

**Westview High School  
School Plan for Student Achievement  
2018-2019**



**College and Career Readiness for All**

*Ensuring the highest levels of success  
for each and every student, with commitment to  
**Rigor, Relevance, and Relationships***

*Local School Board Approved, February 14, 2019*

## School and District Information

For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

School Information		District Information	
<b>School Name</b>	Westview High School	<b>District Name</b>	Poway Unified
<b>Principal</b>	Tina Ziegler	<b>Superintendent</b>	Marian Kim-Phelps, Ed.D.
<b>Street</b>	13500 Camino Del Sur	<b>Street</b>	15250 Avenue of Science
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*This plan meets the content requirements of amended Education Code 64001 for a SPSA. It provides a single comprehensive school plan to improve the academic performance of students. Completion of the plan satisfies requirements of all programs for which the school has an allocation in the California Consolidated Application for categorical funding.*

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## **I.A. VISION AND ORGANIZATIONAL DIRECTIONS - PUSD STRATEGIC VISION**

### *“College and Career Readiness for All”*

#### **District Vision and Strategic Goals for 2013-2020**

In 2013-2014, Poway Unified School District stakeholder groups met to once again develop a strategic vision and identify the future direction of the district. The Mission Statement was modified to add the element of career readiness to the previously adopted “College Readiness for All, becoming “College and Career Readiness for All.”

In addition, the PUSD Board of Education adopted three PUSD Goals:

1. Ensure each student engages in a challenging 21st Century learning experience.
2. Develop and maintain communications systems that create collective engagement among all stakeholders.
3. Create a collaborative culture of continuous learning for all staff.

#### **District Initiatives for 2013-2020**

The following District Initiatives have been identified to support the PUSD Goals.

1. Design and implement curriculum, instructional practices, and assessment systems that align with California State Standards across content areas to ensure each student will:
  - a. Engage in Inquiry Based Learning
  - b. Think Creatively and Critically
  - c. Reason Effectively
  - d. Produce/Generate Information
  - e. Solve Complex and Real World Problems
  - f. Communicate Effectively
  - g. Collaborate with Others
  - h. Recognize, Understand and Respect Cultural Diversity to ensure that all students are prepared for success in the global economy.
2. Provide comprehensive programs, services and facilities to ensure social and emotional well-being of all students and staff in a safe and secure environment.
3. Create a comprehensive communication plan that:
  - a. Utilizes a wide range of media
  - b. Provides opportunities for timely, proactive, two-way communication
4. Design and implement a comprehensive system of professional learning that:
  - a. Allows each individual to personalize learning
  - b. Provides multiple formats
  - c. Supports collaboration, inquiry and problem solving

## **District LCAP Goals 2018-2019**

The following goals have been identified to support student achievement:

1. Support high-quality teachers in their implementation of an articulated California standards-based curriculum, instruction, and assessment to ensure College and Career Readiness and Citizenship for all students, TK-12.
2. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.
3. Strengthen safe, healthy, positive, and attractive learning environment and experiences for all learners.
4. Increase student and parent engagement in learning through enhanced community involvement, two way communication, and partnerships with community businesses.
5. Develop, implement, and embed a collaborative learning structure and system for adults and students to increase student achievement.

## **I.B. VISION AND ORGANIZATIONAL DIRECTIONS - SITE ORGANIZATIONAL DIRECTIONS (LCAP Goals 1-5)**

The district vision of “College and Career Readiness for All” provides the foundation for the Local Control and Accountability Plan (LCAP) and the direction of our site efforts. To support the districtwide core values, our school will focus on multi-year initiatives:

### **Design and implement curriculum, instructional practices and assessment systems that align with the California State Standards across content areas**

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Westview High School is committed to high standards and individual connectedness. Our departments work constantly to improve the learning environment in order to create conditions and a culture for world class learners. Our curricular teams continue to focus on the full implementation of the California State Standards (CSS), as well as refining common assessments through our weekly Wednesday Professional Time and district Professional Growth Days. Listed below is the work in which Westview’s learning community is currently engaged:

- Our World Language department continues to transition into 90% use of target language at all levels based on research and recommendations from the American Council on the Teaching of Foreign Languages (ACTFL). Vertical Alignment with AP is a focus in 2018-19 as well as all levels working to align all instruction, assessment and curriculum with the ACTFL National Standards, the 3 Modes of Communication. This includes revision to common assessments at all levels, improvement in teaching & learning practices and strategies, as well as providing a thorough understanding of ACTFL standards to teachers during professional growth time; two of our World Language teachers presented at the National Foreign Language Conference in November, 2017. Westview High School is leading the District World Language Program toward best practice starting with alignment with ACTFL.
- Our Math department continues their transition to implement the Integrated Math curriculum by collaborating with content teams and attending multiple training sessions and seminars at the district office. Current implementation exists at all three, Integrated I-III, levels. This year, our math department has begun full implementation of Integrated III. Further, constant communication within the math team, and between the teachers, administration, and counseling team continues with the intention of reflection and refinement to find best methods of implementation and monitoring to support all Westview students; the Integrated Math team meets to create and refine common assessments;
- Our Science department continues to focus heavily on the transition to Next Generation Science Standards (NGSS), modifying current curriculum to align with NGSS. Further, there is a continued shift in our science courses moving away from a focus on content and memorizing facts to the development of skill sets and inquiry based lessons in which students are making discoveries; Professional Development provided by Learning Support Services and our district Teacher on Special Assignment for Science, has provided time for subject specific teams to begin the work of full implementation;
- Members of the Exercise & Nutritional Science (ENS) team have been trained on PUSD's newly adopted Sexual Education curriculum based on California's adoption of the Healthy Youth Act (A.B. 329) and continue to their work in full implementation in our classrooms during this school year;
- Career & Technical Education (CTE) teachers continue to align their curriculum to CTE standards, in partnership with the district CTE team. Westview offers a diverse array of courses within the CTE framework, intending to provide as many post-high school options for all students. Instructional practices are driven by teaching purposeful content and real-world skills that would best prepare students for careers in those content areas. The Business Department of Westview High School provides extended workplace/internship opportunities; co-curricular leadership and competitions as outlined by the exemplary program standards of the CA Dept of Education. Additionally, courses are provided that offer articulated college credit. Inclusive opportunities include but are not limited to DECA, FBLA, community & career internships, work-experience, San Diego industry-based business startup competitions, robotics, entrepreneurship, bio-medical technology, and others. The Pathway sectors that exist within the Business Department fall under the Categories of Marketing/Sales and Service; Business and Finance; and Information Communication Technologies. Students are able to matriculate through the program pathways with up to 20 units of articulated college credit. 100% of the Marketing/Sales and Service Sector students are members of the Co-Curricular CTSO.DEC; This year, Westview proudly offers The Principles of Engineering. This course is foundational in the engineering pathway. Students are engaged in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and career preparation in four sub-categories that emphasize real-world, occupationally relevant experiences of significant scope and depth: Architectural Design; Engineering Technology; Engineering Design; and Environmental Engineering.

- Our Broadcast Journalism students, WVN, partnered with PBS News Hour Student Reporting Labs schools. The PBS NewsHour Student Reporting Labs initiative is building the next generation of public media with a unique digital journalism curriculum, local PBS station mentors and the opportunity to tell important community stories to the world. This program creates unique transformational education experiences for high school students in classrooms and after-school environments. Students engage in a powerful form of civics through journalistic inquiry, media production and student-centered learning that build critical thinking, problem-solving, teamwork, news literacy and communication skills. The hope is by giving youth a voice and the opportunity to reach millions of people via the PBS NewsHour broadcast and digital platforms, the program inspires youth to speak up and be part of the solution. During Election Day, students reported via Snapchat story called “Election Day.” Turning Out: The Youth Vote – Teen reporters from the PBS NewsHour Student Reporting Labs across the country captured how teens feel about voting and the upcoming midterm elections. Westview was proud to have four WVN participants!
- Our Humanities department utilizes curricular teams to develop and utilize common assessments to support instruction and interventions to ensure students are college and career ready. Each PLC works through planning, instruction, assessment and intervention. The team also participated in district-wide professional development and Social Science standards and framework. Our Advanced Placement Civics and Economics teachers participated in the summer institute and since, have revised the coursework and assessments.
- Our Special Education math resource teachers collaborate frequently with our math department chair in planning and instruction for our L/Integrated I math course. Our team provides support for all special needs students in the general education Integrated 1 and 2 classes within our stacked Learning Strategies classes with direct math support. Students with IEPs that show an area of need in mathematics are placed in supportive Learning strategies classes that pre-teach concepts, reteach new or difficult material, provide extended time for tests/quizzes if needed while communicating with their general ed. math teacher on individualized student needs. This collaboration has been extended into the Humanities department in which collaborative teachers are working more closely to change our current model to better suit all student needs. The department continues to revise the Learning Strategies classroom content and to create consistency among all the sections.
- As a learning community, we have continued our comprehensive approach centered around Response to Intervention (Rtl). Our first step was designating a Teacher on Special Assignment (TOSA) who serves as our Rtl TOSA. His work, based on the Rtl pyramid, focuses on creating and modifying systems that provide for more layers and levels of intervention for students in need. Further, this Rtl TOSA coordinates with teachers and counselors about how to best support identified students, trains staff members on the development of our Rtl console, a computer database that has profiles and interventions on students who have been identified. Finally, the TOSA gathers data to track the effectiveness of the systems and interventions. This year, our Rtl TOSA, conducted a series of professional development workshops on the Rtl console.

**Provide comprehensive programs, services, and facilities to ensure the social and emotional well-being of all students and staff in a safe and secure environment**

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**Introduction:**

Westview High School's primary focus within the classroom and across campus starts with physical, emotional, and personal safety. Administration, counselors, teachers, and support staff work purposefully to first address this area. The majority of programs are proactive, in other words they are put in place to keep people safe and prevent unsafe events or instances from occurring. However, when something does arise, Westview also has a number of strategies to keep its stakeholders safe. Below is a summary of the many programs that comprehensively keep students safe.

**Facilities:**

Westview strives to keep all students physically safe. A weekly Facilities Meeting occurs in which administration, campus security, the athletic director, and the custodial supervisor align on campus activities for the week, and troubleshoot any physical areas of the campus that are not functioning properly.

In addition, entry points are limited during school hours, and monitored by school personnel. Our receptionist manages guests and can monitor who is on campus through a web-based sign-in and badge system. Our site utilizes cameras on the site to monitor the school during school hours and non-school hours. All gates and doors are locked, only those that are monitored are open. The parking lot is also monitored throughout the day by campus security.



Westview has a comprehensive school site safety plan that details various approaches in maintaining the highest level of physical safety for students and staff. This includes multiple safety drills throughout the year that are practiced, timed, and then debriefed to discover areas of improvement. Administration currently uses the "Remind 101" App (a free text messaging app that allows Command Center to communicate quickly and efficiently). Drills include evacuation/fire-drill, earthquake, and various iterations of lock-down drills. This year we have added training for students and staff on Options Based Training and increased Situational Awareness with a focus on "lockdown", "barricade" and "last possible option: Fight, defend or disrupt". Using one of our learning platforms, BlackBoard, we will be testing the "Opt-In Text" messaging system as another communication piece. Students have also been exposed to our anonymous tip line that links directly to law enforcement as well as our "See Something, Say Something" message.

Students who wish to park on Westview's campus, must complete the "Start Smart Safe Driving Program", a program designed in partnership with local law enforcement that is aimed at helping newly licensed- or soon to be licensed- teenage drivers (15-19) become more aware of the responsibilities that accompany the privilege of being a licensed California driver. The newly licensed teenage driver and their parents/guardians attend and participate in a free 2 hour long "Start Smart" class, hosted by a CHP officer. CHP officers discuss topics such as collision avoidance techniques along with collision causing elements such as excessive speed, DUI, and distracted driving. "Start Smart" hopes to make teens and parents aware of the responsibilities they face and teaches what precautions to take to stay safe; such as the importance of seat belt unsafe, passengers in the vehicle and what to do when involved in a collision.

The Wolverine Center continues to be a welcome center for all students . The counselors, guidance technician, student services technician, and school psychologist's offices are located in the Wolverine Center so that students had one central area to go for assistance. Further, students are encouraged to gather in the Wolverine Center during lunch, Wolverine Time, and before/after school to either get assistance, receive peer tutoring, or simply have a safe space to spend their time. The goal is to continue to facilitate connectedness between students and staff on our campus. The space is also used for many college visits, work permit assistance and a Student Services area.

### **Comprehensive Programs & Services:**

Westview employs four full-time counselors, one part-time counselor, and one part-time student services coordinator to support the student body in the areas of academics, personal, social, and post-high school options. In addition to their full-time work, our counseling team and Student Services partner with students, parents, teachers and staff to provide support and caring connections for all students. Our goal is to encourage healthy, productive character development that will enable students to successfully assimilate into adulthood. Westview's Peer Counseling program serves all students on campus through awareness campaigns, peer mentoring, and tutoring services. Campus-wide awareness campaigns are often in conjunction with ASB or other clubs on campus to bring attention to topics such as suicide awareness, anti-drugs, anti-bullying, safe prom, positive decision making, and positive use of social media, just to name a few. The peer mentoring program matches students in need of a positive peer relationship or someone to help them with academic, social, or personal issues with a trained peer mentor. The peer mentoring program also matches new students with a peer mentor as they transition successfully to the Westview campus. The peer tutoring program is by far, the most widely used service of Peer Counseling. It has serviced several hundred students over the years through small group and one-on-one tutoring.

The Counseling department also offers "Family Connection", an on-line program for all our students in which they can find a vast array of helpful information such as when college visits are scheduled, specific information on colleges and careers. There are also video tutorials on financial aid, college admissions and presentations on senior/junior workshops. In a school of approximately 2300 students, our four and one-half counselors and our guidance technician work to connect with students and parents in one to one meetings, support group meetings and drop-in sessions during our Course Request period in the spring.

For the past three years, Westview has had a Teacher On Special Assignment (TOSA) whose primary focus is on improving academic and non-academic interventions and support for Westview's students. The TOSA partners with our part-time counselor to focus on creating and refining systems. This includes an analysis of gaps in Westview's current approach, and then developing new systems. Specifically, our Response To Intervention (Rtl) includes using data to target 9th grade students who demonstrate challenge in academics, attendance, and behavior, and then working with the student, parents, and classroom teachers to develop a success plan. Data, meetings, and informal check-ins will help determine next steps for each student. The TOSA meets weekly with our part-time counselor on monitoring student progress. This year an Intervention Team was created, consisting of Counselors, Administrator, TOSA, Health Technician, Attendance clerk, School Psychologist, in order to manage our Rtl activity. Also, the TOSA presented to all staff members on the Rtl Console, a database that PUSD developed to assist in the monitoring and support of students, as well as a centralized place of communication for staff regarding that student. The TOSA has also visited Westview academic areas to further discuss and train the teachers on implementing the Rtl Console.

Our part-time counselor has the responsibility to focus on 9th graders in need of intervention, as mentioned above. Once identified, the counselor takes numerous steps to develop necessary background information on the student, then partners with parents, the student, teachers, administration, and the student's school counselor. The intervention counselor then has bi-weekly meetings with the school counselor and area administrator to discuss the student's progress, examine various data sets, then create action steps of support for the student. Concurrent to these steps, the counselor is frequently checking in with the students. This year our Part-time counselor attends the Academic Success class twice a week in order to build rapport with students. Along with building rapport in the academic success classes, the intervention counselor supports students through: Academic Support, College Advising, Facilitates group check ins with students in class and Presentations. Our part-time counselor also takes part in the college field trips to support African American and Latino students in building student engagement in the Westview community.

Westview continues to offer Academic Success, a course that supports 25-27 students in each section who have been identified by school personnel (or opted into the program themselves) as students in need of support in one or more of the following areas: academics, attendance, behavior, or personal/social areas. This course is for students who do not have other access to support such as Learning Strategies for identified students or English Learner support and structured. In addition to the classroom teacher, students get support from other Westview teachers who push into the class on their prep period to tutor, mentor, and encourage the students. Further, Westview's counselors and two counseling interns visit the class regularly to assist the students. The focus is not simply academic support, but also to first get students "bought in" to school, providing a "home-court advantage" to the student, and make sure that they have every reason to succeed at Westview. In the fall of 2017, with the cooperation of our mathematics and special education departments, we offered a "stacked Integrated I Math" academic success class in which the students enrolled in a period of academic success math where they were "front-loaded" with the Integrated Math I lesson concepts. These students experienced the math before actually being in their math class, they had already become somewhat familiar with the day's material. The results for the first quarter were very promising in that we saw fewer "D/F" grades in Integrated Math I from this group of students. The success of our Math Academic success class prompted another section of the stacked-math model and as a result, we continue to see student improvement in Integrated Math classes. The continued success of this Integrated Math model has created another section of "stacked Integrated Math" for the school year 2018-19.

Westview administration facilitates two surveys that focus on social and emotional well-being. The first is the *Westview Climate & Engagement Survey* administered to all 10th and 12th grade students, and a few 9th and 11th. The survey was developed by administration with feedback from staff and School Site Council. The purpose of the survey is to obtain relevant data regarding the student experience on Westview's campus in areas of classroom atmosphere, the teaching & learning process, hours spent outside of school, the emotional climate of the school, and information about the student's academic goals and plans after high school. Because of the platform for administering the survey, results are immediate. The data is sent to the entire staff for analysis, and then multiple groups will review particular areas of the survey for a deeper study. In addition to being informative, the intention of the study is to assist in action steps by the school. The second survey is the *California Healthy Kids Survey* (CHKS), administered to all 9th and 11th graders who opt-in to participate. Once the results are received, the data is analyzed by administration, counselors, student services, and the school's Leadership Cadre.

Westview's Associated Student Body continues to focus on facilitating programs that create and maintain a safe, positive, and inclusive culture. They are active in soliciting student voice for decision making purposes. In partnership with Administration, this has led to the creation of three All-Gender Restrooms available for any student on campus, regardless of gender identity or expression. Further, ASB has revised its procedures for Homecoming and Prom court, going away from the traditional "King & Queen" model to a system in which three students per grade, regardless of gender, are elected. Criteria include academic achievement, extra-curricular involvement, and high character. Thus far, feedback from students, staff, and community members has been incredibly positive. Other ASB initiatives that focus on creating a positive atmosphere on campus include our annual *Unity Days* for all tenth grade students. This year, ASB, has applied to become a **No Place for Hate School**, as recognized by the Anti-defamation League, students/staff signed the *Resolution of Respect* this year.

Westview's Link Crew is a program in which sixty-eight upper-class students mentor and work with incoming 9th graders to make them feel welcome, comfortable, and positively assist in their transition to high school both academically and socially. Mentoring begins on the first day of school with formal activities, and continues throughout the year with both formal and informal activities. Our Link Crew leaders go into various classrooms to speak to students in a peer-to-peer format covering topics such as setting priorities, preparing for final exams, advice on 4-year planning, and delivering lessons on character development. They facilitate social events including a football tailgate for all ninth graders, a 50-foot banana split at lunch during the spring semester, and movie nights in the evenings. Further, Link Crew gets continuous training including one 2-hour session one time per month by the Link Crew advisor.

Westview leadership partners with its NJROTC program to welcome and support new upper class students, as well as military students and families as they transition into Westview high school. During the first day activities, new students are welcomed, given a tour and various points of contact to assist in their transition to Westview. Assistance and mentoring continues throughout the school year. The NJROTC curriculum emphasizes teamwork, leadership development, citizenship, self-discipline and a sense of belonging to a unit/team. Academics consist of a basic introduction to the Navy - its customs, traditions and way of life and is augmented throughout the year by community service activities, military drill competitions, physical fitness, academic competitions, marksmanship and visits to military installations. The unit has been to Hawaii, Florida and Washington, DC in the past. These elements are pursued at a fundamental level. Cadets learn of the operative principles of everyday leadership, the concept and significance of teamwork, the intrinsic value of good order and discipline in the accomplishment of objectives, the fundamentals of American democracy and expand their understanding of naval academic subjects. Cadets are expected to fulfill leadership roles as Platoon Commanders, Platoon Chief Petty Officers and/or Drill Team Captains. As students progress through the ranks, the intent is to assist the senior in understanding leadership and improving their leadership skills by putting them in positions of unit leadership, under supervision, then helping them analyze the reasons for their varying degrees of success through the year. Cadets are expected to take charge of planning unit activities including the unit weekly schedule, community service, field meets, marksmanship events, physical fitness and academic competitions.

*What I Wish My Parents Knew* is a program that high school principals and faith-based leaders in the community partner to offer. The program occurs four times throughout the year, and offers a forum for parents to better understand the student perspective as it relates to a variety of topics and issues that today's teens face. The program allows for a large group introduction, and then parents are able to select two breakout sessions of their choosing. During the sessions, the session facilitator and students speak about academic stress, social media, drugs and alcohol, communication, and other relevant topics.

An integral component of Westview High School is homeroom. Homeroom occurs three times per week and serves as a purposeful platform for connection. Students connect with each other academically and socially, as well as with the homeroom teacher. In homeroom, students have access to the school announcements, Westview broadcast news and ASB activities. Our Student Senate is comprised of representatives from each homeroom as well.

Westview partners with local law enforcement in proactive manners, whether it be periodically walking campus to look at how to best keep students safe, or have officers present to our ENS 1-2 students about the dangers of drugs and alcohol and importance of safe choices.

**Other Information:**

When a student or staff member shares that they feel unsafe at Westview, administration and counseling take many steps to partner with the individual to understand, address, and resolve the problem. This first begins with listening. We know that in a school as large as Westview, upset will occur. While we cannot completely prevent this from occurring, we have staff who are trained and excel in conflict resolution. Without sharing the specifics of every potential situation, it should be noted that when students and staff raise these issues, they are addressed with concern, fidelity, thoroughness, and always keeping the student's best interests in mind.

## **Create a comprehensive communication plan**

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Westview has numerous communication channels in place both on and offline to share relevant information with its stakeholders, as well as invite dialogue and feedback from diverse perspectives. In doing so we hope to hear concerns from our stakeholders as solve issues as a community.

Online communication channels include:

- Westview's website - Continuously updated to better inform stakeholders about all facets of Westview, as well as showcase the many great options offered;
- Connect Five Messages - used to send email messages directly to parents about various topics that arise throughout the school year;
- Social Media - Many of our clubs, athletics, and parent booster groups utilize Facebook, Twitter, and Instagram to share information with its stakeholders;
- MyConnect - The primary method with which teachers communicate with students about academics (assignments, calendars, announcements, etc);
- Westview Info Sheet - A weekly email blast that delivers information about a variety of topics related to Westview's groups, activities, events, etc.

Offline

communication channels include:

- PTSA meetings;
- Westview Foundation meetings;
- School Site Council meetings;
- Various parent, student, and staff surveys;
- Back To School Night
- 8th grade Family Night
- Open House days in which parents/students can sit with counselors and administrators to discuss course selection and 4-year planning
- Numerous advisory boards related to the specific activity (athletics, arts, other extra-curricular activities)

## **Create a collaborative culture of continuous learning for all staff**

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Westview will continue to refine the implementation of the California State Standards as well as provide professional development time to create, further develop and implement common academic vocabulary, critical reading and writing across the curriculum and department specific initiatives through the use of professional time collaboration. Westview's bell schedule includes one hour and fifteen minutes every Wednesday for professional growth. This allows for teachers and staff to collaborate whether it be in an all-staff setting, all-department meetings, or grade level teams. Academic teams meet on a weekly basis to collaborate by subject area and across the disciplines. Our learning community will strategically use our professional development time to collaborate to ultimately ensure college and career readiness.

During designated PUSD professional growth days, opportunities are created for staff to examine practices, reflect on their students, and come together to speak about how to improve Westview. In our efforts to comply with our district initiative in Cultural Proficiency, this year, Phil Boyte, motivational speaker, will present a professional development workshop on "Building Trust" and creating a culture which leads to meaningful conversations. Other days have included analysis of department level and school wide data, focusing on equality vs. equity and D/F rates. Westview utilizes the Leadership Cadre, comprised of department leaders across campus, to solicit input and feedback about developing professional growth day activities. Further, administration recognizes the diverse needs across the campus, and provides a platform for each department to create a unique professional development plan that best supports the purposeful work in which they are engaged. While much of this work occurs during designated professional growth opportunities, teachers also have release days to visit other sites, work on curriculum development, or attend conferences. These occur at the teacher's request. This year, Westview faculty and staff, have begun working towards the goal of increasing collective efficacy through the focus of "relationships matter". Our professional development time has included work on needs of staff and students in the area of risk taking as well as building a collective efficacy. All staff also participated in a half day training with the Anti-defamation League on reviewing strategies on recognizing and responding to our own biases.

## **II. ASSESSMENTS, EVALUATION, AND ANALYSIS OF STUDENT LEARNING**

### **II.A. SITE ASSESSMENT PLAN**

#### **DISTRICTWIDE (REQUIRED) ASSESSMENTS/REPORTS**

<b>ASSESSMENTS</b>	<b>TYPE</b>	<b>PURPOSE</b>	<b>WHO</b>	<b>WHEN</b>	<b>USES</b>
<p>California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative</p>	<p>Criterion-Computer Adaptive/ Performance Tests</p>	<p>Assess achievement of state English Language Arts and mathematics standards</p>	<p>Grades 3-8, 11</p>	<p>Spring</p>	<p>Compares student achievement to state/district expectations. Identifies areas of strength and weakness. Useful for targeting instruction.</p>
<p>California Assessment of Student Performance and Progress (CAASPP) California Science Test (CAST)</p>	<p>Criterion-Computer Adaptive/ Performance Test</p>	<p>Assess achievement of state science standards</p>	<p>Grades 5, 8, and once in high school typically at Grade 12</p>	<p>Spring</p>	<p>Since the adoption of the California Next Generation science standards the California Dept. of Education has been developing a new science assessment-the California Science Test (CAST). The statewide California Assessment of Student Performance and Progress (CAASPP) System includes federally required science assessments in grades five and eight and once in high school (i.e., grade ten, eleven or twelve). This science assessment is the new CAST. This assessment compares student achievement to state/district expectations. Identifies areas of strengths, challenges, and areas in need of improvement. Useful for targeting instruction.</p>
<p>English Language Proficiency Assessment for California (ELPAC)</p>	<p>Criterion-Reference Test</p>	<p>Measures level of achievement in English – novice, intermediate, or English proficient</p>	<p>All ELL students</p>	<p>Initially throughout the year Spring Summative</p>	<p>Measures the following four domains in English: listening, speaking, reading, writing. Aligned with the English Language Development Standards adopted by the State Board of Education (SBE).</p>
<p>CA State Dashboard</p>	<p>Multiple Measures</p>	<p>Used to determine overall program effectiveness in LCAP</p>	<p>Schools, Subgroups</p>	<p>Reported Annually</p>	<p>The California Dashboard contains reports that display the performance of local educational agencies (LEA's), schools, and student groups on a set of state and local measures to</p>

ASSESSMENTS	TYPE	PURPOSE	WHO	WHEN	USES
					assist in identifying strengths, challenges and areas in need of improvement.
MAP	Criterion-Computer Adaptive/Performance tests	Assess individual or group progress, and show growth over multiple administrations	Grades 2-8	Up to 3 times per year, as needed	Measure and report student growth. Results provide sub scores that help teachers analyze strengths and areas of need, within the areas of reading, math, and language usage. Sites may also use summative data for MAP assessments to determine grade level and school-wide growth of students in overall skills in Reading, Mathematics and Language.
State Fitness Testing	Performance	Compare fitness levels of students	All students, Grade 5, 7, 9	Spring	Useful to identify program strengths and opportunities for program improvement.
Local Control Accountability Plan (LCAP) metrics	Performance	Compare school level growth areas, multiple measures aligned to district LCAP metrics	Various grade levels	Fall	Useful to identify program strengths and opportunities for program improvement.
Universal Screening	Criterion – Referenced	To assess students ability in using letter naming and phonological/phonemic awareness skills	All First Grade Students	First six weeks of school	Determine instructional needs for in class support or intervention in the area of phonemic awareness and phonics.
On Demand Writing	Criterion-Referenced	To assess our elementary students' writing competence in relationship to established rubrics	TK – 5	Throughout the year	Useful to identify students writing strengths and opportunities for improvement in the narrative, opinion, and informational genres.
Math Performance Assessment	Criterion-Referenced	To assess our elementary students' competency in solving a complex math task	TK – 5	Winter	Useful to identify students mathematical strengths and opportunities for improvement

SITE-SPECIFIC (OPTIONAL) ASSESSMENTS/REPORTS

STUDENT PERFORMANCE ASSESSMENTS	TYPE (summative or formative)	PURPOSE	WHO	WHEN	USES
Common Assessments	Individual performance tasks	Diagnostic/ Achievement	All Grades 9-12	Varies by department.	To determine standards that students have passed and adjust instruction and /or provide remediation as needed.
Advanced Placement Mock Exams	Formative	To assess individual level of readiness for College Board Advanced Placement Exam.	Students in AP classes.	May of each year prior to Advanced Placement Exam administration	Results provide valuable feedback, including practice with the testing environment for students in the final weeks of preparation for Advanced Placement exams.
PSAT	Norm-referenced	To assess students' progress toward meeting college entrance requirements as later measured by the SAT. Provides information to students and to the school about the students' skill levels in English, mathematics and reasoning.	Voluntary for 9th and 11th graders; financially supported by district for all 10th grade students	October	Useful to students and counselors in planning next courses to ensure college-readiness for students. This support students in planning and preparation to develop a school program that connects their college or career aspirations. At the 11th grade level, determines eligibility for National Merit Scholarships.
Progress Report "D" and "F" lists, GPAs	Individual performance assessment	To assess individual student performance using local standards	Counselors	Quarter/Term	Useful to identify students who are at-risk. Used to monitor A-G requirement completion.
Intervention Team Monthly Audits	Monthly Audit	Track at risk students	Intervention Team	Twice a month	Monitor at risk students by providing systemic monitoring processes and support of students who are not succeeding.
California Assessment of Student Performance and Progress (CAASPP)	Performance Tasks & Computer Adaptive Testing	To assess individual student performance and total school performance in the areas of Math and English using California State Standards.	Grade 11 Students	Spring term	Results provide information on individual proficient as well as total school performance in the areas of math and English. It allows the school to better determine focus areas, areas of need related to academic instruction, support and performance.

OTHER MEASURES	TYPE (summative or formative)	PURPOSE	WHO	WHEN	USES
Progress Reports	Individual report	To assess individual student performance using State standards	K-12	varies	Provide timely feedback to student/parent regarding progress on academic standards. Grades can be collected and evaluated for trends.
WASC	Self-Study	Accreditation Review	School-wide	2 to 6 years; Westview participated in a Self-Study, Fall of 2012.	A detailed analysis of programs and procedures validated by external review.
Focus on Learning (WASC process) Surveys for Parents, Students and Teachers	Survey	Gather input on effectiveness of school program	School-wide including parents	During WASC cycles	School and system improvement.
A-G Completion Reports	Audit	To determine the percentage of students successful in A-G completion.	Counselors and Registrar	Yearly	Used to monitor overall performance.
SAT Participation Rate	Audit	To assess student attitude or intent to attend college	9-12	Annually	To monitor District target
AP Participation Rates	Audit	To assess access to advanced placement courses	9-12	Annually	To monitor District target and improve access by all students to AP options.
AP Excellence and Equity Report	Summative	Portion of school's entire senior class scoring a "3" or higher at any point in school.	10-12 graders	Yearly	By knowing the proportion of overall population, not just the AP classroom, we can determine the extent of which our overall population receives access to advanced academics at Westview.
Grade Review	Audit	To determine student success in academics.	9-12	Every 9 weeks	Referring to student support/intervention services, scheduling needs, and program design.
California Healthy Kids Survey and WV Climate/Engagement Survey	Survey	Review student practices	Students	Yearly	Identify factors that assist with tobacco, alcohol and other drug use resistance. Examine student attitudes toward Westview student experience.
PTSA Meetings	Meeting with Agendas.	Gather parental feedback about school environment.	Parent volunteers, teachers, students and administration	Monthly	Program improvements to better meet the needs of all students.
Senior Tour	Principal visits all Senior classes.	Gather feedback on student overall experience during time at Westview.	Seniors students.	Yearly.	Data used to improve school climate, course offerings, etc. Provide data for Focus group on pluses and deltas.
Senior Survey	Survey	Gather student input on perception of academic preparation and personal connections.	Senior Students.	Yearly	School and system improvement via student survey results.



## II.B. DATA REPORTS

Westview High School

Demographic Summary  
for 2018-2019 School Year

**Address:** 13500 Camino del Sur  
San Diego CA 92129

**Principal:** Tina Ziegler

**Year of Construction:** 2002

### Current Enrollment:

Numbers reflect enrollment totals as of October 03, 2018.

10th Grade	11th Grade	12th Grade	9th Grade	Special Day Class
601	601	596	586	45

### Enrollment History:

Numbers reflect enrollment totals as of October 03, 2018.

2016-2017	2017-2018	2018-2019
2358	2358	2384

### Student Demographics:

Percent of total school population. (Based on October 03, 2018 enrollment totals).

African-American	Asian	Caucasian	Filipino	Hispanic	Other
2%	30%	41%	7%	9%	10%

Percent of total school population. (Based on October 03, 2018 enrollment totals).

Limited English	Free/Reduced Lunch
3%	17%

### Staff Demographics:

Percent of classified employees. (Based on October 03, 2018 data)

African-American	Caucasian	Filipino	Hispanic	Other
4%	55%	12%	3%	26%

Percent of credentialed teachers. (Based on October 03, 2018 data)

African-American	Caucasian	Filipino	Hispanic	Other
0%	58%	1%	6%	35%

**Percent Fully Credentialed: 100%**

Data source- district data

**Westview High**  
**LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)**  
**Enrollment**

	2015-2016		2016-2017			2017-2018			2018-2019		
	#	%	#	%	Delta	#	%	Delta	#	%	Delta
Total Enrollment	2,304		2,352			2,358			2,384		
African American	42	1.8%	51	2.2%	0.4%	54	2.3%	0.1%	57	2.4%	0.1%
American Indian or Alaska Native	4	0.2%	4	0.2%	0%	5	0.2%	0%	7	0.3%	0.1%
Asian	677	29.4%	717	30.5%	1.1%	735	31.2%	0.7%	739	31%	-0.2%
Filipino	179	7.8%	181	7.7%	-0.1%	190	8.1%	0.4%	171	7.2%	-0.9%
Hispanic or Latino of Any Race	226	9.8%	215	9.1%	-0.7%	204	8.7%	-0.4%	220	9.2%	0.5%
Not Reported	10	0.4%	9	0.4%	0%	9	0.4%	0%	18	0.8%	0.4%
Pacific Islander	9	0.4%	11	0.5%	0.1%	12	0.5%	0%	14	0.6%	0.1%
Two or More Races	120	5.2%	124	5.3%	0.1%	130	5.5%	0.2%	159	6.7%	1.2%
White	1,037	45%	1,040	44.2%	-0.8%	1,019	43.2%	-1%	999	41.9%	-1.3%
Low SES	296	12.8%	250	10.6%	-2.2%	368	15.6%	5%	365	15.3%	-0.3%
EL	77	3.3%	87	3.7%	0.4%	69	2.9%	-0.8%	69	2.9%	0%

Data source- Dataquest

**Westview High**  
**Local Control Accountability Plan (LCAP)**  
**Smarter Balanced Assessment**

English Language Arts/Literacy	2015-2016			2016-2017				2017-2018			
	# Tested	# Met and Exceeded	% Met and Exceeded	# Tested	# Met and Exceeded	% Met and Exceeded	Delta	# Tested	# Met and Exceeded	% Met and Exceeded	Delta
All Students	541	417	77%	550	444	80.69%	3.69%	543	458	84.35%	3.66%
American Indian or Alaska Native	0	0	0	0	0	0	0%	0	0	0	0%
Asian	170	153	90%	182	166	91.21%	1.21%	174	158	90.80%	-0.41%
Black or African American	5	*	*	14	10	71.43%	0%	11	6	54.55%	-16.88%
Filipino	37	25	68%	45	33	73.33%	5.33%	43	35	81.40%	8.07%
Hispanic or Latino	55	31	56%	49	35	71.43%	15.43%	41	25	60.98%	-10.45%
Native Hawaiian or Pacific Islander	2	*	*	0	0	0	0%	0	0	0	0%
Two or More Races	25	19	76%	35	30	85.29%	9.29%	34	32	94.12%	8.83%
White	246	182	74%	220	167	75.91%	1.91%	228	193	84.65%	8.74%
Economically Disadvantaged	59	40	68%	67	49	72.73%	4.73%	78	58	74.36%	1.63%
English Learner	7	*	*	0	0	0	0%	13	1	7.69%	0%
Students with Disability	52	13	25%	54	21	38.89%	13.89%	37	23	62.16%	23.27%

Data source- dataquest

\* 10 or below are not calculated for privacy

**Westview High  
Local Control Accountability Plan (LCAP)  
Smarter Balanced Assessment**

Mathematics	2015-2016			2016-2017				2017-2018			
	# Tested	# Met and Exceeded	% Met and Exceeded	# Tested	# Met and Exceeded	% Met and Exceeded	Delta	# Tested	# Met and Exceeded	% Met and Exceeded	Delta
All Students	540	389	72%	546	386	70.70%	-1.3%	536	373	69.59%	-1.11%
American Indian or Alaska Native	0	0	0	0	0	0	0%	0	0	0	0%
Asian	170	150	88%	182	162	89.01%	1.01%	174	148	85.06%	-3.95%
Black or African American	6	*	*	14	5	35.71%	0%	11	4	36.36%	0.65%
Filipino	37	19	51%	44	26	59.09%	8.09%	42	27	64.29%	5.2%
Hispanic or Latino	53	25	48%	50	27	54.00%	6%	39	15	38.46%	-15.54%
Native Hawaiian or Pacific Islander	2	*	*	0	0	0	0%	0	0	0	0%
Two or More Races	24	20	83%	32	26	81.25%	-1.75%	34	24	70.59%	-10.66%
White	246	172	70%	219	139	63.47%	-6.53%	224	149	66.52%	3.05%
Economically Disadvantaged	59	31	52%	66	34	51.52%	-0.48%	78	45	57.69%	6.17%
English Learner	7	*	*	0	0	0	0%	12	2	16.67%	0%
Students with Disability	52	8	16%	53	10	18.87%	2.87%	35	10	28.57%	9.7%

Data source- dataquest

\* 10 or below are not calculated for privacy

**Westview High**  
**LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)**  
**Early Assessment Program**

ELA	2016-2017							2017-2018							
	Tested	Conditionally Ready		College Ready		Conditionally Ready and College Ready		Tested	Conditionally Ready		College Ready		Conditionally Ready and College Ready		Delta
	#	#	%	#	%	#	%	#	#	%	#	%	#	%	%
School	565	184	33%	259	47%	443	81%	542	179	33%	278	51%	457	84%	3%
African American or Black	14	6	43%	4	29%	10	71%	11	3	27%	3	27%	6	55%	-16%
American Indian or Alaskan Native	0	0	0	0	0	0	0	4	*	*	*	*	*	*	*
Asian	184	49	27%	117	64%	166	91%	174	46	26%	112	64%	158	91%	0%
Filipino	46	26	58%	7	16%	33	73%	43	20	47%	15	35%	35	81%	8%
Hispanic or Latino	50	19	39%	16	33%	35	71%	41	16	39%	9	22%	25	61%	-10%
Pacific Islander	2	*	*	*	*	*	*	4	*	*	*	*	*	*	*
Two or More Races	35	10	29%	19	54%	29	83%	34	15	44%	17	50%	32	94%	11%
White (not of Hispanic origin)	231	73	33%	94	43%	167	76%	227	74	33%	118	52%	192	85%	9%
Low SES	68	23	34%	25	37%	48	72%	77	31	40%	26	34%	57	74%	2%
ELL	8	*	*	*	*	*	*	13	1	8%	0	0%	1	8%	-17%
Special Education	57	17	31%	4	7%	21	39%	37	18	49%	5	14%	23	62%	23%

\* 10 or below not

**Westview High**  
**LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)**  
**Early Assessment Program**

Math	2016-2017							2017-2018							Delta
	Tested	Conditionally Ready		College Ready		Conditionally Ready and College Ready		Tested	Conditionally Ready		College Ready		Conditionally Ready and College Ready		
	#	#	%	#	%	#	%	#	#	%	#	%	#	%	
School	563	168	31%	218	40%	386	71%	536	145	27%	227	42%	372	69%	-2%
African American or Black	14	4	29%	1	7%	5	36%	11	2	18%	2	18%	4	36%	0%
American Indian or Alaskan Native	0	0	0	0	0	0	0	4	*	*	*	*	*	*	*
Asian	184	50	27%	112	62%	162	89%	174	33	19%	115	66%	148	85%	-4%
Filipino	46	16	36%	10	23%	26	59%	42	17	40%	10	24%	27	64%	5%
Hispanic or Latino	50	18	36%	9	18%	27	54%	40	13	33%	2	5%	15	38%	-16%
Pacific Islander	2	*	*	*	*	*	*	4	*	*	*	*	*	*	*
Two or More Races	35	10	31%	16	50%	26	81%	34	13	38%	11	32%	24	71%	-10%
White (not of Hispanic origin)	229	69	32%	70	32%	139	63%	223	65	29%	83	37%	148	66%	3%
Low SES	68	17	26%	17	26%	34	52%	77	21	27%	23	30%	44	57%	5%
ELL	8	*	*	*	*	*	*	13	2	15%	0	0%	2	15%	2%
Special Education	56	5	9%	5	9%	10	19%	35	8	23%	2	6%	10	29%	10%

\* 10 or below not

**Westview High  
Local Control Accountability Plan (LCAP)  
Cohort Graduates**

	2015-2016			2016-2017				2017-2018			
	# Cohort Student s	Cohort Graduates		# Cohort Student s	Cohort Graduates		Delta	# Cohort Student s	Cohort Graduates		Delta
		#	%		#	%			#	%	
All Students	563	557	98.9%	572	558	97.6%	0%	578	563	97.4%	0%
African American	11	*	90.9%	*	*	0%	0%	13	13	100.0%	9.1%
American Indian or Alaska Native	*	*	100.0%	*	*	0%	0%	*	*	0%	0%
Asian	147	146	99.3%	174	173	99.4%	0.1%	185	182	98.4%	0%
Filipino	44	42	95.5%	38	38	100.0%	4.5%	46	44	95.7%	0%
Hispanic or Latino	*	*	0%	62	59	95.2%	95.2%	*	*	0%	0%
Hispanic or Latino of Any Race	63	61	96.8%	*	*	0%	0%	50	50	100.0%	3.2%
Multiple	*	*	0%	*	*	0%	0%	33	33	100.0%	100.0%
Not Reported	*	*	100.0%	*	*	0%	0%	*	*	0%	0%
Pacific Islander	*	*	100.0%	*	*	0%	0%	*	*	0%	0%
Two or More Races	29	29	100.0%	25	23	92.0%	0%	*	*	0%	0%
White	265	265	100.0%	261	254	97.3%	0%	246	236	95.9%	0%
Low SES	*	*	0%	*	*	0%	0%	110	103	93.6%	93.6%
Socioeconomically Disadvantaged	93	90	96.8%	91	84	92.3%	0%	*	*	0%	0%
EL	*	*	0%	*	*	0%	0%	26	22	84.6%	84.6%
English Learners	40	38	95.0%	24	21	87.5%	0%	*	*	0%	0%
Special Education	62	57	91.9%	63	53	84.1%	0%	63	56	88.9%	4.8%

Data source- dataquest

**Westview High**  
**LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)**  
**Graduates**

	2015-2016					2016-2017						2017-2018					
	4th Year Graduate		5th Year Graduate		%	4th Year Graduate		5th Year Graduate		%	Delta	4th Year Graduate		5th Year Graduate		%	Delta
	#	%	#	%		#	%	#	%			#	%	#	%		
Westview High	544	98.6%	1	*	98.7%	562	98.6%	1	*	98.8%	0.1%	559	97.4%	4	*	98.1%	-0.7%
African American or Black	10	*		*	*	8	*		*	*	*	13	92.9%		*	92.9%	4%
American Indian or Alaskan Native	1	*		*	*		*		*	*	*		*		*	*	*
Asian	136	98.6%	1	*	99.3%	173	98.9%	1	*	99.4%	0.1%	186	98.9%	1	*	99.5%	0.1%
Filipino	36	94.7%		*	94.7%	38	100%		*	100%	5.3%	44	95.7%		*	95.7%	-4.3%
Hispanic or Latino	61	98.4%		*	98.4%	59	98.3%		*	98.3%	-0.1%	51	100%		*	100%	1.7%
Pacific Islander	2	*		*	*	2	*		*	*	*	2	*		*	*	*
Two or More Races	50	100%		*	100%	27	96.4%		*	96.4%	-3.6%	36	100%		*	100%	3.6%
Undeclared	2	*		*	*	1	*		*	*	*	3	*		*	*	*
White (not of Hispanic origin)	246	99.2%		*	99.2%	254	98.8%		*	98.8%	-0.4%	224	95.7%	3	*	97%	-1.8%
ELL	7	*		*	*	8	*	1	*	*	*	4	*		*	*	*
Special Ed	50	89.3%		*	89.3%	47	88.7%		*	88.7%	-0.6%	53	86.9%		*	86.9%	-1.8%
GATE	117	99.2%	1	*	100%	136	100%		*	100%		118	100%		*	100%	

Data source- Synergy



Westview High

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

Graduates with at least 1 AP course with grade of C or better

	2015 - 2016			2016 - 2017				2017 - 2018			
	# Graduates	# with 1 AP crs with C or better	% with 1 AP crs with C or better	# Graduates	# with 1 AP crs with C or better	% with 1 AP crs with C or better	Delta	# Graduates	# with 1 AP crs with C or better	% with 1 AP crs with C or better	Delta
Westview High	545	400	73%	563	417	74%	1%	563	423	75%	1%
African American or Black	10	*	*	8	*	*	*	13	4	31%	-57%
American Indian or Alaskan Native	1	*	*	0	0	0	0%	0	0	0	0%
Asian	137	118	86%	174	158	91%	5%	187	172	92%	1%
Filipino	36	21	58%	38	21	55%	-3%	44	26	59%	4%
Hispanic or Latino	61	36	59%	59	35	59%	0%	51	32	63%	4%
Pacific Islander	2	*	*	2	*	*	*	2	*	*	*
Two or More Races	50	43	86%	27	21	78%	-8%	36	30	83%	5%
Undeclared	2	*	*	1	*	*	*	3	*	*	*
White (not of Hispanic origin)	246	175	71%	254	172	68%	-3%	227	156	69%	1%
Low SES	59	32	54%	64	32	50%	-4%	77	47	61%	11%
ELL	7	*	*	9	*	*	*	4	*	*	*
Special Ed	50	11	22%	47	10	21%	-1%	53	6	11%	-10%
GATE	118	113	96%	136	133	98%	2%	118	115	97%	-1%

Data source- Synergy

**Westview High**  
**LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)**  
**Graduates who scores 3 and above on AP test**

	2015 - 2016			2016 - 2017				2017 - 2018			
	# Graduates	# who scores 3 and above on AP test	% who scores 3 and above on AP test	# Graduates	# who scores 3 and above on AP test	% who scores 3 and above on AP test	Delta	# Graduates	# who scores 3 and above on AP test	% who scores 3 and above on AP test	Delta
Westview High	545	336	62%	563	339	60%	-2%	563	368	65%	5%
African American or Black	10	*	*	8	*	*	*	13	3	23%	-52%
American Indian or Alaskan Native	1	*	*	0	0	0%	0%	0	0	0%	0%
Asian	137	107	78%	174	145	83%	5%	187	164	88%	5%
Filipino	36	16	44%	38	14	37%	-7%	44	19	43%	6%
Hispanic or Latino	61	25	41%	59	22	37%	-4%	51	25	49%	12%
Pacific Islander	2	*	*	2	*	*	*	2	*	*	*
Two or More Races	50	37	74%	27	19	70%	-4%	36	25	69%	-1%
Undeclared	2	*	*	1	*	*	*	3	*	*	*
White (not of Hispanic origin)	246	146	59%	254	131	52%	-7%	227	130	57%	5%
Low SES	59	27	46%	64	23	36%	-10%	77	40	52%	16%
ELL	7	*	*	9	*	*	*	4	*	*	*
Special Ed	50	4	8%	47	4	9%	1%	53	6	11%	2%
GATE	118	112	95%	136	128	94%	-1%	118	112	95%	1%

Data source- CollegeBoard and Syn

\*10 or below not shown for privacy

**Westview High**  
**LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)**  
**Graduates who took at least 1 AP test**

	2015 - 2016			2016 - 2017				2017 - 2018			
	# Graduates	# with at least 1 AP test	% with at least 1 AP test	# Graduates	# with at least 1 AP test	% with at least 1 AP test	Delta	# Graduates	# with at least 1 AP test	% with at least 1 AP test	Delta
Westview High	545	367	67%	563	372	66%	-1%	563	402	71%	5%
African American or Black	10	*	*	8	*	*	*	13	4	31%	-44%
American Indian or Alaskan Native	1	*	*	0	0	0%	0%	0	0	0%	0%
Asian	137	115	84%	174	151	87%	3%	187	170	91%	4%
Filipino	36	19	53%	38	16	42%	-11%	44	24	55%	13%
Hispanic or Latino	61	29	48%	59	30	51%	3%	51	26	51%	0%
Pacific Islander	2	*	*	2	*	*	*	2	*	*	*
Two or More Races	50	38	76%	27	20	74%	-2%	36	28	78%	4%
Undeclared	2	*	*	1	*	*	*	3	*	*	*
White (not of Hispanic origin)	246	159	65%	254	147	58%	-7%	227	148	65%	7%
Low SES	59	30	51%	64	26	41%	-10%	77	44	57%	16%
ELL	7	*	*	9	*	*	*	4	*	*	*
Special Ed	50	8	16%	47	6	13%	-3%	53	6	11%	-2%
GATE	118	113	96%	136	129	95%	-1%	118	113	96%	1%

Data source- CollegeBoard and Syn

\*10 or below not shown for privacy

**Westview High**  
**Local Control Accountability Plan (LCAP)**  
**Cohort Dropouts**

	2015-2016		2016-2017			2017-2018		
	# Cohort Students	% Cohort Dropouts	# Cohort Students	% Cohort Dropouts	Delta	# Cohort Students	% Cohort Dropouts	Delta
All Students	563	0.2%	572	%	-0.2%	578	%	0.0%
African American	11	0.0%	0	0%	0%	13	%	0.0%
American Indian or Alaska Native	0	0%	0	0%	0%	0	0%	0%
Asian	147	0.0%	174	%	0.0%	185	%	0.0%
Filipino	44	0.0%	38	%	0.0%	46	%	0.0%
Hispanic or Latino	0	0%	62	%	0.0%	0	0%	0%
Hispanic or Latino of Any Race	63	1.6%	0	0%	0%	50	%	-1.6%
Multiple	0	0%	0	0%	0%	33	%	0.0%
Not Reported	0	0%	0	0%	0%	0	0%	0%
Pacific Islander	0	0%	0	0%	0%	0	0%	0%
Two or More Races	29	0.0%	25	%	0.0%	0	0%	0%
White	265	0.0%	261	%	0.0%	246	%	0.0%
Low SES	0	0%	0	0%	0%	110	%	0.0%
Socioeconomically Disadvantaged	93	1.1%	91	%	-1.1%	0	0%	0%
EL	0	0%	0	0%	0%	26	%	0.0%
English Learners	40	0.0%	24	%	0.0%	0	0%	0%
Special Education	62	0.0%	63	%	0.0%	63	%	0.0%

Data source- dataquest

\*10 or below not shown for privacy

**Westview High**  
**Local Control Accountability Plan (LCAP)**  
**Attendance Rate**

	<b>2015-2016</b>	<b>2016-2017</b>		<b>2017-2018</b>	
	<b>%</b>	<b>%</b>	<b>Delta</b>	<b>%</b>	<b>Delta</b>
Westview High	98.1%	97.4%	-0.7%	97.3%	-0.1%
African American or Black	97.7%	96.9%	-0.9%	94.4%	-2.5%
American Indian or Alaskan Native	98.1%	97.9%	-0.2%	97.1%	-1%
Asian	98.8%	98.2%	-0.6%	98.4%	0.2%
Filipino	98.6%	97.8%	-0.8%	98.1%	0.3%
Hispanic or Latino	97.6%	96.8%	-0.8%	95.1%	-1.7%
Pacific Islander	93.8%	95.4%	1.6%	93.8%	-1.6%
Two or More Races	98.1%	97.5%	-0.5%	97%	-0.6%
Undeclared	98.1%	97.2%	-0.9%	97.1%	-0.3%
White (not of Hispanic origin)	97.7%	96.9%	-0.8%	97.2%	0.4%
Low SES	97.7%	96.3%	-1.3%	95.2%	-1%
ELL	98.3%	96.7%	-1.1%	94.8%	-1.7%
Special Ed	96.8%	95.4%	-1.4%	94%	-1.4%
GATE	98.4%	97.9%	-0.5%	98.3%	0.4%

Data source- Synergy

**Westview High**  
**Local Control Accountability Plan (LCAP)**  
**Chronic Absentees**  
**(Absent 10% or More of Days Enrolled at District)**

	2015-2016		2016-2017			2017-2018		
	#	%	#	%	Delta	#	%	Delta
Westview High	49	2%	81	3%	1%	127	5%	2%
African American or Black	2	4%	3	6%	2%	5	9%	3%
American Indian or Alaskan Native	0	0%	0	0%	0%	1	20%	20%
Asian	4	1%	13	2%	1%	15	2%	0%
Filipino	2	1%	5	3%	2%	6	3%	0%
Hispanic or Latino	9	4%	10	5%	1%	18	9%	4%
Pacific Islander	2	20%	2	18%	-2%	2	17%	-1%
Two or More Races	3	2%	5	3%	1%	11	8%	5%
Undeclared	0	0%	0	0%	0%	1	11%	11%
White (not of Hispanic origin)	27	3%	43	4%	1%	68	7%	3%
Low SES	7	3%	16	8%	4%	43	11%	3%
ELL	1	2%	5	9%	7%	6	12%	3%
Special Ed	12	5%	23	9%	4%	44	17%	8%
GATE	6	1%	12	2%	1%	16	3%	1%

Data source- Synergy

**Westview High**  
**LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)**  
**Graduates - Meeting A-G Requirements**

	2015 - 2016			2016 - 2017				2017 - 2018			
	# Graduates	# Meeting A-G Req	% Meeting A-G Req	# Graduates	# Meeting A-G Req	% Meeting A-G Req	Delta	# Graduates	# Meeting A-G Req	% Meeting A-G Req	Delta
Westview High	545	436	80%	563	468	83%	3%	563	454	81%	-2%
African American or Black	10	*	*	8	*	*	*	13	8	62%	-13%
American Indian or Alaskan Native	1	*	*	0	0	0%	0%	0	0	0%	0%
Asian	137	118	86%	174	158	91%	5%	187	165	88%	-3%
Filipino	36	27	75%	38	26	68%	-7%	44	32	73%	5%
Hispanic or Latino	61	39	64%	59	41	69%	5%	51	37	73%	4%
Pacific Islander	2	*	*	2	*	*	*	2	*	*	*
Two or More Races	50	44	88%	27	22	81%	-7%	36	33	92%	11%
Undeclared	2	*	*	1	*	*	*	3	*	*	*
White (not of Hispanic origin)	246	197	80%	254	212	83%	3%	227	177	78%	-5%
Low SES	59	40	68%	64	37	58%	-10%	77	53	69%	11%
ELL	7	*	*	9	*	*	*	4	*	*	*
Special Ed	50	18	36%	47	15	32%	-4%	53	13	25%	-7%
Gate	118	115	97%	136	131	96%	-1%	118	112	95%	-1%

Data source- Synergy

\*10 or below not shown for privacy

**Westview High**  
**ELPAC 2017-2018**

<b>Overall Performance Level</b>	<b>9</b>	<b>1</b>	<b>11</b>	<b>12</b>	<b>All Grades</b>
Well Developed	*	*	*		14 32.56%
Moderately Developed	*	*	*	*	*
Somewhat Developed	*	*	*	*	13 30.23%
Beginning	*	*	*	*	*
Total	*	15	16	*	43

<b>Mean Scale Score</b>	<b>9</b>	<b>1</b>	<b>11</b>	<b>12</b>
Students Tested	*	15	16	*
Overall	*	1543.5	1508.0	*
Oral Language	*	1541.5	1501.4	*
Written Language	*	1545.1	1514.1	*



**Westview High  
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)**

**CA Healthy Kids Survey - "I Feel Safe in my School"**

	<b>2016-2017</b>									
	<b>Strongly Disagree</b>		<b>Disagree</b>		<b>Neither Disagree Nor Agree</b>		<b>Agree</b>		<b>Strongly Agree</b>	
	#	%	#	%	#	%	#	%	#	%
My child is safe at school	45	5%	26	3%	112	13%	334	40%	321	38%

**Poway Unified School District**  
**LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)**  
**CA Healthy Kids Survey - Bullying Perception**

	2016-2017							
	0 time		1 time		2 to 3 times		4 or more times	
	#	%	#	%	#	%	#	%
<b>Been hit or pushed by someone who wasn't kidding around</b>								
Westview High	734	88%	59	7%	26	3%	16	2%
American Indian or Alaska Native	13	93%			1	7%		
Asian	229	92%	16	6%	3	1%	2	1%
Black or African American	11	79%	1	7%	1	7%	1	7%
Mixed (two or more ) races	151	87%	9	5%	10	6%	3	2%
Native Hawaiian or Pacific Islander	39	75%	10	19%	1	2%	2	4%
White	268	87%	21	7%	10	3%	8	3%

	#	%	#	%	#	%	#	%
<b>Mean rumors spread about you</b>								
Westview High	585	70%	115	14%	70	8%	64	8%
American Indian or Alaska Native	9	64%	4	29%	1	7%		
Asian	192	77%	28	11%	17	7%	13	5%
Black or African American	9	69%	1	8%			3	23%
Mixed (two or more ) races	119	69%	22	13%	16	9%	16	9%
Native Hawaiian or Pacific Islander	29	55%	9	17%	4	8%	11	21%
White	212	69%	44	14%	29	9%	21	7%

**Poway Unified School District  
 LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)  
 Parent Survey  
 My Child is Safe at School**

	2016-2017									
	Don't Know/NA		Strongly Disagree		Disagree		Agree		Strongly Agree	
School	9	2%	3	1%	7	2%	164	44%	192	51%
American Indian or Alaska Native									1	100%
Asian or Asian American	2	3%			4	6%	26	41%	31	49%
Black or African American (not Hispanic)							1	50%	1	50%
decline to answer	3	8%	1	3%	1	3%	16	44%	15	42%
Filipino							7	41%	10	59%
Hispanic or Latino							5	42%	7	58%
Native Hawaiian or Pacific Islander									2	100%
Two or more races/ethnicities			1	3%			18	53%	15	44%
White (not Hispanic)	4	2%	1	1%	2	1%	82	43%	102	53%
EL							1	25%	3	75%
Special Ed	3	8%					17	47%	16	44%
GATE	5	4%	1	1%	3	2%	62	46%	65	48%

**Poway Unified School District  
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)  
Parent Survey**

**This school encourages me to be an active partner with the school in education**

	2016-2017									
	Don't Know/NA		Strongly Disagree		Disagree		Agree		Strongly Agree	
School	12	3%	7	2%	56	15%	161	43%	141	37%
American Indian or Alaska Native									1	100%
Asian or Asian American	1	2%			8	13%	28	44%	26	41%
Black or African American (not Hispanic)					1	50%			1	50%
decline to answer	3	8%	3	8%	7	19%	13	35%	11	30%
Filipino					2	12%	7	41%	8	47%
Hispanic or Latino					1	8%	7	58%	4	33%
Native Hawaiian or Pacific Islander							1	50%	1	50%
Two or more races/ethnicities	1	3%	2	6%	9	26%	13	38%	9	26%
White (not Hispanic)	7	4%	2	1%	27	14%	82	43%	74	39%
EL							2	50%	2	50%
Special Ed	1	3%	1	3%	4	11%	15	41%	16	43%
GATE	5	4%	2	1%	29	21%	55	41%	44	33%

**Westview High**  
**LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)**  
**Unduplicated in School and Out of School Students Suspended at Least Once**

	2015-2016			2016-2017				2017-2018			
	CBEDS Enrollment	Suspensions		CBEDS Enrollment	Suspensions		Delta	CBEDS Enrollment	Suspensions		Delta
		#	%		#	%			#	%	
Total Enrollment	2304	34	1.5%	2352	28	1.2%	-0.3%	2358	24	1%	-0.2%
African American	42	1	2.4%	51	1	2%	-0.4%	0	0	0%	0%
Asian	677	4	0.6%	717	2	0.3%	-0.3%	735	3	0.4%	0.1%
Filipino	0	0	0%	181	3	1.7%	0%	190	3	1.6%	-0.1%
Hispanic or Latino of Any Race	226	4	1.8%	215	2	0.9%	-0.9%	0	0	0%	0%
White	1037	23	2.2%	1040	19	1.8%	-0.4%	1019	15	1.5%	-0.3%
Low SES	296	5	1.7%	250	8	3.2%	1.5%	368	8	2.2%	-1%
EL	0	0	0%	87	3	3.4%	0%	69	2	2.9%	-0.5%

Data source- Dataquest

**Westview High**  
**LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)**  
**# of Students Expelled At Least Once**

	2015-2016			2016-2017				2017-2018			
	CBEDS Enrollment	Expulsions		CBEDS Enrollment	Expulsions		Delta	CBEDS Enrollment	Expulsions		Delta
		#	%		#	%			#	%	
Total Enrollment	2304	1	0%	2352	2	0.1%	0.1%	2358	2	0.1%	0%
Asian		0	0%		0	0%	0%	735	1	0.1%	0%
White	1037	1	0.1%	1040	2	0.2%	0.1%		0	0%	0%
Low SES	296	1	0.3%	250	2	0.8%	0.5%	368	2	0.5%	-0.3%
EL		0	0%	87	1	1.1%	0%		0	0%	0%

Data source- CALPADS and  
Dataquest

**Westview High**  
**LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)**  
**Physical Fitness Test**

	2015-2016			2016-2017				2017-2018			
	# Tested	# Scores 5 or 6	% Scores 5 or 6	# Tested	# Scores 5 or 6	% Scores 5 or 6	Delta	# Tested	# Scores 5 or 6	% Scores 5 or 6	Delta
<i>Grade 9</i>	562	487	86.7%	576	513	89.1%	2.4%	557	492	88.4%	-0.7%
American Indian or Alaska Native	2	*	*	1	*	*	*	0	0	0	0
Asian	166	142	85.5%	173	159	91.9%	6.4%	181	168	92.8%	0.9%
Black or African American	13	8	61.6%	14	10	71.4%	9.8%	10	*	*	*
Filipino	37	35	94.6%	42	39	92.8%	-1.8%	41	35	85.4%	-7.4%
Hispanic	48	38	79.1%	49	43	87.8%	8.7%	50	35	70%	-17.8%
Native Hawaiian or Pacific Islander	3	*	*	2	*	*	*	3	*	*	*
Two or more races	48	45	93.8%	38	33	86.8%	-7%	38	37	97.3%	10.5%
White	245	215	87.8%	257	227	88.4%	0.6%	234	206	88.1%	-0.3%
Economically Disadvantaged	85	63	74.1%	64	52	81.3%	7.2%	81	58	71.6%	-9.7%

Data source- Dataquest

**II.C. ANALYSIS OF STUDENT ACHIEVEMENT DATA AND EFFECTIVENESS OF CURRENT IMPROVEMENT STRATEGIES**  
**(LCAP Goals 1, 2, and 5)**

**Note to sites:** This section is structured to report the summative evaluation of the effectiveness of your 2017-2018 plan

Group	2017-18 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
<b>Overall School-Wide SMART Goal</b>	Decreasing the number of students with at least one "D/F" at the end of each grading period, by grade level cohort with proportionate representation of our demographic groups.	X		Overall, we had 93 less D/Fs than '17-'18. Our sophomores had the most with 362; juniors followed with 350; then seniors with 187 and freshmen with 128.	<p>In considering the findings, our entering freshmen schedules will have foundational courses such as Exercise Nutritional Science, English and Math, often our students will have an "off-roll" period in their 4x4. Once they move into their sophomore year, the schedule includes second year math, English, World History, Science and/or Electives. These courses are more challenging and are often overwhelming to our new sophomores.</p> <p>Junior year is typically the most challenging for our students as many take multiple Advanced Placement classes and must find a balance that works for them.</p> <p>One possible reason for our drop could be the Academic success class and its work in supporting executive skills, coping skills, as well as providing content front loading to prepare them for class.</p>
	Increase the percentage of graduating seniors successfully participating in at least one Advanced Placement course during their time at Westview to at least 80% with proportionate representation of our demographic groups.		X	<p>This goal was not met, our rate was 75%.</p> <p>Our demographic groups:  African/Amer31% **  Filipino59% (+4)  Latino63% (+4)</p>	<p>As we continue to create more options for all of our students, our perspective on all students participating in at least 1 Advanced Placement class needs revision.</p> <p>Possible reasons for not meeting</p>



Group	2017-18 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
				<p><b>*Statistics in this group from past 3 years, were less than 10 students, we are unable to show any change.</b></p>	<p>on our goal: counselors/teachers stressing work/school balance to students; students in the Career and Technical Pathways do not participate in Advanced Placement courses; students know they will be in a trade school or a community college, they do not need to take an Advanced Placement courses.</p>
	<p>Achieve and retain at least 85% of Westview graduating seniors meeting their A-G requirements with proportionate representation of our demographic groups.</p>		<p>X</p>	<p>This goal was not met, we are at 81%.</p> <p>Our demographic groups:  African/Amer62% **  Filipino73% (+5)  Latino73% (+4)</p> <p><b>*Statistics in this group from past 3 years, were less than 10 students, we are unable to show any change.</b></p>	<p>After several years of reviewing our A-G data, we have found that mathematics is one area of concern of our students moving through the A-G sequence. The mathematics sequence is a challenge for our students "in the middle". Many find themselves unable to proficiently move through the sequence of upper, more advanced mathematics. This struggle is in part to our transition to the Integrated Mathematics model (CPM). The last three years have seen challenges in both the teaching and learning that this model holds at its core. The integration of mathematics involves different strategies teaching and these have affected the learning. Students find themselves on a continual journey of making sense of problems and not simply completing the equation. This is a change in mindset for the teacher and student. As we move into our fourth year, we expect to see growth in this area.</p>
	<p>Raise the percentage of students who are "meeting standards" and/or "exceeding</p>		<p>X</p>	<p>This goal was not met for either English Language Arts or</p>	<p>Our English Language department continues to work in</p>

Group	2017-18 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
	standards <sup>1</sup> to a minimum of 80% in math and 85% in ELA.			<p>Mathematics.</p> <p>Our English Language Arts was very close with an 84.35%. The mathematics was significantly lower at 69.59%.</p> <p>Our demographic groups saw a rise in one and drops in two:  African/Amer54% (-16.88)  Filipino81.40% (+8.07%)  Latino60.98% (-10.45%)</p>	<p>curricular groups to create and revise assessments.</p> <p>Our Math performance has continued to drop in the last three years. The implementation of Integrated Mathematics (CPM) curriculum is reflected in those percentages.</p> <p>The manner in which the CAASPP test was administered changed and may have impacted scores. Our testing schedule may have also had an impact as it went over a two-week period.</p> <p>We also had an increased number of students who chose to "Opt-Out" of the testing. We were able to recover some of those students and they were tested after our scheduled dates during an alternative testing period.</p> <p>During the analysis, it was noted that the our Latino and African American students percentages dropped in both ELA and Math. Our Intervention team will analyze and monitor our Latino population to create next best steps.</p>
<b>English Learners (required)</b>	Increase the percentage of graduating seniors successfully participating in at least 1 Advanced Placement course during their time at Westview to at least 80% .		X	Our numbers in English Language Learners was less than ten students in this category. Numbers less than ten	We are in the planning stages of revising our English Language Development curriculum and classes. Our coordinator and

Group	2017-18 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
				can not be shown for privacy reasons.	Administrator are working to put in place an effective collaborative (General Education and ELD) model that will support English Learner students academic needs.
	Achieve and retain at least 85% of Westview graduating seniors meeting their A-G requirements.		X	Our numbers of English Language Learners was less than ten students in this category. Numbers less than ten can not be shown for privacy reasons.	<p>We would like to increase access to the General Education classes for our English Learner. The master schedule lacks flexibility with the 4 period day. We will examine our schedule and courses for ways to include our English Learners in courses outside of the English Language development courses.</p> <p>We are working with our district coordinator to develop strategies to support our English Language Learners to increase their skills in Academic Vocabulary and access general education.</p>
					<p>We would like to increase access to the General Education classes for our English Learner. The master schedule lacks flexibility with the 4 period day. We will examine our schedule and courses for ways to include our English Learners in courses outside of the English Language development courses.</p> <p>We are working with our district coordinator to develop strategies to support our English Language Learners to increase their skills in Academic Vocabulary and access general education.</p>

Group	2017-18 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
<b>Students with Disabilities (required)</b>	Increase the percentage of graduating seniors successfully participating in at least 1 Advanced Placement course during their time at Westview to at least 80%.			Our numbers of Students with Disabilities was less than ten students in this category. Numbers less than ten can not be shown for privacy reasons.	The special education teachers and case managers have made a concerted effort to challenge their students to reach this goal when appropriate for the student. At times, students require additional skill building to meet pre-requisite skills for the Advanced Placement coursework. Some students have success when they are supported with a Learning strategies class.
	Achieve and retain at least 85% of Westview graduating seniors meeting their A-G requirements .			Our numbers of Students with Disabilities was less than ten students in this category. Numbers less than ten can not be shown for privacy reasons.	The special education teachers and case managers have made a concerted effort to challenge their students to meet this requirement, and have effectively supported them in the 4-year planning process. We are examining our general/special education collaborative model in order to build a stronger foundation of communication and collaboration between the general and special education teachers with the outcome being supporting our special education students .
<b>GATE (required)</b>	Increase the percentage of graduating seniors successfully participating in at least 1 Advanced Placement course during their time at Westview to at least 80% .	X		Our GATE students surpassed the goal with a 97%.	The systems and structures embedded at Westview provide a platform of achievement for all students, and GATE students usually thrive in Westview's environment.
	Achieve and retain at least 85% of Westview graduating seniors meeting their A-G requirements.	X		Our GATE students surpassed the goal with a 95%.	The systems and structures embedded at Westview provide a platform of achievement for all students, and GATE students often thrive in Westview's environment.
<b>Foster Youth (required)</b>					
<b>Educationally Disadvantaged or Title I Students (required)</b>	Increase the percentage of graduating seniors successfully participating in at least 1 Advanced Placement course during their time at Westview to at least 80% .		X	Our students were at 61%.	Counselors meet with struggling students quarterly (using "D/F" lists) to support students academically and emotionally,

Group	2017-18 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					increased opportunities for computer access, and Peer Counseling/Tutoring opportunities, have also been contributing factors to the success of this demographic group.
	Achieve and retain at least 85% of Westview graduating seniors meeting their A-G requirements.		X	Our students were at 69%.	We continue to use our intervention counselor to work directly with students from this demographic. The Intervention Team continues to focus much of its work on these students with A-G audits, attendance reports, and counseling support groups. More targeted and focused academic assistance needs to be implemented in classrooms. Math Intervention classes have been added this year that students will take in tandem with their Integrated Math classes. Early results, show that at least half of these students achieve a "C" or better in their Integrated Math class.
<b>Additional goal(s) (optional)</b>	Increase Graduates who complete at least one State defined CTE Pathway by 1%. Currently at 17% for 2016			As of 11/14/18, data was unavailable.	

### III. TEACHING AND LEARNING (LCAP Goals 1, 2, 4, and 5 )

#### A. 2018-2019 SITE-BASED LITERACY/ACTION PLAN

Plans that follow are aligned with the data analysis in the previous section, district vision, LCAP and SMART goals and site initiatives/organizational directions listed in Part I. In addition, tasks show:

- Alignment of instruction, strategies, materials, and assessment for learning to CCSS content standards
- Research-based instructional strategies
- Response to Intervention and Instruction, both academic and socio-emotional
- Responsiveness to needs of struggling, as well as high-performing, students
- Avoidance of isolation or segregation of student subgroups
- Attention to culturally responsive learning environments to ensure equity for all students

Target Group	2018-19 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
<b>Schoolwide for all students</b>	Increasing the percentage of students meeting college and career readiness as seen in the following achievement data: A-G reports, AP Participation and Pass Rate, ABC rates, CAASPP (ELA/Math), CTE Pathway Participation from 81% to 85%.	Create a school-wide focus on achieving this student outcome: Teachers and counselors encourage students to take risks and to challenge themselves academically with a healthy balance. Providing information about advanced placement classes to parents and students dispelling myths and common misunderstandings about Advanced Placement coursework and A-G students.	Ongoing and continuous.  Progress Reports;  Transcripts;  PSAT results;  4-Year Plans;  Counseling	Student Report Center Yearly Data
		As our teachers become more and more familiar with CPM and comfortable teaching integrated math, student proficiency rates should continue to improve. Additionally, as we analyze data coming from our math intervention classes (stacked and year-long), we will further refine our practice.	Grade reports, lesson plans and notes.	Synergy Grade reports.
		Our Teacher on Special Assignment (TOSA) continues to be released and assigned to support Response to Intervention. The TOSA facilitation of our District Student Success Strategies processes and forms using our web-based data system will allow for identifying and supporting at risk students.	Console report, meeting notes, conference notes, grade reports.	Synergy Grade report; RTi Console Reports.
		Our Science teachers continue to focus on deepening	Grade reports,	Synergy Grade

Target Group	2018-19 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		understanding of science practices, including the development and use of models, engaging in argument from evidence, and utilizing various types of phenomenon as well as the 5E lesson design model (Engage, Explore, Explain, Elaborate and Evaluate).	lesson plans and notes.	Reports;
		Representative World Language Teacher Leaders engaged in deepening their understanding of key shifts in instruction and lesson design as outlined in resources offered through ACTFL (American Council on the Teaching of Foreign Languages) and will become part of new World Language Standards in California)	Grade reports, lesson plans and notes.	ACTFL; Teachers
		Revise the current PLC model of professional growth to reflect on intervention rather than remediation; to begin with the basic questions: <i>What do we want each student learn? How will we know when students have learned it? How will we respond when a student experiences difficulty in learning?</i>	Curricular scope and sequence charts; meeting notes.	Leadership Cadre; Departments
		Define "the student in the middle" at Westview and identify and support these students. Beginning with professional time discussions on instructional practices and grading practices, in order to identify and establish incoming and outgoing benchmarks for core academic classes and collaborate revision.	Notes on PLC discussions on grading practice and instructional best practices.	Leadership Cadre.
		Create steps for a culture that nurtures and supports students and staff Social-emotional health. Begin planning implementation of these steps.	Professional development presentation, <i>School Culture by Design</i> , learnings and implementation notes.	<i>School Culture by Design</i> , Phil Boyte professional development
<b><u>In addition to your schoolwide goals; include goals for critical groups</u></b>				
<b>Educationally Disadvantaged Youth or Title I</b>	Increasing the percentage of students meeting college and career readiness as seen in the following achievement data: A-G reports, AP Participation and Pass Rate, ABC rates, CAASPP (ELA/Math), CTE Pathway Participation from 61% to 80%.	As our teachers become more and more familiar with CPM and comfortable teaching integrated math, student proficiency rates should continue to improve. Additionally, as we analyze data coming from our math intervention classes (stacked and year-long), we will further refine our practice.	Grade reports, lesson plans and notes.	Synergy grade reports.

Target Group	2018-19 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		Our Teacher on Special Assignment (TOSA) continues to be released and assigned to support Response to Intervention. The TOSA facilitation of our District Student Success Strategies processes and forms using our web-based data system will allow for identifying and supporting at risk students.	Console report, meeting notes, conference notes; grade reports.	Console reports.
		Our AVID program continues to provide time and expertise for students to access support during and beyond the school day and year.	Grade reports, lesson plans and notes; AVID central data.	AVID central;
		Align the Academic Success course (curriculum and progress monitoring of student) and it's outcomes.	Professional time meeting notes; lesson plans.	Teachers
<b>English Learners</b>	Increasing the percentage of students meeting college and career readiness as seen in the following achievement data: A-G reports, AP Participation and Pass Rate, ABC rates, CAASPP (ELA/Math), CTE Pathway Participation from 0% to 50%.	Continue to differentiate instruction/utilize resources strategically/and monitor student progress.	Grade reports and gradebooks.	Student Report Center; Synergy grade reports.
		The District ELD Coordinator will continue to work with our ELL Coordinator and administrative team to create unique professional development plans around the ELD Standards, designed to meet their individual site needs for implementation.	Meeting notes; lesson plans, teacher notes.	District ELD Coordinator; CDE ELD Standards
		Articulate ELD classes with general education college preparatory classes to include academic language and vocabulary as well as content knowledge.	Meeting notes; professional time notes; review data; Curriculum maps.	Admin; ELD coordinator and Leadership Cadre.
<b>GATE</b>	Maintaining the percentage of students meeting college and career readiness as seen in the following achievement data: A-G reports, AP Participation and Pass Rate, D/F rates, CAASPP (ELA/Math), CTE Pathway Participation at 90% or higher.	Continue to differentiate instruction/utilize resources strategically/and monitor student progress.	Meeting notes	Student Report Center yearly reports.
<b>Students with Disabilities</b>	Increasing the percentage of students meeting college and career readiness as seen in the following achievement data: A-G reports, AP Participation and Pass Rate, D/F rates, CAASPP (ELA/Math), CTE Pathway Participation from 61% to 80%.	As our teachers become more and more familiar with CPM and comfortable teaching integrated math, student proficiency rates should	Grade reports, lesson plans and notes.	Student Report Center; Synergy Grade Reports.



Target Group	2018-19 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		continue to improve. Additionally, as we analyze data coming from our math intervention classes (stacked and year-long), we will further refine our practice.		
		Prioritize time to deepen collaboration among special education and general education teachers to support the learning of students with IEPs to ensure success in college preparatory classes.	Grade reports, lesson plans and notes.	Special Education department, Leadership Cadre and Collaborative Teams.
<b>Foster Youth</b>		Presently, Westview does not have any students in Foster Care. When a Student in Foster Care is enrolled at Westview, we will work with his/her counselor(s) to set appropriate, personalized learning goals.	Conference Atom notes.	Student Services, Specialist/Counseling/Teachers/Admin
		Our Teacher on Special Assignment (TOSA) continues to be released and assigned to support Response to Intervention. The TOSA facilitation of our District Student Success Strategies processes and forms using our web-based data system will allow for identifying and supporting at risk students.	Console reports.	Intervention TOSA
<b>Homeless</b>	100% student will meet with Counselors/Students Services to provide information regarding the resources are available to them and in order to monitor the student's academic and social/emotional needs.	Our counseling and support staff will work with his/her counselor(s) to set appropriate, personalized learning goals.	Conference Atom notes.	Student Services, Specialist/Counseling/Teachers/Admin
		Our Teacher on Special Assignment (TOSA) continues to be released and assigned to support Response to Intervention. The TOSA facilitation of our District Student Success Strategies processes and forms using our web-based data system will allow for identifying and supporting at risk students.	Console report.	Intervention TOSA
<b>Other Goals</b>				

**CAPACITY BUILDERS TO SUPPORT ATTAINMENT OF GOALS, FOCUSED ON RIGOR, RELEVANCE, AND RELATIONSHIP**

<p align="center"><b>Professional Learning and Collaboration to build staff capacity</b></p>	<p align="center"><b>Parent Engagement to support student learning</b></p>	<p align="center"><b>Student Engagement for partnership in learning</b></p>
<p>Staff collaborate on Late Start Wednesdays every week. This weekly time (8:05-9:05AM) allows for Professional Learning Communities (Curricular or grade level teams) to collaborate on curriculum and assessments.</p>	<p>We currently have strong site PTSA and Foundation boards. These powerful parent organizations support our students in a variety of critical ways: raising funds, providing volunteer "manpower," and communicating (providing insightful feedback to staff as well as helping to disseminate information)</p>	<p>A member of the administrative team meets monthly with ASB. Students are invited to ask questions, share concerns, make suggestions for improvement, and to join in problem-solving. Discussions are lively - and the ideas generated are always helpful.</p>
<p>All staff are invited and encouraged to participate on our School Site Council, Leadership Cadre and AVID site teams. These teams typically meet several times per year to discuss students, curriculum and teaching strategies and to review program strengths, weaknesses, and needs. Participating teachers often receive specialized training - through participation in special events like the Summer AVID Institute - AVID's annual professional development training where contracted sites come to learn the latest in AVID methodologies and strategies to successfully implement AVID in their schools. Additionally, staff serve as elected members of our site Leadership Team. Teacher leaders are elected to two year terms.</p>	<p>Counselors make parent presentations on the topic of college readiness. Counselors typically meet with parents in grade level groups each half of the year; at-risk learners and students and families who need additional support also meet with the counseling team during specialized outreach events and by appointment.</p> <p>Counseling also offers Grade Level presentations with topics such as 4 year planning; PSAT and ACT; Post High School Options; Financial Aid and FAFSA; Social Emotional Health topics (dealing with stress; finding balance school and home).</p>	<p>Our Student Support Specialist provides daily social and emotional support for our students. The Student Support Specialist meets with individual students and groups to help students develop communication skills and self esteem, make healthy decisions and set limits. The Support Specialist works with numerous community organizations, government agencies and individual volunteers to help provide basis assistance to students and families in need. The Support Specialist collaborates with the our counseling department for social/emotional and academic support for students in need.</p>
<p>The District has provided several departments support and leadership recently- most notably the math department.</p>	<p>Community partnerships through our PTSA have been established that frequently create opportunities for parents</p>	<p>Our Guidance Technician has been established community relationships which create opportunities for students to meet with college representatives and career</p>

**CAPACITY BUILDERS TO SUPPORT ATTAINMENT OF GOALS, FOCUSED ON RIGOR, RELEVANCE, AND RELATIONSHIP**

Professional Learning and Collaboration to build staff capacity	Parent Engagement to support student learning	Student Engagement for partnership in learning
<p>We are successfully transitioning to an integrated math model. A new textbook was adopted (College Preparatory Mathematics). New course descriptions are being developed. And an emphasis is being placed on unpacking the eight mathematical practices necessary to support our shift to the CSS. In science, teachers are being trained in the Next Generation Science Standards, and in ENS, health teachers adopted a new textbooks</p>	<p>to meet with college representatives, financial planners, and career advisors.</p>	<p>advisers. Students have free access to Naviance, an interactive guidance system, that helps students choose a career path by identifying interests and skills, providing detailed occupational descriptions, and listing colleges and universities with matching programs and courses of study.</p>
<p>Westview Staff participated in an Anti-Defamation League (ADL) staff training to gain knowledge, awareness and skills to respond to prejudice and discrimination while creating a school environment that is more equitable, safe, respectful and appreciative of diversity.</p>	<p>Parents from Westview and our feeder middle schools have been encouraged to attend <i>What I Wish My Parents Knew</i> workshops facilitated by administrators, counselors and students on topics like Guardrails, Social Media Use and Academic Pressure.</p>	<p>Westview students have chartered more than 100 diverse clubs on campus which provide our students with a wide variety of opportunity to get involved, to serve, to share talents and interests, to make new friends, and to develop leadership skills.</p>
<p>Westview Staff participated in <i>Learning for Leaving's</i> Community Building Workshop which are designed to help break down silos and build up trust within teams.</p>	<p>Parent volunteers serve in important roles on our School Site Council. The SSC meets frequently to write, review, and revise our site Literacy Plan as well as to assess the effectiveness of our instructional program and to explore successful initiatives elsewhere that might have promise at Westview.</p>	<p>AVID – (Advancement Via Individual Determination) program currently serves 150 students, including 65 freshmen, 35 sophomores, 31 juniors and 19 seniors. The program's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. Students enrolled in AVID learn organization and study skills, they work on critical thinking and higher-level questioning techniques, and they receive academic help from AVID peers and college tutors. The AVID selection criteria consider several variables: family income, level of parents' education, academic performance, and significant extenuating circumstances.</p>
		<p>ELD– Westview has 56 English Language Learner (ELL) students, 19 of whom receive services in an English Language Development (ELD) class. These students speak a variety of languages including Chinese Spanish, Farsi, Russian, Persian, Vietnamese, Filipino and Arabic. These students are assessed yearly through the English Language Proficiency Assessments of California (ELPAC) test. These assessment results place students into the Emerging, Expanding and Bridging. The Bridging many of our Bridging students are in General Education classes,</p>

CAPACITY BUILDERS TO SUPPORT ATTAINMENT OF GOALS, FOCUSED ON RIGOR, RELEVANCE, AND RELATIONSHIP		
Professional Learning and Collaboration to build staff capacity	Parent Engagement to support student learning	Student Engagement for partnership in learning
		where they receive tutoring and other services, as needed.

**III.B. LEVEL TRANSITIONS (Includes PreKindergarten-Kindergarten; 5th Grade-6th Grade; 8th Grade-9th Grade 12<sup>th</sup> to post-secondary)**

The following services and events help 8<sup>th</sup>

grade parents and students transition to Westview High School:

- Eighth Grade Parent Night and 8th Grade Parent afternoon drop-in days
- Freshman Orientation Program (LINK Crew)
- Counselor liaison to feeder middle schools
- Middle School/High School counselor meetings
- Middle School/High School principal meetings
- Westview App for student's or parent's phone with content including student handbook, bell schedule, link to WV website, school calendar, and MyConnect

The following services and events support Westview students transition to college and post-secondary opportunities:

- College Visits, Wolverine Center
- College Visits, AVID Program
- PUSD College Night held at one of the district high schools
- Financial Aid Night
- Junior Parent Night
- College application training
- Internships/Work Experience
- Presentations/visits by US military
- Palomar College testing and visits
- Naviance student and parent portal
- UC/CSU application workshops
- Late-Start Wednesday Morning application/financial aid workshops (Seniors Only)
- 4x4 schedule prepares for the college academic pace
- College/Counseling website including family support for college transition (NAVIANCE)
- Multiple video and digital presentations on counseling website to support college and career pursuits
- Expansion and modification of Wolverine Center for greater student access

#### **IV.A. SAFE AND SUPPORTIVE SCHOOLS - SCHOOLWIDE BEHAVIORAL SUPPORT PLAN (LCAP Goal 4)**

Westview's plan for being a safe & supportive school is a reflection of our vision in which "All Members Feel Connected". Students who are connected to school create an environment in which their positive behavior will exhibit the core values listed below:

- Respect this place
- Respect yourself
- Respect others
- Respect learning

Various aspects of our school structure ensure that students will experience this connectedness and resulting success at school. Homeroom is an essential element in which approximately twenty-six students meet with their homeroom teacher three times a week. This setting allows the teacher to be an advocate for the students during their four years of high school. Academic progress, attendance, individual learning plans, literacy, and academic scheduling are components of this proactive approach to positive behavior. Homeroom is also a time in which students can relax and develop community with their peers and homeroom teacher. Wolverine (Tutorial) Time is another form of support for students that allows them to seek academic assistance twice weekly from their classroom or homeroom teachers. There is continual communication between students, teachers, parents, and homeroom advisors to ensure that each student receives optimal support. Teachers post their grades and standards on our MyConnect; the homeroom teacher serves as an advocate for the student; and administrative and counseling support services provide the structure necessary for these elements to function in an effective manner. It is crucial that students feel connected and accountable for their behavior, but also foster a desire for positive behavior and rising to the standards of positive behavior set at Westview.

Students and parents receive notification of unverified absences, and students receive opportunities to take a pro-active stance, clearing absences and communicating with teachers and parents before consequences are invoked. The Attendance Office continues to streamline the attendance process with the intention of improving the accuracy of student attendance. When a student shows signs of increasing attendance issues, the attendance clerk notifies the administrators, who work with the counselor, the student and the parent to change behavior. Our Attendance Office partners with our District Attendance liaison in order to help support families more effectively, Attendance has partnered with our District Attendance Liaison. Administration and counseling meet with families of students with chronic attendance issues monthly in order to assist both student and family with the appropriate services necessary.

An Intervention Team, made up of an administrator, a teacher-on-special-assignment for intervention, counselors, and Student Services mentors meet weekly to identify, support, mentor and coach these students. In addition, this team coordinates Westview's "Response to Intervention." The team provides ongoing updates and adjustments to the RTI plan. In addition, each Hub administrator and counselor meets regularly for "Time Out for Kids" to discuss specific students needing additional support or intervention and to plan appropriate responses to students' needs. Counselors also use the progress notice data of students with one or more "Fs", to meet with these students one on one. In this meeting with students, the counselors discuss the different supports offered at Westview, such as after school tutoring and Wolverine Time Logs. Counseling Interns invite these identified students to Executive skills lunch time workshops to support their success during the quarter. The counselor and student connection during this time is critical to the students success and on-going intervention. This year our Part-time counselor attends the Academic Success class twice a week in order to build rapport with students. He also has created support groups of students during lunch to support students in their socio-emotional needs.

Our Student Services office works to facilitate a partnership of students, parents, teachers and staff that provides support and caring connections for all students. The goal is to encourage healthy, productive and resilient character traits that will enable students to successfully assimilate into adulthood. Student Services and the ASB manage the Character Counts activities throughout the year. An example of their promotions includes the 6 Pillar nominations and giveaways in which students are nominated by faculty and staff for showing particular character, invited and recognized with a free lunch. This promotion takes place six times a year and has been instrumental in reviving the Character Counts program at Westview. Another effort the ASB, along with the Best Buddies Club promote is the "End the R-word" campaign in which students take pledges and post why "I am Unique" banners in an attempt to raise the awareness of students to that "invisible line" that too often separates those with disabilities from those without. All this with the hope of ensuring that students are behaving in a manner that creates a positive learning environment in which all students feel supported and safe.

Alongside our counselors, our Student Support Services assists in the areas of peer counselors/mediation, student support groups (male and female), tobacco cessation support, parent education classes, and drug awareness activities. It is vital that familial and circumstantial issues are addressed if the student is expected to perform in an academically and socially appropriate manner. Our counseling staff conducts individual counseling meetings with students, makes available online resources and video tutorials on how to complete college applications as well as conducts annual presentation of A-G and graduation requirements in every for all students; provides a variety of information regarding college/career planning disseminated through the counseling newsletter, bulletin, social media, etc.

Currently, Westview has over 50 Peer Counselors who offer academic tutorials before, after school and during fourth period. Peer Counselors meet on a weekly basis as a class (professional time Wednesdays) to develop their school-wide teams, training on peer conflict and mediation, and to listen to guest speakers. Westview's Peer Counseling program serves all students on campus through awareness campaigns, peer mentoring, and tutoring services. Campus-wide awareness campaigns are often in conjunction with ASB or other clubs on campus to bring attention to topics such as suicide awareness, anti-drugs, anti-bullying, and safe prom, just to name a few. The peer mentoring program matches students in need of a positive peer relationship or someone to help them with academic, social, or personal issues with a trained peer mentor. The peer mentoring program also matches new students with a peer mentor as they transition successfully to the Westview campus. The peer tutoring program is by far, the most widely used service of Peer Counseling. It has serviced several hundred students over the years through small group and one-on-one tutoring. Tutors are trained on effective tutoring techniques and are knowledgeable about the content area. Tutoring services are offered throughout the day and after school, depending on students needs and tutor availability. This, and all peer counseling services, are offered at no charge and as a service to all students on Westview's campus in hopes of providing access and equity for all students. Peer counselors are leaders at Westview and participate in various clubs, sports, and activities on and off campus. Our student services specialist increased hours have made a significant impact on this program's continued growth and refinement. Our counseling team also spends many hours with our Peer Counselors in making this a successful program.

Students are provided with a copy of the Student Handbook at the beginning of the school year, that outlines the rules and expectations of behavior at the beginning of school. *Our* Westview App, which continues to be revised and debugged provides resources needed to stay informed as a Westview student, parent, teacher or administrator. It features the Student Handbook , bell schedule, attendance procedures and other quick links. This is to ensure that students continue to have immediate access to relevant information. Lesson plans designed to review and discuss these expectations are provided to each homeroom teacher, and each teacher follows the lesson plan to ensure that students' questions about expectations are addressed and that Westview's core values provide the umbrella for all expectations. Students and parents also sign that they have read the district rules of discipline, hate behavior policy, internet usage, and academic honesty policy during registration. Disciplinary interventions are progressive, focusing on restorative practices centered around counseling and coaching. While detention, community service, loss of privileges, and suspension may also occur, the primary focus is to teach the student to reflect on and then understand a pathway to correct improper behavior. Westview utilizes restorative justice procedures whenever there are discipline issues. Students are required to reflect on the negative behavior as a first step in correcting the issue. Ultimately, our purpose is to change behavior and improve the learning environment.

Westview's facilities are managed by an assistant principal who oversees a custodial staff to maintain the school facility for cleanliness, safety, and security for all students and staff. The assistant principal and custodial supervisor communicate facility needs to District level maintenance programs for items beyond the scope of the custodial department. Westview also utilizes an assistant principal to oversee campus supervisor staff to provide a safe and secure school site. We are a closed campus where our campus supervisor staff, oversees students during non-class time and secures entrances and exits to monitor student and non-student access to the facility. This staff also operates safety drills for students and staff for fire, earthquake, lock-down and general evacuation procedures. Westview has a safety plan that encompasses campus supervision, disaster planning, and intrusion crisis. Student and staff participate in practicing the different types of safety drills throughout the year. Plans are reviewed and updated on a yearly basis.

#### **IV.B. SAFE AND SUPPORTIVE SCHOOLS - DRUG ABUSE EDUCATION PLAN**

All schools in the PUSD implement the Too Good for Drugs Tobacco, Drugs and Alcohol prevention program, which is designed around specific lessons in five components: Goal Setting, Decision Making, Bonding with Others, Identifying and Managing Emotions, and Communicating Effectively.

<b>Program</b>	<b>Grade Level(s)</b>	<b>Minutes</b>
Too Good for Drugs	K-9	300 minutes
Red Ribbon Week	K-12	600 minutes
SSA Support	9-12	1980 minutes
Tobacco Use Prevention Education	6-12	240 minutes
Character Counts	K-12	150 minutes
Before and After School (ASES)	6-8	
Second Step	PreK-2	
Steps to Respect	3-5	
Second Step Bullying Prevention	K-5	
Unity Day, November 12 & 13, 2018	10	180 minutes

**V.A. FUNDING AND GOVERNANCE – PROGRAMS/FUNDS INCLUDED IN THE SPSA (LCAP Goals 2 and 4 )**

STATE/FEDERAL PROGRAMS	SITE ALLOCATION (IF APPLICABLE)
Title I	\$
Title I Parent Involvement	\$
LCFF Supplemental Funding - ELL	\$5520.00
LCFF Supplemental Funding – EDY	\$26000.00

**V.B. FUNDING AND GOVERNANCE - CENTRALIZED SERVICES**

Centralized Services, in the forms of administrative support and instructional support/professional development, are performed and/or paid for directly by the district office in support of school sites. These may include:

- Assessment, monitoring, and reporting services
- English language proficiency testing
- Staff development / training
- Salaries for teachers, instructional assistants, tutors
- Instructional materials purchase and implementation support
- Intervention programs
- Other services, as appropriate for school site support

Program	Res	Budgeted Amount	Percentage of Total District Allocation	Total	Centralized Services (Description Below)
Title I	3010-040	1,803,860.00	22.24%	\$401,250	Required Indirect Costs and Set-asides, including professional development, school-choice transportation, and supplemental educational services.
Title I Parent Inv.	3010-045	18,038.60	5.00%	\$902	Required Indirect Costs, district-wide parent involvement
Title III – Immigrant	4201-000	94,843.00	95.42%	\$90,499	Required Indirect Costs, parent education and support, summer school, student transition, English language development class support
Title III LEP-Limited English Proficient	4203-000	421,953.00	98.04%	\$413,679	Required Indirect Costs; instructional assistants; parent liaisons; training in use of data



**V.C. FUNDING AND GOVERNANCE - ASSURANCES AND SIGNATURES**

**The School Site Council (SSC) recommends this SPSA and proposed expenditures to the district governing board for approval and assures the Board of the following:**

1. The SSC is correctly constituted and was formed in accordance with district governing board policy, school site bylaws, and state law.  
California Education Code specifies the composition of the School Site Council as follows:
  - At the elementary level: parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents.
  - At the secondary level: parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of students, and parents /other community members, selected by parents and students.
  - At both the elementary and secondary levels classroom teachers comprise the majority of persons represented under subdivision (a)
  - At the discretion of the local governing board, the middle school may, but is not required to, include student representation on the SSC.
  - The means of selecting SSC members are not specified in law, except that members must be chosen by peers.
  - No additional membership qualifications may be required. Beyond the composition requirements stated above, no seat on the SSC may be reserved for any group or individual.
  
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those Board Policies related to material changes in the school plan requiring board approval.
  
3. 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 LEA Plan.
  
4. This SPSA is based upon 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.
  
5. The SSC has participated in the development, implementation, and monitoring cycle of the SPSA by taking the following actions:
  - a. Measured the effectiveness of the improvement strategies at the school
  - b. Sought input from school advisory committees
  - c. Reaffirmed or revised school and subgroup goals
  - d. Revised improvement strategies and expenditures
  - e. Recommended the approved SPSA to the governing board
  - f. Monitored implementation of the SP
  
6. The SSC has sought and considered all recommendations from the following groups:

Advisory Committee	Chairperson / Representative Name	Signature	Date
English Learner	Jeanne Cavanagh		
Special Education	Kelly Xitco		
Title I (if applicable)	Not Applicable		
Library	Cheri Tomboc-Brownlie		

### SCHOOL SITE COUNCIL SIGNATURES

Principal	Classroom Teacher	Other School Staff	Parent	Student (MS/HS) Only	Term Exp. Date	Name	Signature	Signature Date
	X				June 2020	Adilene Baltazar		
	X				June 2019	Jeanne Cavanagh		
	X				June 2019	DJ Sosnowski		
	X				June 2019	Kelly Xitco		
			X		June 2019	Susan May		
			X		June 2019	Marcella Nino		
			X		June 2019	Cyndy Payne		
			X		June 2020	Bindu Philip		
				X	June 2020	Priscilla Nguyen		
				X	June 2020	Sarina Oshiro		
				X	June 2019	Andrea Wang		
		X			June 2020	Wendy Brown		
		X				Alicia Graeff		
X						Tina Ziegler		
<b>1</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>TOTALS (total of columns 1-3 must be equal to the total of columns 4 and 5)</b>			

**This SPSA was approved and adopted by the School Site Council on January 16, 2019.**

*The signature of the Principal verifies that:*

- *Information regarding school-based programs has been provided to site advisory committees or representatives.*
  - *All interested persons had the opportunity to meet to establish the SSC.*
  - *Funds have been coordinated, and supplement, but do not supplant, existing state and local fiscal efforts.*

*The signature of each members of the SSC verifies that:*

- *He/She has reviewed and affirmed the above listed assurances.*

## Budget Development Form (LCFF Supplemental Funding - ELL)

a)	Site:	<u>Westview High School</u>
b)	Program:	<u>LCFF Supplemental Funding - ELL</u>
c)	Resource #:	<u></u>
d)	Current Year Allocation:	<u>\$5520.00</u>
f)	Total Entitlement:	<u>\$5520.00</u>

### OBJECT

### AMOUNT

**1000**

**Certificated Salaries (Including Fringes)**

1100-xxx	Teachers Salaries (Regular/Hrly/Sub/Impact Teachers)
1200-xxx	Counselors (Regular/Hrly/Sub)
1900-xxx	Other Certificated (Regular/Hrly/Sub)
2100	Instructional Aide

2000.00

**Total**

**2000.00**

**2000**

**Classified Salaries (Including Fringes)**

2100-xxx	Instructional Aid (Regular/Hrly/Sub)
2400-xxx	Clerical
2900-xxx	Student Services & Other Classified Position
	Primary Language Interpreters - Testing
	Primary Language Interpreters - Parent meetings

200.00

**Total**

**200.00**

**3000**

**Employee Benefits (Do Not Budget – Include with Salaries)**

**4000 & 6400**

**Books, Supplies and Equipment**

4100 or 4200	Textbooks or Other Books	200.00
4300-010	Supplies	300.00
4300-011	Subscriptions	
4300-018	Software	
4300-099	Reserve	

4300-090, 4400-030 or 6400-031: Computer Equipment  
4300-090, 4400-090 or 6400-091: All Other Equipment

820.00

**Total** 1320.00

**5000**

**Services**

5200-xxx Conference and Training Expense  
5710-012 Publications  
5710-130 Study Trips  
5800-xxx Professional & Other Services  
5800-600 Consultants

1000.00

500.00

500.00

**Total** 2000.00

**Total Budget:** 5520.00

## Budget Development Form (LCFF Supplemental Funding – EDY)

a)	Site:	<u>Westview High School</u>
b)	Program:	<u>LCFF Supplemental Funding – EDY</u>
c)	Resource #:	<u></u>
d)	Current Year Allocation:	<u>\$26000.00</u>
f)	Total Entitlement:	<u>\$26000.00</u>

### OBJECT

### AMOUNT

<b>1000</b>	<b>Certificated Salaries (Including Fringes)</b>		
	1100-xxx	Teachers Salaries (Regular/Hrly/Sub/Impact Teachers)	
	1200-xxx	Counselors (Regular/Hrly/Sub)	
	1900-xxx	Other Certificated (Regular/Hrly/Sub)	722.00
		Release Time Substitute Teachers	
	<b>Total</b>		<b>722.00</b>
<b>2000</b>	<b>Classified Salaries (Including Fringes)</b>		
	2100-xxx	Instructional Aid (Regular/Hrly/Sub)	
	2400-xxx	Clerical	
	2900-xxx	Student Services & Other Classified Position	
	<b>Total</b>		<b>0</b>
<b>3000</b>	<b>Employee Benefits (Do Not Budget – Include with Salaries)</b>		
<b>4000 &amp; 6400</b>	<b>Books, Supplies and Equipment</b>		
	4100 or 4200	Textbooks or Other Books	
	4300-010	Supplies	2000.00
	4300-011	Subscriptions	
	4300-018	Software	
	4300-099	Reserve	
	4300-090, 4400-030 or 6400-031:	Computer Equipment	5000.00
	4300-090, 4400-090 or 6400-091:	All Other Equipment	15278.00
	<b>Total</b>		<b>22278.00</b>

**5000**

**Services**

5200-xxx Conference and Training Expense  
5710-012 Publications  
5710-130 Study Trips  
5800-xxx Professional & Other Services

2000.00

1000.00

**Total**

**3000.00**

**Total Budget:**

**26000.00**

**VI. ADDENDUM (Optional)**