

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Westlake High School	56-73759-5630116	August 27, 2024	TBD

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Westlake High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Additional Targeted Support and Improvement
The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Westlake High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of

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. School sites will include the 2023-24 CAASPP data as an important reference, and they will also include local data from the 2023-24 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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Current:

- * March 2024 - Communicated with our SSC and Leadership Team about 24-25 SPSA planning process and seeking volunteers to participate.
- * April 2024 - Each of our DAC reps (LGBTQ+, African American, English Learner, GATE, Special Education, General) were contacted directly about being a part of the 24-25 SPSA planning.
- * May 2024 - Looked at alignment between our WASC Action Items and our 24-25 SPSA Goals. This included actions we are taking to make progress on these goals. This information was shared with teachers, staff, parents, and students during our School Site Council meeting and Leadership Team meeting.
- * August 2024 - 24-25 SPSA plan is finalized and put into the DTS system.
- * August 27, 2024 - 24-25 SPSA plan is reviewed with school site council and submitted for approval.

Future:

- * September/October 2024 - SPSA plan to be reviewed and approved by the CVUSD Board of Education
- * November 2024 - Review progress on SPSA goals with PTSA, SSC, & Leadership Team
- * February 2025 - Review progress on SPSA goals with PTSA, SSC, & Leadership Team
- * March 2025 - Begin process for creation and revision of the 25-26 SPSA goals with PTSA, SSC, & Leadership Team
- * April 2025 - Work with parents, students, teachers, and staff to create a representative SPSA planning team.
- * May 2025 - Meet with SPSA planning team to create and revise the 25-26 SPSA.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

WHS is not in ATSI or CSI therefore not applicable.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Westlake High School did not have any state indicator in which the overall performance indicator was in the "Red" or "Orange" category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Suspension Rate:

- * No student group scored two or more performance levels below the "all student" performance level of Yellow.
- * District-wide in CVUSD, we are implementing differentiated assistance for our Foster students in the area of Suspension Rate.

Graduation Rate: No student group scored two or more performance levels below the "all student" performance level of Blue.

English Language Arts:

- * Students with Disabilities at Westlake High School scored Orange, which was two or more performance levels lower than All Students who scored Blue.
- * Hispanic & Socioeconomically Disadvantaged students at Westlake High School scored Yellow, which was two or more performance levels lower than All Students who scored Blue.

Mathematics:

- * Students with Disabilities and Hispanic students at Westlake High School scored Orange, which was two or more performance levels lower than All Students who scored Green.
- * District-wide in CVUSD, we are implementing differentiated assistance for our Homeless students in the area of Mathematics.

College & Career Indicator:

- * Student with Disabilities at Westlake High School scored Very Low, which was two or more performance levels lower than All Students who scored High.
- * District-wide in CVUSD, we are implementing differentiated assistance for our Homeless students in the area of College & Career Indicator.

Chronic Absenteeism:

- * District-wide in CVUSD, we are implementing differentiated assistance for our African-American students in the area of Chronic Absenteeism.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Westlake High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.32%	0.38%	0.40%	7	8	8
African American	1.89%	2.11%	1.99%	41	44	40
Asian	12.51%	11.86%	11.19%	271	247	225
Filipino	1.29%	1.25%	1.09%	28	26	22
Hispanic/Latino	25.95%	26.36%	27.21%	562	549	547
Pacific Islander	0.32%	0.19%	0.10%	7	4	2
White	51.06%	50.26%	50.20%	1,106	1047	1009
Multiple/No Response	6.65%	7.59%	7.81%	144	158	157
Total Enrollment				2,166	2083	2010

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	512	464	472
Grade 10	538	533	465
Grade 11	565	540	541
Grade 12	551	546	532
Total Enrollment	2,166	2,083	2,010

Conclusions based on this data:

1. The enrollment at WHS has decreased by 73 students since the prior school year.
2. The decline in enrollment has been consistent amongst all student groups.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	99	91	84	3.1%	4.6%	4.2%
Fluent English Proficient (FEP)	453	434	436	21.8%	20.9%	21.7%
Reclassified Fluent English Proficient (RFEP)				5.9%		

Conclusions based on this data:

1. The percentage of EL students has increased by 1.1% since 21-22 for a total of 84 EL students in 23-24.
2. The percentage of FEP students has decreased by 0.1% since 21-22 for a total of 436 FEP students in 23-24.
3. The percentage of RFEP students did not have data associated with it in the 23-24 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	532	525	541	413	507	489	413	507	489	77.6	96.6	90.4
All Grades	532	525	541	413	507	489	413	507	489	77.6	96.6	90.4

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2647.	2645.	2616	43.83	43.39	37.6	30.02	28.21	25.8	13.08	15.19	15.3	13.08	13.21	15.3
All Grades	N/A	N/A	N/A	43.83	43.39	37.6	30.02	28.21	25.8	13.08	15.19	15.3	13.08	13.21	15.3

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	40.44	38.66		49.39	50.10		10.17	11.24	
All Grades	40.44	38.66		49.39	50.10		10.17	11.24	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	42.13	44.97		42.37	40.83		15.50	14.20	
All Grades	42.13	44.97		42.37	40.83		15.50	14.20	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	24.46	25.84		67.80	64.50		7.75	9.66	
All Grades	24.46	25.84		67.80	64.50		7.75	9.66	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	36.08	36.09		56.42	54.64		7.51	9.27	
All Grades	36.08	36.09		56.42	54.64		7.51	9.27	

Conclusions based on this data:

1. The percentage of 11th grade students testing in ELA has increased by 27.2% since 20-21 to a total of 96.6% in 22-23.
2. Based on the overall data, 71.6% of Westlake High School students met or exceeded standards in ELA in 22-23.
3. The overall percentage of 71.6% in 22-23 is a decrease by 2.25% as compared to the 21-22 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	532	525	541	405	504	489	405	504	489	76.1	96.0	90.4
All Grades	532	525	541	405	504	489	405	504	489	76.1	96.0	90.4

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2639.	2615.	2610	30.12	30.36	24.7	27.90	15.67	21.1	17.04	20.04	21.7	24.94	33.93	32.5
All Grades	N/A	N/A	N/A	30.12	30.36	24.7	27.90	15.67	21.1	17.04	20.04	21.7	24.94	33.93	32.5

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	36.54	33.73		40.00	35.52		23.46	30.75	
All Grades	36.54	33.73		40.00	35.52		23.46	30.75	

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	30.12	30.75		54.57	47.82		15.31	21.43	
All Grades	30.12	30.75		54.57	47.82		15.31	21.43	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	30.86	28.37		55.31	52.38		13.83	19.25	
All Grades	30.86	28.37		55.31	52.38		13.83	19.25	

Conclusions based on this data:

1. The percentage of 11th grade students testing in Math has increased by 28.7% since 20-21 to a total of 96.0% in 22-23.
2. Based on the overall data, 46.03% of Westlake High School students met or exceeded standards in 22-23.
3. The overall percentage of 46.03% in 22-23 is a decrease by 11.99% as compared to the 21-22 school year; however, the increase in number of students participating rose by 19.9% from the 21-22 to the 22-23 school year.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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	1525.5	1526.9	1539.3	1518.6	1538.7	1536.2	1532.0	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	1558.6	*	1551.8	1547.4	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	8.70	26.92	33.33	34.78	46.15	40.00	30.43	15.38	16.67	26.09	26	30	23
10	9.52	15.00	20.00	52.38	30.00	46.67	23.81	40.00	23.33	14.29	15.00	10.00	21	20	30
11	*	16.67	5.88	*	44.44	41.18	*	16.67	41.18	*	22.22	11.76	*	18	17
12	*	15.38	13.33	*	30.77	20.00	*	23.08	53.33	*	30.77	13.33	*	13	15
All Grades	7.81	13.58	12.94	31.25	34.57	37.65	40.63	32.10	34.12	20.31	19.75	15.29	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	21.74	50.00	56.67	39.13	23.08	10.00	17.39	11.54	10.00	21.74	26	30	23
10	33.33	30.00	46.67	33.33	45.00	36.67	19.05	20.00	10.00	14.29	5.00	6.67	21	20	30
11	*	33.33	29.41	*	38.89	29.41	*	11.11	29.41	*	16.67	11.76	*	18	17
12	*	46.15	33.33	*	23.08	33.33	*	0.00	26.67	*	30.77	6.67	*	13	15
All Grades	20.31	30.86	34.12	35.94	44.44	35.29	25.00	11.11	18.82	18.75	13.58	11.76	64	81	85

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	0.00	23.08	10.00	21.74	34.62	33.33	34.78	38.46	46.67	43.48	26	30	23
10	9.52	5.00	6.67	38.10	15.00	30.00	23.81	35.00	43.33	28.57	45.00	20.00	21	20	30
11	*	0.00	5.88	*	16.67	0.00	*	50.00	70.59	*	33.33	23.53	*	18	17
12	*	7.69	0.00	*	7.69	6.67	*	30.77	66.67	*	53.85	26.67	*	13	15
All Grades	4.69	6.17	3.53	21.88	12.35	17.65	34.38	37.04	50.59	39.06	44.44	28.24	64	81	85

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	8.70	57.69	80.00	52.17	30.77	16.67	39.13	26	30	23	
10	14.29	10.00	20.00	66.67	65.00	70.00	19.05	25.00	10.00	21	20	30	
11	*	5.56	5.88	*	77.78	70.59	*	16.67	23.53	*	18	17	
12	*	0.00	6.67	*	69.23	73.33	*	30.77	20.00	*	13	15	
All Grades	9.38	4.94	11.76	57.81	74.07	65.88	32.81	20.99	22.35	64	81	85	

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	69.57	23.08	24.14	8.70	11.54	6.90	21.74	26	29	23	
10	61.90	90.00	86.67	23.81	5.00	6.67	14.29	5.00	6.67	21	20	30	
11	*	66.67	70.59	*	22.22	17.65	*	11.11	11.76	*	18	17	
12	*	69.23	66.67	*	0.00	33.33	*	30.77	0.00	*	13	15	
All Grades	56.25	73.75	75.29	21.88	15.00	14.12	21.88	11.25	10.59	64	80	85	

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	13.04	30.77	26.67	34.78	50.00	63.33	52.17	26	30	23	
10	19.05	10.00	13.33	47.62	30.00	60.00	33.33	60.00	26.67	21	20	30	
11	*	0.00	5.88	*	61.11	35.29	*	38.89	58.82	*	18	17	
12	*	7.69	0.00	*	23.08	60.00	*	69.23	40.00	*	13	15	
All Grades	14.06	7.41	9.41	35.94	34.57	48.24	50.00	58.02	42.35	64	81	85	

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	0.00	80.77	75.86	78.26	19.23	24.14	21.74	26	29	23
10	9.52	5.00	3.33	76.19	65.00	80.00	14.29	30.00	16.67	21	20	30
11	*	11.11	5.88	*	66.67	76.47	*	22.22	17.65	*	18	17
12	*	7.69	0.00	*	53.85	73.33	*	38.46	26.67	*	13	15
All Grades	6.25	5.00	2.35	75.00	67.50	77.65	18.75	27.50	20.00	64	80	85

Conclusions based on this data:

1. The number of students completing ELPAC testing rose by 18 students since the 20-21 school year for a total of 85 students in the 22-23 school year.
2. In the 22-23 school year, 50.59% of the students scored in the performance level of 3 or 4. This is an increase of 11.53% since the 20-21 school year.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2083	19.6	4.4	0.1
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	91	4.4
Foster Youth	3	0.1
Homeless	9	0.4
Socioeconomically Disadvantaged	409	19.6
Students with Disabilities	183	8.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	44	2.1
American Indian	8	0.4
Asian	247	11.9
Filipino	26	1.2
Hispanic	549	26.4
Two or More Races	158	7.6
Pacific Islander	4	0.2
White	1047	50.3

Conclusions based on this data:

1. 33.3% of the WHS student population are either 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 50.3%, Hispanic at 26.4%, and Asian 11.9%. These groups represent 88.6% of the student population.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	Graduation Rate Blue	Suspension Rate Yellow
Mathematics Green	Chronic Absenteeism No Performance Color	
English Learner Progress Green		
College/Career High		

Conclusions based on this data:

1. Westlake High School scored in the highest (Blue) category for ELA and Graduation Rate.
2. Westlake High School's lowest scoring category is in Suspension Rate with an overall Yellow rating.
3. Westlake High School scored High in our College & Career Indicator category.

School and Student Performance Data

Academic Performance English Language Arts

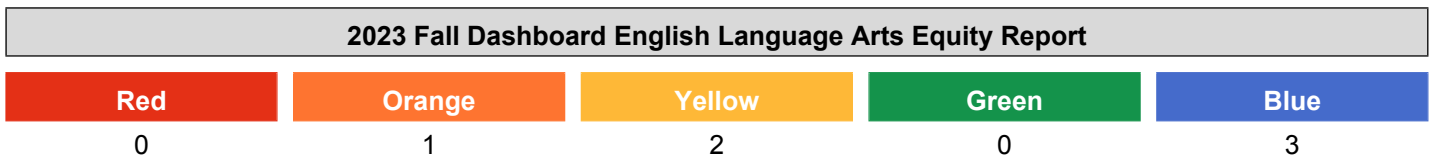
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Blue 65.3 points above standard Increased Significantly +69.6 points 500 Students	English Learners 92.8 points below standard Decreased Significantly -33.5 points 25 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged Yellow 8.1 points below standard Increased Significantly +40.6 points 93 Students	Students with Disabilities Orange 111.5 points below standard Increased Significantly +23.2 points 43 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>68.1 points below standard</p> <p>Increased Significantly +19.9 points</p> <p>16 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p align="center"></p> <p align="center">Blue</p> <p>126.4 points above standard</p> <p>Increased Significantly +46.9 points</p> <p>67 Students</p>	<p>Less than 11 Students</p> <p>7 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Yellow</p> <p>5.8 points below standard</p> <p>Increased Significantly +18.4 points</p> <p>121 Students</p>	<p align="center"></p> <p align="center">Blue</p> <p>117 points above standard</p> <p>Increased Significantly +70 points</p> <p>45 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p align="center"></p> <p align="center">Blue</p> <p>81.9 points above standard</p> <p>Increased Significantly +108.2 points</p> <p>240 Students</p>

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>122.3 points below standard</p> <p>Maintained -0.5 points</p> <p>12 Students</p>	<p>65.5 points below standard</p> <p>13 Students</p>	<p>79.5 points above standard</p> <p>Increased Significantly +90.8 points</p> <p>382 Students</p>

Conclusions based on this data:

- Overall, WHS students scored 65.3 points above standard in English Language Arts which represents an increase of 69.6 points.
- WHS saw significant increase in the following student groups: Two or More Races, White, Hispanic, Asian, African American, Students with Disabilities, Socioeconomically Disadvantaged.
- WHS saw significant decrease in the following student groups: English Learners

School and Student Performance Data

Academic Performance Mathematics

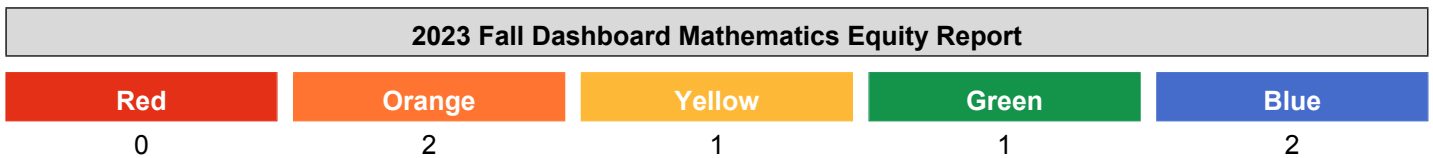
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 9.7 points below standard Increased Significantly +45.6 points 495 Students	English Learners 172.5 points below standard Decreased -10.8 points 25 Students	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged  Yellow 96.8 points below standard Increased Significantly +16.1 points 91 Students	Students with Disabilities  Orange 209.6 points below standard Increased +3.7 points 43 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>177.9 points below standard</p> <p>Decreased Significantly - 29.4 points</p> <p>16 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p></p> <p>Blue</p> <p>131.7 points above standard</p> <p>Increased Significantly +65 points</p> <p>67 Students</p>	<p>Less than 11 Students</p> <p>7 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>99 points below standard</p> <p>Maintained -1.2 points</p> <p>121 Students</p>	<p></p> <p>Blue</p> <p>34.6 points above standard</p> <p>Increased Significantly +22.7 points</p> <p>45 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p></p> <p>Green</p> <p>2 points below standard</p> <p>Increased Significantly +76.1 points</p> <p>235 Students</p>

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>231.6 points below standard</p> <p>Maintained +1.3 points</p> <p>12 Students</p>	<p>118 points below standard</p> <p>13 Students</p>	<p>2 points below standard</p> <p>Increased Significantly +60.3 points</p> <p>377 Students</p>

Conclusions based on this data:

1. Overall, WHS students scored 9.7 points below standard in Mathematics which represents an increase of 45.6 points.
2. WHS saw significant increase in the following student groups: Socioeconomically Disadvantaged, Asian, Two or More Races, White
3. WHS saw significant decrease in the following student groups: African American

School and Student Performance Data

Academic Performance English Learner Progress

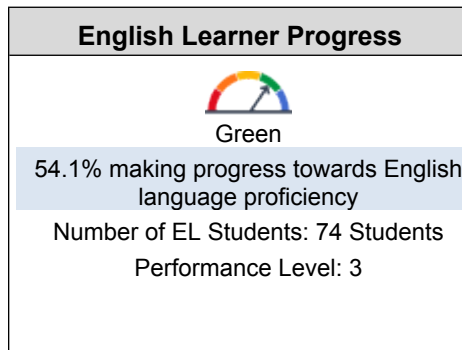
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 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
11	23	1	39

Conclusions based on this data:

1. 54.1% of WHS EL students are making progress toward EL proficiency.
2. 39 EL students progressed at least one ELPI level.
3. 11 EL students decreased one ELPI level.

School and Student Performance Data

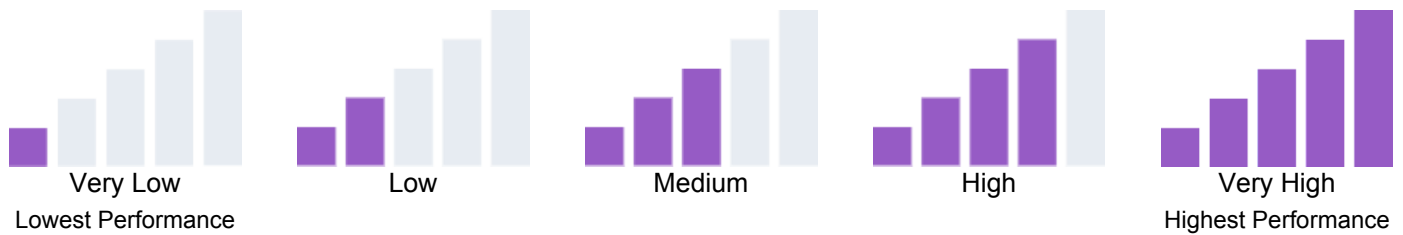
Academic Performance College/Career Report

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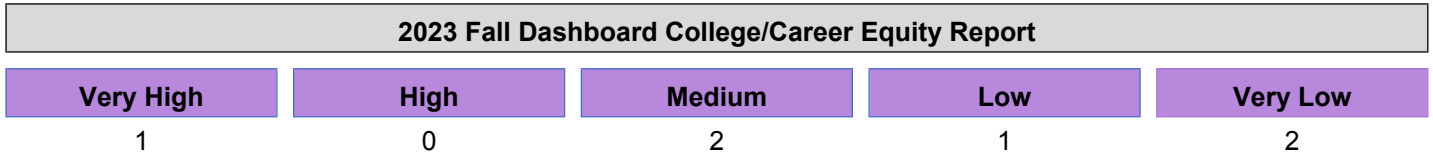
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

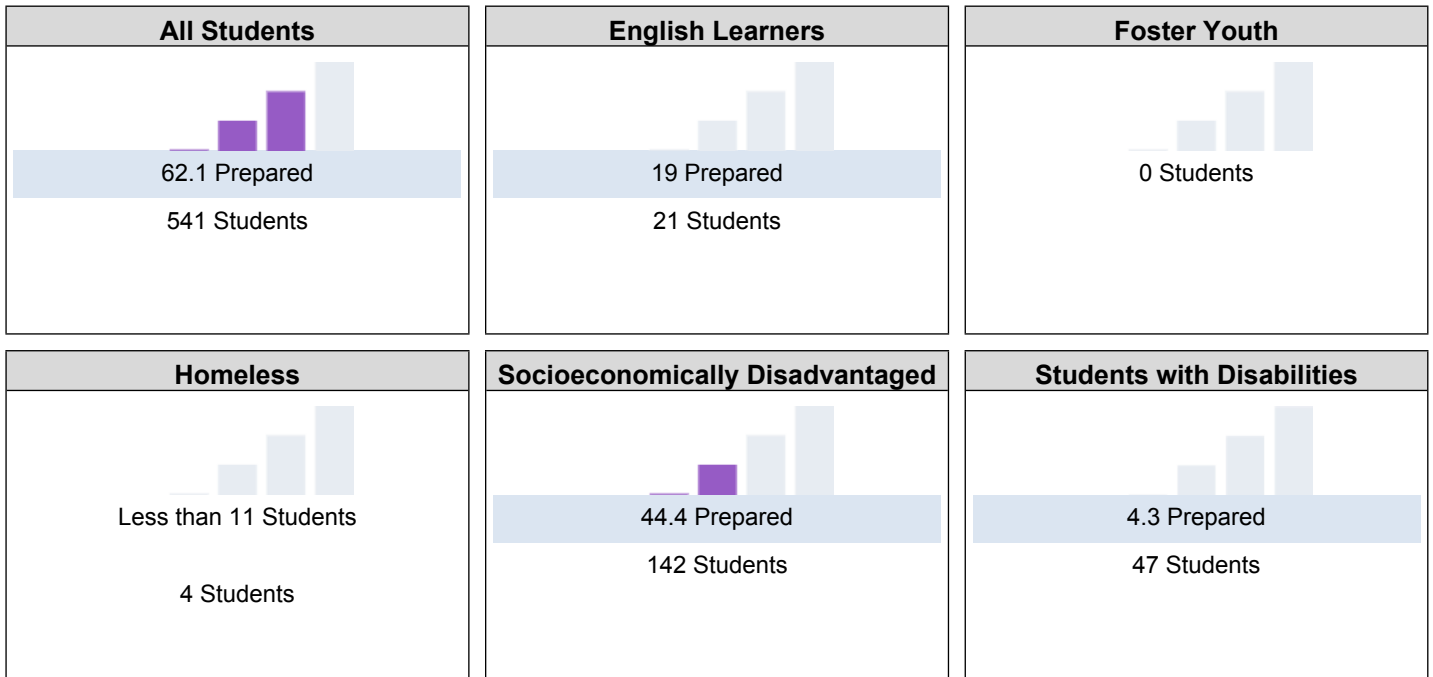


This section provides number of student groups in each level.

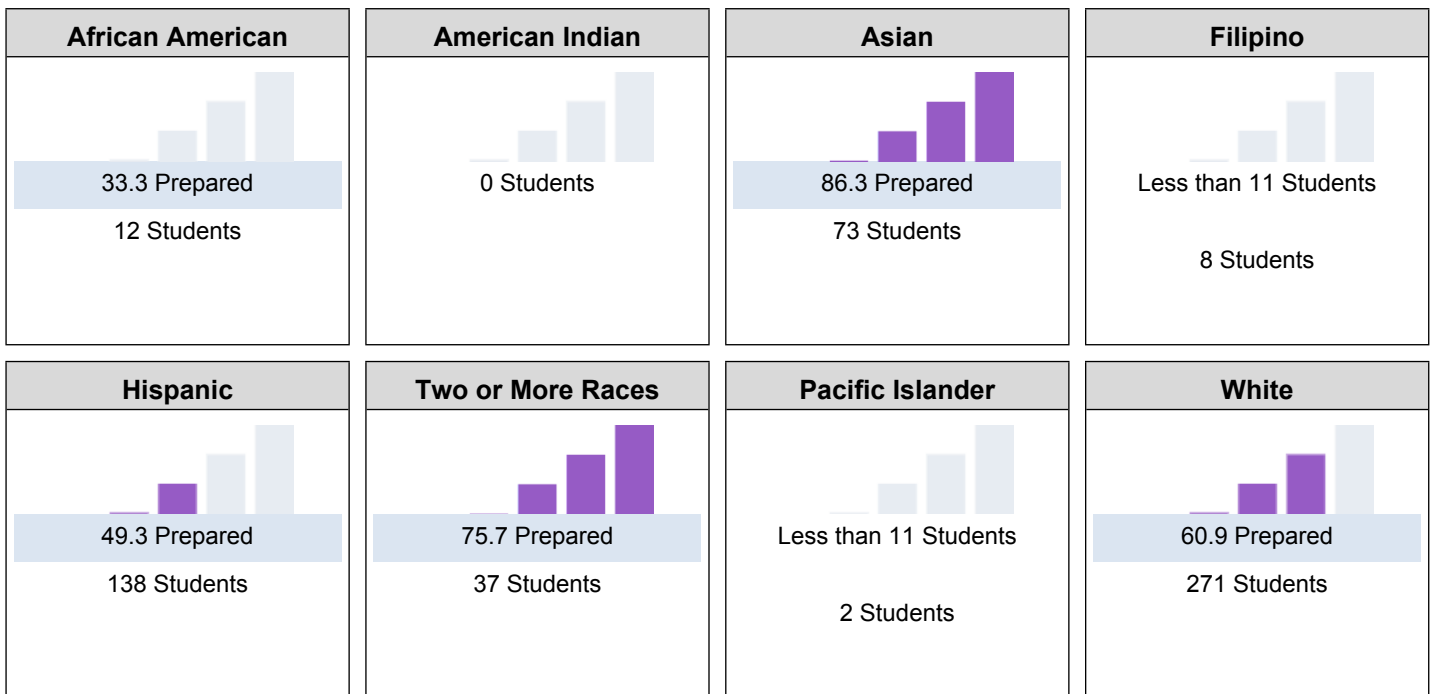


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. Overall, 62.1% of WHS students are prepared according to the College & Career Indicator which falls in the High category.
2. At WHS, our Asian and Two or More Races student group scored in the Very High category.
3. At WHS, our Students with Disabilities scored in the Very Low category.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group								
<table border="1" style="width: 100%; text-align: center;"> <tr> <th>All Students</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	All Students	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>English Learners</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	English Learners	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Foster Youth</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Foster Youth	 No Performance Color 0 Students
All Students								
 No Performance Color 0 Students								
English Learners								
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Foster Youth								
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<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Homeless</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Homeless	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Socioeconomically Disadvantaged</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Socioeconomically Disadvantaged	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Students with Disabilities</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Students with Disabilities	 No Performance Color 0 Students
Homeless								
 No Performance Color 0 Students								
Socioeconomically Disadvantaged								
 No Performance Color 0 Students								
Students with Disabilities								
 No Performance Color 0 Students								

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>

Conclusions based on this data:

1. Chronic Absenteeism data was not reported in 2023.

School and Student Performance Data

Academic Engagement Graduation Rate

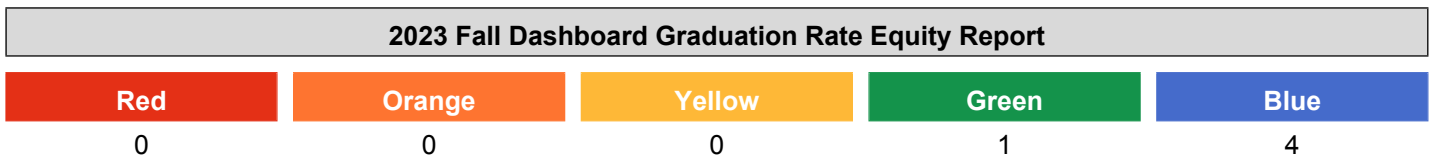
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Blue 98.7% graduated Increased 2.2 543 Students	English Learners 95.2% graduated Maintained 0.8 21 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 4 Students	Socioeconomically Disadvantaged Blue 97.9% graduated Increased 3.9 143 Students	Students with Disabilities Green 93.9% graduated Increased Significantly 13.1 49 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>100% graduated</p> <p>Increased Significantly 9.1</p> <p>12 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Blue</p> <p>100% graduated</p> <p>Maintained 0</p> <p>73 Students</p>	<p>Less than 11 Students</p> <p>8 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Blue</p> <p>97.8% graduated</p> <p>Increased 1.4</p> <p>138 Students</p>	<p>100% graduated</p> <p>Maintained 0</p> <p>37 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p></p> <p>Blue</p> <p>98.5% graduated</p> <p>Increased 3.2</p> <p>273 Students</p>

Conclusions based on this data:

1. WHS had a graduation rate of 98.7% amongst all students which is an increase of 2.2% from the prior year.
2. WHS saw significant increase in the following student groups: Students with Disabilities, African American
3. No student group at WHS saw any level of decrease in Graduation Rate.

School and Student Performance Data

Conditions & Climate Suspension Rate

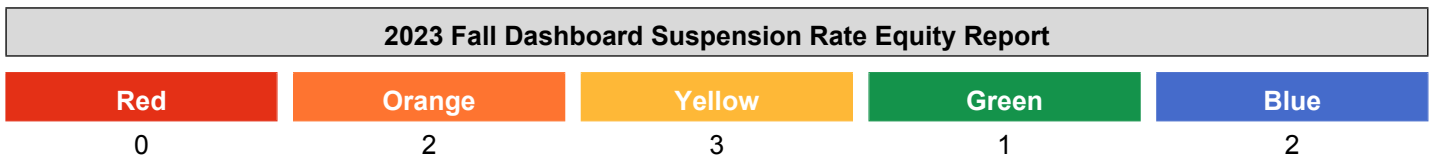
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">2.2% suspended at least one day</td> </tr> <tr> <td>Maintained -0.1 2154 Students</td> </tr> </tbody> </table>	All Students	 Yellow	2.2% suspended at least one day	Maintained -0.1 2154 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">9.9% suspended at least one day</td> </tr> <tr> <td>Increased 3 101 Students</td> </tr> </tbody> </table>	English Learners	 Orange	9.9% suspended at least one day	Increased 3 101 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 8 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 8 Students	
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Homeless													
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Declined -0.3 474 Students													
Students with Disabilities													
 Yellow													
6.7% suspended at least one day													
Declined -0.4 210 Students													

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 4.1% suspended at least one day Declined -6.8 49 Students	Less than 11 Students 7 Students	 Blue 0.4% suspended at least one day Declined -1.1 251 Students	0% suspended at least one day Declined -3.4 26 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 4.4% suspended at least one day Increased 0.8 572 Students	 Blue 0% suspended at least one day Maintained 0 157 Students	Less than 11 Students 4 Students	 Yellow 1.8% suspended at least one day Maintained 0 1088 Students

Conclusions based on this data:

1. 2.2% of all WHS students were suspended at least one day which is a 0.1% decrease from the prior year.
2. WHS saw a decline in the following student groups: Socioeconomically Disadvantaged, Students with Disabilities, African American, Asian, Filipino
3. WHS saw an increase in the following student groups: Hispanic, Homeless

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Administration, instructional leaders, and teachers will evaluate and restructure our current PLC model to ensure teachers and staff have dedicated and intentional department time to analyze data from a variety of sources and implement strategies for positive outcomes for all students including effective implementation of Tier 1 academic supports.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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 Students with Disabilities.
- * Specific academic and social counseling for our student groups including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.
- * Continue to provide all teachers (including our SAI teachers) and student access to inclusive, meaningful and accessible curriculum and textbooks.
- * Need for additional professional development for teachers to collaborate and to collect, disaggregate, and analyze student performance data in order to increase opportunities for support within the classroom to improve outcomes for all learners including our Students with Disabilities, English Learners, Socioeconomically Disadvantaged, LGBTQ+, African American, and Hispanic student populations.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts Data from the Smarter Balance Assessment Consortium Data Profile	Overall - 63% Met or Exceeded Standards, down 9% from prior year Black of African American - 63% Met or Exceeded Standards, increase by 23% from prior year Hispanic/Latino - 45% Met or Exceeded Standards, down 4% from prior year Two or More Races - 76% Met or Exceeded Standards, down 2% from prior year Socio-economically Disadvantaged - No Information Provided English Learner - No Information Provided Students with an IEP - 11% Met or Exceeded Standards, increase by 1% from prior year Homeless - No Information Provided	Overall increase by 7% with a minimum of 7% increase in our individual subgroups identified including our SWD, SED, EL, African American, and Hispanic student groups.
Mathematics Data from the Smarter Balance Assessment Consortium Data Profile	Overall - 46% Met or Exceeded Standards, down 4% from prior year Black of African American - 25% Met or Exceeded Standards, increase by 19% from prior year Hispanic/Latino - 26% Met or Exceeded Standards, increase by 5% from prior year Two or More Races - 57% Met or Exceeded Standards, down 7% from prior year Socio-economically Disadvantaged - 21% Met or Exceeded Standards, down 4% from prior year English Learner - No Information Provided Students with an IEP - 4% Met or Exceeded Standards, decrease by 1% from prior year Homeless - No Information Provided	Overall increase by 7% with a minimum of 7% increase in our individual subgroups identified including our SWD, SED, EL, African American, and Hispanic student groups.
Increase Number of Co-taught classes while including all core subject areas (English, Math, Science, Social Science)	In 23-24 WHS had 9 co-taught classes in Social Science, Math, English, & Science	Increase to 14 in the 24-25 School Year
23-24 D/F Data Comparison	675 D/F grades were earned during the 1st semester of the 23-24 school year. * 58% - Hispanic/Latino * 3% - Black or African American 786 D/F grades were earned during the 2nd semester of the 23-24 school year. * 56% - Hispanic/Latino * 2% - Black or African American	Decrease the percentage of D/F grades overall and specifically amongst our Hispanic/Latino students by 8%
College and Career readiness percentage based on student demographics	Based on the 2023 CA Dashboard, the following represents the percentage of students that meet the College & Career Readiness metric.	Increase overall to 65%, Increase students groups below this mark by 5%

	<ul style="list-style-type: none"> * Overall - 62.1% * African American - 33.3% * English Learners - 19% * Student with Disabilities - 4.3% * Hispanic - 49.3% * Socioeconomically Disadvantaged - 44.4% * White - 60.9% * Asian - 86.3% * Two or More Races - 75.7% 	
Student enrollment in AVID program at Westlake High School	In the 23-24 school year, Westlake High School had Four (4) sections of AVID	increase to 5 sections of AVID that serves students in all grade levels.
CA Dashboard results in Mathematics for Students with Disabilities & Hispanic Students	Data based on 2023 CA Dashboard Results: <ul style="list-style-type: none"> * Hispanic - 5.8 points below standard (increased by 18.4 points) * Socioeconomically Disadvantaged - 8.1 points below standard (increased by 40.6 points) * Homeless - No data as only 5 students fell into this category 	Continue to increase in each of these groups with a goal of 25 points for each of these student groups
CA Dashboard results in English Language Arts (ELS) for Students with Disabilities & Hispanic Students	Data based on 2023 CA Dashboard Results: <ul style="list-style-type: none"> * Students with Disabilities - 11.5 point below standard (increased by 23.2 points) * Hispanic - 5.8 points below standard (increased by 18.4 points) * Socioeconomically Disadvantaged - 8.1 points below standard (increased by 40.6 points) 	Continue the increase in this student group with a goal of 30 points of increase for each of these student groups

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Evaluate current Tier 1 supports and UDL practices that are being utilized. Information received from this analysis will be utilized to determine how we continue to support our students who are earning at least 1 D/F. This will be done through our PLC time in both individual department and interdepartmental meetings.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	0 None Specified None Specified
1.2	Continue to support teachers attending AVID Summer Institute training. This will allow for more AVID strategies to be implemented throughout campus, increase our number of AVID sections, and provide additional methods and techniques to be discussed and utilized during PLC meetings. Funds will also be allocated to provide any materials and support to assist with these strategies being incorporated in classes.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	2000 0TRM 4000-4999: Books And Supplies

1.3	Support teachers in attending training opportunities throughout the school year (in-person and virtually) in the utilization and incorporation of site and district resources and supports to insure increased learning for all students including our SWD, SED, EL, Black, Hispanic, and LGBTQ+ student populations.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	2000 4EEF 1000-1999: Certificated Personnel Salaries 2000 OTRM 1000-1999: Certificated Personnel Salaries
1.4	Evaluate the ways in which our A-G/CTE counselor to assist in identifying students that need additional supports to meet A-G complete and College & Career indicator completion. This will include direct outreach to our student groups in the lower percentages of A-G completion and College & Career Readiness with a specific emphasis on our English Learners, African American, Hispanic, Students with Disabilities, Foster Youth, and Socio Economically Disadvantaged student groups.	All students currently not on track to meet A-G completion and/or College & Career indicator with an emphasis on our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	0 None Specified None Specified
1.5	Utilize PLC time to evaluate the impact of grading on our students and monitoring progress toward accomplishing program goals identified in the SPSA with special attention to low achieving multilingual learners and students at risk of not meeting state content standards.. This will be done through both a learning and motivational lens. This evaluation will also help to ensure that our grading practices are accurate, not biased, and motivation. We have begun the process in prior years and departments have developed strategies they are using consistently across the department.	All students currently not on track to meet A-G completion and/or College & Career indicator with an emphasis on our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	0 None Specified None Specified
1.6	While evaluating grading practices and impacts, teachers and administrators will look at specific student groups as able including our English Learners, Students with Disabilities, Socioeconomically Disadvantaged, LGBTQ+, African American, and Hispanic student groups.	Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	0 None Specified None Specified
1.7	Provide release days and planning time for our Co-Teaching teachers. This ensures that our Students with Disabilities and fully supported in the General Education classes while providing the direct and needed support in the appropriate manner. This will help to support our growth in LRE.	Students with Disabilities	8000 OTRM 1000-1999: Certificated Personnel Salaries
1.8	Counselors are attending the National Association for College Admission Counseling (NACAC) conference. This allows counselors to gain most up-to-date and current information related to the college admissions process. This will support our students in understanding the impact of their classes and how it will help support them in their next steps toward college.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	1425 0010 4000-4999: Books And Supplies
1.9	Provide English teachers readers days (one each semester) to review essays, provide detail and specific feedback to students, and to gather	All Students including our Students with Disabilities (SWD), English Learners	5200 0010

	information and data they can use during PLC time to collaborate with their colleagues.	(EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	1000-1999: Certificated Personnel Salaries
1.10	Provide Math teachers and students with Formative and Delta Math. These platforms allow teachers to get real time feedback and information from student work. This data and information will be utilized both in class and through PLC collaboration to adjust future instruction to help ensure student success and engagement.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	3200 OTRM 4000-4999: Books And Supplies
1.11	Provide Computer Programming teachers and students with a program directly related to computer program. This platforms allow teachers to get real time feedback and information from student work. This data and information will be utilized both in class and through PLC collaboration to adjust future instruction to help ensure student success and engagement.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	2600 OTRM 4000-4999: Books And Supplies
1.12	Have a team of six staff (including teachers & administration) attend CAPS training to refocus and evaluate our current PLC model. We have found that we have the time allocated; however we are not utilizing it as effectively as we could. This training will provide the goals and process for this recreation of our PLC time and outcomes.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	0 None Specified None Specified This training is being funded by District funds.
1.13	Provide opportunities for our Math teachers to evaluate, plan, and implements strategies related to the new California Mathematics Framework. This new framework specifically looks into the idea of essential standards and reconstructing how the student learning is taking place. This will have an impact on not only student success in math, but also the way in which we are grading and evaluating learning in our math courses.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	2000 0010 1000-1999: Certificated Personnel Salaries Teacher Release/PD Time 1000 0010 4000-4999: Books And Supplies
1.14	Provide additional staff to provide English Learner students with academic support after school for ELA and Math.	English Learner Students - Multilingual Learners	2000 0010 1000-1999: Certificated Personnel Salaries 3000 0010 2000-2999: Classified Personnel Salaries
1.15	Provide additional readers and literacy support resources for our English Language Development classes to improve literacy skills for multilingual students.	English Learner Students - Multilingual Learners	1000 0010 4000-4999: Books And Supplies
1.16	Provide additional resources and support for Math through IXL and Delta Math to improve math skills and number sense for multilingual learners.	Provide additional resources and support for Math through IXL and Delta Math to improve math skills and number	0 None Specified None Specified District Funded

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The overall implementation provide to be effective based on the increase in 23-24 CA Dashboard data, increase in co-taught sections, increase in AVID sections, and decrease in our suspension rate for our African American students. Although SED and students with disabilities are performing below standards, they still made significant progress in English Language Arts. We have identified the needs for areas of support for our English Language Learners based on their performance with CAASPP. Although SED and students with disabilities are performing below standards, they still made significant progress in Math. We have identified the needs for areas of support for our English Language Learners based on their performance with CAASPP.

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

There were no major difference between what was planned and what was implemented in order to meet this 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 is a new goal so this analysis is not applicable.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Teachers and counselors will ensure all students know, engage in, and understand the relevancy of the instructional lessons and units to their learning while focusing on inclusion in learning between all student groups.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Although Westlake High School provides many services and supports to students, we find that some of the students most in need do not participate due to a lack of engagement and connection to school. We need to continue to identify strategies that will increase student engagement for all student populations as well as quickly identify students who are not making anticipated academic progress so interventions can be implemented as efficiently as possible.

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

These include:

- * Incorporating consistent teaching strategies across departments to ensure consistent and authentic student engagement.
- * Utilize Universal Design for Learning (UDL) strategies and techniques to assist students in the areas of engagement, representation, and action & expression
- * Early identification of students who are not making anticipated academic progress so interventions including Tier 2 & 3 supports can be provided

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
23-24 Wellness Survey Results - School Is Going Well	67% of WHS Students Agreed, this had no change from prior semester	Increase the percentage of students by a minimum of 5%
23-24 Wellness Survey Results - Felt Sad or Down in the Prior Month	32% of Students Agreed, this was down 8.6% from prior semester	Decrease the percentage of students by a minimum of 5%
23-24 Wellness Survey Results - Understand High School Graduation Requirements	88% of Students Agreed, this was down 1.1% from prior semester	Increase the percentage of students by a minimum of 2%
23-24 Wellness Survey Results - Manage their time and school workload	67% of Students Agreed, this was up 9.8% from prior semester	Increase the percentage of students by a minimum of 5%

23-24 Wellness Survey Results - Developed Strong Study Skills	63% of Students Agreed, this was up 5% from prior semester	Increase the percentage of students by a minimum of 7%
23-24 Wellness Survey Results - Feel Anxious when taking tests	67% of Students Agreed, this was down 6.8% from prior semester	Decrease the percentage of students by a minimum of 5%
23-24 Wellness Survey Results - Reaching A-G Requirements	71% of Students Agreed, this was up 4.4% from prior semester	Increase the percentage of students by a minimum of 9%
23-24 Wellness Survey Results - Tools and Knowledge to be successful in high school and beyond	69% of Students Agreed, this had no change from prior semester	Increase the percentage of students by a minimum of 5%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Include in our Weekly Warrior Update information related to the importance of attendance. This will be a special priority during September as we begin the school year, but also throughout the school year. In addition, posters have been made and posted around campus to ensure the importance of attendance for all of our students.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	300 0010 4000-4999: Books And Supplies
2.2	Continue to provide designated ELD support through our master schedule by offering two ELD1/2 support classes and one ELD 3 support class for our students. This will allow for targeted, direct, and intentional support for our students that will support them not only in their ELD classes, but in their other classes as well.	English Learners	0 None Specified None Specified
2.3	Utilize our master schedule to increase number of co-taught classes while including all core subject areas (English, Math, Science, Social Science). Our goal is to increase the number offered to 14 classes during the 24-25 school year. Our future goal is to only offer SAI classes in English and Math. This will support our increase in LRE and inclusion for our Students with Disabilities	Students with Disabilities	0 None Specified None Specified
2.4	Continue to utilize our Academic Support Centers in English, Math, Science, Social Science, and World Language. These centers are open at lunch and run by teachers and student tutors. Utilizing the students to provide support for other students has created environments in which students are more comfortable in receiving support and asking questions. These centers are also used for test retakes and test corrections.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	26524 0TRM 1000-1999: Certificated Personnel Salaries 7500 0010 1000-1999: Certificated Personnel Salaries
2.5	Purchase No Red Ink for our English department and teachers to assist in Essay writing and student feedback.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	7920 0TRM 4000-4999: Books And Supplies

2.6	Provide additional classified service and support for our staff serving our Students with Disabilities. This helps ensure all required services, timelines, and supports are being incorporated consistently.	Students with Disabilities	4500 OTRM 2000-2999: Classified Personnel Salaries
2.7	Provide English Learner bilingual paraprofessional support in classrooms. This will allow staff to support our students within the context of the subject matter they are in while enhancing the tools and supports that our teachers can implement for all students.	English Learners	0 None Specified None Specified District Funded
2.8	Provided additional supplies and resources for our English Learner classes. These supplies will include books, technology applications, and other materials.	English Learners	3000 0010 4000-4999: Books And Supplies
2.9	Administrators will continue to implement restorative practices when working with students and families. These practices will help to provide ongoing student engagement with school while keeping students on campus as much as possible. These practices may include referrals to other supports both on and off campus such as our Wellness Center and Break Through.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	0 None Specified None Specified
2.10	Provide additional time and support for teachers to create and implement various UDL strategies to assist in the student learning and engagement in the class. In addition to being done individually by teachers, this will also be implemented into the PLC time that teachers have each month.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	1000 0010 1000-1999: Certificated Personnel Salaries 2000 0010 4000-4999: Books And Supplies
2.11	Provide EBSCO subscription through our Library. This resource will help support all students in their learning in all classes.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	8000 OTRM 4000-4999: Books And Supplies
2.12	Provide a variety of supplies and materials for additional hands-on learning opportunities for students in Science classes. These will be done through individual lessons, activities, and labs.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	2311 0090 4000-4999: Books And Supplies
2.13	Provide opportunities for community and career based field trip and activities. These funds will be used to cover the cost of buses, entrance fees, and other field trip related items. These field trips will have a specific emphasis on careers and AVID college exploration.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	4200 Other 5000-5999: Services And Other Operating Expenditures 001Y

2.14	Provide Choral Accompanist support in our Choir program. This supports helps to ensure that all students in our Choir program are able to learn at the highest of level while ensuring engagement in the subject matter.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	21000 0010 2000-2999: Classified Personnel Salaries
2.15	Provide Accompanist support in our Band program. This supports helps to ensure that all students in our Band program are able to learn at the highest of level while ensuring engagement in the subject matter.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	26000 0010 2000-2999: Classified Personnel Salaries
2.16	Provide supplies and resources for our Career Tech classes and pathways. These supplies and resources allow for students to engage in the curriculum in a more real-world manner while exploring various aspects of the particular pathway they are enrolled in.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	9500 Other 4000-4999: Books And Supplies 0CT0

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The overall implementation provide to be effective based on the increase in 23-24 CA Dashboard data and specifically the increase in our graduation rate.

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

There were no major difference between what was planned and what was implemented in order to meet this 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 is a new goal so this analysis is not applicable.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Administration, instructional leaders, and teachers will expand career emphasis opportunities across the curriculum, including interdepartmental options, to strengthen school connectivity and engagement opportunities for students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase student engagement by providing career focused opportunities throughout campus. This has been identified as a need that can be addressed by improving the relationship with community partners to provide more opportunities for student involvement in career related fields. We also are looking to expand career-focused opportunities that reflect student interest and increase enrollment in CTE pathways and ROP courses to increase relevancy and student engagement.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024 CA Dashboard College/Career Data	Based on the 2024 CA Dashboard, the following represents the percentage of students that meet the College & Career Readiness metric. * Overall - 62.1% * African American - 33.3% * Hispanic - 49.3% * SWD - 4.3% * SED - 44.4% * White - 60.9% * English Learners - 19%	Increase our overall percentage by 5% while increasing our Students with Disabilities by 10%
Number of CTE Pathways being offered	23-24: 5 CTE Pathways	24-25: Maintain our 5 CTE pathways
Number of students enrolled in a CTE Pathway	23-24: 246 students enrolled	24-25: Have over 300 students enrolled in CTE classes
Number of guest/career speakers speaking to our students either on campus or virtually	23-24: 63 guest speakers	24-25: 2 per semester per CTE class and a total of 75 or more across campus

Number of CTE class sections being offered	23-24: 13 Sections	24-25: 15 Sections
Number of CTE credentialed teachers teaching CTE courses	23-24: 5 Teachers	24-25: Maintain our 5 CTE Teachers

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Develop, 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.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	0 None Specified None Specified
3.2	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 Diversity, Equity, and Inclusion so students feel more connected to these various industry sectors. This specifically includes looking for guest speakers who are Hispanic and African American. This will include creating a Google Sheet for teachers to use as a resource when looking for guest speakers.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	0 None Specified None Specified
3.3	Communicate with all students, families, and teachers related to the CTE pathway and ROP opportunities available. We will be able to utilize Canvas pages and various communication methods to promote and advertise our CTE offerings and availability for students. We will also be able to utilize the CTE/ROP Website to help promote the qualifications and outcomes of being a CTE Pathway Completer that is on the WHS website to teachers, staff, students, and families	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	0 None Specified None Specified
3.4	Communicate intentionally and directly to our Students with Disabilities and Multilingual Learners related to the various pathways and career related opportunities at Westlake High School and through the ROP program. Invite students in these specific groups to join and participate in the various CTE pathways and career related opportunities	Students with Disabilities, English Learners	0 None Specified None Specified
3.5	Counselors will provide opportunities to administer the student career interest survey through CCGI.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	0 None Specified None Specified
3.6	Utilize department meetings and collaboration to develop career emphasis programs and pathways within various departments across campus. This will assist in the understanding of career emphasis and	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically	2000 0010 1000-1999: Certificated Personnel Salaries

	possible future development of CTE pathways. Funds will be allocated to provide release days and time for planning and developing these programs.	Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	
3.7	Enhance and develop out existing CTE pathways in Health Careers, Stage Technology, Education, Digital Media Arts, Computer Graphics. This includes purchasing new equipment, furniture, books, and supplies in these pathways.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	Other 4000-4999: Books And Supplies 3SWP - Strong Workforce (CTE) Other 4000-4999: Books And Supplies 2SWP- Strong Workforce (CTE)
3.8	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. These will be communicated to families through both CTE and Career Exploration.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	500 0010 4000-4999: Books And Supplies
3.9	Work with clubs and interest groups to bring guest speakers from various industry sectors to speak to their clubs during lunch meetings.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	0 None Specified None Specified
3.10	Begin an eSports class and opportunity for our students. This will be a developmental year and will have the goal into growing into multiple sections and participation in nationwide tournaments and competitions. This is a new sport and activity at both the high school and collegiate level.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	40000 0P28 - Proposition 28 1000-1999: Certificated Personnel Salaries Purchasing Sections for these classes.
3.11	Look at the yearly schedule to highlight and promote various months and activities. This will include our Hispanic Heritage Month celebrations in September, Black History Month celebrations in February, Unity Day in October, and Inclusive Schools Week in December. In addition, we will continue to work with our students clubs including out Black Student Union, Latino Connection, GSA Club, and Jewish Student Union.	African American, Hispanic/Latino, LGBTQ+, Students with Disabilities	4000 ASB 4000-4999: Books And Supplies
3.12	Counselors are utilizing CCGI to incorporate Tier 1 level supports for all students. Our 9th & 10th grade counselors will be conducting 9th grade lessons related to the exploration and identification of core values and 10th grade lessons related to exploring a variety of career interests.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	0 None Specified None Specified
3.13	Counselors are utilizing CCGI to incorporate Tier 1 level supports for all students. Our 11th & 12th	All Students including our Students with Disabilities	0 None Specified

	<p>grade counselors will be conducting 11th grade lessons related building college lists including identifying at least three programs of interest and additional post secondary options. For our 12th grade students, Counselors guide students through the college application process and financial aid applications including FASFA and CADAA.</p>	<p>(SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.</p>	<p>None Specified</p>
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The overall implementation has continued to be successful based on the 23-24 CA Dashboard data for College & Career indicator and our 'High' ranking. We have also been able to introduce new CTE pathways in Education and Health Careers.

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

There were no major difference between what was planned and what was implemented in order to meet this 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.

Although there has been a major shift in most of our goals from the 2023-2024 SPSA to ensure alignment with our WASC Action Plan, this particular goal has remained mostly consistent with only minor adjustments to the language. This speaks to the identify need of continued growth and emphasis in this are by not only our site level team, but also the WASC Visiting Team.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Teachers, Counselors, and Wellness Center staff will expand and increase the effectiveness of Social-Emotional Learning (SEL) to support the mental health and wellness of our students and staff by incorporating Tier 1 supports in the classroom as well as campus-wide.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Westlake High School notes increased Wellness Center visits for coping, trauma, and anxiety. Staff recognizes rising post-COVID stress. Identified need for anti-bias, anti-racism, and anti-bullying education. This need will be addressed by having an increase emphasis on and awareness of Social-Emotional Learning (SEL) to support the mental health and wellness of our students by supporting collaboration between Student Support Services, ELD coordinators, and the general education teachers to allocate resources and develop supports

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Wellness Center School Counselor Referrals	66 referrals	Continue to have counselors make necessary referrals
Wellness Center Non-Counselor Referrals include self referrals	92 referrals	Continue to make appropriate referrals to support the needs of our students.
Wellness Center Individual Student Wellness Counseling	1,144 Students	Continue to provide individual counseling to meet the needs of all students.
Wellness Center Individual Student Therapy Sessions	2,682 Student Sessions	Continue to provide individual counseling to meet the needs of all students.
Wellness Center Goals & Topics for Individual Therapy Sessions	36 Students for Anxiety, 30 Students for Family/Home Issues, 19 Students for Depression	Continue to provide individual counseling to meet the needs of all students.
Wellness Center Data Pre- and Post-Treatments	Severe Anxiety decreased from 26.67% to 23.88%, Moderate Anxiety decreased from 31.67% to 25.37%	Continue to gather data on treatment impacts of all students

Wellness Center Group Therapy	10 Students in Wellness Group, 9 Students in the Self Esteem Group, 8 Students in the New Student Group	Continue to gather data on number of students attending our group sessions
School-wide Wellness Activities	170 events throughout the year with 13,070 visits by students	Continue to advertise and make accessible our Wellness Center to meet the needs of all students
Wellness Center Walk-In Support	636 Individual Students served over 3,192 visits	Continue to provide individual support to meet the needs of all students.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Counselors will utilize information from their Hatchings trainings to provide Tier 1 level supports and presentations to students based on grade levels. These presentations will be done through classroom level presentations.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	0.00 None Specified None Specified
4.2	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. 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 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.)	All incoming 9th grade students.	5000 ASB 4000-4999: Books And Supplies
4.3	Celebrate Mental Health Week through a wide variety of celebrations and activities. This would include activities for all students including our SWD, SED, and EL student groups. Create, publicize, and provide various activities for all students related to Mental Wellness and supports.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	0 None Specified None Specified
4.4	Utilize our PLC time to evaluate UDL strategies that will assist in incorporating Tier 1 SEL supports. These supports will be adjusted based on subject matter to help have direct impact on the students and material being presented.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	0 None Specified None Specified 2000 OTRM 4000-4999: Books And Supplies

			Materials and supplies needed to assist with the incorporation of the various SEL related activities and information.
4.5	Continue to enhance and monitor our Unified Sports program to expand the impact for all our students including our Students with Disabilities. This will include providing additional time, materials, and supplies to continue growing our Unified Sports program. This will include having various students groups including Band, Cheer, Choir, American Sign Language, and others supporting this program	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	2000 0010 4000-4999: Books And Supplies
4.6	Utilize the Inclusion Handbook to expand activities throughout the year and specifically during Inclusive Schools Week. This will include highlighting our LGBTQ+, Students with Disabilities, and our other inclusive clubs on campus. We have seen great success in our "End the 'R' Word" campaign and want to expand these types of events.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	2000 ASB 4000-4999: Books And Supplies
4.7	Create and implement a student survey to gather information on how 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. This survey will be administered twice a year.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	0 None Specified None Specified
4.8	Last year we found great success when we incorporated Therapy Support animals during our Final Exam weeks and during other times in the year that brought about anxiety and stressful situations. We will continue to work with local organizations to continue this support for students and staff. Our goals will be to utilize local therapy support animals once a month during lunch to help students and staff alike with their mental health and wellness	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	0 None Specified None Specified
4.9	Enhance and build school culture by allowing all students an opportunity to participate in leadership via student council representation.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	0 None Specified None Specified
4.10	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. Based on feedback from meetings, funds have been allocated to support ideas throughout campus.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	2000 0010 4000-4999: Books And Supplies Implement ideas and strategies that come from these meetings and feedback.

4.11	Incorporating SEL information & supports into lessons, activities, presentations, and other such regular areas throughout campus.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	0 None Specified
4.12	Provide transportation to and from the Unified Sports events. This transportation will be for our paraprofessionals, teachers, Unified Athletes, and Unified Partners.	Students with Disabilities	3000 0010 5000-5999: Services And Other Operating Expenditures
4.13	Create and implement staff survey twice a year related to their needs to help support them in the classroom and with their own wellness. The information from these surveys will be shared with WHS Leadership team to discuss what next steps will be.	Teachers & Staff	0 None Specified None Specified
4.14	Wellness Center staff will create a groups for our underrepresented students with a specific focus on our African American, Hispanic, and English Learner students. This will allow these student populations to have direct support and opportunity to discuss situation and topics that are directly impacting them on campus and in life.	African American, English Learner, Hispanic Students	0 None Specified None Specified
4.15	Provide a Social-Emotional coach for the mental health of our students around campus. This provide ongoing support for our students, strategies to help deal with the struggles in their lives, and provide another trusted adult for them to talk to.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	15000 0010 2000-2999: Classified Personnel Salaries
4.16	Create and implement student survey twice a year related to their needs to help support them in the classroom, on campus, and with their own wellness. The information from these surveys will be shared with WHS Leadership team and School Site Council to discuss possible next steps.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	0 None Specified None Specified
4.17	Provide Athletic Training support and supervision for our student athletes. This will help ensure the ongoing physical safety for our students as they participate in extra curricular activities.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	24700 Other 2000-2999: Classified Personnel Salaries 0AEA

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This is a goal and area continues to be a focus area across campus. We have seen a very successful implementation of our Wellness Center and additional student supports focus on the mental health of our students. The implementation has been effective due to the open collaboration and involvement from our Wellness Center staff, counselors, and administration.

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

There were no major difference between what was planned and what was implemented in order to meet this 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.

Although there has been a major shift in most of our goals from the 2023-2024 SPSA to ensure alignment with our WASC Action Plan, this particular goal has remained mostly consistent with only minor adjustments to the language. This speaks to the identify need of continued growth and emphasis in this are by not only our site level team, but also the WASC Visiting Team.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$261,380.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	\$100,925.00
0090	\$2,311.00
0P28 - Proposition 28	\$40,000.00
0TRM	\$66,744.00
4EEF	\$2,000.00
ASB	\$11,000.00
None Specified	\$0.00
Other	\$38,400.00

Subtotal of state or local funds included for this school: \$261,380.00

Total of federal, state, and/or local funds for this school: \$261,380.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Instruction	219,564	219,564.00
OTRM	66,744	0.00

Expenditures by Funding Source

Funding Source	Amount
0010	100,925.00
0090	2,311.00
0P28 - Proposition 28	40,000.00
OTRM	66,744.00
4EEF	2,000.00
ASB	11,000.00
None Specified	0.00
Other	38,400.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	98,224.00
2000-2999: Classified Personnel Salaries	94,200.00
4000-4999: Books And Supplies	61,756.00
5000-5999: Services And Other Operating Expenditures	7,200.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0010	19,700.00
2000-2999: Classified Personnel Salaries	0010	65,000.00
4000-4999: Books And Supplies	0010	13,225.00
5000-5999: Services And Other Operating Expenditures	0010	3,000.00
4000-4999: Books And Supplies	0090	2,311.00
1000-1999: Certificated Personnel Salaries	0P28 - Proposition 28	40,000.00
1000-1999: Certificated Personnel Salaries	OTRM	36,524.00
2000-2999: Classified Personnel Salaries	OTRM	4,500.00
4000-4999: Books And Supplies	OTRM	25,720.00
1000-1999: Certificated Personnel Salaries	4EEF	2,000.00
4000-4999: Books And Supplies	ASB	11,000.00
	None Specified	0.00
None Specified	None Specified	0.00
2000-2999: Classified Personnel Salaries	Other	24,700.00
4000-4999: Books And Supplies	Other	9,500.00
5000-5999: Services And Other Operating Expenditures	Other	4,200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	35,425.00
Goal 2	123,755.00
Goal 3	46,500.00
Goal 4	55,700.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:








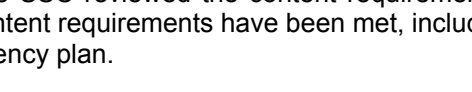
- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Jason Branham	Principal
Doug Freed	Classroom Teacher
David Pulsipher	Classroom Teacher
Daniela Hamilton	Classroom Teacher
Kim Merjan	Other School Staff
Emma Howells	Parent or Community Member
Vanessa West	Parent or Community Member
Rochelle Johnson	Parent or Community Member
Lauren You	Secondary Student
Amelie Ortiz	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Advisory Council Recommendations

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


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


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 27, 2024.

Attested:

 Principal, Jason Branham on 8/27/2024

 SSC Chairperson, Emma Howells on 8/27/2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 EC 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.
- Funding Sources: List the funding source(s) for the proposed expenditures. 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

The LEA shall partner with educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars**: <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts**:
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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/>

Updated by the California Department of Education, October 2023