18	17
12	*	1542.3	1557.1	*	1555.6	1568.7	*	1528.4	1544.8	9	14	15
All Grades										67	82	85

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
9	11.54	10.00	18.18	26.92	33.33	25.00	46.15	40.00	21.43	15.38	16.67	50.00	26	30	23
10	9.52	15.00	54.55	52.38	30.00	43.75	23.81	40.00	25.00	14.29	15.00	21.43	21	20	30
11	*	16.67	9.09	*	44.44	21.88	*	16.67	25.00	*	22.22	14.29	*	18	17
12	*	15.38	18.18	*	30.77	9.38	*	23.08	28.57	*	30.77	14.29	*	13	15
All Grades	7.81	13.58	12.94	31.25	34.57	37.65	40.63	32.10	32.94	20.31	19.75	16.47	64	81	85

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
9	15.38	23.33		50.00	56.67		23.08	10.00		11.54	10.00		26	30	
10	33.33	30.00		33.33	45.00		19.05	20.00		14.29	5.00		21	20	
11	*	33.33		*	38.89		*	11.11		*	16.67		*	18	
12	*	46.15		*	23.08		*	0.00		*	30.77		*	13	
All Grades	20.31	30.86		35.94	44.44		25.00	11.11		18.75	13.58		64	81	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	3.85	10.00		23.08	10.00		34.62	33.33		38.46	46.67		26	30	
10	9.52	5.00		38.10	15.00		23.81	35.00		28.57	45.00		21	20	
11	*	0.00		*	16.67		*	50.00		*	33.33		*	18	
12	*	7.69		*	7.69		*	30.77		*	53.85		*	13	
All Grades	4.69	6.17		21.88	12.35		34.38	37.04		39.06	44.44		64	81	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	11.54	3.33		57.69	80.00		30.77	16.67		26	30	
10	14.29	10.00		66.67	65.00		19.05	25.00		21	20	
11	*	5.56		*	77.78		*	16.67		*	18	
12	*	0.00		*	69.23		*	30.77		*	13	
All Grades	9.38	4.94		57.81	74.07		32.81	20.99		64	81	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	65.38	68.97		23.08	24.14		11.54	6.90		26	29	
10	61.90	90.00		23.81	5.00		14.29	5.00		21	20	
11	*	66.67		*	22.22		*	11.11		*	18	
12	*	69.23		*	0.00		*	30.77		*	13	
All Grades	56.25	73.75		21.88	15.00		21.88	11.25		64	80	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	19.23	10.00		30.77	26.67		50.00	63.33		26	30	
10	19.05	10.00		47.62	30.00		33.33	60.00		21	20	
11	*	0.00		*	61.11		*	38.89		*	18	
12	*	7.69		*	23.08		*	69.23		*	13	
All Grades	14.06	7.41		35.94	34.57		50.00	58.02		64	81	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	0.00		80.77	75.86		19.23	24.14		26	29	
10	9.52	5.00		76.19	65.00		14.29	30.00		21	20	
11	*	11.11		*	66.67		*	22.22		*	18	
12	*	7.69		*	53.85		*	38.46		*	13	
All Grades	6.25	5.00		75.00	67.50		18.75	27.50		64	80	

Conclusions based on this data:

1. Data provided for the ELPAC results was not available in this report.
2. According to the state website, WHS had a total of 85 students complete the ELPAC testing int he 22-23 school year.
3. Of those testing, 42% of 9th graders scored as a level 3 or 4, 66% of 10th graders scored as a level 3 or 4, 46% of 11th graders scored as a level 3 or 4, and 33% of 12th graders scored as a level 3 or 4.

School and Student Performance Data

3. Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
2,166	**16.7**	**4.6**	**0.2**
Total Number of Students enrolled in Westlake High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	99	4.6
Foster Youth	4	0.2
Homeless	8	0.4
Socioeconomically Disadvantaged	361	16.7
Students with Disabilities	195	9.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	41	1.9
American Indian	7	0.3
Asian	271	12.5
Filipino	28	1.3
Hispanic	562	25.9
Two or More Races	144	6.6
Pacific Islander	7	0.3
White	1,106	51.1

Conclusions based on this data:

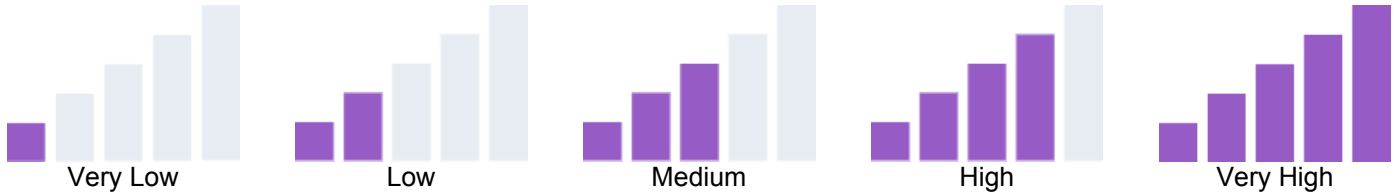
1. 30.9% of the WHS student population are either and English Learner, Foster Youth, Homeless, Socioeconomically Disadvantaged, or a Student with Disability.
2. The three highest student groups based on Race/Ethnicity are White at 51.1%, Hispanic at 25.9%, and Asian 12.5%. These groups represent 89.5% of the student population.
3. Students that are Socioeconomically Disadvantaged represent 16.7% of our student population.

School and Student Performance Data

4. Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Medium	**Graduation Rate** Very High	**Suspension Rate** Medium
Mathematics Medium		
English Learner Progress Low		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. WHS scored in the medium category for ELA, Math, and Suspension Rate.
2. WHS continues to have the highest rating (Very High) for Graduation Rate.
3. The English Learner progress at WHS was Low for the 2022 CA Dashboard data.

School and Student Performance Data

5. Academic Performance

1. English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low | Low | Medium | High | Very High

Lowest Performance | Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report

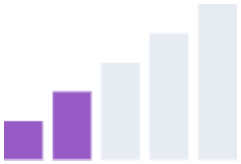
Very Low	Low	Medium	High	Very High
1	3	0	1	1

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	No Performance Level	
5.6 points above standard	59.3 points below standard	
495 Students	22 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
0 Students	40.6 points below standard	121.0 points below standard
	90 Students	49 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 78.7 points below standard 12 Students		Very High 86.4 points above standard 65 Students	No Performance Level 8 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 16.8 points below standard 130 Students	High 54.8 points above standard 36 Students	No Performance Level 2 Students	Low 13.3 points below standard 245 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
117.9 points below standard 14 Students	9 Students	0.4 points above standard 375 Students

Conclusions based on this data:

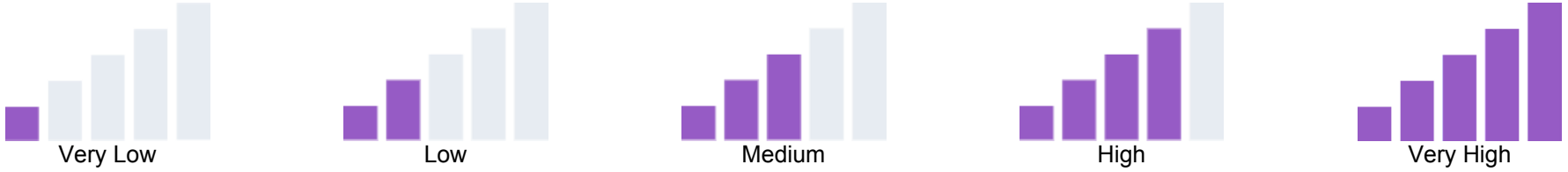
1. WHS students scored 5.6 points above standard overall in 2022.
2. WHS students with Disabilities scored 121.0 points below standard in 2022.
3. WHS English Learner students scored 117.9 points below standard in 2022.

School and Student Performance Data

Academic Performance
2. Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	2	1	0	2

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students

Medium

35.8 points below standard

496 Students

English Learners

No Performance Level

157.1 points below standard

22 Students

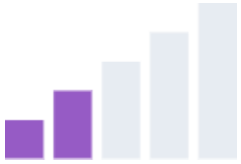
Foster Youth

Homeless

No Performance Level

0 Students

Socioeconomically Disadvantaged

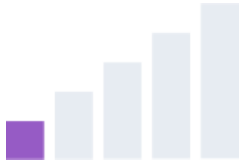


Low

96.1 points below standard

91 Students

Students with Disabilities



Very Low

184.2 points below standard

49 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		Very High	No Performance Level
131.6 points below standard		80.7 points above standard	8 Students
12 Students		66 Students	

Hispanic	Two or More Races	Pacific Islander	White
Low	Very High	No Performance Level	Medium
82.1 points below standard	28.9 points above standard	2 Students	53.2 points below standard
130 Students	36 Students		245 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
218.3 points below standard	9 Students	39.5 points below standard
14 Students		375 Students

Conclusions based on this data:

1. WHS students scored 35.8 points below standard in 2022.
2. WHS students with disabilities scored 184.2 points below standard in 2022.

3. WHS English Learner students scored 218.3 points below standard in 2022.

School and Student Performance Data

Academic Performance
3. English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Low

44.6 making progress towards English language proficiency

Number of EL Students: 74 Students

Performance Level: 2

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.

2022 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
20.3%	35.1%	1.4%	43.2%

Conclusions based on this data:

1. 44.6% of WHS EL students are making progress toward EL proficiency.
2. 43.2% of WHS EL students progressed at least one ELPI level.

3. 20.3% of WHS EL students decreased one ELPI level.

School and Student Performance Data

Academic Performance
4. College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. College & Career data was not reported in 2022.

School and Student Performance Data

6. Academic Engagement
1. Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

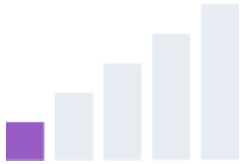
Conclusions based on this data:

1. Chronic Absenteeism data was not reported in 2022.

School and Student Performance Data

Academic Engagement
2. Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.



Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	1	1	3

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

Very High

96.5% graduated

541 Students

English Learners

No Performance Level

94.4% graduated

18 Students

Foster Youth

No Performance Level

Less than 11 Students

2 Students

Homeless

No Performance Level

Less than 11 Students

7 Students

Socioeconomically Disadvantaged

High

94% graduated

134 Students

Students with Disabilities

Medium

80.8% graduated

52 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	Very High	No Performance Level
90.9% graduated	Less than 11 Students	100% graduated	Less than 11 Students
11 Students	1 Student	73 Students	6 Students

Hispanic	Two or More Races	Pacific Islander	White
Very High	No Performance Level	No Performance Level	Very High
96.5% graduated	100% graduated	Less than 11 Students	95.3% graduated
141 Students	29 Students	2 Students	278 Students

Conclusions based on this data:

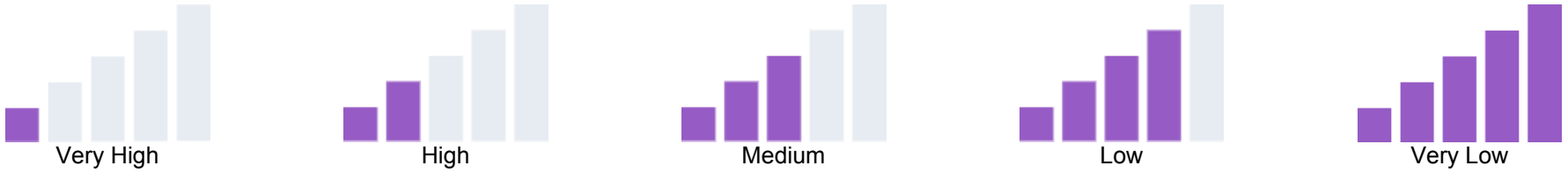
1. WHS had a graduation rate of 96.5% amongst all students.
2. EL students at WHS graduated at a rate of 94.4%.
3. Students with disabilities at WHS graduated at a rate of 80.8%.

School and Student Performance Data

7. Conditions & Climate
1. Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
1	3	2	1	1

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

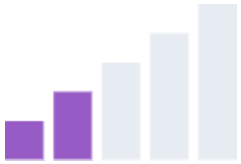
All Students

Medium

2.3% suspended at least one day

2232 Students

English Learners



High

6.9% suspended at least one day

101 Students

Foster Youth

No Performance Level

Less than 11 Students

7 Students

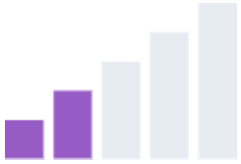
Homeless

No Performance Level

13.3% suspended at least one day

15 Students

Socioeconomically Disadvantaged

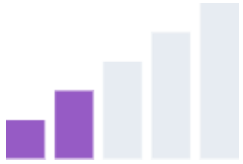


High

6.7% suspended at least one day

421 Students

Students with Disabilities

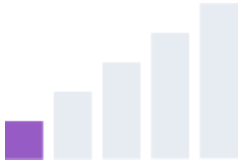


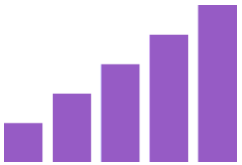
High

7.1% suspended at least one day

212 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
Very High	No Performance Level	Low	No Performance Level
10.9% suspended at least one day	Less than 11 Students	1.5% suspended at least one day	3.4% suspended at least one day
46 Students	7 Students	272 Students	29 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Medium	Very Low	No Performance Level	Medium
3.6% suspended at least one day	0% suspended at least one day	Less than 11 Students	1.8% suspended at least one day
581 Students	148 Students	9 Students	1140 Students

Conclusions based on this data:

1. 2.3% of all WHS students were suspended at least one day.
2. 10.9% of African American students at WHS were suspended at least one day.
3. 6.9% of EL students at WHS were suspended at least one day.

8. Goals, Strategies, & Proposed Expenditures

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

1. Goal Subject

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

2. 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----------

2. Goal 1

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

1. 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
* Incorporate other means of correction and restorative practices in place of suspension with a specific focus on our African American student population. This is in accordance with ATSI.

2. Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Latinx/Hispanic students in AP/Honors Classes	14.4% (increase from 13.39% in 21-22) of all students enrolled in AP/Honors level classes in 22-23 were Hispanic as compared to an overall student enrollment percentage of 26.3%	increase to 18% in 23-24
Percentage of Black students in AP/Honors Classes	2.5 % (increase from 1.43% in 21-22) of all students enrolled in AP/Honors level classes in 22-23 were Black as compared to an overall student enrollment percentage of 3.3%	increase to 4% in 23-24
Increase number of Co-taught classes while including all core subject areas (English, Math, Science, Social Science)	In 22-23 WHS had 8 co-taught classes in Social Science, Math, English, & Science as compared to 3 in 21-22 all in the Social Science Department	increase to 10 co-taught classes in all core subject areas (Math, Science, English, Social Science, and Physical Education)
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 2022 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
	* Overall - 47.54% * Black - 18.18% * Hispanic - 35.56% * SWD - 6.98% * SED - 30.95%	
Student enrollment in AVID program at Westlake High School	In the 22-23 school year, Westlake High School had three sections of AVIS as compared to one section in 21-22	increase to 4 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 2022 CAASPP Results: * ELA - 12 students, 78.7 points below * Math - 12 students, 131.6 points below	decrease the points below standard by a minimum of 20 points in each category
Percentage of Latinx/Hispanic students meeting or exceeding standards ELA & Math on the CAASPP	Data based on 2022 CAASPP Results: * ELA - 130 students, 16.8 points below * Math - 130 students, 82.1 points below	decrease the points below standard by a minimum of 10 points in each category
Suspension Rate of African American students	Based on 2022 CAASPP Results, African American students had the highest suspension rate at 10.9%	decrease the suspension rate of African American students by 5%

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. This tutoring may be in virtual or in-person settings.	By October 2023	Administration & Counseling	Coordinate with local colleges to provide after school tutors to work with students in our Library for extra academic support. - (Funded out of Dual Enrollment Equity Grant)	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
			Materials and supplies for students and tutors in the afterschool tutoring program	4000-4999: Books And Supplies	ESSER III - Learning Loss	500
Identify & provide inclusive and accessible curriculum options and resources within existing courses to incorporate into lessons with a focus on our SWD, SED, EL, Black, Hispanic, and LGBTQ+ student populations. Some examples would be adaptive versions of core lit novels, materials in various languages, graphic novel options, etc.	Throughout the 23-24 school year	Administration & Teachers	Various resources, materials, supplies, and other items to assist in helping to make curriculum accessible for all students.	4000-4999: Books And Supplies	0TRM	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 23-24 school year	Administration & 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	4EEF	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 23-24 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.	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
			Materials and resources to help in the communication and advertisement of A-G requirements and CTE offerings on campus and in the community	4000-4999: Books And Supplies	0010	2000
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 23-24 school year	Teachers & ASB	Use weekly updates, student based 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
			Collaboration that includes staff with personal connections, Latino Connection, Spanish Honor Society, and BSU students to provide various activities and information through announcements and lunch activities.	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	By November 2023 & April 2024	English/Math Teachers and API	Develop and implement a schedule to administer the CAASPP Interim Assessments	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
CAASPP assessment in the Spring of 2023. 12th grade English classes will not take the Interim Assessments.						
Continue to work with feeder middle schools and current WHS students and families to provide information and resources related to AVID and the benefits for students throughout high school.	By February 2024	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 - Other Allowable Uses	500
Provide teachers and staff information and resources related to AVID and support the incorporation of these resources in all classes.	Throughout 2023-2024 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 - Other Allowable Uses	1213
			Provide and additional section for teacher to act as AVID Coordinator on our campus	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	18000
Continue to develop opportunities for on campus inclusion within clubs, athletics, and activities for our SWD.	Throughout 2023-2024 School Year	SAI Teachers & Administration	Work with SAI Teachers to identify opportunities for our SWD to be involved in opportunities on and off campus.	4000-4999: Books And Supplies	0010	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Work with SAI Teachers to communicate club, athletic, and activity opportunities.	None Specified	None Specified	0
Develop and incorporate specific College & Career connection opportunities for our SWD and their families.	Throughout the 23-24 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 - Other Allowable Uses	500
			Incorporate a variety of College & Career connections within the curriculum and classroom lessons.	None Specified	None Specified	0
			Continue to enhance the sessions from the Focus on Your Future Night to focus on opportunities for SWD.	None Specified	None Specified	0
Work with the master schedule and teachers to increase the number of co-teaching offerings across the campus.	September 2023	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 - Other Allowable Uses	2000
Develop methods to incentivize students to utilize 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,	Throughout the 23-24 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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hispanic, Black, and LGBTQ+ students in their academic achievement.			Promote these Academic Support Centers through WOW week by giving tours of the various centers.	None Specified	None Specified	0
			Provide release day for Academic Support Center Coordinators to promote the benefits of the centers through classes touring the center.	1000-1999: Certificated Personnel Salaries	0TRM	1000
			Student tutors creating a promotional video about the various centers including testimonials from those using the centers.	None Specified	None Specified	0
Provide training to Administrators related to progressive discipline for all students while have a specific focus on our African American, EL, and Students with Disabilities.	August 2023	Administration	Action meant to reduce suspension rates of African American students in accordance with ATSI.	None Specified	None Specified	0

1. Annual Review

2. SPSA Year Reviewed: 2022-23

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.

3. ANALYSIS

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

During the 22-23 school year, Westlake High School made adequate progress in fulfilling the various action items that we established in the 21-22 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 slightly from the 22-23 SPSA goal based on data received from the 22-23 school year. We continue to focus 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. This goal in the 2023-2024 SPSA includes an additional outcome which is to decrease the suspension rate of African American students by 5% compared to the prior school year as required by ATSI.

Goals, Strategies, & Proposed Expenditures

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

3. Goal Subject

Increase student self-advocacy, self-motivation, and self-accountability to ensure students are making academic progress to be within 10 credits of the appropriate number credits needed for graduation based on their grade level.

4. 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--------

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3. Goal 2

Increase student self-advocacy, self-motivation, and self-accountability to ensure students are making academic progress to be within 10 credits of the appropriate number credits needed for graduation based on their grade level.

1. 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

2. 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 Year - 60 credits, End of 10th grade year - 120 credits, End of 11th grade year - 180 credits	10th Grade - 15 Students (77 prior) 11th Grade - 38 Students (110 prior) 12th Grade - 46 Students (45 prior)	Decrease the number of students not on track for graduation by 20% in each grade level
Percentage of students with at least 1 D/F during the 22-23 school year	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 this percentage by a minimum of 5% in each student group
2022 CA Dashboard	The following represents the percentage of students by student group from the 2022 CA Dashboard related to graduation percentage rates: * SWD - 80.8% (87% prior) * Hispanic - 96.5% (93.1% prior) * SED - 94% (92.2% prior) * Asian - 100% (98.6% prior) * White - 95.3% (97.4% prior) * African American - 90.9% (100% prior) * EL - 94.4% (71.4% prior) * Overall School Average - 96.5% (96.9% prior)	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 2023-2024 school year.	API, Counselors, Teachers	Run the grade distribution report each grading period to identify students who have at least 1 D/F	None Specified	None Specified	0
			Mail home progress reports/report cards to our SED and EL students	4000-4999: Books And Supplies	0TRM	1000
			Utilize the all-call system to inform all families of the grading periods and when grades have been posted	None Specified	None Specified	0
Evaluate current UDL practices and supports that are currently being utilized to determine effectiveness for our students that are earning at least 1 D/F.	Throughout the 2023-2024 school year	Teachers	Use PLC planning time to evaluate current UDL strategies being utilized	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 - Other Allowable Uses	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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analyze credit distribution reports to identify those students who are not within 10 credits of being on track for graduation	August 2023, January 2024, June 2024	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
			Communicate with students and families regrading 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 2024	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 2023, January 2024, June 2024	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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			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
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 2023, January 2024	API & APSSS	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 2023, January 2024	API	Ensure sections are built into the Master Schedule for credit remediation and support throughout the school year.	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	100000
			Explore possible use of Cyber Coordinator to monitor, track, & follow-up with students	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
Develop ways to celebrate and recognize the achievement of students that have made academic progress to get on track for graduation.	September 2023, January 2024	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
Utilize Academic Peer Mentors in Cyber High/OASIS classes to support student learning.	Throughout the 2023-2024 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 2023-2024	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
Develop a tutorial for students & families on how to use Q to view assignment detail, current grades, etc.	Each grading period throughout the 2023-2024 school year	API & Counselors	Develop a video tutorial to communicate out and post online for students and families.	None Specified	None Specified	0

1. Annual Review

2. SPSA Year Reviewed: 2022-23

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.

3. ANALYSIS

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

During the 22-23 school year, Westlake High School made adequate progress in fulfilling the various action items that we established in the 21-22 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 slightly from the 22-23 SPSA goal based on data received from the 22-23 school year. We continue to focus 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.

3. Goal Subject

Increase CTE Pathways & College Career Opportunities

4. 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

4. Goal 3

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

1. 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

2. Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022 CA Dashboard College/Career Data	Based on the 2022 CA Dashboard, the following represents the percentage of	Increase each of these percentages by a minimum of 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	students that meet the College & Career Readiness metric. * Overall - 47.54% * Black - 18.18% * Hispanic - 35.56% * SWD - 6.98% * SED - 30.95% * White - 44.69%	
Number of CTE Pathways being offered	22-23: 4 CTE Pathways (1 prior)	23-24: Overall goal of developing 5 CTE Pathways
Number of students enrolled in a CTE Pathway	22-23: Approximately 60 students enrolled	Increase by 20%
Number of career speakers speaking to our students either on campus or virtually	22-23: Approximately 6-8	23-24: 2 per semester per CTE class
Number of students involved in the Science Career Emphasis program	22-23: This was the first year of developing this program so no students were in it for the entire year	23-24: Goal of 60 students in the program
Number of CTE credentialed teachers teaching CTE courses	22-23: 4 Teachers	23-24: 5 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.	November 2023	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	0TRM	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 23-24 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
			Develop a Google Sheet where teachers could reference various options for guest speakers	None Specified	None Specified	0
Communicate with all students, families, and teachers related to the CTE pathway and ROP opportunities available	Throughout 23-24 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
			Publicize the CTE/ROP Website that is on the WHS website to teachers, staff, students, and families	None Specified	None Specified	0
			Provide teachers and staff a list of available ROP classes	None Specified	None Specified	0
			Promote the qualifications and outcomes of being a CTE Pathway Completer	None Specified	None Specified	0
Continue to provide direct and intentional reach out to our student groups including SWD, SED, EL, African American, Hispanic, and Homeless & Foster Youth regarding the various	Throughout 23-24 School Year	A-G/CTE Counselor & CTE Coordinator	Invite students in these specific groups to join and participate in the various CTE pathways and career related opportunities	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
pathways and career related opportunities			Provide consistent information and resources related to these pathways	None Specified	None Specified	0
Administer the student career interest survey through CCGI.	November 2023	CTE Coordinator & Teachers	Utilize our CCGI subscription to administer the career interest survey to all students.	None Specified	None Specified	0
Look at opportunities for current staff to add CTE credentials and career exploration opportunities	Throughout 23-24 School Year	CTE Coordinator & Administration	Provide opportunities for teachers to gain experience, knowledge, and professional development related to CTE.	1000-1999: Certificated Personnel Salaries	0010	2000
Develop practical career opportunity pathways across the campus and within various departments	Throughout 23-24 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 through Future Warrior Night	December 2023	Counselors & CTE Coordinator	Communicate and coordinate evening presentations for students and families related to CTE and career exploration.	4000-4999: Books And Supplies	0010	500

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 23-24 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

1. Annual Review

2. SPSA Year Reviewed: 2022-23

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.

3. ANALYSIS

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

During the 22-23 school year, we have added two additional CTE pathways in Allied Health and Child Development/Teaching. Science Department has fully implemented their Science Career emphasis program to allow students to focus on nine different careers. Lastly, we have increased our numbers in Computer Graphics and Digital Media Arts for all 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 slightly from the 22-23 SPSA goal based on data received from the 22-23 school year. We continue to focus support for our various student populations including our SWD, SED, Homeless & Foster Youth, EL, Hispanic, and Black students to ensure all students have access to and are made aware of the various CTE opportunities and programs.

Goals, Strategies, & Proposed Expenditures

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

3. Goal Subject

Student Social Emotional Health through Engagement Opportunities

4. 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

5. 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.

1. 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.

2. Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Wellness Center Walk-In Visits from May 2023	27,675 minutes/month	Continue to advertise and make accessible our Wellness Center to meet the needs of all students
Wellness Center Referrals from August 2022 to May 2023	122 referrals	Continue to make appropriate referrals to support the needs of our students.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Wellness Center Individual Wellness Counseling for May 2023	9,770 minutes/month	Continue to provide individual counseling to meet the needs of all students.
Wellness Center Individual Wellness Counseling for May 2023	94 Individual Students	Continue to provide individual counseling to meet the needs of all students.
Wellness Center Individual Wellness Counseling for May 2023	228 Sessions	Continue to provide individual counseling to meet the needs of all students.
Wellness Center Walk-In Visits from May 2023	263 Individual Students	Continue to advertise and make accessible our Wellness Center to meet the needs of all students
Wellness Center Walk-In Visits from May 2023	609 Visits	Continue to advertise and make accessible our Wellness Center to meet the needs of all students

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
Counselors will push into classrooms for at least one grade level to provide Tier 1 support.	Throughout the 2023-2024 School Year	Counselors	Provide training for Counselors in their specific area of focus through Hatchings	5000-5999: Services And Other Operating Expenditures	0TRM	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Enhance the Week of Welcome (WOW) for incoming 9th graders to provide additional inclusion opportunities for our SED, SWD, GATE, and EL student groups. This would include having ambassadors from a variety of our groups and programs including our EL and SWD student populations. Also, making sure to evaluate our WOW counselors to ensure these have experiences from all these areas across our campus.	August 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	5000
Mental Health Week celebrations and activities. This would include activities for all students including our SWD, SED, and EL student groups.	Spring 2024	Counselors & ASG	Create, publicize, and provide various activities for all students related to Mental Wellness and supports.	None Specified	None Specified	0
Incorporate Tier 1 SEL support into classroom lessons/activities.	Throughout the 2023-2024 School Year	Teachers	Incorporate appropriate SEL support and activities into classroom activities and work.	None Specified	None Specified	0
			Materials and supplies needed to assist with the incorporation of the various SEL related activities and information.	4000-4999: Books And Supplies	0TRM	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monitor and analyze the number of athletic offerings for our SWD throughout the Unified sports league while looking for areas of growth.	April 2024	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	0TRM	2000
			Continue to have the student body attend events (cheer team, marching band, audience members, ASG buddies, etc.)	None Specified	None Specified	0
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.	March 2024	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
Develop a system to better communicate directly to the student groups identified below to relay 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.	October 2023	AP Athletics, AP Activities, Counselors	Counselors will communicate these opportunities through their Minute Meetings and general communications.	None Specified	None Specified	0
			Survey Students for their interests and to help ensure participation.	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
Incorporate therapy support animal visits for our students and staff	Once a month throughout the 2023-2024 school year	Counseling & Wellness Center	Utilize local therapy support animals once a month during lunch to help students and staff alike with their mental health and wellness	None Specified	None Specified	0
Continue to enhance school spirit through the appointment and/or volunteer of a 4th period student representative for student council.	October 2023	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 23-24 School Year	Administration/ASG Advisors/Students	Develop and advertise monthly meetings with the WHS SDAC students to help facilitate these topics and discussion. Implement ideas and strategies that come from these meetings and feedback.	None Specified 4000-4999: Books And Supplies	None Specified 0010	0 3000
Incorporating SEL information & supports into lessons, activities, presentations, and other such regular areas throughout campus.	Throughout the 23-24 school year	Teachers, Counselors, Administration	Look for opportunities to incorporate SEL and mental health awareness and resources into presentations and activities throughout campus.	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
Enhance and develop various student support groups based on areas of need identified through visit data and information.	Throughout 23-24 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
Survey staff related to their needs to help support them in the classroom and with their own wellness.	One week before each staff meeting throughout the 23-24 school year	Administration	Create and send out a staff survey before each staff meeting to gather information on what they may need to help support. Based on the feedback gathered, supports and opportunities for staff assistance can be developed.	None Specified	None Specified	0
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 23-24 School Year	Wellness Center, Counseling, & Administration	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

1. Annual Review

2. SPSA Year Reviewed: 2022-23

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.

3. ANALYSIS

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

During the 22-23 school year, Westlake High School made adequate progress in fulfilling the various action items that we established in the 21-22 SPSA plan. We continue to realize the need for Social Emotional support of our students and staff and that these needs are changing. The revamping of how we are addressing the SEL needs of our students and staff will assist in the effectiveness of implementation 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 22-23 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.

9. 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).

1. 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	$206,213.00

2. 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 ($)

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	$13,000.00
0TRM	$10,500.00
4EEF	$4,000.00
ASB	$5,000.00
ESSER III - Learning Loss	$149,500.00
ESSER III - Other Allowable Uses	$24,213.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $206,213.00

Total of federal, state, and/or local funds for this school: $206,213.00

10. 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.

1. Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Instruction	97,200	97,200.00
0TRM	40,700	30,200.00

2. Expenditures by Funding Source

Funding Source	Amount
0010	13,000.00
0TRM	10,500.00
4EEF	4,000.00
ASB	5,000.00
ESSER III - Learning Loss	149,500.00
ESSER III - Other Allowable Uses	24,213.00
None Specified	0.00

3. Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	175,713.00
4000-4999: Books And Supplies	28,500.00
5000-5999: Services And Other Operating Expenditures	2,000.00
None Specified	0.00

4. Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0010	2,000.00
4000-4999: Books And Supplies	0010	11,000.00

1000-1999: Certificated Personnel Salaries	0TRM	1,000.00
4000-4999: Books And Supplies	0TRM	7,500.00
5000-5999: Services And Other Operating Expenditures	0TRM	2,000.00
1000-1999: Certificated Personnel Salaries	4EEF	4,000.00
4000-4999: Books And Supplies	ASB	5,000.00
1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	145,000.00
4000-4999: Books And Supplies	ESSER III - Learning Loss	4,500.00
1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	23,713.00
4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	500.00
None Specified	None Specified	0.00

5. Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	79,713.00
Goal 2	107,000.00
Goal 3	3,500.00
Goal 4	16,000.00

11. 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

2 Other School Staff

6 Parent or Community Members

3 Secondary Students

Name of Members	Role
Jason Branham	Principal
Doug Freed	Classroom Teacher
Jen Rogstad	Classroom Teacher
David Pulsipher	Classroom Teacher
Audrey Rollins	Classroom Teacher
Daniela Hamilton	Classroom Teacher
Sue Greiner	Other School Staff
Kim Merjan	Other School Staff
Tina Eckman	Parent or Community Member
Andrea Mettel	Parent or Community Member
Emma Howells	Parent or Community Member
Carolina Vazquez-Carerra	Parent or Community Member
Ashley Maziasz	Parent or Community Member
Vanessa West	Parent or Community Member
Kymm Thornton	Parent or Community Member

Kaitlin Knight	Secondary Student
Naima Kahl	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.

12. 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 29, 2023.

Attested:

	Principal, Jason Branham on 8/29/2023
	SSC Chairperson, Jennifer Rogstad on 8/29/2023

13. 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:

1. 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.

Educational Partner 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.

2. 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.

1. 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)

2. 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.

3. Educational Partner 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.]

4. 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.]

14. 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.

1. 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 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.]

2. 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]

3. 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.]

4. 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.]

5. 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.]

6. 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.]

2. 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.

1. 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.]

3. 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.

1. 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.]

4. Appendix A: Plan Requirements

1. 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.

1. 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).

2. 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 Educational Partner 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.

5. Appendix B:

1. 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.

2. 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 (Educational Partner 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/guidanceuseseinvestment.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.

3. 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 (Educational Partner 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/guidanceuseseinvestment.pdf.)

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

4. 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.

5. 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.

6. Appendix C: Select State and Federal Programs

1. 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/

Developed by the California Department of Education, January 2019