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# **2026 Strategic Plan**

# Let's Explore!

In the fall of 2019, Westlake Charter School felt like the little engine that could. What began in a parent's living room in 2005 had grown into a K-8 school of 1,000 students, with 1,500 students on the waitlist. Westlake was thriving — our teachers were presenting at conferences; our families engaged in high levels of volunteerism each year; and our community had partnered at the highest level with the Natomas Unified School District to build a beautiful and thoughtfully designed K-8 campus. Our program was closing gaps and producing results for all students, our community was connected, and while some schools may have stopped to take a victory lap, the Westlake Charter School Board of Directors included one line in the 2019 Strategic Plan that has collectively changed the lives of every stakeholder in our community: "Westlake Charter School will expand our program through 12th grade..." We immediately got to work. We even shot a video with our K-8 principal shouting from the rooftop, "We're opening a high school!" It was the fall of 2019, just five months from 2020, what could possibly go wrong?

When the pandemic began, and schools across the country closed, Westlake was one of the first three schools in the State of California to reimagine our school opened online. The doors closed on Thursday, and we were online by Monday. In the midst of this historical moment, when communities were polarizing and institutions were not able to keep up with the calls to manifest change, Westlake had to decide: should we pause on the launch of the high school, or double our efforts to push through? We collectively leaned in and opened our high school.

In the spring of 2025, Westlake celebrated its first graduating class with a 100% graduation rate, and our students were accepted to over 80 prestigious universities across the nation. Our community can take great pride in our commitment to expanding through the 12th grade at a time when success could have simply been continuing the work that was currently in place. During this time of growth for our high school program, Westlake also experienced intentional growth within our K-8 program stemming from the 2019 strategic plan. For example, the 2019 strategic plan compelled us to explore inclusivity in the broadest sense and to leverage multi-tiered systems of support to ensure academic and social-emotional readiness for all students. Through this work Westlake has innovated to create the widest range of support to meet the broadest spectrum of diverse needs in the history of our school.

As the Westlake Charter School Board of Directors engages in the strategic planning process to imagine what comes next, this is no time for a victory lap. The work that we have undertaken in the last five years has predictably led to increased levels of stress on our internal structures, systems, and ourselves. Our beliefs however have not faltered, nor has our mission and vision changed. As an organization we believe that shared leadership is the solution, and the 2026 strategic plan is designed to unify our community and propel the organization forward. The moonshot promised by this plan is critical. In an era of polarized opinions and fractured abilities to meet in the middle, our moonshot goal is to produce trust. We believe that trust is our greatest asset and the actions that lead to this outcome will also propel us once again from striving to thriving.

Therefore, the aspirational call for innovation and empowerment that are included in the goals and outcomes of this strategic plan are intentionally coupled with strategic actions designed to preserve practices which have served our community well, and guide us to reimagine ways to address our areas of growth. These actions are a natural byproduct of an expansive era and the maturation process of an organization entering its fifth strategic plan. However, while it is time to stop, reflect, and create clarity about what has made us who we are, we are charged with aspirational vision, goals, beliefs and outcomes that demand that we never stop Exploring!



**John Eick, Ed.D.**  
Executive Director  
Westlake Charter School



## Mission

**We demonstrate what is possible when school and community collaborate to create inspiring adults with the academic and social-emotional readiness to lead as global citizens.**

## Vision

Westlake Charter School is committed to the growth of our students, our staff, and our partners within the community. To fulfill our mission and demonstrate what is possible, our program has expanded to serve students from Kindergarten through 12th grade.

Westlake Charter School values the leadership principles of transparency and shared decision-making necessary to cultivate a collaborative school-culture. Our students learn in collaborative models; our teachers plan in professional-learning teams; our parents provide immeasurable support through volunteerism; and we share our leadership across all community stakeholders. Collaboration is at the center of everything we do.

We demonstrate readiness through continual growth: every student grows both academically and social-emotionally; every staff member grows professionally; and every family member grows in connectedness within our community. We believe that students are inspired to continually grow when staff are continually growing as well.

At Westlake Charter School, growth is both purposeful and organic. Guided by our four academic educational pillars, we Enrich Educational Opportunities by offering a broad course of study purposefully designed to help students explore Our Place in a Global World. Our Teachers as Designers craft opportunities that ensure academic growth. We approach the inclusion of all students through our commitment to Personalization, by using a multi-tiered system of supports to ensure that each student is provided the support they need for as long as it is needed.

It is our belief that the Social-Emotional Readiness of our students is as important as Academic Readiness, and that one cannot be fully developed without the other. Our Core Values offer a roadmap to the social-emotional competencies necessary for our students to lead as global citizens. We demonstrate each of our Core Values through positive decision-making, self awareness, social awareness, and as digital citizens.

We believe that the problems of the twenty-first century can only be solved by global citizens who embrace inclusion, diversity, equity, and cultural competency. Our Explorers will graduate as truly engaged community members with the academic and social-emotional readiness to lead as global citizens.





## Goal 1: We Demonstrate What's Possible

Westlake Charter School will be known for its organizational culture and as a place where people want to work, learn, and belong.

### Beliefs and Values

- Westlake Charter School demonstrates what is possible by remaining nimble, responsive, and innovative.
- Recruiting, retaining, and developing high-quality teachers and staff is of the greatest importance to our school culture and to the values of the school.
- Westlake Charter School must be a safe place physically, emotionally, and psychologically. Safety is not a condition maintained by a few; it is a value held and upheld by all.
- We value the principles of transparency and shared-leadership as necessary to cultivate a culture of collaboration, high expectations, and shared accountability.
- We believe that students are inspired to continually grow when staff are continually growing as well. At Westlake Charter School, growth is both purposeful and organic.
- We believe that individuals and teams must feel supported to grow, and we believe we are better together.
- We value clarity as kindness. We believe that when individuals and teams have what they need they are more able to act with agency, which adds value to the organization.

***“Westlake’s intentional creation of a positive, inclusive community sets it apart from other schools. I could tell that the staff and teachers were aligned with the school’s philosophy and commitment to all students. Once my child was there, the incredible support and care for his success made us want to stay forever!”***

***- WCS Family***



## Commitments

- Westlake Charter School chooses to engage in tangible and possibly transformative practices within our campus, our city, and the global educational-community.
- We purposefully align our programs, resources, and practices with both our Mission Statement and our Core Values to meet the evolving needs of our students while supporting every student in reaching their potential.
- We demonstrate readiness through continual growth: every student grows both academically and social-emotionally; every staff member grows professionally; and every family member grows in connectedness within our community.
- We model affirmative, inclusive, and responsible leadership for our community.

## Outcomes

- 1.1 Impressive levels of staff recruitment, retention, longevity, and satisfaction
- 1.2 Inspiring range of professional learning opportunities for both certificated and classified staff
- 1.3 Reputation as a community that embraces excellence, innovation, belonging, and safety
- 1.4 High levels of clarity and transparency around organizational practices
- 1.5 Fiscal stewardship that reinforces the current high levels of trust

*Actions 1, 4, 7, 10, 11, 12, W2 address this Goal.*

***“Our leadership is thoughtful, trustworthy and supportive. They are a huge reason that I see myself retiring at WCS.”***

*- WCS Staff Member*

***“I love the welcoming atmosphere of Westlake Charter High School — each staff member and teacher is kind and truly wishes the best for you.”***

*- WCS Student*







## Goal 2: School and Community Collaborate

There will be evidence that Westlake Charter School is thriving because voices are included, leadership is shared, and collaboration is at the center of everything we do.

### Beliefs and Values

- We interact warmly and intentionally with all members of our community and continually invest in an intentionally positive school-culture.
- We place collaboration at the center of the work that guides the organization. Our community will recognize that every voice is valued.
- We value the African proverb which teaches that, if you want to go fast, go alone, but if you want to go far, go together. This is a reminder that the journey from Kindergarten to Graduation is long, and requires a community of investment.

***"I love that our school is promoting parents to take an active role in participating in our children's school experience. I think parents supporting the children and staff is very helpful to the overall well being of the students. We have such wonderful people at Westlake!"***  
- WCS Family



## Commitments

- Each time we gather, we open with celebrations to anchor ourselves in joy and community.
- Our staff develop high-functioning collaborative teams at each grade level and in each subject area to ensure the success of all students.
- Our staff use collaboration to ensure the academic and social-emotional readiness of all students.
- Our staff collaborate to integrate services that support student academic, social-emotional, and behavioral growth through the Multi Tiered System of Support (MTSS) Framework.
- We structure regular communication with our families as an act of collaboration to ensure families have what they need in order to partner effectively with our school.
- Westlake Charter School leverages shared-leadership by including student, staff, and family voices as key elements in strategic decision-making.
- Westlake Charter School partners with the Westlake Association of Volunteer Explorers (WAVE) to connect families to school-volunteer opportunities.
- We bring together several stakeholder groups to create a broad scope of high-quality Enriched Educational Opportunities for all students.

***“I honestly can’t think of how we would do communication and collaboration more intentionally or better. This is the best I’ve ever experienced at any school.”***

*- WCS Staff Member*

***“Westlake has a diverse community so I feel very accepted.”***

*- WCS Student*

## Outcomes

2.1 Reputation as a connected and inclusive community

2.2 High levels of family volunteerism and engagement

2.3 Wide breadth of community partnerships

2.4 Strong teams of staff who lean on and inspire one another

*Actions 8, 10, 11, 12, W2 address this Goal.*





## Goal 3: Create Inspiring Adults with Academic Readiness

Westlake Charter School will be celebrated for ensuring inspiring levels of academic growth for every student.

### Beliefs and Values

- We believe learning includes collaboration, creativity, communication and critical thinking.
- We Enrich Educational Opportunities by offering a broad course of study purposefully designed to help students explore Our Place in a Global World.
- We continue to focus on Personalization by providing a rigorous and challenging program for all students based on their individual academic and social-emotional needs.
- We believe grading practices must reflect student academic and standards-aligned achievement only.
- We value the balance of academic and social-emotional readiness and, therefore, have crafted what a whole-student approach to education looks like in our graduate profile.

***“Collaborative teaching practices allow general education and special education staff to align instruction and provide differentiated learning opportunities.”***  
- WCS Staff Member





## Commitments

- We continuously develop the most innovative and inclusive approaches to personalization in the areas of curriculum, instruction, and assessment that will lead to academic growth for every student.
- We blueprint our curriculum, instruction, and assessment practices to ensure the most successful methodologies and pedagogies are shared across the organization.
- Our staff use multiple measures to demonstrate each student's personalized academic readiness.
- When evidence of learning is missing, we work to obtain evidence of that student's authentic achievement, allowing for retakes or continued opportunities to demonstrate mastery if an initial attempt has been unsuccessful.
- We facilitate a variety of Enriched Educational Opportunities for all students as part of our guaranteed curriculum, including field lessons, engaging electives, leadership opportunities, enrichments, clubs, and athletics.
- Support for personalization includes all students; those who are performing below grade-level as well as those who are achieving at and above grade-level.

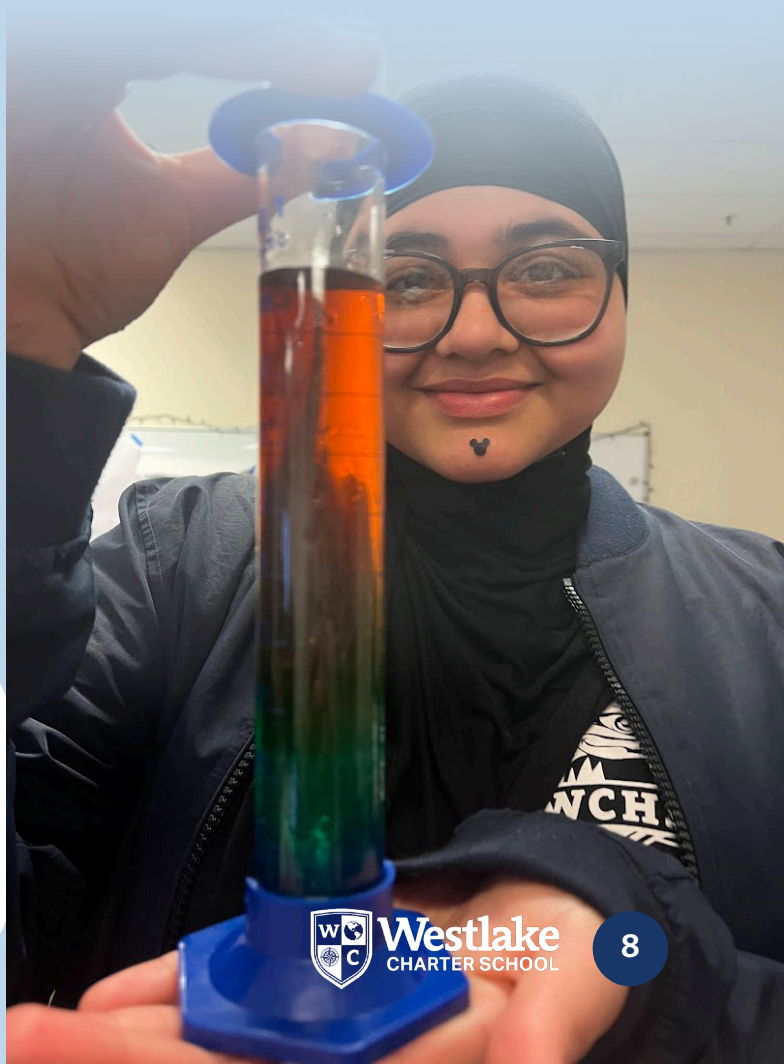
***"Westlake feels like they care about my student as a person, not just as a test score."***

*- WCS Family*

## Outcomes

- 3.1 Reputation for academic excellence as expressed through: academic growth by all
- 3.2 An academic program celebrated as a balance of perseverance and joyful learning
- 3.3 Staff clarity regarding academic roles and responsibilities organized by the MTSS framework
- 3.4 A wide range of Enriched Educational Opportunities and capstone experiences producing students who embody the Graduate Profile
- 3.5 A reputation for impressive persistence to graduation

*Actions 2, 3, 5, 6, 9, 11, W1, W3 address this Goal*





## Goal 4: Create Inspiring Adults with Social-Emotional Readiness

Westlake Charter School will take pride in shaping the future by raising students whose actions exemplify our core values.

### Beliefs and Values

- Social-Emotional Readiness of our students is as important as Academic Readiness; one cannot be fully developed without the other.
- We are choosing to explore inclusivity in its broadest, deepest sense, considering the widest range of human experience.
- Our Core Values are a natural outcome of the social-emotional competencies necessary for our students to lead as global citizens.
- Behavior is a form of communication, and just as we teach any topic worth learning, we believe that we must teach students to understand how they feel and ways to express themselves.

*"This is hugely important to me as a parent and one of the things I love most about Westlake. They invest the time to make SEL a priority and they live it!"*  
-WCS Family Member





## Commitments

- We commit to the most innovative and inclusive approaches to Social-Emotional Learning.
- We use the MTSS Framework to structure, support, and staff its programs. All students will receive tiered support to ensure social-emotional readiness.
- Our staff engages with industry experts and research in determining best practices and resources to support social-emotional learning.
- We leverage social-emotional learning as a critical component of a system to address the behavioral needs of our students.
- Our teachers use morning meeting and advisory protocols to build community and provide proactive, Tier 1 SEL support. Advisory and homeroom teachers serve as a guide and as the first point of communication as families collaborate with us.

## Outcomes

- 4.1 Reputation for students who are aware of self and others, and who model positive decision-making
- 4.2 High levels of engagement expressed as low levels of chronic absenteeism and suspension
- 4.3 Staff clarity in their roles and responsibilities regarding positive student behavior
- 4.4 Student connectedness, healthy relationships, a sense of belonging, and a positive campus culture

*Actions 2, 3, 5, 6, 7, W2 address this Goal.*

***“The best thing  
is having friends  
and having time to talk to  
the adults that I love. Also,  
feeling comfortable in  
school.”***

***- WCS Student***







## Goal 5: Lead as Global Citizens

Westlake Charter School will change the world by graduating Explorers who reflect our graduate profile.

### Beliefs and Values

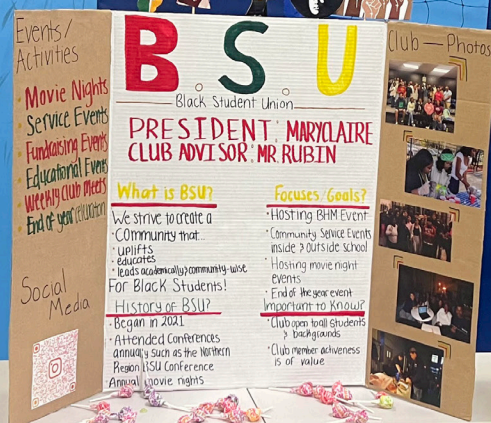
- Students at Westlake Charter School are citizens of the world and are empowered to embrace the mindset that they can make a difference in the world.
- Fully embracing equity, diversity, inclusion, and cultural competencies will be required for individuals to participate effectively in the future as global citizens.
- In order to lead as global citizens, students will need to continue learning beyond the 12th grade; therefore, we use “readiness to lead as global citizens” synonymously with “college- and career-readiness.”
- We believe that our teaching and learning practices are influenced by our school’s location in the community of Natomas. This community is regularly ranked as amongst the most diverse communities in the Nation. We value diversity in the broadest sense of its meaning.

***“I think Westlake does a great job of creating curriculum and tailoring the material to meet our students’ needs”***

*- WCS Staff Member*

***“Everything about Westlake makes it unique and a place for everyone to be themselves, don’t change it.”***

*- WCS Student*







## Commitments

- We Enrich Educational Opportunities by offering a broad course of study purposefully designed to help students explore Our Place in a Global World.
- Our students study diverse cultures and religions across our program, allowing them to analyze and discuss current events and global topics.
- We use the strength of our families and their cultures to enrich learning, and as an extension of our mission, we participate in global, regional, and local community philanthropic events.
- Our students graduate college-proven, having successfully completed a rigorous course of study and having visited multiple California campuses.

## Outcomes

- 5.1 Reputation for students who leverage a Global Perspective and are stewards of their community
- 5.2 Audaciously high rates of graduation and college- and career-readiness
- 5.3 Impressive breadth of college acceptances and persistence
- 5.4 Alumni who make a difference through career choices and social impact

*Actions 1, 2, 8, 9, 12, W3 address this Goal.*

# Goal-Aligned Actions

## 1. Recruit, Develop, and Retain the Highest Quality Staff

Recruit, develop, and retain the highest quality staff by building and sustaining the conditions that make Westlake Charter School a place that attracts innovators and where inspiring people choose to stay.



## 2. Create Systems that Produce Positive Student Behavior

Create responsive, MTSS-aligned systems with role clarity for all stakeholders that address school-wide expectations for behavior, safety, and conditions that make learning possible.



## 3. Invest in Systematic Improvements in Special Education

By creating clarity for all stakeholders and building an infrastructure that matches the depth of our commitment to full inclusion, we will ensure equitable access to growth for all students.



## 4. Publish a Systematic Method to Ensure Compensation, Benefits, and Working Conditions are Aligned with our Beliefs, Values, and Commitments

Review, create, and communicate transparent structures and processes that align compensation, benefits, and working conditions with organizational values and goals.



## 5. Blueprint Tier 1 Academic and SEL Promises

Review, clarify, and blueprint the academic and SEL Tier 1 experiences that ensure all students receive challenging, joyful, and personalized learning, producing the outcomes of our graduate profile.



## 6. Blueprint Tier 2 Systems of Learner Personalization

Create clarity around the roles and responsibilities within the MTSS-aligned Tier 2 systems of personalization that ensure growth for all students.



## 7. Identify Investments that Create the Conditions of an Excellent School Culture

Lead, innovate, and demonstrate what is possible when an organization commits to a culture and climate where all stakeholders feel like they are safe and belong.



## 8. Strengthen and Expand Pathways for Family Collaboration

Strengthen and expand pathways for family and community engagement on campus and in ways that support our school's initiatives.



## 9. Define and Publish the Balance of Teachers as Designers

Clarify "Teachers as Designers" by blueprinting the balance between published curriculum and creative agency in a way that ensures teacher professionalism, and supports student growth.



## 10. Collaborate with our Community in Building a Permanent High School Campus

Collaborate with the greater community to acquire a permanent high school facility.



## 11. Invest in Systems which Produce Shared Leadership

Cultivate leadership from within by deepening shared decision-making practices and creating an intentional pipeline that grows the next generation of Westlake.



## 12. Create Systematic Ways to Tell our Story

Invite our community to celebrate the ways we demonstrate what is possible.





# WASC Actions

Westlake Charter High School published the following actions during the 2025 WASC Self Study.

## 1. Norm and Calibrate Academic Expectations and High-Quality Tier 1 Instruction, Inclusive of Students with Disabilities



- 1a.** Leverage our strong shared-leadership model and innovative professional development platform to develop shared practices and expectations that drive purposeful instruction.
- 1b.** Use strategic partners to assist in best practices and resources to strengthen our full inclusion model with a specific emphasis on serving students with extensive needs.
- 1c.** Use our graduate profile and frameworks like UDL and QTEL, to establish consistent language, policies, and practices that support curricular access for all students while maintaining high expectations.

## 2. Leverage Clear and Consistent Behavior Expectations and Culture Building



- 2a.** Build on our robust family engagement systems and strong school culture.
- 2b.** Codify and collectively implement predictable, logical responses to student behaviors.
- 2c.** Develop and implement specific incentive campaigns to continually perpetuate a positive school culture and support positive decision-making, as articulated by WCS Core Values, with a specific focus on increasing time in class.
- 2d.** Leverage professional-learning opportunities to share best practices in behavior responses and role-play scenarios, increasing staff confidence and consistency when responding to student behaviors.

## 3. Articulate Graduate Profile Outcomes across 9-12 Grade Milestones



- 3a.** Articulate clear connections between grade-level experiences in both advisory and core classes, producing a blueprint of graduate-profile outcomes mapped onto 9-12 milestones.
- 3b.** Expand exposure to diverse post-secondary pathways aligned with students' skill sets and interests, using California College Guidance Initiative (CCGI), professional learning around tiered-practices, and possible field lessons.







# Appendices

## Appendix A: Measuring the Outcomes

Progress toward each goal area is tracked through a defined set of measures and reported to the board on a regular cycle. Below, each outcome is paired with its measure(s) and proposed reporting schedule.

### *A Note about Surveys*

WCS will measure reputation and community perception across all goal areas through three stakeholder surveys — family, staff, and student. Surveys include at least one question per goal area, allowing for consistent, cross-goal tracking over time.

The family, staff and student surveys launch in the fall, coinciding with parent conference week; the family survey repeats in the spring also coinciding with the spring conference week. Results from all surveys are compiled and are used to report on progress toward goals.



### Goal 1: We Demonstrate What's Possible

#### 1.1 – Impressive levels of staff recruitment, retention, longevity, and satisfaction

- ✦ Voluntary retention rate (excluding retirement, life circumstances, or career exits); full staffing at year-open; Annual Teaching Assignment Monitoring Outcomes; staff satisfaction, and staff exit surveys.

#### 1.2 – Inspiring range of professional-learning opportunities

- ✦ Annual PD inventory documenting scope, investment, and total planned hours across the PD library.

#### 1.3 – Reputation as a community that embraces excellence, innovation, belonging, and safety

- ✦ Annual family and student surveys; lottery enrollment data.
- ✦ Inventory of professional or community recognitions and publications featuring WCS staff or students.

#### 1.4 – High levels of clarity and transparency around organizational practices

- ✦ Annual staff survey; inventory of communications systems (memos, blueprints, Everest, etc.).
- ✦ Form entries from shared-leadership teams tracking growth over time.

#### 1.5 – Fiscal stewardship that reinforces the current high levels of trust

- ✦ Budget adoption and 1st and 2nd interim reports.





## Goal 2: School and Community Collaborate

### 2.1 – Reputation as a connected and inclusive community

- ✦ Annual family and student surveys.

### 2.2 – High levels of family volunteerism and engagement

- ✦ Total volunteer hours recorded; percentage of families participating; total donations collected annually.

### 2.3 – Wide breadth of community partnerships

- ✦ Active partnership database (WCS development team); ongoing partner inventory via staff, Board, and WAVE form entries.
- ✦ Annual fundraising totals generated through partnerships.

### 2.4 – Strong teams of staff who lean on and inspire one another

- ✦ Annual staff survey.





## **Goal 3: Create Inspiring Adults with Academic Readiness**

### **3.1 – Reputation for academic excellence and growth across all learners**

- ✦ The criteria used by the California Department of Education to qualify Westlake as High Track for the purposes of charter renewal.

### **3.2 – An academic program celebrated for balancing perseverance and joyful learning**

- ✦ Annual stakeholder surveys.
- ✦ Average Daily Attendance data as an indicator of student engagement and belonging.

### **3.3 – Staff clarity of roles and responsibilities within the MTSS framework**

- ✦ Annual staff survey.

### **3.4 – Wide range of Enriched Educational Opportunities and capstone experiences producing students who exemplify our graduate profile**

- ✦ Ongoing inventory of documented opportunities and experiences, maintained by shared-leadership teams via form entries.

### **3.5 – Impressive persistence to graduation**

- ✦ Graduation rates as published annually on the California Schools Dashboard.



## **Goal 4: Create Inspiring Adults with Social-Emotional Readiness**

### **4.1 – Reputation for self-aware students who model positive decision-making**

- ✦ Annual stakeholder surveys.

### **4.2 – High academic-engagement expressed as low chronic-absenteeism and suspension rates**

- ✦ Chronic absenteeism and suspension data as published annually on the California Schools Dashboard.

### **4.3 – Staff clarity of roles and responsibilities regarding positive student behavior**

- ✦ Annual staff survey.

### **4.4 – Student connectedness, healthy relationships, belonging and campus culture**

- ✦ Annual student survey; California Healthy Kids Survey.





## Goal 5: Lead as Global Citizens

### 5.1 Reputation for students who leverage a Global Perspective and are stewards of their community

- Annual stakeholder surveys.

### 5.2 — Audaciously High Rates of Graduation and College and Career Readiness

- Graduation and College and Career Readiness Indicator (CCRI) data as published annually on the California Schools Dashboard.

### 5.3 — Impressive Breadth of College Acceptances and Persistence

- Ongoing inventory of college acceptances and persistence data, documented by counseling staff and shared-leadership teams.

### 5.4 — Alumni Who Make a Difference Through Career Choices and Social Impact

- Ongoing inventory of alumni career paths and community impact, documented by counseling staff and shared-leadership teams.



## Appendix B: Core Values and Pillars

| Core Values        | Pillars                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Respect            | <b>Our Place in a Global World</b> <p>Westlake Charter School focuses on Our Place in a Global World by providing our students with the skills necessary to embrace inclusion, diversity, equity and the cultural competencies to collaborate as global citizens. Students attend classes in Spanish and the universal language of art Kindergarten through 12th grade studying diverse cultures and religions across our program, allowing them to analyze and discuss current events and global topics. We use the strength of our families and the diversity of their cultures to enrich learning, and, as an extension of our mission, we participate in global, regional, and local community philanthropic events.</p>                                                                                                                              |
| Excellence         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Responsibility     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Gratitude          | <b>Personalization</b> <p>Westlake Charter School focuses on Personalization by providing a rigorous and engaging program for all students based on their individual academic and social emotional areas of strength and growth. Our teachers have a vested interest in the development of each student and utilize a Multi-Tiered System of Support framework to incorporate a wide array of tiered support and teaching techniques that promote individual learning. Furthermore, structures are leveraged K-12, during the school day, to support enrichment and intervention based on individual student needs. Many forms of student data are used to guide instruction and create flexible collaborative groupings to scaffold and extend learning activities for every student both within the classroom and as an extension of the classroom.</p> |
| Inquiry            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Joyful Learning    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Global Perspective | <b>Enriched Educational Opportunities</b> <p>Westlake Charter School focuses on Enriched Educational Opportunities by recognizing that all students benefit from experiences that go beyond the core subject areas and the four walls of a classroom. Across our K-12 program we ensure a variety of standards aligned field lessons at every grade level. Within our K-8 program, Westlake provides art, physical education, and Spanish instruction through specialized teachers. In addition, our high school program includes a broad course of study leveraging dual enrollment, UC Approved Honors courses, and CIF regulated competitive sports to address diverse academic and social emotional needs. Furthermore, student learning is enriched by focusing not only on academic growth but social emotional learning as well.</p>               |
| Stewardship        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Perseverance       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Reflection         | <b>Teachers as Designers</b> <p>Westlake Charter School leverages Teachers as Designers by engaging in shared-leadership. Teachers are empowered as professionals to collaboratively curate, create, and utilize curriculum, instruction and assessments that ensure development of academic and social emotional readiness. Our teachers are reflective practitioners who work collaboratively to develop innovative, inclusive, and rigorous classroom environments.</p>                                                                                                                                                                                                                                                                                                                                                                                |



## Appendix C: Assumptions

All strategic plans should be built upon a grounded, validated, and accepted set of strategic assumptions.

Assumptions are beliefs held by decision-makers about different types of factors and drivers-of-change that have influenced their thinking, decision-making, and planning. These assumptions may be about events that happened in the past, what is currently happening, or what may happen in the future.

### Global Assumptions

1. The investments into inclusion, diversity, equity and cultural competency will need to develop continuously in order to remain relevant.
2. There will be many opportunities to learn valuable lessons from actions/events of other societies/cultures to obtain greater social competency.

### Educational Assumptions

1. Curriculum, assessment, and instructional practices must be flexible in order to remain relevant, and there must be a willingness and ability within the learning community to adapt to change.
2. Ensuring that our students graduate academically and social-emotionally ready to lead as global citizens will demand a wide variety of resources.
3. In response to the rapid increase in students' access to information, including information produced by Artificial Intelligence, the manner in which students learn must be reexamined and must include the discernment of what is factually true.
4. Student-to-adult ratios impact student learning. These adults include teaching staff, support staff, administrative staff, and parent-volunteer staff.



## Technological Assumptions

1. WCS will continue to lead in the implementation of new technologies in order to enrich educational opportunities and ensure student learning.
2. Technology platforms will continue to develop. Students must be able to adapt by using a broad range of skills when utilizing technology and to learn varied digital-citizenship competencies in order to lead as global citizens.
3. Technology tools that are utilized for productivity are an asset to learning.
4. Students must develop digital-citizenship competencies in order to function as college- and career-ready in the twenty-first century.

## Student Assumptions

1. WCS will continue to see increasing diversity in our student population, with a broad spectrum of differences.
2. WCS will remain a school of choice and continue to be seen as an option for parents seeking our unique educational philosophy.
3. Students will have varied amounts of parental support which depend on many factors outside the control of WCS.
4. Students have access to more mature content than did previous generations.

## Economic Assumptions

1. Internally-controlled factors: school budgets are dependent on a number of local factors including enrollment, average daily attendance (ADA), and class size.
2. Externally-controlled factors: school budgets are also dependent on a number of external factors including economic cycles, state/federal funding sources, and statutory (EdCode, pension, wage, etc.) requirements.
3. There is a continued need to efficiently manage resources and to look for additional sources of revenue to ensure fiscal stability and accountability.
4. Economic pressures, such as changing interest rates and housing availability, will affect both the recruitment and retention of high-quality staff.

## Societal Assumptions

1. Most individuals will have multiple careers and live in multiple locations in their lifetimes.
2. The political climate can greatly affect charter school accountability and their ability to operate.
3. The many factors that are polarizing current political discussions are influencing the way we think about those in our community and are making it more challenging to find a safe common-ground for compromise and consensus.

## Implications

If these assumptions hold to be true, several implications could be drawn for WCS, including:

- Fully embracing equity, diversity, inclusion, and cultural competencies will be required for individuals to participate effectively in the future. With this in mind, the WCS Board must continue to diversify its composition to better reflect the population which it serves.
- The allowance of a great deal of creativity will be needed to facilitate effective future educational experiences.
- Educational programs must ensure that students master: critical academic skills, how to work effectively with diverse types of individuals, how to think, how to communicate, and how to learn throughout their lives.







**Westlake**  
CHARTER SCHOOL

