

The Single Plan for Student Achievement

School: Westlake High School
CDS Code: 56 73759 5630116
District: Conejo Valley Unified School District
Principal: Jason Branham
Revision Date: October 30, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Westlake High School's Vision and Mission Statements

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

School Profile

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

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

WHS teachers, students, and parents have had the opportunity to engage in online surveys and/or suggestions documents that have provided valuable information and are part of the basis for decision making. These surveys will continue to be discussed within the SSC, PTSA, and WHS faculty. A follow up survey will be planned for the spring of 2018 which will support our SPSA/WASC efforts as WHS completed a WASC visit in the Fall of 2017. The CVUSD conducted an LCAP Survey that led to the adoption of district-wide goals as stated within this document. Further, WHS faculty have been polled regarding their staff development needs as we plan opportunities for teachers to grow as professionals. These surveys will be reviewed during this school year as we monitor progress and adjust programs based on this new data.

Classroom Observations

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

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

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

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

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

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

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

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

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

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

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

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

We offer Common Planning Time every Wednesday. During this time, teachers collaborate as a department, by grade level, and by course to plan future lessons. In addition, we are developing a Professional Learning Committee that will allow teacher to collaborate across department lines to provide consistent practices and support for all students. Lastly, we will be utilizing this time to review the WASC Action Plan and continue to pursue methods to reach these goals.

Teaching and Learning

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

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

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

Our bell schedule far exceeds the instructional minutes required.

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

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

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

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

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

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

Opportunity and Equal Educational Access

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

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

14. Research-based educational practices to raise student achievement

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

Parental Involvement

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

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

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

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

Funding

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

District provides funds allocated specifically for our underperforming students.

18. Fiscal support (EPC)

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

Description of Barriers and Related School Goals

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

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	566	655	526	498	599	500	498	593	500	88.0	91.5	95.1
All Grades	566	655	526	498	599	500	498	593	500	88.0	91.5	95.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2681.2	2671.0	2660.9	55	50	48.00	31	33	32.20	10	12	12.00	4	5	7.80
All Grades	N/A	N/A	N/A	55	50	48.00	31	33	32.20	10	12	12.00	4	5	7.80

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 11	60	49	54.00	34	44	34.60	6	7	11.40	
All Grades	60	49	54.00	34	44	34.60	6	7	11.40	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	65	65	61.72	30	30	28.86	5	5	9.42
All Grades	65	65	61.72	30	30	28.86	5	5	9.42

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	38	36	37.80	57	59	54.60	5	5	7.60
All Grades	38	36	37.80	57	59	54.60	5	5	7.60

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	62	61	53.60	35	35	38.00	3	5	8.40
All Grades	62	61	53.60	35	35	38.00	3	5	8.40

Conclusions based on this data:

1. WHS students scored well as compared to surround school and district average with 80.2% of students meeting or exceeding the standards in English.
2. WHS would like to see a strong focus placed on Reading as 54% of students were above standard while 34.6% of students were at or near standard.
3. WHS will need to continue to focus on our subgroups including English Learners, Special Education, and Low Income to ensure progress is being made.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	566	655	526	497	595	498	496	591	497	87.8	90.8	94.7
All Grades	566	655	526	497	595	498	496	591	497	87.8	90.8	94.7

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2674.6	2657.9	2644.7	37	33	28.97	32	29	30.18	19	20	22.33	12	18	18.51
All Grades	N/A	N/A	N/A	37	33	28.97	32	29	30.18	19	20	22.33	12	18	18.51

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	51	47	43.86	34	32	31.19	15	21	24.95
All Grades	51	47	43.86	34	32	31.19	15	21	24.95

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	50	39	32.80	40	46	46.68	10	15	20.52
All Grades	50	39	32.80	40	46	46.68	10	15	20.52

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	43	38	32.39	47	51	54.33	10	11	13.28
All Grades	43	38	32.39	47	51	54.33	10	11	13.28

Conclusions based on this data:

1. WHS students scored well as compared to surround school and district average with 59.15% of students meeting or exceeding the standards in Mathematics.

Conclusions based on this data:

2. WHS would like to see a strong focus placed on Problem Solving and Modeling/Data Analysis as 32.8% of students were above standard while 46.68% of students were at or near standard.
3. WHS will need to continue to focus on our subgroups including English Learners, Special Education, and Low Income to ensure progress is being made.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	17	38	16	33	13	40	46	25	24		13	8	4	13	12
10	24	17	8	41	58	50	18	8	17		8		18	8	25
11		14	25	64	14	17	27		25	9	29			43	33
12		40	25	***	20	25		20	13		20	13			25
Total	15	29	18	43	25	35	32	17	21	2	15	5	8	15	21

Conclusions based on this data:

1. WHS has 21% of our EL students at the Intermediate CELDT level. We would like to see progress of these students to the Early Advanced and/or Advanced levels.
2. WHS has 43% of our EL students at the Advanced or Early Advanced levels. We would like to provide extra support so these students can reach higher levels and be reclassified.
3. We would like to increase the number of EL students being reclassified to Fluent English Proficient through extra support and interventions.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	22	33	19	30	15	37	41	22	26		11	7	7	19	11
10	20	10	8	40	45	46	20	10	15		15		20	20	31
11		20	27	54	20	13	38	10	20	8	20	7		30	33
12	***	50	27	***	17	27		17	9		17	9			27
Total	18	25	20	39	25	32	32	16	20	2	14	6	10	19	23

Conclusions based on this data:

1. From 15/16, WHS had 16% of our EL students at the Intermediate CELDT level. We will continue to make progress to ensure these students progress to the Early Advanced and/or Advanced levels.
2. From 15/16, WHS had 50% of our EL students at the Advanced or Early Advanced levels. We will continue to provide extra support so these students can reach higher levels and be reclassified.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: All Subject Areas with a focus on English Language Arts & Mathematics

LEA/LCAP GOAL:

District LCAP Goal #2 - Maximize all students' achievement through highly effective instruction that includes opportunities for academic acceleration and intervention.

A. Provide focused academic intervention for any student below grade level standards in English Language Arts (ELA) and Mathematics via increased academic interventions.

B. Implement consistent academic interventions across schools using a District framework via school sites implementation of revised academic intervention programs.

C. Provide systems of support for English learners, special education, foster, homeless, and social-economically disadvantaged students to intervene and support their academic success.

F. High school students earning below a 2.5 GPA will be offered additional academic support and targeted intervention via early identification, academic interventions, study skills, and summer school programs.

SCHOOL GOAL #1:

Westlake High School will identify, analyze reasons for, and support students who are struggling socio-emotionally and academically to increase student achievement and decrease the number of students with grades of D and/or F.

Data Used to Form this Goal:

- * End-of-Semester Course Grades - D/F List
- * Correlation between SARB Criteria and D/F List
- * End-of-Semester Course Grades Comparison to last full WASC Visit
- * Comparison in English 9, 10 CP classes; Algebra 2, Geometry CP
- * Academic Support Center Attendance List Comparison with D/F List
- * WASC Student Perception Survey

SUBJECT: All Subject Areas with a focus on English Language Arts & Mathematics

Findings from the Analysis of this Data:

Since the last full WASC visit, the number of students on the D/F list has decreased, as have D/F rates in 3 of 4 core College Prep (CP) level Mathematics and ELA courses - even with the elimination of Standard-level classes following the last full visit. While it appears that pushing Standard-level students into CP courses has not had a negative effect on the rate of Ds/Fs in these courses, there are still a significant percentage of students earning Ds/Fs in core academic classes (19%). Thirty-two (32%) of students receiving Ds/Fs reached an absentee rate of 10% or greater, indicating that while some students are struggling in classes due to attendance issues, however, a significant portion are clearly struggling for other reasons.

Furthermore, while Academic Support Center attendance is strong, a comparison of students receiving Ds/Fs at the end of the first quarter in 2016 with Center attendance data reveals that few students (5-16%) receiving Ds/Fs are accessing the Support Centers.

It is clear that students believe Westlake High School maintains high academic standards for them. While WHS takes pride in and values these high standards, 55% of students responding to a school-wide survey indicated that they “Almost Always” or “Often” feel stressed and overwhelmed. Students indicate that the main contributors to their high stress levels include the time they have to spend doing homework and studying to get good grades in combination with additional extracurricular activities.

Westlake High School will work to identify the various and main reasons why students are struggling academically and to learn more about the contributors to student stress. WHS will commit to systematically identifying students who are struggling academically and develop an intervention system to provide support for these students.

How the School will Evaluate the Progress of this Goal:

Westlake High School will analyze progress of this goal by analyzing End-of-Semester Course Grades - D/F List and by reviewing the responses to a future follow-up student perception survey.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analyze reasons why struggling students are failing classes.	Ongoing - At end of each grading period	Administration Counselors SST Team Department Chairs	After school time compensation	1000-1999: Certificated Personnel Salaries	SEP	4000
Train Data Analysis Leads (PLC Facilitators) to facilitate department data analysis.	Spring & Summer 2018	Department Data Analysis Leads (PLC Facilitators)	Sending facilitators to Summer training	0000: Unrestricted	OCBG	15000
Identify struggling students through the analysis of multiple measures related to formative assessment data within department content teaching teams.	Monthly, during CPT Meetings By June 2020, completion for formative assessment	Department Data Analysis Leads (PLC Facilitators) All Teachers, in content teaching team	Supplies & materials to assist in data analysis	4000-4999: Books And Supplies	OTRM	5038

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	creation					
Identify struggling students (students earning a D or F) at the end of the first quarter and meet individually with students.	Ongoing – At end of each grading period	Counselors	Supplies & materials to assist in data analysis	4000-4999: Books And Supplies	TPGR	1000
			After school time compensation	1000-1999: Certificated Personnel Salaries	TPGR	1000
Continue to design and analyze intervention strategies including: a stand-alone support / intervention class; alternative pathway classes; integrated support into classes and class time.	Ongoing - Completion by Spring of 2019	All Teachers, Staff Led by WHS Leadership Team	After school time compensation	1000-1999: Certificated Personnel Salaries	TPGR	1000
The AVID elective will be implemented to support freshman first-generation college-bound students who are C/D students at entry.	Fall 2017	Counselors AVID Elective Teacher	Supplies for AVID elective	4000-4999: Books And Supplies	0860	2400
Teachers in each content area will be trained in AVID strategies and provide professional development to their departments.	Spring & Fall 2018	Department Chairs AVID Trained Teachers	Teacher training	0000: Unrestricted	0860	2000
Continue to provide academic support through Academic Support Centers at lunch and after school.	Ongoing	Academic Support Center Advisers	Supplies for Academic Support Centers	4000-4999: Books And Supplies	OCBG	7000
			After school time compensation	1000-1999: Certificated Personnel Salaries	OCBG	3000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: All Academic Areas
LEA/LCAP GOAL:
LCAP Goal #1 - Enhance the culture and conditions that optimize learning for all students. F - Support teacher collaboration around student data via all site providing teachers with blocks of time for collaboration to develop research-based best practices.
SCHOOL GOAL #2:
Westlake High School will restructure current Common Planning Time (CPT) to develop new methods to collect and analyze student data to ensure student success in shared courses taught by different teachers.
Data Used to Form this Goal:
* WASC Teacher Perception Survey * Course Grades in Shared Courses Taught by Different Teachers
Findings from the Analysis of this Data:
<p>Westlake High School takes pride in the weekly scheduled opportunity for teachers to engage in collaboration during Common Planning Time (CPT) each Wednesday for 40 minutes. However, there are some indications that this time is not being used most effectively. Of the teachers responding to the WASC Teacher Perception Survey, exactly half (50%) of WHS teachers indicated that they “Never” or only “A few times a year” intentionally have or set aside time to plan a lesson with another member of their department. Furthermore, 75% of teachers indicated they “Never” or only “A few times a year” intentionally have or set aside time to review student work in comparison to content objectives with another member of their department. Taken together, it appears that CPT time is not being regularly used to facilitate common lesson planning or evaluation/analysis of student work.</p> <p>Analysis of course grades in courses which multiple teachers instruct (eg. multiple teachers teach freshman CP English) revealed discrepancies among grades by teacher. For example, in one set of freshman CP classes, there was as much as a 20% variation in the number of F’s earned at the end of the semester between one teacher’s sections of courses and another teacher’s sections of the same course. This trend was particularly evident and discrepant in Mathematics and English Language Arts (ELA) courses.</p> <p>Finally, it is clear that many teachers teaching the same courses do not give common assessments. Sixty-two percent (62%) of teachers at WHS indicate that they “Never” (33%) or only “A few times a year” (29%) give a common assessment. This finding, together with the findings that when assessments are given, student work is rarely analyzed collaboratively and the discrepancy in course grades in shared courses, indicates that there is a need for WHS to restructure Common Planning Time to provide opportunities and support for these activities.</p>

SUBJECT: All Academic Areas**How the School will Evaluate the Progress of this Goal:**

Westlake High School will analyze progress of this goal by analyzing student mark distributions in shared courses taught by different teachers at the end of each official grading period; reviewing and comparing student performance results on benchmark assessments, common assessment, and CAASPP testing results.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify department Data Analysis Leads (PLC Facilitators) who will be trained in facilitating department student work data analysis during CPT.	2017-18 School Year	Data Analysis Leads (PLC Facilitators)	Supplies for PLC meetings	4000-4999: Books And Supplies	OCBG	6000
	Training in Summer 2018	Critical Friends Group Trainers	After school time compensation	1000-1999: Certificated Personnel Salaries	OCBG	4000
Provide ongoing training and support for Data Analysis Leads (PLC Facilitators) to facilitate department student work data analysis.	Beginning 2017-18 School Year, Ongoing	Administration Data Analysis Leads (PLC Facilitators)	Training for Teachers	0000: Unrestricted	OCBG	5000
Develop common assessments or sets of common assessment questions that will be administered at least once a quarter within departments.	2017-2018 Analyze current individual teacher assessments	Data Analysis Leads (PLC Facilitators) in Department Meetings Includes all teachers	Supplies for Common Assessment Creation	4000-4999: Books And Supplies	TPGR	4000
	2018-19 – develop one common assessment		After school time compensation	1000-1999: Certificated Personnel Salaries	TPGR	3000
	Spring, 2020 – develop multiple common assessments					
Analyze data from benchmark assessments, common assessments, end-of-course exams, and CAASPP testing in department teams.	Ongoing	Administration Counseling Department Chairs Teachers	Training for use of data analysis software	0000: Unrestricted	SEP	4000
			Supplies to assist in data analysis	4000-4999: Books And Supplies	SEP	2000

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Wide CTE Involvement & Support
LEA/LCAP GOAL:
LCAP Goal #1 - Enhance the culture and conditions that optimize learning for all students. K - Provide high quality Career Technical Education (CTE) opportunities via the establishment of “school to career” coordinators at each comprehensive high school and new access to CTE programs for all middle school students.
SCHOOL GOAL #3:
Westlake High School will explore and expand current course options to include career connections, and will provide opportunities for students to connect with industry professionals and future careers.
Data Used to Form this Goal:
* WASC Teacher Perception Survey * WASC Student Perception Survey * Current Course Offerings Analysis
Findings from the Analysis of this Data:
Teacher perception surveys indicate that only 54% of Westlake High School teachers agree that the curriculum they teach includes career education that is applicable to students. Teacher responses to the survey additionally suggest that opportunities for support and engagement for College Prep (CP) level students and opportunities for all students are key to developing a stronger program at WHS. A significant number of students additionally identified opportunities for career and real-world exploration as the most important area that WHS needs to improve in their responses to the WASC Student Perception Survey. Among the four SLOs that students self-rated on this survey, “opportunities to participate in real-world, career-related experiences and respond to the challenges of the 21st century” was the least highly rated; only 39% of students indicated they had opportunities to do so in all or most of their classes, while 32% indicated they had opportunities to do so in some of their classes.
How the School will Evaluate the Progress of this Goal:
Westlake High School will analyze progress of this goal by reviewing responses to a follow-up teacher perception survey as well as a follow-up student perception survey. The school will monitor and evaluate enrollment in Academy and Pathway classes. Additionally, classroom observations and walk-throughs will be used to provide evidence of student engagement in career-based education.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to publicize and support student enrollment in Academy and CTE Pathway courses.	Ongoing	Career Education Coordinator Counseling Staff	Supplies for advertisement of CTE connections	4000-4999: Books And Supplies	OPGR	5000
Continue to pursue dual-enrollment articulation with Moorpark College to allow students to earn college credit.	Ongoing	Teachers Counseling Staff Administration	Professional Development & training with Moorpark College and pathway staff	0000: Unrestricted	TPGR	1920
Continue to develop CTE Pathway courses with additional courses resulting in industry certifications.	Ongoing	Career Education Coordinator in conjunction with Ventura County Office of Education	Supplies for new CTE courses Visitation of various ROP programs in the county	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	TPGR TPGR	3000 1000
Expand current course options to include courses with strong connections to careers.	Ongoing	Administration CVUSD Curriculum Office	Supplies for new CTE courses Advertisement and recruitment for new CTE course	4000-4999: Books And Supplies 4000-4999: Books And Supplies	OPGR OPGR	2000 1472
Provide support, resources, and training for teachers to incorporate Career and Technical Education Standards in core curriculum.	Ongoing	Career Education Coordinator	Supplies for current CTE courses Training for CTE course teachers	4000-4999: Books And Supplies 0000: Unrestricted	OTRM OTRM	3000 4000
Provide additional opportunities for students to interact with community professionals through funding for guest speakers and a designated Career Day.	Planning Spring 2018, Implement Spring 2019	Career Education Coordinator Department Chairs	Field trips and industry sector experiences for students	0000: Unrestricted	OPGR	10000

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Enhanced School Experience for All Students
LEA/LCAP GOAL:
LCAP Goal #1 - Enhance the culture and conditions that optimize learning for all students. C –Continue to provide professional development on instructional best practices via the implementation of a site-based professional development model using school site instructional coaches. F - Support teacher collaboration around student data via all site providing teachers with blocks of time for collaboration to develop research-based best practices.
SCHOOL GOAL #4:
Westlake High School will restructure current Common Planning Time (CPT) to provide and facilitate opportunities for teachers to share and develop 5-7 common instructional strategies schoolwide in order to support all students in achieving at high levels.
Data Used to Form this Goal:
* WASC Teacher Perception Survey * Course Grades in Shared Courses Taught by Different Teachers * WASC Visiting Committee Review

SUBJECT: Enhanced School Experience for All Students

Findings from the Analysis of this Data:

Westlake High School takes pride in the weekly scheduled opportunity for teachers to engage in collaboration during Common Planning Time (CPT) each Wednesday for 40 minutes. However, there are some indications that this time is not being used most effectively. Of the teachers responding to the WASC Teacher Perception Survey, exactly half (50%) of WHS teachers indicated that they “Never” or only “A few times a year” intentionally have or set aside time to plan a lesson with another member of their department. Furthermore, 75% of teachers indicated they “Never” or only “A few times a year” intentionally have or set aside time to review student work in comparison to content objectives with another member of their department. Taken together, it appears that CPT time is not being regularly used to facilitate common lesson planning or evaluation/analysis of student work.

Analysis of course grades in courses which multiple teachers instruct (eg. multiple teachers teach freshman CP English) revealed discrepancies among grades by teacher. For example, in one set of freshman CP classes, there was as much as a 20% variation in the number of F’s earned at the end of the semester between one teacher’s sections of courses and another teacher’s sections of the same course. This trend was particularly evident and discrepant in Mathematics and English Language Arts (ELA) courses.

Additionally, it is clear that many teachers teaching the same courses do not give common assessments. Sixty-two percent (62%) of teachers at WHS indicate that they “Never” (33%) or only “A few times a year” (29%) give a common assessment. This finding, together with the findings that when assessments are given, student work is rarely analyzed collaboratively and the discrepancy in course grades in shared courses, indicates that there is a need for WHS to restructure Common Planning Time to provide opportunities and support for these activities.

Finally, the WASC Visiting Committee indicated that while many strong instructional practices were evident in classrooms across campus, there was a need to share these instructional practices across departments. The Visiting Committee noted that while clear expectations exist, they need to be better communicated to students through instructional strategies that make learning goals clear.

How the School will Evaluate the Progress of this Goal:

Westlake High School will analyze progress of this goal by analyzing student mark distributions in shared courses taught by different teachers at the end of each official grading period; reviewing and comparing student performance results on formative assessments; and by conducting walk-through observations to ensure implementation of strategies.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify PLC Facilitators (classroom teachers) who will be trained in facilitating collaborative cross-departmental conversations around instructional practices.	2017-18 School Year	Data Analysis Leads (PLC Facilitators)	Teacher training for PLC groups	0000: Unrestricted	OCBG	4000
	Training in Summer 2018	Critical Friends Group Trainers	Supplies for PLC groups	4000-4999: Books And Supplies	OCBG	3000
			Compensation for teacher summer work	1000-1999: Certificated Personnel Salaries	OCBG	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide ongoing training and support for PLC Facilitators to facilitate inter-departmental conversations about instructional practice.	Beginning 2017-18 School Year, Ongoing	Administration Data Analysis Leads (PLC Facilitators)	Books & supplies to guide department & PLC construction for common teaching practices	4000-4999: Books And Supplies	OCBG	5526
			Summer compensation for teacher planning and development	1000-1999: Certificated Personnel Salaries	OCBG	5000
Identify common (“signature”) instructional practices through PLC work that can be implemented in all classrooms on campus.	Initial Identification 2017-2018 school year, 2018-19 school year initial implementation	All Teachers through PLCs	Materials & research of various teaching practices that are most effective at the high school level	4000-4999: Books And Supplies	OTRM	2000
Implement common (“signature”) instructional practices throughout classrooms on campus.	2019-2020 and beyond	All Teachers	Provide training to teachers on common practices	0000: Unrestricted	SEP	6000
			Provide needed resources to implement common teaching practices campus wide	4000-4999: Books And Supplies	SEP	3074

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in all academic areas including English Language Arts & Mathematics
SCHOOL GOAL #1:
School Goals #1, 2, 3, &4 focus on improving student learning in all areas including English Language Arts & Mathematics while narrowing the achievement gap, and improving the student climate environment at Westlake High School.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Support Services to English Learners in order to Increase Language Acquisition.	8/27/2014 - 6/12/2015	District Office	Salary & Benefits - Certificated Staff	1000-1999: Certificated Personnel Salaries	0860	43641.55
			Salary & Benefits - Support Staff	2000-2999: Classified Personnel Salaries	0860	28449.85
			Professional Development - costs for speakers, supplies, teacher release, etc.	4000-4999: Books And Supplies	0860	2068.55

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
OCBG	60526	0.00
OPGR	18472	0.00
TPGR	15920	0.00
OTRM	14038	0.00
0860	4400	0.00
SEP	19074	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
0860	4,400.00
OPGR	18,472.00
OTRM	14,038.00
OCBG	60,526.00
SEP	19,074.00
TPGR	15,920.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	51,920.00
1000-1999: Certificated Personnel Salaries	25,000.00
4000-4999: Books And Supplies	55,510.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted	0860	2,000.00
4000-4999: Books And Supplies	0860	2,400.00
0000: Unrestricted	OPGR	10,000.00
4000-4999: Books And Supplies	OPGR	8,472.00
0000: Unrestricted	OTRM	4,000.00
4000-4999: Books And Supplies	OTRM	10,038.00
0000: Unrestricted	OCBG	24,000.00
1000-1999: Certificated Personnel Salaries	OCBG	15,000.00
4000-4999: Books And Supplies	OCBG	21,526.00
0000: Unrestricted	SEP	10,000.00
1000-1999: Certificated Personnel Salaries	SEP	4,000.00
4000-4999: Books And Supplies	SEP	5,074.00
0000: Unrestricted	TPGR	1,920.00
1000-1999: Certificated Personnel Salaries	TPGR	6,000.00
4000-4999: Books And Supplies	TPGR	8,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	41,438.00
Goal 2	28,000.00
Goal 3	31,392.00
Goal 4	31,600.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Julieta Rodriguez-Martinez		X			
Doug Freed		X			
Roger Biersborn		X			
Jason Branham	X				
Denise Reader				X	
Karen Sylvester				X	
Vaishali Bhargava				X	
Lori Cord		X			
Julia Bush		X			
Addison Ott			X		
Chris Romero		X		X	
Deanne Chen				X	
Mariah Villavicencio					X
Luci Zazueta		X			
Julie Speerstra			X		
Karen Magon				X	
Numbers of members of each	1	7	2	6	1

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

X Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on November 28, 2017.

Attested:

Jason Branham

Typed Name of School Principal

Signature of School Principal

Date

Doug Freed

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date