

The School Plan for Student Achievement

School: Westlake High School
CDS Code: 56 73759 5630116
District: Conejo Valley Unified School District
Principal: Jason Branham
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The School 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.

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Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	3
Data Analysis	3
Surveys	3
Classroom Observations.....	3
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	6
School and Student Performance Data	7
CAASPP Results (All Students)	7
ELPAC Results	11
Planned Improvements in Student Performance	13
School Goal #1.....	13
School Goal #2.....	16
School Goal #3.....	19
School Goal #4.....	23
School Goal #6.....	27
Centralized Services for Planned Improvements in Student Performance	28
Centralized Service Goal #1.....	28
Summary of Expenditures in this Plan.....	29
Total Allocations and Expenditures by Funding Source	29
Total Expenditures by Object Type.....	30
Total Expenditures by Object Type and Funding Source	31
Total Expenditures by Goal	32
School Site Council Membership	33
Recommendations and Assurances.....	34

School Vision and Mission

Westlake High School's Vision and Mission Statements

Westlake High School is committed to providing a comprehensive education in a safe and positive learning environment for all students while preparing students to function academically, vocationally, culturally, and socially as responsible citizens. This is done through the encouragement and expectation of personal integrity, pride and the life-long pursuit of knowledge and well-being to help ensure our students 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 and welcoming to all students and families. WHS takes pride in the accomplishments of its students while all staff supports and encourages high expectations

for all students. Our curriculum is strongly focused on academics, which is a reflection of the communities' values, and the academic courses being offered at multiple levels to accommodate the needs of all students. In addition, WHS offers technology training and opportunities for enrichment in business, industrial technology, art, and music. The band, orchestra, choir, and drama classes are just a few examples of the exciting opportunities for student participation. In addition, WHS offers numerous clubs and a wide range of athletic activities, including league competitions, as a part of our course offerings. WHS has an active PTSA, School Site Council, and Scholarship Foundation. Many community members, businesses, and agencies regularly interact with the school and our students to enhance the learning process for all students.

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 survey will be planned for the each semester of the 2018/2019 school year to support our continued alignment with CVUSD LCAP goals, moving toward fulfilling our WASC action items, and ensuring progress towards meeting the goals outlined in our SPSA. The progress toward meeting our WASC action items is acritical component as WHS completed a WASC accreditation process 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, regular communication takes place with WHS faculty regarding effective use of common planning time and staff development needs to ensure opportunities are available for teachers to grow as professionals while making progress towards our WASC action items and SPSA goals. All information gathered through surveys and regular communication will be reviewed during throughout the 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. These assessments also give us specific data on our English Learners (EL), Special Education (SWD), Socio-Economically Disadvantaged (SED) students, and other subgroups to ensure the adjustments we are making focus on meeting the needs of these students while ensuring they are meeting the academic achievement level of their peers.

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. Special attention and focused will be placed on our English Learners (EL), Special Education (SWD), and Socio-Economically Disadvantaged (SED) students , and other subgroups to ensure our daily instruction is structured in a manner to support the continued academic progress of these groups.

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. Specific instructional assistance will be provide to help promote inclusion across our campus while increasing our LRE data through a co-teaching model in our Social Science classes in the 19-20 school year. In addition, we have utilized Organized Academic Support In Schools (OASIS) classes to help provide support for our SWD in a general education class setting.

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. Within these meetings, we are providing and looking at data specifically related to the academic performance of our English Learners (EL), Special Education (SWD), and Socio-Economically Disadvantaged (SED) students. This includes exploring various inclusion related ideas to help support our goals of increasing or LRE data. 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 materials being presented are aligned with school curricular goals while meeting all educational standard expectations. In addition, we will ensure that lessons are designed to help support the learning outcomes of our English Learners (EL), Special Education (SWD), and Socio-Economically Disadvantaged (SED) students.

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 and allows teachers to pay specific attention to our English Learners (EL), Special Education (SWD), and Socio-Economically Disadvantaged (SED) students.

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. These materials are available for all students and are modified as needed for our English Learners (EL) and Special Education (SWD) students.

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)

Teachers are frequently available to provide extra support during lunch time & after school support for all our students. In addition, we also utilize Academic Centers to help support our students. Lastly, we are looking to develop a peer mentor model in various classes to help support positive learning outcomes for all of our students including our English Learners (EL), Special Education (SWD), and Socio-Economically Disadvantaged (SED) students.

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 implemented are effective. These practices are evaluated by analyzing student data on state and benchmark exams on an overall school basis and by focusing on our English Learners (EL), Special Education (SWD), Socio-Economically Disadvantaged (SED), and other specific subgroups of students.

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. This information is communicated to families through our counselors, case managers for our Special Education (SWD) students, through our EL team, and through ELAC meetings.

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 (SSC), 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 exceed district and state averages in most testing categories to ensure students are prepared for post-secondary education including 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. In addition, we seek to provide opportunities for all students to take challenging classes and have successful experiences throughout the school. The interventions and support in place are becoming more structured and implemented on a more 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	655	526	556	599	500	531	593	500	531	91.5	95.1	95.5
All Grades	655	526	556	599	500	531	593	500	531	91.5	95.1	95.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2671.0	2660.9	2634.7	50	48.00	40.87	33	32.20	29.19	12	12.00	14.88	5	7.80	15.07
All Grades	N/A	N/A	N/A	50	48.00	40.87	33	32.20	29.19	12	12.00	14.88	5	7.80	15.07

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	49	54.00	44.26	44	34.60	40.87	7	11.40	14.88
All Grades	49	54.00	44.26	44	34.60	40.87	7	11.40	14.88

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	65	61.72	53.30	30	28.86	29.94	5	9.42	16.76
All Grades	65	61.72	53.30	30	28.86	29.94	5	9.42	16.76

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	36	37.80	32.96	59	54.60	55.74	5	7.60	11.30
All Grades	36	37.80	32.96	59	54.60	55.74	5	7.60	11.30

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	61	53.60	41.81	35	38.00	41.62	5	8.40	16.57
All Grades	61	53.60	41.81	35	38.00	41.62	5	8.40	16.57

Conclusions based on this data:

1. WHS students scored well as compared to surrounding schools and district mean with a DFM of 55.2 in ELA/Lit Summative.
2. WHS would like to see a strong focus placed on Research/Inquiry as 41.81% of students were above standard while 41.62% of students were at or near standard.
3. WHS will need to continue to focus on our subgroups including English Learners (EL), Special Education (SWD), and Socio-Economically Disadvantaged (SED) students to develop various methods to help address the unique needs of these students. Specifically, our EL students had a DFM score of -97.5, our SPED students had a DFM score of -77.8, and our SWD students had a DFM score of -21.0.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	655	526	556	595	498	530	591	497	530	90.8	94.7	95.3
All Grades	655	526	556	595	498	530	591	497	530	90.8	94.7	95.3

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2657.9	2644.7	2630.0	33	28.97	27.92	29	30.18	26.23	20	22.33	19.43	18	18.51	26.42
All Grades	N/A	N/A	N/A	33	28.97	27.92	29	30.18	26.23	20	22.33	19.43	18	18.51	26.42

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	47	43.86	43.58	32	31.19	26.60	21	24.95	29.81
All Grades	47	43.86	43.58	32	31.19	26.60	21	24.95	29.81

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	39	32.80	31.51	46	46.68	40.57	15	20.52	27.92
All Grades	39	32.80	31.51	46	46.68	40.57	15	20.52	27.92

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	38	32.39	32.08	51	54.33	47.92	11	13.28	20.00
All Grades	38	32.39	32.08	51	54.33	47.92	11	13.28	20.00

Conclusions based on this data:

1. WHS students scored well as compared to surrounding schools and district mean with a DFM of 4.4 of in Mathematics.

2. WHS would like to continue to see a strong focus placed on Problem Solving and Modeling/Data Analysis as 31.51% of students were above standard while 40.57% of students were at or near standard.
3. WHS will need to continue to focus on our subgroups including English Learners (EL), Special Education (SWD), and Socio-Economically Disadvantaged (SED) students to develop various methods to help address the unique needs of these students. Specifically, our EL students had a DFM score of -160.6, our SPED students had a DFM score of -164.5, and our SED students had a DFM score of -84.1.

School and Student Performance Data

ELPAC Results

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

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

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

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

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

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

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

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

Conclusions based on this data:

- 1.

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: School-Wide & Department Specific Instructional Strategies
LEA/LCAP GOAL:
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes
SCHOOL GOAL #1:
Utilize common formative and summative assessment data to identify and/or further develop effective school wide, subject area or teacher based instructional strategies to increase academic indicators, to ensure that all students are achieving at high academic levels, are able to demonstrate depth of knowledge, and to ensure their personal learning needs are addressed. (WASC Critical Area for Follow-Up #4)
Data Used to Form this Goal:
* Number of teachers currently AVID trained * WASC Staff Survey * WASC Visiting Committee Report * CAASPP Student Performance Scores disaggregated by student group with specific focus on our EL, SED, and SWD student groups.

Findings from the Analysis of this Data:

Many of our teachers have department specific teaching strategies that are aligned with their curriculum and/or individual classroom expectations. Although some of these strategies have been successful in isolation in various classes or within the department, the most successful strategies are not being implemented with fidelity throughout all class regardless of departments. The staff is aware that each department may implement strategies in a slightly different manner as it relates to their specific subject; however, staff is aware that have common practices and strategies throughout the campus would benefit all students and lead to academic success. Lastly, it is recognized that these common strategies can also help support staff in classroom management issues that may arise with students.

From our data analysis, we recognize that our suspension rate increased by 1.7% to 3.3% overall. We did see decrease in suspension rates in our SWD students by 0.5% and our African American students by 3.5%; however, we did see increase in the suspension rates of our SED students by 2.3%, our Asian students by 1.7%, and our White students by 1.3%. We are confident that implementing consistent strategies and setting consistent expectations for students across all class will help decrease the suspension rate among all student groups. In addition, in ELA our overall score was 55.2 points above standard; however, we noticed an overall decrease by 23.4 points. Specifically, all of our student groups including our EL, SED, SWD showed a decrease. With this decrease, only our Asian, Two or More Races, White, and African American student groups scored above the standard overall. Our lowest performing student groups include our EL students at 97.5 points below standard, our SWD at 77.8 points below standard, and our SED students at 21 points below standard.

How the School will Evaluate the Progress of this Goal:

Westlake High School will analyze progress of this goal by conducting walk-through classroom observations to gather data on use of common strategies, investigate professional development opportunities for staff to be trained on AVID strategies, and create & implement unique staff and students survey regarding use of common teaching strategies.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create opportunities for teachers to meet and identify common teaching strategies that will have the greatest impact on student learning. During these meetings, we will work to assess various strategies that are effective for all students and fall in the key ideas of Universal Design for Learning (UDL) and well as Visible Learning strategies.	Fall 2018	Administration Department Chairs Teachers	After school time compensation	1000-1999: Certificated Personnel Salaries	Instruction	2000
Research and train staff in these teaching methods for implementation across department lines. The incorporation of these techniques will include specific and intentional strategies to support the learning of our underrepresented subgroups including our English Learners (EL) and Special Education	Ongoing Throughout the Year 18/19	Administration Department Chairs Teachers	Provide staff training for the implementation of the teaching strategies Supplies for the training and classroom implementation	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	Instruction Instruction	5000 10000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
(SWD) students						
Identify staff that wants to be trained in AVID strategies and provide appropriate training opportunities. Staff will take these strategies and work to incorporate them site-wide to benefit all students.	Winter 2018 & Summer 2019	Administration Counselors Teachers	AVID training and conference expenses	5000-5999: Services And Other Operating Expenditures	OCBG	12000
			Materials and supplies to assist in implementation of AVID strategies in classrooms	4000-4999: Books And Supplies	Instruction	10000
Create and implement unique staff and student surveys to identify current common teaching strategies being used and desired teaching strategies to be utilized.	Fall 2018 & Spring 2019	Administration	Development of the surveys through an online tool to assist with the data collection	1000-1999: Certificated Personnel Salaries	Instruction	3000
			Administration of surveys	1000-1999: Certificated Personnel Salaries	OTRM	1000
			Materials and supplies to support findings of the survey	4000-4999: Books And Supplies	Instruction	13102
Create and implement classroom walk-through forms to collect data on the implementation and use of common teaching strategies.	Ongoing Throughout the Year 18/19	Administration Department Chairs	Training to utilize the walk-through form in the proper manner.	1000-1999: Certificated Personnel Salaries	OTRM	1000
			Development of the walk-through form through an online tool to assist with the data collection	4000-4999: Books And Supplies	OTRM	2000

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: Develop & Implement School Based Common Assessments
LEA/LCAP GOAL:
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes
CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes
SCHOOL GOAL #2:
Increase and establish ongoing systemic opportunities for data analysis, analysis of student work, and design of common assessments in teaching content teams to address variation in grades and student outcomes/data by teacher and to overall improve student outcomes for all students. (WASC Critical Area for Follow-Up #2)
Utilize common formative and summative assessment data to identify and/or further develop effective school wide, subject area or teacher based instructional strategies to increase academic indicators, to ensure that all students are achieving at high academic levels, are able to demonstrate depth of knowledge, and to ensure their personal learning needs are addressed. (WASC Critical Area for Follow-Up #4)
Data Used to Form this Goal:
* Review of current common assessments being utilized through EDAMS
* WASC Self-Study Report
* WASC Visiting Committee Report
* Information gathered from department reports regarding the current use of common assessments
* CAASPP English and Math Data from 17/18 disaggregated by student group with specific focus on our EL, SED, and SWD student groups.

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.

In addition, we identified a need to develop more common assessments through EADMS so the data can be analyzed overall, by student group, and by standard to help ensure more intentional and direct support for all students including our SED, SWD, and EL student groups. Also, we will begin utilizing the CAASPP Interim Assessments twice a year in ELA and Math for our 9th, 10th, and 11th grade students to gather data directly related to the CAASPP assessments and CA Dashboard results. The analysis of this data will assist in the adjustment of instruction and learning outcomes for all students while placing direct and intentional focus on our EL, SED, and SWD student groups.

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.

How the School will Evaluate the Progress of this Goal:

Westlake High School will analyze progress of this goal by analyzing the number and use of common assessments in EADMS overall and by department, look at the 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 by standard and strand.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide department level training on EADMS or other data analysis methods. This includes analyzing data from the California Dashboard and CASSPP Interim Assessments. In each of these areas, we will focus on our English Learners (EL), Special Education (SWD), and Socio-Economically Disadvantaged (SED) students to ensure each of these groups are making positive academic performance.	Fall 2018	Administration Department Chairs	Teacher training after school	1000-1999: Certificated Personnel Salaries	Instruction	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop common assessments in EADMS to be utilized department wide. These will allow our departments and teachers to have access to more data to ensure all students are making appropriate progress.	Throughout 18/19 school year	Department Chairs Teachers	Release days for common assessment creation	1000-1999: Certificated Personnel Salaries	OPGR	8000
			Materials, copies, and supplies to assist in the creation of the common assessments	4000-4999: Books And Supplies	OPGR	6000
			Materials, copies, and supplies to assist in the creation of the common assessments	4000-4999: Books And Supplies	Instruction	5000
Analyze data from common assessments to drive instructional practices to ensure appropriate student development and progress is being made.	Throughout 18/19 school year	Administration Department Chairs Teachers	Release days for review and analysis of data and information received from common assessments.	1000-1999: Certificated Personnel Salaries	Instruction	5000
			Materials, copies, and supplies utilized to review the data received from the common assessments and establish/modify desired outcomes for students	4000-4999: Books And Supplies	Instruction	4000
			Other technical, subscriptions, professional development, and support for the implementation of common assessments.	6000-6999: Capital Outlay	Instruction	5000

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: Increase student achievement for all students while focusing on student groups

LEA/LCAP GOAL:

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

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

SCHOOL GOAL #3:

Develop increased support and intervention for under-performing students in CP classes, including Special Education (SWD), Soci-Economically Disadvantaged (SED), English Language Learners (EL) and other identified under-performing sub-groups, and motivation to access this support to improve both academic and socio-emotional outcomes/data for all students. (WASC Critical Area for Follow-Up #1)

Establish alternative pathways and career opportunities for students across classes and curricular areas to improve college and career readiness and to improve student outcomes for all students. (WASC Critical Area for Follow-Up #3)

Data Used to Form this Goal:

- * CAASPP English and Math Data from 17/18 by claim area and disaggregated by student group with specific focus on our EL, SED, and SWD student groups.
- * Historical CAASPP data and trends over the past three years
- * 17/18 student grade distribution by all students, subgroups, classes, and department
- * Academic Support Centers data of attendance and use
- * Student Attendance data
- * WASC teacher survey data

Findings from the Analysis of this Data:

Since 15/16, student achievement on the CAASPP testing has decreased by 13% in English Language Arts and by 8% in Mathematics. Looking at our subgroups specifically, our EL students were not given a percentage as the number of EL students was not deemed significant, our Special Education students (39) decreased by 17% in ELA and remained the same in Math, and our Socio-Economically disadvantaged students decreased by 20% in ELA and 2% in Math. During this same time period, our percentage of 12th grade students completing A-G requirements increased by 9.1% overall while our Special Education students increasing by 5.2%, our Socio-Economically disadvantaged students decreased by 6.5% and our EL students were not given a percentage as the number of EL students was not deemed significant.

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.

From our data analysis of the CAASPP results, in ELA our overall score was 55.2 points above standard; however, we noticed an overall decrease by 23.4 points. Specifically, all of our student groups including our EL, SED, SWD showed a decrease. With this decrease, only our Asian, Two or More Races, White, and African American student groups scored above the standard overall. Our lowest performing student groups include our EL students at 97.5 points below standard, our SWD at 77.8 points below standard, and our SED students at 21 points below standard. Likewise, in Math our overall score was 4.4 points above standard; however, we noticed an overall decrease by 13.4 points. Specifically, our Asian and SED student groups showed an increase in Math performance while all of our other student groups including our EL and SWD showed a decrease. With these changes, only our Asian, Two or More Races, and White student groups scored above the standard overall. Our lowest performing student groups include our EL students at 160.6 points below standard, our SWD at 164.5 points below standard, and our SED students at 84.1 points below standard.

How the School will Evaluate the Progress of this Goal:

Westlake High School will analyze progress of this goal by developing common instructional practices, develop and implement common assessments, evaluate and develop additional CTE pathways, utilize CAASP interim assessments, provide in-class and school-wide supports for all students with a special focus on our EL/Special Education/Socio-economical disadvantaged students, ensure teachers have professional development opportunities for their specific subject area, and analyze data to ensure ongoing future success.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analyze CAASPP interim assessment data and adjust future plans and course timelines. This analysis will look specifically at our EL, SED, SWD, Homeless, and Foster Youth as compared to prior year performance and the overall achievement of the general student population at WHS.	Winter 2018/2019	Department Chairs Teachers	Release day to analyze the data received	1000-1999: Certificated Personnel Salaries	OPGR	3056

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to pursue dual and concurrent enrollment opportunities with Moorpark College. This includes at looking to develop and implement courses that will allow all students including our EL, SED, and SWD to start earning college credit while in high school.	Throughout the 18/19 school year	Administration	Professional Development & training with Moorpark College and pathway staff	4000-4999: Books And Supplies	OTRM	3000
Continue to develop CTE Pathway courses with additional courses resulting in industry certifications. This includes at looking to develop and implement pathway options that will create academic contentedness through real-world exploration for all students including our EL, SED, and SWD.	Ongoing	Career Education Coordinator in conjunction with Ventura County Office of Education	Supplies for new CTE courses	4000-4999: Books And Supplies	Unrestricted	3000
			Visitation of various ROP programs in the county	1000-1999: Certificated Personnel Salaries	Unrestricted	1200
Attend conferences and other professional development opportunities to implement new standards and utilize new materials to have the greatest impact on student achievement. While attending these conferences and while selecting various PD options, we will look at various ways to support our SED, SWD, and EL students in CP and H/AP level classes. In addition, we will explore co-teaching options to increase our LRE data for our SWD through our Social Science classes in the 19-20 school year while further promotion inclusion in our classes..	Throughout the 18/19 School Year	Administration Department Chairs Teachers	Conference Registrations	5800: Professional/Consulting Services And Operating Expenditures	OCBG	20000
			Teacher release days	1000-1999: Certificated Personnel Salaries	OCBG	6000
			Supplies and conference materials	4000-4999: Books And Supplies	5EEF	2700
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	4000-4999: Books And Supplies	OPGR	1000
			Training for CTE course teachers	1000-1999: Certificated Personnel Salaries	Restricted	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Training for CTE course teachers	1000-1999: Certificated Personnel Salaries	OCBG	4953
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	5800: Professional/Consulting Services And Operating Expenditures	Restricted	4000
			Supplies for Career Day Event	4000-4999: Books And Supplies	Other	9500
Provide additional resources and support for our EL students in our general education classes. This support will be given through teachers, counselors, administrative, and para support. In addition, we are looking to develop a peer mentor model by utilizing out AP level Spanish students to provide support in multiple classes that have a high concentration of EL students.	Ongoing throughout the 18/19 school year.	Administration Department Chairs Teachers	Provide resources and supplies for EL students in our general education classes.	4000-4999: Books And Supplies	0860	4160
Provide additional opportunities and supplies for classroom instruction and use.	Ongoing throughout the 18/19 school year.	Department Chairs Teachers	Additional instructional supplies and supports for Science Labs.	6000-6999: Capital Outlay	Restricted	5000
			Additional instructional supplies and supports for Visual Arts	6000-6999: Capital Outlay	OTRM	10000
			Additional instructional supplies and supports for Science Labs.	6000-6999: Capital Outlay	OTRM	12654
			Additional instructional supplies and supports for other academic areas not noted above.	6000-6999: Capital Outlay	OTRM	20000

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: Enhance student connections and social emotional support through activities and academics

LEA/LCAP GOAL:

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

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

SCHOOL GOAL #4:

Develop increased support and intervention for under performing students in CP classes, including Special Education (SWD), English Language Learners (EL), Socio-Economically Disadvantaged (SED), and other identified under-performing sub-groups, and motivation to access this support to improve both academic and socio-emotional outcomes/data for all students. (WASC Critical Area for Follow-Up #1)

Establish alternative pathways and career opportunities for students across classes and curricular areas to improve college and career readiness and to improve student outcomes for all students. (WASC Critical Area for Follow-Up #3)

Data Used to Form this Goal:

- * Student Attendance Records
- * Wellness Referrals & At-Risk Assessments
- * Academic Support Center Data
- * Student participation numbers in school clubs, activities, and athletics
- * Student participation numbers in CTE pathways
- * CAASPP English and Math Data from 17/18 disaggregated by student group with specific focus on our EL, SED, and SWD student groups.

Findings from the Analysis of this Data:

During the 17/18 school year, it was identified that we had increases in the number of students missing school, SARB letters, wellness/at-risk referrals, and suspensions. Although these numbers increased, we identified that the number of students participating in athletics, clubs, and other school related activities continues to be a strength of our school. We continue to build and develop our CTE pathways so more students are able access these opportunities with a focus on our EL, SED, and SWD student groups.

How the School will Evaluate the Progress of this Goal:

Westlake High School will analyze progress of this goal by gathering and analyzing data from student surveys, counselors documenting in our student information system when a student visits them for social-emotional support, analyzing attendance data from our student information system, look at CTE pathway enrollment and adjust as needed to meet student need, survey parents to gather and analyze data regarding supports and opportunities that they would like to have for their children at school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create and administer a student survey about participation in clubs, activities, athletics, and CTE pathways	Fall 2018	Administration Teachers	Materials & support to create and administer the survey	4000-4999: Books And Supplies	OCBG	2000
			Analyze the information received from the survey to guide future focus and information	1000-1999: Certificated Personnel Salaries	OCBG	1000
Research and provide assistance to families and students to attend school if they are having struggles in these areas. Special focus and guided assistance will be provided to our SWD, SED, and EL families through our counselors, case managers, and EL team.	Ongoing throughout the 18/19 school year.	Administration	Look at community resources that may be needed to help get students to attend school	5800: Professional/Consulting Services And Operating Expenditures	OCBG	500
Fully develop, advertise, and expand our CTE pathway offerings	Ongoing throughout the 18/19 school year.	Administration CTE Coordinator	Develop advertising materials of our CTE pathways	4000-4999: Books And Supplies	OCBG	1000
			Professional development opportunities for CTE teachers to gain other resources and options to enhance their CTE classes	1000-1999: Certificated Personnel Salaries	OCBG	3000
			Supplies and materials for CTE pathways	4000-4999: Books And Supplies	OCBG	6000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to support our clubs, activities, and athletics to ensure they are fully developed and supportive for all student. In addition, ensure that multicultural clubs are offered to create positive school connections to those students who are underrepresented at WHS including our EL, African American, SWD, and LGBTQ students. Specifically, the development of our Unified Basketball league for our SWD student group and the involvement of our EL students in the Baile De Luces Latino Scholarship Dance proved to be strengths in the inclusion efforts for all of our student groups including our EL and SWD student groups.	Ongoing throughout the 18/19 school year.	Advisers Coaches Teachers	Provide materials, training, and appropriate resources for these programs to continue to serve our students and families	6000-6999: Capital Outlay	Instruction	50000
Provide training to counselors and teachers for continued social-emotional support of our students while focusing on the extra supports and resources available to our Foster Youth, Homeless, EL, SWD, and SED students.	Ongoing throughout the 18/19 school year.	Counselors Teachers	Professional development on social-emotional support of students Connections with community resources for our student and families	1000-1999: Certificated Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures	OCBG OCBG	2000 1000
Create and implement a parent survey regarding opportunities for their children to be connected at school.	Fall 2018 & Spring 2019	Administration	Develop a parent survey to gather information regarding the currently utilized and what is desired as connection points for our student at school	4000-4999: Books And Supplies	OCBG	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Analyze parent survey information and provide needed opportunities and support for our students.	4000-4999: Books And Supplies	OCBG	5000
Bring in guest speakers to help focus on social-emotional well being and cultural diversity of students through school-wide assemblies.	Fall 2018 & Spring 2019	Administration	Hire guest speakers for the school assemblies with a focus on drugs/alcohol and cultural sensitivity	5800: Professional/Consulting Services And Operating Expenditures	Instruction	15000
Support upkeep of facilities to ensure our high quality opportunities continue to meet the needs of our students.	Ongoing throughout the school year.	Administration Athletic Coordinator	Repair, replace, and provide general upkeep for facilities for all students and staff.	6000-6999: Capital Outlay	Instruction	65000

Planned Improvements in Student Performance

School Goal #6

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:
LEA/LCAP GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

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 (WHS).

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.	18/19 School Year	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)
Instruction	194102	0.00
Other	9500	0.00
5EEF	2700	0.00
OTRM	49654	0.00
Unrestricted	4200	0.00
OCBG	65453	0.00
OPGR	18056	0.00
0860	4160	0.00
Restricted	11000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
0860	4,160.00
OPGR	18,056.00
OTRM	49,654.00
5EEF	2,700.00
Instruction	194,102.00
OCBG	65,453.00
Other	9,500.00
Restricted	11,000.00
Unrestricted	4,200.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	50,209.00
4000-4999: Books And Supplies	88,462.00
5000-5999: Services And Other Operating Expenditures	12,000.00
5800: Professional/Consulting Services And Operating	40,500.00
6000-6999: Capital Outlay	167,654.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	0860	4,160.00
1000-1999: Certificated Personnel Salaries	OPGR	11,056.00
4000-4999: Books And Supplies	OPGR	7,000.00
1000-1999: Certificated Personnel Salaries	OTRM	2,000.00
4000-4999: Books And Supplies	OTRM	5,000.00
6000-6999: Capital Outlay	OTRM	42,654.00
4000-4999: Books And Supplies	5EEF	2,700.00
1000-1999: Certificated Personnel Salaries	Instruction	17,000.00
4000-4999: Books And Supplies	Instruction	42,102.00
5800: Professional/Consulting Services And	Instruction	15,000.00
6000-6999: Capital Outlay	Instruction	120,000.00
1000-1999: Certificated Personnel Salaries	OCBG	16,953.00
4000-4999: Books And Supplies	OCBG	15,000.00
5000-5999: Services And Other Operating	OCBG	12,000.00
5800: Professional/Consulting Services And	OCBG	21,500.00
4000-4999: Books And Supplies	Other	9,500.00
1000-1999: Certificated Personnel Salaries	Restricted	2,000.00
5800: Professional/Consulting Services And	Restricted	4,000.00
6000-6999: Capital Outlay	Restricted	5,000.00
1000-1999: Certificated Personnel Salaries	Unrestricted	1,200.00
4000-4999: Books And Supplies	Unrestricted	3,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	59,102.00
Goal 2	35,000.00
Goal 3	112,223.00
Goal 4	152,500.00

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
Dave Tyler		X			
Roger Biersborn		X			
Julia Bush		X			
Jason Branham	X				
Denise Reader				X	
Karen Sylvester				X	
Vaishali Bhargava				X	
Dina Langhorne		X			
Doug Freed		X			
Moira Fagan-Simpson			X		
Chris Romero		X		X	
Deanne Chen				X	
Trevor Chen					X
Morgan Hochberg		X			
Julie Speerstra			X		
Karen Magon				X	
Mike Tingus				X	
Andrea Salisbury		X			
Chris Capobianco					X
Jessica Nial					X
Ryan Bough					X
Sofia Moscovitch					X
Numbers of members of each	1	8	2	7	5

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 School 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

X 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 March 26, 2019.

Attested:

Jason Branham

Typed Name of School Principal

Signature of School Principal

3/26/19

Date

Doug Freed

Typed Name of SSC Chairperson

Signature of SSC Chairperson

3/26/19

Date

Budget By Expenditures

Westlake High School

Funding Source: 0860

\$4,160.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide resources and supplies for EL students in our general education classes.	4000-4999: Books And Supplies	\$4,160.00	Increase student achievement for all students while focusing on student groups	Provide additional resources and support for our EL students in our general education classes. This support will be given through teachers, counselors, administrative, and para support. In addition, we are looking to develop a peer mentor model by utilizing out AP level Spanish students to provide support in multiple classes that have a high concentration of EL students.

0860 Total Expenditures: \$4,160.00

0860 Allocation Balance: \$0.00

Funding Source: 0PGR

\$18,056.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Release days for common assessment creation	1000-1999: Certificated Personnel Salaries	\$8,000.00	Develop & Implement School Based Common Assessments	Develop common assessments in EADMS to be utilized department wide. These will allow our departments and teachers to have access to more data to ensure all students are making appropriate progress.
Materials, copies, and supplies to assist in the creation of the common assessments	4000-4999: Books And Supplies	\$6,000.00	Develop & Implement School Based Common Assessments	Develop common assessments in EADMS to be utilized department wide. These will allow our departments and teachers to have access to more data to ensure all students are making appropriate progress.
Release day to analyze the data received	1000-1999: Certificated Personnel Salaries	\$3,056.00	Increase student achievement for all students while focusing on student groups	Analyze CAASPP interim assessment data and adjust future plans and course timelines. This analysis will look specifically at our EL, SED, SWD, Homeless, and Foster Youth as compared to prior year performance and the overall achievement of the general student population at WHS.
Supplies for current CTE courses	4000-4999: Books And Supplies	\$1,000.00	Increase student achievement for all students while focusing on student groups	Provide support, resources, and training for teachers to incorporate Career and Technical Education Standards in core curriculum.

Westlake High School

OPGR Total Expenditures: \$18,056.00

OPGR Allocation Balance: \$0.00

Funding Source: OTRM

\$49,654.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Training to utilize the walk-through form in the proper manner.	1000-1999: Certificated Personnel Salaries	\$1,000.00	School-Wide & Department Specific Instructional Strategies	Create and implement classroom walk-through forms to collect data on the implementation and use of common teaching strategies.
Development of the walk-through form through an online tool to assist with the data collection	4000-4999: Books And Supplies	\$2,000.00	School-Wide & Department Specific Instructional Strategies	Create and implement classroom walk-through forms to collect data on the implementation and use of common teaching strategies.
Additional instructional supplies and supports for Visual Arts	6000-6999: Capital Outlay	\$10,000.00	Increase student achievement for all students while focusing on student groups	Provide additional opportunities and supplies for classroom instruction and use.
Additional instructional supplies and supports for Science Labs.	6000-6999: Capital Outlay	\$12,654.00	Increase student achievement for all students while focusing on student groups	Provide additional opportunities and supplies for classroom instruction and use.
Additional instructional supplies and supports for other academic areas not noted above.	6000-6999: Capital Outlay	\$20,000.00	Increase student achievement for all students while focusing on student groups	Provide additional opportunities and supplies for classroom instruction and use.
Professional Development & training with Moorpark College and pathway staff	4000-4999: Books And Supplies	\$3,000.00	Increase student achievement for all students while focusing on student groups	Continue to pursue dual and concurrent enrollment opportunities with Moorpark College. This includes at looking to develop and implement courses that will allow all students including our EL, SED, and SWD to start earning college credit while in high school.

Westlake High School

Administration of surveys	1000-1999: Certificated Personnel Salaries	\$1,000.00	School-Wide & Department Specific Instructional Strategies	Create and implement unique staff and student surveys do identify current common teaching strategies being used and desired teaching strategies to be utilized.
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OTRM Total Expenditures: \$49,654.00

OTRM Allocation Balance: \$0.00

Funding Source: 5EEF

\$2,700.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Supplies and conference materials	4000-4999: Books And Supplies	\$2,700.00	Increase student achievement for all students while focusing on student groups	Attend conferences and other professional development opportunities to implement new standards and utilize new materials to have the greatest impact on student achievement. While attending these conferences and while selecting various PD options, we will look at various ways to support our SED, SWD, and EL students in CP and H/AP level classes. In addition, we will explore co-teaching options to increase our LRE data for our SWD through our Social Science classes in the 19-20 school year while further promotion inclusion in our classes..

5EEF Total Expenditures: \$2,700.00

5EEF Allocation Balance: \$0.00

Funding Source: Instruction

\$194,102.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Westlake High School

Provide materials, training, and appropriate resources for these programs to continue to serve our students and families	6000-6999: Capital Outlay	\$50,000.00	Enhance student connections and social emotional support through activities and academics	Continue to support our clubs, activities, and athletics to ensure they are fully developed and supportive for all student. In addition, ensure that multicultural clubs are offered to create positive school connections to those students who are underrepresented at WHS including our EL, African American, SWD, and LGBTQ students. Specifically, the development of our Unified Basketball league for our SWD student group and the involvement of our EL students in the Baile De Luces Latino Scholarship Dance proved to be strengths in the inclusion efforts for all of our student groups including our EL and SWD student groups.
Hire guest speakers for the school assemblies with a focus on drugs/alcohol and cultural sensitivity	5800: Professional/Consulting Services And Operating Expenditures	\$15,000.00	Enhance student connections and social emotional support through activities and academics	Bring in guest speakers to help focus on social-emotional well being and cultural diversity of students through school-wide assemblies.
Repair, replace, and provide general upkeep for facilities for all students and staff.	6000-6999: Capital Outlay	\$65,000.00	Enhance student connections and social emotional support through activities and academics	Support upkeep of facilities to ensure our high quality opportunities continue to meet the needs of our students.
Materials and supplies to support findings of the survey	4000-4999: Books And Supplies	\$13,102.00	School-Wide & Department Specific Instructional Strategies	Create and implement unique staff and student surveys do identify current common teaching strategies being used and desired teaching strategies to be utilized.
Materials and supplies to assist in implementation of AVID strategies in classrooms	4000-4999: Books And Supplies	\$10,000.00	School-Wide & Department Specific Instructional Strategies	Identify staff that wants to be trained in AVID strategies and provide appropriate training opportunities. Staff will take these strategies an work to incorporate them site-wide to benefit all students.
Development of the surveys through an online tool to assist with the data collection	1000-1999: Certificated Personnel Salaries	\$3,000.00	School-Wide & Department Specific Instructional Strategies	Create and implement unique staff and student surveys do identify current common teaching strategies being used and desired teaching strategies to be utilized.
After school time compensation	1000-1999: Certificated Personnel Salaries	\$2,000.00	School-Wide & Department Specific Instructional Strategies	Create opportunities for teachers to meet and identify common teaching strategies that will have the greatest impact on student learning. During these meetings, we will work to assess various strategies that are effective for all students and fall in the key ideas of Universal Design for Learning (UDL) and well as Visible Learning strategies.

Westlake High School

Provide staff training for the implementation of the teaching strategies	1000-1999: Certificated Personnel Salaries	\$5,000.00	School-Wide & Department Specific Instructional Strategies	Research and train staff in these teaching methods for implementation across department lines. The incorporation of these techniques will include specific and intentional strategies to support the learning of our underrepresented subgroups including our English Learners (EL) and Special Education (SWD) students
Supplies for the training and classroom implementation	4000-4999: Books And Supplies	\$10,000.00	School-Wide & Department Specific Instructional Strategies	Research and train staff in these teaching methods for implementation across department lines. The incorporation of these techniques will include specific and intentional strategies to support the learning of our underrepresented subgroups including our English Learners (EL) and Special Education (SWD) students
Materials, copies, and supplies to assist in the creation of the common assessments	4000-4999: Books And Supplies	\$5,000.00	Develop & Implement School Based Common Assessments	Develop common assessments in EADMS to be utilized department wide. These will allow our departments and teachers to have access to more data to ensure all students are making appropriate progress.
Release days for review and analysis of data and information received from common assessments.	1000-1999: Certificated Personnel Salaries	\$5,000.00	Develop & Implement School Based Common Assessments	Analyze data from common assessments to drive instructional practices to ensure appropriate student development and progress is being made.
Materials, copies, and supplies utilized to review the data received from the common assessments and establish/modify desired outcomes for students	4000-4999: Books And Supplies	\$4,000.00	Develop & Implement School Based Common Assessments	Analyze data from common assessments to drive instructional practices to ensure appropriate student development and progress is being made.
Other technical, subscriptions, professional development, and support for the implementation of common assessments.	6000-6999: Capital Outlay	\$5,000.00	Develop & Implement School Based Common Assessments	Analyze data from common assessments to drive instructional practices to ensure appropriate student development and progress is being made.
Teacher training after school	1000-1999: Certificated Personnel Salaries	\$2,000.00	Develop & Implement School Based Common Assessments	Provide department level training on EADMS or other data analysis methods. This includes analyzing data from the California Dashboard and CASSPP Interim Assessments. In each of these areas, we will focus on our English Learners (EL), Special Education (SWD), and Socio-Economically Disadvantaged (SED) students to ensure each of these groups are making positive academic performance.
Instruction Total Expenditures:		\$194,102.00		
Instruction Allocation Balance:		\$0.00		

Westlake High School

Funding Source: OCBG

\$65,453.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Conference Registrations	5800: Professional/Consulting Services And Operating Expenditures	\$20,000.00	Increase student achievement for all students while focusing on student groups	Attend conferences and other professional development opportunities to implement new standards and utilize new materials to have the greatest impact on student achievement. While attending these conferences and while selecting various PD options, we will look at various ways to support our SED, SWD, and EL students in CP and H/AP level classes. In addition, we will explore co-teaching options to increase our LRE data for our SWD through our Social Science classes in the 19-20 school year while further promotion inclusion in our classes..
Teacher release days	1000-1999: Certificated Personnel Salaries	\$6,000.00	Increase student achievement for all students while focusing on student groups	Attend conferences and other professional development opportunities to implement new standards and utilize new materials to have the greatest impact on student achievement. While attending these conferences and while selecting various PD options, we will look at various ways to support our SED, SWD, and EL students in CP and H/AP level classes. In addition, we will explore co-teaching options to increase our LRE data for our SWD through our Social Science classes in the 19-20 school year while further promotion inclusion in our classes..
Training for CTE course teachers	1000-1999: Certificated Personnel Salaries	\$4,953.00	Increase student achievement for all students while focusing on student groups	Provide support, resources, and training for teachers to incorporate Career and Technical Education Standards in core curriculum.
Materials & support to create and administer the survey	4000-4999: Books And Supplies	\$2,000.00	Enhance student connections and social emotional support through activities and academics	Create and administer a student survey about participation in clubs, activities, athletics, and CTE pathways
Analyze the information received from the survey to guide future focus and information	1000-1999: Certificated Personnel Salaries	\$1,000.00	Enhance student connections and social emotional support through activities and academics	Create and administer a student survey about participation in clubs, activities, athletics, and CTE pathways

Westlake High School

Look at community resources that may be needed to help get students to attend school	5800: Professional/Consulting Services And Operating Expenditures	\$500.00	Enhance student connections and social emotional support through activities and academics	Research and provide assistance to families and students to attend school if they are having struggles in these areas. Special focus and guided assistance will be provided to our SWD, SED, and EL families through our counselors, case managers, and EL team.
Develop advertising materials of our CTE pathways	4000-4999: Books And Supplies	\$1,000.00	Enhance student connections and social emotional support through activities and academics	Fully develop, advertise, and expand our CTE pathway offerings
Professional development opportunities for CTE teachers to gain other resources and options to enhance their CTE classes	1000-1999: Certificated Personnel Salaries	\$3,000.00	Enhance student connections and social emotional support through activities and academics	Fully develop, advertise, and expand our CTE pathway offerings
Supplies and materials for CTE pathways	4000-4999: Books And Supplies	\$6,000.00	Enhance student connections and social emotional support through activities and academics	Fully develop, advertise, and expand our CTE pathway offerings
AVID training and conference expenses	5000-5999: Services And Other Operating Expenditures	\$12,000.00	School-Wide & Department Specific Instructional Strategies	Identify staff that wants to be trained in AVID strategies and provide appropriate training opportunities. Staff will take these strategies and work to incorporate them site-wide to benefit all students.
Professional development on social-emotional support of students	1000-1999: Certificated Personnel Salaries	\$2,000.00	Enhance student connections and social emotional support through activities and academics	Provide training to counselors and teachers for continued social-emotional support of our students while focusing on the extra supports and resources available to our Foster Youth, Homeless, EL, SWD, and SED students.
Connections with community resources for our student and families	5800: Professional/Consulting Services And Operating Expenditures	\$1,000.00	Enhance student connections and social emotional support through activities and academics	Provide training to counselors and teachers for continued social-emotional support of our students while focusing on the extra supports and resources available to our Foster Youth, Homeless, EL, SWD, and SED students.

Westlake High School

Develop a parent survey to gather information regarding the currently utilized and what is desired as connection points for our student at school	4000-4999: Books And Supplies	\$1,000.00	Enhance student connections and social emotional support through activities and academics	Create and implement a parent survey regarding opportunities for their children to be connected at school.
Analyze parent survey information and provide needed opportunities and support for our students.	4000-4999: Books And Supplies	\$5,000.00	Enhance student connections and social emotional support through activities and academics	Create and implement a parent survey regarding opportunities for their children to be connected at school.

OCBG Total Expenditures: \$65,453.00

OCBG Allocation Balance: \$0.00

Funding Source: Other

\$9,500.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Supplies for Career Day Event	4000-4999: Books And Supplies	\$9,500.00	Increase student achievement for all students while focusing on student groups	Provide additional opportunities for students to interact with community professionals through funding for guest speakers and a designated Career Day.

Other Total Expenditures: \$9,500.00

Other Allocation Balance: \$0.00

Funding Source: Restricted

\$11,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Westlake High School

Additional instructional supplies and supports for Science Labs.	6000-6999: Capital Outlay	\$5,000.00	Increase student achievement for all students while focusing on student groups	Provide additional opportunities and supplies for classroom instruction and use.
Field trips and industry sector experiences for students	5800: Professional/Consulting Services And Operating Expenditures	\$4,000.00	Increase student achievement for all students while focusing on student groups	Provide additional opportunities for students to interact with community professionals through funding for guest speakers and a designated Career Day.
Training for CTE course teachers	1000-1999: Certificated Personnel Salaries	\$2,000.00	Increase student achievement for all students while focusing on student groups	Provide support, resources, and training for teachers to incorporate Career and Technical Education Standards in core curriculum.
Restricted Total Expenditures:		\$11,000.00		
Restricted Allocation Balance:		\$0.00		

Funding Source: Unrestricted

\$4,200.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Supplies for new CTE courses	4000-4999: Books And Supplies	\$3,000.00	Increase student achievement for all students while focusing on student groups	Continue to develop CTE Pathway courses with additional courses resulting in industry certifications. This includes at looking to develop and implement pathway options that will create academic contentedness through real-world exploration for all students including our EL, SED, and SWD.
Visitation of various ROP programs in the county	1000-1999: Certificated Personnel Salaries	\$1,200.00	Increase student achievement for all students while focusing on student groups	Continue to develop CTE Pathway courses with additional courses resulting in industry certifications. This includes at looking to develop and implement pathway options that will create academic contentedness through real-world exploration for all students including our EL, SED, and SWD.
Unrestricted Total Expenditures:		\$4,200.00		
Unrestricted Allocation Balance:		\$0.00		

Westlake High School

Westlake High School Total Expenditures: \$358,825.00