



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Westlake High School	56-73759-5630116	September 2, 2025	September 17, 2025

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

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

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

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Plan Description

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

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

Schoolwide Program

Additional Targeted Support and Improvement

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

EC Section 64001 requires the development of the SPSA to include the following:

- * A comprehensive needs assessment (pursuant to ESSA)
- * Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals
- * The plan may also include local data
- * An identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals

All schools within the CVUSD complete a Comprehensive Needs Assessment as part of the SPSA development process. Part of this needs assessment includes the analysis of California State Dashboard data as well as local assessment data including benchmark assessments, attendance data, survey data, and grade mark reports. School sites will include the 2023-24 CAASPP data as an important reference, and they will also include local data from the 2024-25 school year.

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site Council and English Learner Advisory Council, with the goal of improving student outcomes, including addressing the needs of all student groups. These goals are aligned to the CVUSD LCAP and are consistent with the 8 State Priorities. During the course of the year, School Site Councils and other site stakeholder groups evaluate and monitor the implementation of the SPSA and progress towards accomplishing the goals.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Current:

- * March 2025 - Communicated with our SSC and Leadership Team about 25-26 SPSA planning process.
- * April 2025 - Reviewed with and sought feedback our SSC which includes each of our DAC reps (LGBTQ+, African American, English Learner, GATE, Special Education, General) related to the structure of our 25-26 SPSA including how the alignment of our SPSA plan with our WASC Action Items. This feedback is important as this alignment allows us to have consistent progress made in both areas.
- * May 2025 - Reviewed with and sought feedback from our PTSA related to the structure of our 25-26 SPSA including how the alignment of our SPSA plan with our WASC Action Item. This feedback is important as this alignment allows us to have consistent progress made in both areas. This information was also discussed at Leadership Team meeting.
- * August/September 2025 - 25-26 SPSA plan in finalized and put into the DTS system.
- * September 2025 - 25-26 SPSA plan is reviewed with school site council and submitted for approval.

Future:

- * September/October 2025 - SPSA plan to be reviewed and approved by the CVUSD Board of Education
- * November 2025 - Review progress on SPSA goals with PTSA, SSC, & Leadership Team
- * February 2026 - Review progress on SPSA goals with PTSA, SSC, & Leadership Team
- * March 2026 - Begin process for creation and revision of the 26-27 SPSA goals with PTSA, SSC, & Leadership Team. This will include seeking members of these groups to be a part of our SPSA planning team.
- * May 2026 - Meet with SPSA planning team to create and revise the 26-27 SPSA.

Resource Inequities

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

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

WHS is not in ATSI or CSI therefore this section is not applicable.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Westlake High School had the following state indicators that were in the "Orange" category: Suspension Rate for English Learners & Hispanic Students, English Language Arts for Students with Disabilities, Mathematics for Hispanic students & Students with Disabilities. Westlake High School had the following state indicators that were in the "Red" category: College & Career for Students with Disabilities

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

Suspension Rate:

* No student group scored two or more performance levels below the "all student" performance level of Yellow.

Graduation Rate:

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

English Language Arts:

* Hispanic student and Socioeconomically Disadvantaged students scored Yellow, which was two or more performance levels lower than All Students who scored Blue.

* Students with Disabilities scored Orange, which was two or more performance levels lower than All Students who scored Blue.

* District-wide in CVUSD, we are implementing differentiated assistance for our Long-Term English Learners and Students with Disabilities in the area of English Language Arts.

Mathematics:

* Students with Disabilities and Hispanic students scored Orange, which was two or more performance levels lower than All Students who scored Green.

* District-wide in CVUSD, we are implementing differentiated assistance for our Long-Term English Learners, Homeless Students, and Students with Disabilities in the area of Mathematics.

College & Career Indicator:

* Student with Disabilities at Westlake High School scored Very Low, which was two or more performance levels lower than All Students who scored High.

* District-wide in CVUSD, we are implementing differentiated assistance for our Long-Term English Learners, English Learners, and Homeless Students in the area of College/Career Indicator.

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

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

Enrollment By Grade Level

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

Conclusions based on this data:

1. The enrollment at WHS has decreased by 73 students since the prior school year.
2. The enrollment of our 9th grade students was 8 more than the previous year.
3. The enrollment from 9th to 10th grade, 10th to 11th grade, and 11th grade to 12th grade was consistent.

School and Student Performance Data

English Learner (EL) Enrollment

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

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

Conclusions based on this data:

1. The percentage of EL students has decreased by 0.4% since 22-23 for a total of 84 EL students in 23-24.
2. The percentage of FEP students has increased by 0.8% since 22-23 for a total of 436 FEP students in 23-24.
3. The percentage of RFEP students did not have data associated with it in the 23-24 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	525	505	447	507	490	434	507	490	434	96.6	97	97.1
All Grades	525	505	447	507	490	434	507	490	434	96.6	97	97.1

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2645.	2615.		43.39	37.55	48.5	28.21	25.71	27.8	15.19	15.51	12.9	13.21	21.22	10.8
All Grades	N/A	N/A	N/A	43.39	37.55	48.5	28.21	25.71	27.8	15.19	15.51	12.9	13.21	21.22	10.8

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	38.66	38.37		50.10	45.51		11.24	16.12	
All Grades	38.66	38.37		50.10	45.51		11.24	16.12	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	44.97	38.16		40.83	38.98		14.20	22.86	
All Grades	44.97	38.16		40.83	38.98		14.20	22.86	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	25.84	20.41		64.50	67.55		9.66	12.04	
All Grades	25.84	20.41		64.50	67.55		9.66	12.04	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	36.09	31.02		54.64	53.67		9.27	15.31	
All Grades	36.09	31.02		54.64	53.67		9.27	15.31	

Conclusions based on this data:

1. The percentage of 11th grade students testing in ELA increased by 0.4% to 97% in 23-24.
2. Based on the overall data, the percentage of students meeting or exceeding standards decreased by 8.34% in ELA in 23-24.
3. The overall percentage of students meeting or exceeding standards was 63.26% in the 23-24 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	525	505	447	504	490	434	504	490	434	96.0	97	97.1
All Grades	525	505	447	504	490	434	504	490	434	96.0	97	97.1

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2615.	2609.		30.36	24.69	30.0	15.67	21.02	20.8	20.04	21.63	20.3	33.93	32.65	28.9
All Grades	N/A	N/A	N/A	30.36	24.69	30.0	15.67	21.02	20.8	20.04	21.63	20.3	33.93	32.65	28.9

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	33.73	28.37		35.52	41.43		30.75	30.20	
All Grades	33.73	28.37		35.52	41.43		30.75	30.20	

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	30.75	23.06		47.82	54.49		21.43	22.45	
All Grades	30.75	23.06		47.82	54.49		21.43	22.45	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	28.37	22.86		52.38	58.37		19.25	18.78	
All Grades	28.37	22.86		52.38	58.37		19.25	18.78	

Conclusions based on this data:

1. The percentage of 11th grade students testing in Math has increased by 1.0% to a total of 97.0% in 23-24.
2. Based on the overall data, 45.71% of students met or exceeded standards in 23-24.
3. The overall percentage decreased by 0.32% to 45.71% in the 23-24 school year.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1538.0	1525.5	1536.9	1539.3	1518.6	1534.0	1536.2	1532.0	1539.4	30	23	21
10	1547.9	1579.8	1520.9	1566.3	1597.1	1510.5	1529.1	1562.0	1530.8	20	30	22
11	1552.4	1553.2	1572.7	1552.4	1558.6	1561.0	1551.8	1547.4	1584.0	18	17	11
12	1542.3	1557.1	1576.3	1555.6	1568.7	1592.6	1528.4	1544.8	1559.3	14	15	11
All Grades										82	85	65

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	10.00	8.70	14.29	33.33	34.78	42.86	40.00	30.43	19.05	16.67	26.09	23.81	30	23	21
10	15.00	20.00	22.73	30.00	46.67	22.73	40.00	23.33	13.64	15.00	10.00	40.91	20	30	22
11	16.67	5.88	9.09	44.44	41.18	63.64	16.67	41.18	27.27	22.22	11.76	0.00	18	17	11
12	15.38	13.33	18.18	30.77	20.00	63.64	23.08	53.33	0.00	30.77	13.33	18.18	13	15	11
All Grades	13.58	12.94	16.92	34.57	37.65	43.08	32.10	34.12	15.38	19.75	15.29	24.62	81	85	65

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	23.33	21.74	33.33	56.67	39.13	38.10	10.00	17.39	9.52	10.00	21.74	19.05	30	23	21
10	30.00	46.67	27.27	45.00	36.67	22.73	20.00	10.00	4.55	5.00	6.67	45.45	20	30	22
11	33.33	29.41	18.18	38.89	29.41	63.64	11.11	29.41	18.18	16.67	11.76	0.00	18	17	11
12	46.15	33.33	63.64	23.08	33.33	27.27	0.00	26.67	0.00	30.77	6.67	9.09	13	15	11
All Grades	30.86	34.12	33.85	44.44	35.29	35.38	11.11	18.82	7.69	13.58	11.76	23.08	81	85	65

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	10.00	0.00	0.00	10.00	21.74	21.74	33.33	34.78	34.78	46.67	43.48	43.48	30	23	23
10	5.00	6.67	6.67	15.00	30.00	30.00	35.00	43.33	43.33	45.00	20.00	20.00	20	30	30
11	0.00	5.88	5.88	16.67	0.00	0.00	50.00	70.59	70.59	33.33	23.53	23.53	18	17	17
12	7.69	0.00	0.00	7.69	6.67	6.67	30.77	66.67	66.67	53.85	26.67	26.67	13	15	15
All Grades	6.17	3.53	3.53	12.35	17.65	17.65	37.04	50.59	50.59	44.44	28.24	28.24	81	85	85

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	3.33	8.70	0.00	80.00	52.17	76.19	16.67	39.13	23.81	30	23	21
10	10.00	20.00	9.09	65.00	70.00	50.00	25.00	10.00	40.91	20	30	22
11	5.56	5.88	9.09	77.78	70.59	90.91	16.67	23.53	0.00	18	17	11
12	0.00	6.67	0.00	69.23	73.33	81.82	30.77	20.00	18.18	13	15	11
All Grades	4.94	11.76	4.62	74.07	65.88	70.77	20.99	22.35	24.62	81	85	65

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	68.97	69.57	71.43	24.14	8.70	9.52	6.90	21.74	19.05	29	23	21
10	90.00	86.67	50.00	5.00	6.67	4.55	5.00	6.67	45.45	20	30	22
11	66.67	70.59	54.55	22.22	17.65	36.36	11.11	11.76	9.09	18	17	11
12	69.23	66.67	90.91	0.00	33.33	0.00	30.77	0.00	9.09	13	15	11
All Grades	73.75	75.29	64.62	15.00	14.12	10.77	11.25	10.59	24.62	80	85	65

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	10.00	13.04	14.29	26.67	34.78	38.10	63.33	52.17	47.62	30	23	21
10	10.00	13.33	4.55	30.00	60.00	50.00	60.00	26.67	45.45	20	30	22
11	0.00	5.88	9.09	61.11	35.29	81.82	38.89	58.82	9.09	18	17	11
12	7.69	0.00	0.00	23.08	60.00	81.82	69.23	40.00	18.18	13	15	11
All Grades	7.41	9.41	7.69	34.57	48.24	56.92	58.02	42.35	35.38	81	85	65

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	0.00	4.76	75.86	78.26	71.43	24.14	21.74	23.81	29	23	21
10	5.00	3.33	0.00	65.00	80.00	68.18	30.00	16.67	31.82	20	30	22
11	11.11	5.88	0.00	66.67	76.47	81.82	22.22	17.65	18.18	18	17	11
12	7.69	0.00	0.00	53.85	73.33	90.91	38.46	26.67	9.09	13	15	11
All Grades	5.00	2.35	1.54	67.50	77.65	75.38	27.50	20.00	23.08	80	85	65

Conclusions based on this data:

1. The number of students completing ELPAC testing decreased by 20 students in the 23-24 school year with a total of 65 students being tested.
2. In the 23-24 school year, 60% of the students scored in the performance level of 3 or 4. This is an increase of 9.41% since the 22-23 school year.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2,010	20%	4.2%	0.1%
Total Number of Students enrolled in Westlake High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	84	4.2%
Foster Youth	3	0.1%
Homeless	14	0.7%
Socioeconomically Disadvantaged	401	20%
Students with Disabilities	184	9.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	40	2%
American Indian	8	0.4%
Asian	225	11.2%
Filipino	22	1.1%
Hispanic	547	27.2%
Two or More Races	157	7.8%
Pacific Islander	2	0.1%
White	1,009	50.2%

Conclusions based on this data:

1. 34.2% of the WHS student population are either English Learner, Foster Youth, Homeless, Socioeconomically Disadvantaged, or a Student with Disability in the 23-24 school year. This is an increase of 0.9% since the 22-23 school year.
2. The three highest student groups based on Race/Ethnicity are White at 50.2%, Hispanic at 27.2%, and Asian 11.2%. These groups represent 88.6% of the student population.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Green

Academic Engagement

Graduation Rate



Blue

Conditions & Climate

Suspension Rate



Yellow

Mathematics



Yellow

English Learner Progress



Red

College/Career



Yellow

Conclusions based on this data:

1. Westlake High School scored in the highest (Blue) category for Graduation Rate.
2. Westlake High School's lowest scoring category is in English Learner Progress with an overall Red rating.
3. Westlake High School scored Green in English Language Arts and Yellow in Mathematics.

School and Student Performance Data

Academic Performance English Language Arts

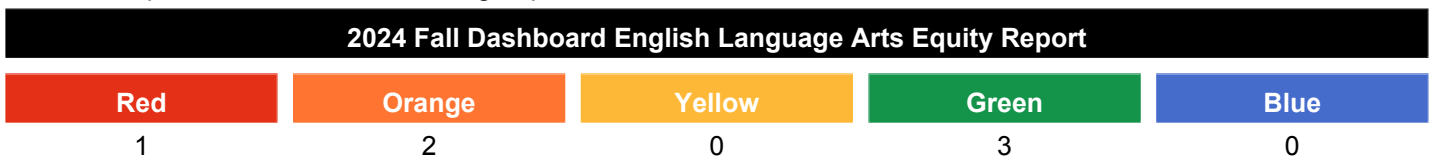
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Green 34.0 points above standard Declined 31.3 points 485 Students	English Learners No Performance Color 107.0 points below standard Declined 14.2 points 33 Students	Long-Term English Learners No Performance Color 146.7 points below standard Declined 43.1 points 13 Students
Foster Youth No Performance Color Less than 11 Students 1 Student	Homeless No Performance Color Less than 11 Students 6 Students	Socioeconomically Disadvantaged Orange 29.0 points below standard Declined 21.0 points 103 Students

<p>Students with Disabilities</p>  <p>Red</p> <p>111.9 points below standard</p> <p>Maintained 0.5 points</p> <p>34 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Asian</p>  <p>Green</p> <p>121.9 points above standard</p> <p>Declined 4.5 points</p> <p>57 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>26.4 points below standard</p> <p>Declined 20.6 points</p> <p>123 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>88.3 points above standard</p> <p>Declined 28.7 points</p> <p>36 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>33.2 points above standard</p> <p>Declined 48.7 points</p> <p>253 Students</p>

Conclusions based on this data:

1. Overall, WHS students scored 34.0 points above standard in English Language Arts which represents an decrease of 31.3 points.
2. Students with Disabilities were able to maintain their progress in English Language Arts.
3. WHS saw decreases amongst all of our student groups except for our Students with Disabilities.

School and Student Performance Data

Academic Performance Mathematics

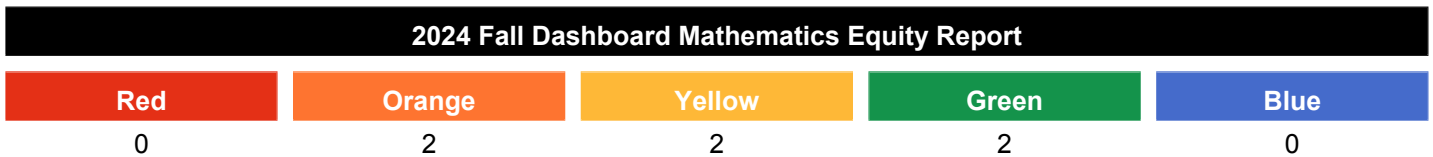
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>16.7 points below standard</p> <p>Declined 6.9 points</p> <p>484 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>140.0 points below standard</p> <p>Increased 32.5 points</p> <p>33 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>191.6 points below standard</p> <p>Increased 4.5 points</p> <p>13 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>98.9 points below standard</p> <p>Maintained 2.1 points</p> <p>103 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>178.2 points below standard</p> <p>Increased 31.4 points</p> <p>33 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Asian</p>  <p>Green</p> <p>121.1 points above standard</p> <p>Declined 10.6 points</p> <p>56 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>81.8 points below standard</p> <p>Increased 17.2 points</p> <p>123 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>19.1 points above standard</p> <p>Declined 15.5 points</p> <p>36 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>Yellow</p> <p>21.5 points below standard</p> <p>Declined 19.5 points</p> <p>253 Students</p>

Conclusions based on this data:

1. Overall, WHS students scored 16.7 points below standard in Mathematics which represents a decrease of 6.9 points.
2. WHS saw increase in the following student groups: Hispanic, Students with Disabilities, English Learners, Long-Term English Learners
3. WHS saw decrease in the following student groups: Two or More Races, Asian, White,

School and Student Performance Data



Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Red 37.3% making progress. Number Students: 59 Students	Long-Term English Learner Progress  Red 35.9% making progress. Number Students: 39 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.3%	42.4%	1.7%	35.6%

Conclusions based on this data:

1. 35.6% of WHS EL students have progressed at least one ELPI level.
2. 37.3 % of our English Learner students are making progress.
3. 35.9 % of our Long-Term English Learner students are making progress.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

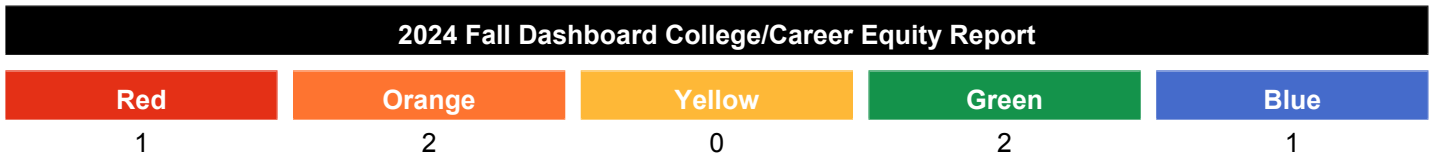
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>59.3 Prepared</p> <p>Declined 2.8</p> <p>540 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>3.6 Prepared</p> <p>Declined 15.5</p> <p>28 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>4.2 Prepared</p> <p>Declined 20.8</p> <p>24 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Prepared</p> <p>0</p> <p>12 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>35.7 Prepared</p> <p>Declined 8.7</p> <p>143 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>3.9 Prepared</p> <p>Maintained 0.3</p> <p>51 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>38.5 Prepared</p> <p>Increased 5.1</p> <p>13 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>4 Students</p>
<p>Asian</p>  <p>Green</p> <p>82.9 Prepared</p> <p>Declined 3.4</p> <p>70 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>33.8 Prepared</p> <p>Declined 15.5</p> <p>139 Students</p>
<p>Two or More Races</p>  <p>Blue</p> <p>73.9 Prepared</p> <p>Maintained 1.8</p> <p>46 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>65.1 Prepared</p> <p>Increased 4.2</p> <p>261 Students</p>

Conclusions based on this data:

1. Overall, 59.3% of WHS students are prepared according to the College & Career Indicator which represents a decrease of 2.8%.
2. At WHS, our Asian and Two or More Races student group scored the highest in this category.
3. At WHS, our English Learners, Long Term English Learners, and Students with Disabilities scored the lowest in this category.

School and Student Performance Data

Academic Engagement Graduation Rate

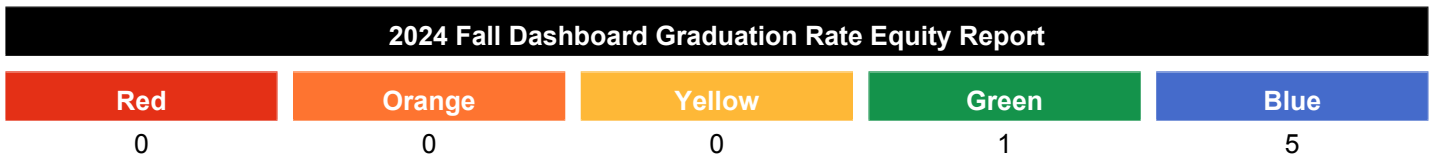
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p> Blue</p> <p>97.6% graduated</p> <p>Declined 1.1%</p> <p>540 Students</p>	<p>English Learners</p> <p> No Performance Color</p> <p>92.9% graduated</p> <p>Declined 2.4%</p> <p>28 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>100% graduated</p> <p>Increased 6.3%</p> <p>24 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>91.7% graduated</p> <p>12 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Blue</p> <p>96.5% graduated</p> <p>Declined 1.4%</p> <p>143 Students</p>

<p>Students with Disabilities</p>  <p>Green</p> <p>94.1% graduated</p> <p>Maintained 0.2%</p> <p>51 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>92.3% graduated</p> <p>Declined 7.7%</p> <p>13 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>
<p>Asian</p>  <p>Blue</p> <p>98.6% graduated</p> <p>Declined 1.4%</p> <p>70 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>95.7% graduated</p> <p>Declined 2.1%</p> <p>139 Students</p>
<p>Two or More Races</p>  <p>Blue</p> <p>97.8% graduated</p> <p>Declined 2.2%</p> <p>46 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Blue</p> <p>98.5% graduated</p> <p>Maintained 0.1%</p> <p>261 Students</p>

Conclusions based on this data:

1. WHS had a graduation rate of 97.6% amongst all students which is a decrease of 1.1% from the prior year.
2. WHS saw increases in the Long-Term English Learner student group.
3. WHS saw decreases in the following student groups: Two or More Races, Asian, Hispanic, African American, Socioeconomically Disadvantaged, English Learners

School and Student Performance Data

Conditions & Climate Suspension Rate

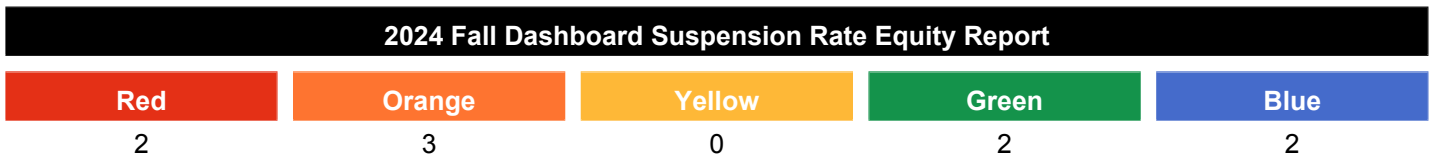
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>2.1% suspended at least one day</p> <p>Maintained 0.2%</p> <p>2083 Students</p>	<p>English Learners</p> <p>Red</p> <p>15.4% suspended at least one day</p> <p>Increased 5.5%</p> <p>91 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>16.9% suspended at least one day</p> <p>Increased 7.5%</p> <p>65 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>26.1% suspended at least one day</p> <p>Increased 5%</p> <p>23 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>5.9% suspended at least one day</p> <p>Declined 0.4%</p> <p>471 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>8.2% suspended at least one day</p> <p>Increased 1.5%</p> <p>207 Students</p>	<p>African American</p>  <p>Orange</p> <p>8.3% suspended at least one day</p> <p>Increased 4.3%</p> <p>48 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>
<p>Asian</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.4%</p> <p>228 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>27 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>4.9% suspended at least one day</p> <p>Increased 0.6%</p> <p>568 Students</p>
<p>Two or More Races</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>158 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>White</p>  <p>Green</p> <p>1.1% suspended at least one day</p> <p>Declined 0.8%</p> <p>1044 Students</p>

Conclusions based on this data:

1. 2.1% of all WHS students were suspended at least one day which is a 0.1% decrease from the prior year.
2. WHS saw a decline in the following student groups: Asian, White, Socioeconomically Disadvantaged
3. WHS saw an increase in the following student groups: Hispanic, Students with Disabilities, African American, Homeless, English Learners, Long-Term English Learners

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

To meet its academic goals, Westlake High School has identified several key areas for improvement and investment.

Academic Support and Programs:

The school plans to continue offering specialized academic tutors to students through our Academic Support Centers. There is also a continued desire to increase participation in the AVID program by identifying and recruiting students at every grade level including with incoming 9th graders. AVID's mission is to prepare all students for college success and close the achievement gap.

Staffing and Professional Development:

WHS will continue to ensure that paraprofessional staff are properly assigned to effectively meet the needs of our Students with Disabilities. We have also identified the need for continued Professional Development for teachers related to the development of our PLC work. This training will focus on helping teachers collaborate, collect, analyze, and use student performance data to improve classroom support and outcomes for all learners.

Curriculum and Counseling:

WHS is committed to providing inclusive, meaningful, and accessible curriculum and textbooks for all teachers and students, including its special education (SAI) teachers. In addition, the school will continue to provide specific academic and social counseling tailored to various student groups, including Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED) students, as well as LGBTQ+, African American, and Hispanic student populations.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts Data from the Smarter Balance Assessment Consortium Data Profile	<p>Overall - 34 points above standard, declined by 31.3 points</p> <p>Black of African American - No data, fewer than 11 students</p> <p>Hispanic/Latino - 26.4 points below standard, declined 20.6 points</p> <p>Two or More Races - 88.3 points above standard, declined 28.7 points</p> <p>Socio-economically Disadvantaged - 29 points below standard, declined 21 points</p> <p>English Learner - 107 points below standard, declined 14.2 points</p> <p>Students with Disabilities - 111.9 points below standard, maintained -0.5 points</p> <p>Homeless - No data, fewer than 11 students</p>	Westlake High School aims to reverse the previous year's decline and increase its overall score by at least 15 points, moving closer to or exceeding the "34 points above standard" achieved last year. The goal is to finish the year with an overall score that shows significant growth, indicating a positive trend in academic achievement while having specific focus on our individual subgroups identified including our SWD, SED, EL, African American, and Hispanic student groups.
Mathematics Data from the Smarter Balance Assessment Consortium Data Profile	<p>Overall - 16.7 points below standard, declined 6.9 points</p> <p>Black of African American - No data, fewer than 11 students</p> <p>Hispanic/Latino - 81.8 points below standard, increased 17.2 points</p> <p>Two or More Races - 19.1 points above standard, declined 15.5 points</p> <p>Socio-economically Disadvantaged - 98.9 points below standard, maintained -2.1 points</p> <p>English Learner - 140 points below standard, increased 32.5 points</p> <p>Students with Disabilities - 178.2 points below standard, increased 31.4 points</p> <p>Homeless - No data, fewer than 11 students</p>	Westlake High School aims to reverse the previous year's decline by focusing on significant growth across all student groups. The goal is to increase the overall score by at least 10 points, shifting from a "declined" status to one of "growth" and working toward a positive score above the standard. In addition, we will continue to focus on positive growth of at least 10 points in our individual subgroups identified including our SWD, SED, EL, African American, and Hispanic student groups.
Increase Number of Co-taught classes while including all core subject areas (English, Math, Science, Social Science)	In 24-25 WHS had 15 co-taught classes in Social Science, Math, English, & Science	Increase to 18 in the 25-26 School Year
24-25 D/F Data Comparison	<p>7.2% of grades earned during the 1st semester of the 24-25 school year were either a D/F.</p> <p>7.8% of grades earned during the 2nd semester of the 24-25 school year were either a D/F.</p>	Decrease the percentage of D/F grades overall with a specific emphasis on our and specifically amongst our Hispanic/Latino students by 8% individual subgroups identified including our SWD, SED, EL, African American, and Hispanic student groups.
College and Career readiness percentage based on student demographics	<p>Based on the 2024 CA Dashboard, the following represents the percentage of students that meet the College & Career Readiness metric.</p> <p>* Overall - 59.3%, decline by 2.8%</p> <p>* African American - 38.5%, increase by 5.1%</p> <p>* English Learners - 3.6%, declined by 15.5%</p>	After a slight decline in the previous year, Westlake High School looks to reverse this trend. The expected outcome is to increase the overall College & Career Readiness rate by at least 3%, bringing our percentage to approximately 62.3%.

	<ul style="list-style-type: none"> * Student with Disabilities - 3.9%, maintained -0.3% * Hispanic - 33.8%, declined by 15.5% * Socioeconomically Disadvantaged - 35.7%, declined by 8.7% * White - 65.1%, increased by 4.2% * Asian - 82.9%, declined by 3.4% * Two or More Races - 73.9%, maintained -1.8% 	
Student enrollment in AVID program at Westlake High School	In the 24-25 school year, Westlake High School had five (5) sections of AVID	Westlake High School is looking to maintain or increase the number of AVID sections offered in the 25-26 school year.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Continue to implement Tier 1 supports and UDL practices to assist students in making appropriate academic progress while decreasing the number of D/F grades being earned. Our PLC work will assist in this area as teachers will be able to have more consistent data to make adjustments to teaching that will help have a positive outcome in student achievement.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	0 None Specified None Specified
1.2	Increase the number of teachers attending AVID Summer Institute training. This will allow for more AVID strategies to be implemented throughout campus, increase our number of AVID sections, and provide additional methods and techniques to be discussed and utilized during PLC meetings. Funds will also be allocated to provide any materials and support to assist with these strategies being incorporated in classes.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	2000 OTRM 4000-4999: Books And Supplies
1.3	Support teachers in attending Professional Development opportunities throughout the school year (in-person and virtually) in the utilization and incorporation of site and district resources and supports to insure increased learning for all students including our SWD, SED, EL, Black, Hispanic, and LGBTQ+ student populations.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	1600 4EEF 1000-1999: Certificated Personnel Salaries 2000 OTRM 1000-1999: Certificated Personnel Salaries
1.4	Implement targeted and direct methods in which our A-G/CTE counselor can support students in meeting their A-G and College & Career indicator. One major change is that this counselor will now oversee all of our 9th and 10th grade AVID students. In addition to overseeing these students, this counselor will provide direct outreach to our student groups in the lower percentages of A-G completion and College & Career Readiness with a specific emphasis on our English Learners, African American, Hispanic, Students with Disabilities,	All students currently not on track to meet A-G completion and/or College & Career indicator with an emphasis on our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African	0 None Specified None Specified

	Foster Youth, and Socio Economically Disadvantaged student groups.	American, and Hispanic student populations.	
1.5	Utilize PLC time to evaluate the impact of grading on our students and monitoring progress toward accomplishing program goals identified in the SPSA with special attention to low achieving multilingual learners and students at risk of not meeting state content standards.. This will be done through both a learning and motivational lens. This evaluation will also help to ensure that our grading practices are accurate, not biased, and motivation. We have begun the process in prior years and departments have developed strategies they are using consistently across the department.	All students currently not on track to meet A-G completion and/or College & Career indicator with an emphasis on our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	0 None Specified None Specified
1.6	While evaluating grading practices and impacts, teachers and administrators will look at specific student groups as able including our English Learners, Students with Disabilities, Socioeconomically Disadvantaged, LGBTQ+, African American, and Hispanic student groups.	Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	0 None Specified None Specified
1.7	Provide release days and planning time for our Co-Teaching teachers. This ensures that our Students with Disabilities and fully supported in the General Education classes while providing the direct and needed support in the appropriate manner. This will help to support our growth in LRE.	Students with Disabilities	8000 OTRM 1000-1999: Certificated Personnel Salaries
1.8	Counselors will continue to attend the UC and CSU conferences. This allows counselors to gain most up-to-date and current information related to the college admissions process. This will support our students in understanding the impact of their classes and how it will help support them in their next steps toward college.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	1425 0010 4000-4999: Books And Supplies
1.9	Provide English teachers readers days (one each semester) to review essays, provide detail and specific feedback to students, and to gather information and data they can use during PLC time to collaborate with their colleagues.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	5200 0010 1000-1999: Certificated Personnel Salaries
1.10	Provide Math teachers and students with Formative and Delta Math. These platforms allow teachers to get real time feedback and information from student work. This data and information will be utilized both in class and through PLC collaboration to adjust future instruction to help ensure student success and engagement.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	3200 OTRM 4000-4999: Books And Supplies
1.11	Provide Computer Programming teachers and students with a program directly related to computer program. This platforms allow teachers to get real time feedback and information from student work. This data and information will be utilized both in class and through PLC collaboration to adjust future	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African	2600 OTRM 4000-4999: Books And Supplies

	instruction to help ensure student success and engagement.	American, and Hispanic student populations.	
1.12	Have a team of six staff (including teachers & administration) attend CAPS training to refocus and evaluate our current PLC model. We have found that we have the time allocated; however we are not utilizing it as effectively as we could. This training will provide the goals and process for this recreation of our PLC time and outcomes.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	0 None Specified None Specified This training is being funded by District funds.
1.13	Provide opportunities for our Math teachers to evaluate, plan, and implements strategies related to the new California Mathematics Framework. This new framework specifically looks into the idea of essential standards and reconstructing how the student learning is taking place. This will have an impact on not only student success in math, but also the way in which we are grading and evaluating learning in our math courses.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	2000 0010 1000-1999: Certificated Personnel Salaries Teacher Release/PD Time 1000 0010 4000-4999: Books And Supplies
1.14	Provide additional time for staff to provide English Learner students with academic support after school for ELA and Math.	English Learner Students - Multilingual Learners	2000 0010 1000-1999: Certificated Personnel Salaries 3000 0010 2000-2999: Classified Personnel Salaries
1.15	Provide additional readers and literacy support resources for our English Language Development classes to improve literacy skills for multilingual students.	English Learner Students - Multilingual Learners	1000 0010 4000-4999: Books And Supplies
1.16	Provide additional resources and support for Math through IXL and Delta Math to improve math skills and number sense for multilingual learners.	Provide additional resources and support for Math through IXL and Delta Math to improve math skills and number sense for multilingual learners.	0 None Specified None Specified District Funded
1.17	Implement explicit ELD instructional strategies and scaffolds aligned to ELPAC domains within PLC department time. This will be done by referencing previous CABE training to include sentence frames, structured academic conversations, and visual supports. This will allow staff to bridge language gaps and support English Learners' access to core content.	English Learner Students - Multilingual Learners	0 None Specified None Specified
1.18	Incorporate UDL focused collaboration into our PLC structures. This will build upon prior training on our 8/18 Professional Development day while utilizing AI and UDL strategies together. Also, this will include having teams analyze student performance data and design multiple ways to incorporate UDL strategies. This will allow PLC teams to share effective practices while providing an opportunity for	All Students including our Students with Disabilities (SWD) and English Learners (EL).	0 None Specified None Specified

	this to be seen through classroom walkthroughs to ensure consistent application across departments.		
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

While there was an overall decrease in English Language Arts and Math, our school saw positive increases within some identified subgroups. This is an encouraging trend that we will build upon in the coming year. Our goal is to expand these gains to improve our overall percentages. We will do this by balancing the specific needs of individual student groups with the desired outcomes for the entire student body.

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

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

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

There are no changes that are being made to this goal as it continues to mirror our WASC Action Item goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Despite the many services and supports offered at Westlake High School both in and out of the classroom, a key challenge is that students who need help the most often do not seek out this assistance or participate in it when it is offered. This lack of engagement and connection to the school community prevents them from benefiting from available resources. To address this, we will continue to focus on two main goals:

1. Increase Student Engagement - we will develop and implement strategies that foster consistent engagement for all student populations.
2. Timely Interventions - we will develop systems to quickly and efficiently identify students who are not making expected academic progress so that timely interventions can be implemented.

To achieve these goals, we will focus on the following areas:

1. Consistent Teaching Strategies - consistent teaching strategies appropriate for the individual department will help to ensure student engagement is authentic and uniform throughout the school.
2. Universal Design for Learning (UDL) - utilizing various UDL strategies and techniques to better support students in the key areas of engagement, representation, and action & expression.
3. Early Identification - we will identify more effective early identification processes for students who are not meeting academic goals, allowing for the immediate implementation of targeted interventions, including Tier 2 and Tier 3 supports.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
24-25 Wellness Center Data End of Year Report - Referral Concerns	Home Stressors (28), Anxious/Worried (20), Unhappy/Depressed (16)	Decrease the number of referrals in these areas by 5%
24-25 Wellness Center Data End of Year Report - Individual Therapy Topics	Anxiety (57), Family/Home Issues (41), Depression (28)	Decrease the number of students needing support in these areas by 5%

24-25 Wellness Center Data End of Year Report - Wellness Group Topics	Friendship Group (13), Girls Group/Healthy Relationships (12), Girls Self Esteem Group (12)	Increase the number of students attending the group sessions by 5%
24-25 Wellness Center Data End of Year Report - Workshops	December - 50 participants, February - 10 participants	Increase the number of students participating in these workshops by 5% throughout the school year
24-25 Wellness Center Data End of Year Report - Walk-In Support	2,953 visits with the highest number of visits occurring in May (379), October (366), and February (360)	Decrease the number of students needing walk-in support by 5% with a specific emphasis on the months that were identified to be the highest during the 24-25 school year.
24-25 Wellness Center Data End of Year Report - Satisfaction Questionnaire	76.5% of students visiting the Wellness Center stated that they felt Very Supported when visiting	Increase the percentage of students feeling Very Supported to reach a total of 90%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Continue to Include in our Weekly Warrior Update information related to the importance of attendance. This will be a special priority during September as we begin the school year, but also throughout the school year. In addition, posters have been made and posted around campus to ensure the importance of attendance for all of our students. In addition, we will run attendance reports and have individual interventions with students to help increase their attendance.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	300 0010 4000-4999: Books And Supplies
2.2	Our designated ELD support will continue to be incorporated through our master schedule by offering two ELD1/2 support classes and one ELD 3 support class for our students. This will allow for targeted, direct, and intentional support for our students that will support them not only in their ELD classes, but in their other classes as well.	English Learners	0 None Specified None Specified
2.3	Ensure that our master schedule will be able to accommodate an increase in the number of co-taught classes while including all core subject areas (English, Math, Science, Social Science). Our goal is to increase the number offered to 18 classes during the 25-26 school year. We will continue to only offer SAI classes in English and Math. This will support our increase in LRE and inclusion for our Students with Disabilities	Students with Disabilities	0 None Specified None Specified
2.4	Continue to allocate funds to support our Academic Support Centers in English, Math, Science, Social Science, and World Language. These centers are open at lunch and run by teachers and student tutors. Utilizing the students to provide support for other students has created environments in which students are more comfortable in receiving support and asking questions. These centers are also used for test retakes and test corrections.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	14000 0TRM 1000-1999: Certificated Personnel Salaries 7500 0010 1000-1999: Certificated Personnel Salaries

2.5	Provide additional classified service and support for our staff serving our Students with Disabilities. This will help to ensure that all timelines are met related to IEP meetings.	Students with Disabilities	4500 0TRM 2000-2999: Classified Personnel Salaries
2.6	Continue to provide English Learner support staff in classrooms. This will allow staff to support our students within the context of the subject matter they are in while enhancing the tools and supports that our teachers can implement for all students.	English Learners	0 None Specified None Specified District Funded
2.7	Provided additional supplies and resources for our English Learner classes. This will help to ensure the material is accessible for our English Learner students including materials in their native language. This will be done through technology and hard copy materials.	English Learners	3000 0010 4000-4999: Books And Supplies
2.8	To support students attendance at school and access to daily instruction, administrators will continue to implement restorative practices when working with students and families. These practices will include on site supports such as referrals to our Wellness Center.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	0 None Specified None Specified
2.9	In order to effectively and fully implement UDL strategies in classrooms throughout campus, additional time for teachers to create and implement various UDL strategies will continue to be implemented. This will assist in student learning and engagement. In addition, these strategies will be discussed and implemented through our PLC time that teachers have each month.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	1000 0010 1000-1999: Certificated Personnel Salaries 2000 0010 4000-4999: Books And Supplies
2.10	Continue to provide EBSCO subscription through our Library. This resource will help support all students in their learning in all classes.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	8000 0TRM 4000-4999: Books And Supplies
2.11	Ensure that students have the opportunity to be actively engaged in Science classes through hands-on labs and activities by providing a variety of supplies and materials.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	2311 0090 4000-4999: Books And Supplies
2.12	Enhance student engagement in lesson concept and ideas by providing opportunities for community and career based field trip and activities. These funds will be used to cover the cost of buses, entrance fees, and other field trip related items. These field trips will have a specific emphasis on careers and AVID college exploration.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	4200 Other 5000-5999: Services And Other Operating Expenditures 001Y

2.13	Continue to provide Choral Accompanist support in our Choir program. This supports helps to ensure that all students in our Choir program are able to learn at the highest of level while ensuring engagement in the subject matter.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	21000 0010 2000-2999: Classified Personnel Salaries
2.14	Continue to provide Accompanist support in our Band program. This supports helps to ensure that all students in our Band program are able to learn at the highest of level while ensuring engagement in the subject matter.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	26000 0010 2000-2999: Classified Personnel Salaries
2.15	Enhance our Career Tech classes and pathways by providing materials, resources, and supplies that allow students to experience real-world simulations and experiences.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	9500 Other 4000-4999: Books And Supplies 0CT0
2.16	Strengthen family engagement for English Learner families by expanding communication and outreach led by our ELAC team. This will include bilingual parent workshops, family resource nights, and one-on-one support sessions.	English Learners (EL) Students & Families	0 None Specified None Specified
2.17	Continue to provide training for general education staff on inclusive practices, co-teaching models, and strategies for supporting SWD with an emphasis on our CTE pathways. Special education staff, counselors, and administrative teams will review student participation data in CTE pathways to monitor access, identify gaps, and implement supports.	Students with Disabilities (SWD)	0 None Specified None Specified
2.18	Through our PLC work, we will integrate culturally responsive practices by having teams analyze student engagement and achievement data through an equity lens. PLCs will identify instructional adjustments that support diverse learners and reduce bias in grading, discipline, and participation, with progress monitored through classroom walkthroughs and student surveys. This will also support our Grading for Equity work.	All Students including our English Learners (EL), LGBTQ+, African American, and Hispanic student populations.	0 None Specified None Specified

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The overall implementation and effectiveness of these strategies have shown positive progress; however, there has not been significant time to truly analyze the long-term impacts. We are confident that the early positive progress we have

seen will continue and the results will be seen through our state reporting on the 24-25 CA Dashboard data including our College & Career Indicator, Graduation Rate, and overall student performance in English Language Arts and Mathematics.

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

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

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

There are no changes that are being made to this goal as it continues to mirror our WASC Action Item goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

We continue to be committed to increasing student engagement and real-world opportunities by providing more career-focused opportunities across campus. We continue to do this through our positive relationships with community partners, creating more opportunities for students to get involved in career-related fields. We also continue to expand and reflect on our offerings to ensure they reflect student interests while working to increase enrollment in our Career Technical Education (CTE) pathways. By making learning more relevant to students' future goals, we have been able to see a boost in their engagement while helping them make stronger connections between their education and real-world careers and increasing their academic achievement.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024 CA Dashboard College/Career Data	Based on the 2024 CA Dashboard, the following represents the percentage of students that meet the College & Career Readiness metric. * Overall - 59.3%, decline by 2.8% * African American - 38.5%, increase by 5.1% * English Learners - 3.6%, declined by 15.5% * Student with Disabilities - 3.9%, maintained -0.3% * Hispanic - 33.8%, declined by 15.5% * Socioeconomically Disadvantaged - 35.7%, declined by 8.7% * White - 65.1%, increased by 4.2% * Asian - 82.9%, declined by 3.4% * Two or More Races - 73.9%, maintained -1.8%	After a slight decline in the previous year, Westlake High School looks to reverse this trend. The expected outcome is to increase the overall College & Career Readiness rate by at least 3%, bringing our percentage to approximately 62.3%.
Number of CTE Pathways being offered	24-25: 5 CTE Pathways	25-26: Maintain our 5 CTE pathways
Number of students enrolled in a CTE Pathway	24-25: 296 students enrolled	25-26: Have over 300 students enrolled in CTE classes
Number of guest/career speakers speaking to our students either on campus or virtually	24-25: 45 guest speakers	25-26: 2 per semester per CTE class and a total of 75 or more across campus
Number of CTE class sections being offered	23-24: 17 Sections	25-26: 17 Sections
Number of CTE credentialed teachers teaching CTE courses	24-25: 5 Teachers	25-26: Maintain our 5 CTE Teachers

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Analyze the responses from our previous parent survey and make any needed adjustment to increase response rate. We will once again administer this survey for parents to complete to expand our availability of those who would be able to come and speak to our classes.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	0 None Specified None Specified
3.2	Ensure that all teachers are aware of the wide variety of guest speakers that are available to them. We will continue to utilize our online Outside Speaker Request form to quickly and efficiently approve these requests while ensuring they support the curriculum. These guest speakers will include parents, business, and local industry sectors. Identify guest speakers that will support our efforts related to Diversity, Equity, and Inclusion so students feel more connected to these various industry sectors. This specifically includes looking	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	0 None Specified None Specified

	for guest speakers who are Hispanic and African American.		
3.3	We will utilize our Counselor visits and our Weekly Warrior Update to communicate with all students, families, and teachers related to the CTE pathway and our Science Career Emphasis Program. We will also be able to utilize the CTE Website to help promote the qualifications and outcomes of being a CTE Pathway Completer that is on the WHS website to teachers, staff, students, and families	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	0 None Specified None Specified
3.4	Ensure we communicate directly with our Students with Disabilities and Multilingual Learners related to the various pathways and career related opportunities at Westlake High School. This will include counselors working with teachers to provide this information directly in classroom presentations.	Students with Disabilities, English Learners	0 None Specified None Specified
3.5	Counselors will continue to provide opportunities to administer the student career interest survey through CCGI.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	0 None Specified None Specified
3.6	Reflect on our existing Science Career Emphasis Program to find ways to develop career emphasis programs and pathways within various departments across campus. This will assist in the understanding of career emphasis and possible future development of CTE pathways. Funds will be allocated to provide release days and time for planning and developing these programs.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	2000 0010 1000-1999: Certificated Personnel Salaries
3.7	Enhance and develop out existing CTE pathways in Health Careers, Stage Technology, Education, Digital Media Arts, Computer Graphics. For our Education pathway this will include supporting internship opportunities for our students at feeder elementary schools.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	10000 Other 4000-4999: Books And Supplies 4SWP - Strong Workforce (CTE)
3.8	Utilize our Future Warrior Night event to provide informational evening sessions for students and families related to career opportunity pathways available with a connection to future job fields through both the CTE and Career Exploration lenses.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	500 0010 4000-4999: Books And Supplies
3.9	Communicate with school clubs and interest groups to bring guest speakers from various industry sectors to speak to their clubs during lunch meetings.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	0 None Specified None Specified
3.10	Continue to review the yearly schedule to highlight and promote various cultural months and activities. This will include our Hispanic Heritage Month	African American, Hispanic/Latino,	4000 ASB

	celebrations in September, Black History Month celebrations in February, Unity Day in October, and Inclusive Schools Week in December. In addition, our ASG Student Leadership will continue to work with our students clubs including out Black Student Union, Latino Connection, GSA Club, and Jewish Student Union in the planning of these events.	LGBTQ+, Students with Disabilities	4000-4999: Books And Supplies
3.11	Counselors will continue to utilize CCGI to incorporate Tier 1 level supports for all students. Our 9th & 10th grade counselors will be conducting 9th grade lessons related to the exploration and identification of core values and 10th grade lessons related to exploring a variety of career interests.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	0 None Specified None Specified
3.12	Counselors will continue to utilize CCGI to incorporate Tier 1 level supports for all students. Our 11th & 12th grade counselors will be conducting 11th grade lessons related building college lists including identifying at least three programs of interest and additional post secondary options. For our 12th grade students, Counselors guide students through the college application process and financial aid applications including FASFA and CADAA.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	0 None Specified None Specified
3.13	Expand access to CCR opportunities for Students with Disabilities (SWD) by identifying and enrolling eligible students into CTE pathways. In addition, provide information to students and families about additional dual enrollment and work-based learning programs. Special education staff and general education counselors will collaborate to identify CTE classes and pathways while supporting SWD in accessing grade-level standards and CCR skills in the least restrictive environment.	Students with Disabilities (SWD)	0 None Specified None Specified

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Based on the 2024 California Dashboard data, the overall effectiveness of our college and career readiness initiatives saw a decline, dropping by 2.8% to a rate of 59.3%. While our implementation was effective for some populations, it did not produce equitable outcomes for all. The data indicates a need for a comprehensive review of our current strategies, particularly for English Learners, Hispanic, and Socioeconomically Disadvantaged students, to ensure future efforts lead to consistent and widespread improvement in college and career readiness.

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

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

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

There are no changes that are being made to this goal as it continues to mirror our WASC Action Item goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

The notable increase in student based trauma and anxiety over the years since COVID-19 has demonstrated the ongoing need for enhanced mental health and wellness support for our students. We continue to identify a critical need for student focused education and support individually and campus wide. Some identified areas of need include how to process and handle stress, anxiety, depression, and workload management. In a schoolwide approach, we focus on anti-racism, anti-bullying, and anti-harassment including sexual harassment training and information for our students and staff. This increased focus on and awareness of Social-Emotional Learning (SEL) will be supported through counselors, Wellness Center, teachers, and administration alike.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Wellness Center Referrals	206 referrals, 16% 12th Grade - 28.6% 11th Grade - 32% 10th Grade - 23.3% 9th Grade	Continue to have counselors make necessary referrals
Wellness Center Individual Therapy Sessions	1,283 total sessions with May (148), March (136), and April (136) having the highest sessions in a given month	Continue to provide individual therapy sessions as needed, but see a downward trend as the school year progresses to demonstrate students developing the skills to cope with these issues.
Wellness Center GAD-7 Results	83.3% entered a treatment with Moderate to Severe Anxiety, 70.2% left with Moderate to Severe Anxiety	Continue to have a decrease in the level of student anxiety after receiving treatment.
Wellness Center PHQ-9 Results	41.7% entered a treatment with Moderate to Severe Depression, 28.6% left with Moderate to Severe Depression	Continue to support students to reduced their depression.

Wellness Center PHQ-9 Reported Suicide Risk	18.9% entered a treatment having Several Days to Nearly Everyday of a Suicidal Risk, 8.3% left with having Several Days to Nearly Everyday of a Suicidal Risk	Continue to support students to reduced their suicidal risk.
Wellness Center Schoolwide Wellness Activities	11,760 visits from 330 events over the course of the school year.	Continue to provide these events and opportunities to connect with a wide range of students.
Wellness Center Walk-In Self Report	50.1% reported a distress level of 6 or higher at check-in, 0.3% reported a distress level of 6 or higher at check-out	Continue to support students to reduced their distress level.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Counselors will utilize information learned from their Hatchings trainings to enhance their Tier 1 level supports and presentations to students based on grade levels. These presentations will be done through classroom level presentations.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	0.00 None Specified None Specified
4.2	Reflect on our current Week of Welcome (WOW) for incoming 9th graders to ensure we provide appropriate and direct inclusion opportunities for our SED, SWD, GATE, and EL student groups. Also, making sure to evaluate our WOW counselors to ensure these have experiences from all these areas across our campus. Provide additional material and supports to enhance the Week of Welcome. Offer Student Counselor training from staff if they have freshmen in their group as SWD or EL. Advertise that the WOW week is a donation and that bilingual counselors are available. Encourage bilingual WHS students to become counselors. Outreach group for incoming freshman who are not participating to determine why they are opting out (address if for economic, or linguistic reasons, etc.)	All incoming 9th grade students.	5000 ASB 4000-4999: Books And Supplies
4.3	Continue to recognize and celebrate Mental Health Week through a wide variety of celebrations and activities. This would include activities for all students including our SWD, SED, and EL student groups. Create, publicize, and provide various activities for all students related to Mental Wellness and supports.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	0 None Specified None Specified
4.4	While revitalizing our PLC time, teachers will continue to place an emphasis on incorporating Tier 1 SEL supports that are appropriate for their subject matter and are meaningful for our students. These supports will be superficially identified in these lessons and activities.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	0 None Specified None Specified 2000 OTRM 4000-4999: Books And Supplies

			Materials and supplies needed to assist with the incorporation of the various SEL related activities and information.
4.5	Our Unified Sports program is one of the biggest bright spots on our campus and brings the whole campus together. We will continue to support our Unified Sports program to ensure the inclusion of our Students with Disabilities is a top priority. This support will include providing additional time, materials, and supplies to continue growing our Unified Sports program. This will include having various students groups including Band, Cheer, Choir, American Sign Language, and others supporting this program	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	2000 0010 4000-4999: Books And Supplies
4.6	While planning inclusive events and opportunities including highlighting Inclusive School Week we utilize the Inclusion Handbook to expand activities. This will include highlighting our LGBTQ+, Students with Disabilities, and our other inclusive clubs on campus. We have seen great success in our "End the 'R' Word" campaign and want to expand these types of events.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	2000 ASB 4000-4999: Books And Supplies
4.7	Create and implement a student survey to gather information on how to better communicate directly to the student groups identified below to relay opportunities for club participation, athletic tryouts, leadership opportunities, and participation in school events/activities to our SWD, Hispanic, Black, and EL students in a manner that ensures they are aware of and can access these opportunities. This survey will be created with input from students with various backgrounds and experiences throughout our campus. In addition, analyze participation rates specific to SWD, Hispanic, Black, and EL student groups. This survey will be administered twice a year. The information from these surveys will be shared with WHS Leadership team and School Site Council to discuss possible next steps.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	0 None Specified None Specified
4.8	We will continue to incorporate Therapy Support animals during our Final Exam weeks and during other times in the year that brought about anxiety and stressful situations. We will continue to work with local organizations to continue this support for students and staff.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	0 None Specified None Specified
4.9	We will develop a way in which we can create a Student Council once a month. This will allow for enhanced communication between our ASG class, administration, and our broader student body. This will also help to build our school culture campus wide.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	0 None Specified None Specified
4.10	Develop ways in which our WHS SDAC reps to facilitate conversations, provide information, and gather feedback from the student body on the WHS campus. These opportunities can help to support the overall vision of SDAC by providing much	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED),	2000 0010 4000-4999: Books And Supplies

	needed information regarding the social-emotional health of students, learning loss, serving under represented student populations, and other similar goals.	LGBTQ+, African American, and Hispanic student populations.	Implement ideas and strategies that come from these meetings and feedback.
4.11	Continue to incorporate subject and grade level appropriate SEL information & supports into lessons, activities, and presentations.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	0 None Specified None Specified
4.12	Continue to support our Unified Sports program by funding transportation to and from Unified Sports events. This transportation will be for our paraprofessionals, teachers, Unified Athletes, and Unified Partners.	Students with Disabilities	3000 0010 5000-5999: Services And Other Operating Expenditures
4.13	Create and implement a staff survey twice a year related to their needs to help support them in the classroom and with their own wellness. The information from these surveys will be shared with WHS Leadership team to discuss what next steps will be.	Teachers & Staff	0 None Specified None Specified
4.14	Wellness Center staff will continue to seek input on and develop support groups for our underrepresented students with a specific focus on our African American, Hispanic, and English Learner students. This will allow these student populations to have direct support and opportunity to discuss situation and topics that are directly impacting them on campus and in life.	African American, English Learner, Hispanic Students	0 None Specified None Specified
4.15	Continue to provide a Social-Emotional coach for the mental health of our students around campus. This provide ongoing support for our students, strategies to help deal with the struggles in their lives, and provide another trusted adult for them to talk to.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	15000 0010 2000-2999: Classified Personnel Salaries
4.16	Continue to provide Athletic Training support and supervision for our student athletes. This will help ensure the ongoing physical safety for our students as they participate in extra curricular activities.	All Students including our Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), LGBTQ+, African American, and Hispanic student populations.	24700 Other 2000-2999: Classified Personnel Salaries 0AEA

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This goal remains a key focus across our campus is the mental health and well-being of our students and staff alike. We have seen a very successful implementation of our Wellness Center and additional student support programs. The effectiveness of these initiatives is a direct result of the open collaboration and deep involvement from our dedicated Wellness Center staff, school counselors, teachers, and administration.

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

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

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

There are no changes that are being made to this goal as it continues to mirror our WASC Action Item goal.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$210,536.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
0010	\$100,925.00
0090	\$2,311.00
OTRM	\$46,300.00
4EEF	\$1,600.00
ASB	\$11,000.00
None Specified	\$0.00
Other	\$48,400.00

Subtotal of state or local funds included for this school: \$210,536.00

Total of federal, state, and/or local funds for this school: \$210,536.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Instruction	219,564	219,564.00
OTRM	66,744	20,444.00

Expenditures by Funding Source

Funding Source	Amount
0010	100,925.00
0090	2,311.00
OTRM	46,300.00
4EEF	1,600.00
ASB	11,000.00
None Specified	0.00
Other	48,400.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	45,300.00
2000-2999: Classified Personnel Salaries	94,200.00
4000-4999: Books And Supplies	63,836.00
5000-5999: Services And Other Operating Expenditures	7,200.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0010	19,700.00

2000-2999: Classified Personnel Salaries	0010	65,000.00
4000-4999: Books And Supplies	0010	13,225.00
5000-5999: Services And Other Operating Expenditures	0010	3,000.00
4000-4999: Books And Supplies	0090	2,311.00
1000-1999: Certificated Personnel Salaries	OTRM	24,000.00
2000-2999: Classified Personnel Salaries	OTRM	4,500.00
4000-4999: Books And Supplies	OTRM	17,800.00
1000-1999: Certificated Personnel Salaries	4EEF	1,600.00
4000-4999: Books And Supplies	ASB	11,000.00
None Specified	None Specified	0.00
2000-2999: Classified Personnel Salaries	Other	24,700.00
4000-4999: Books And Supplies	Other	19,500.00
5000-5999: Services And Other Operating Expenditures	Other	4,200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	35,025.00
Goal 2	103,311.00
Goal 3	16,500.00
Goal 4	55,700.00

School Site Council Membership

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




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

Name of Members	Role
Jason Branham	Principal
Doug Freed	Classroom Teacher
Elisa Griffin	Classroom Teacher
Zach Miller	Classroom Teacher
Kim Merjan	Other School Staff
Bing Liu	Parent or Community Member
Vanessa West	Parent or Community Member
Rochelle Johnson	Parent or Community Member
Lauren You	Secondary Student
Amelie Ortiz	Secondary Student

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

Advisory Council Recommendations

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



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

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on September 2, 2025.

Attested:

	Principal, Jason Branham on 9/2/2025
	SSC Chairperson, Trina Rodriguez on 9/2/2025

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

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

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023