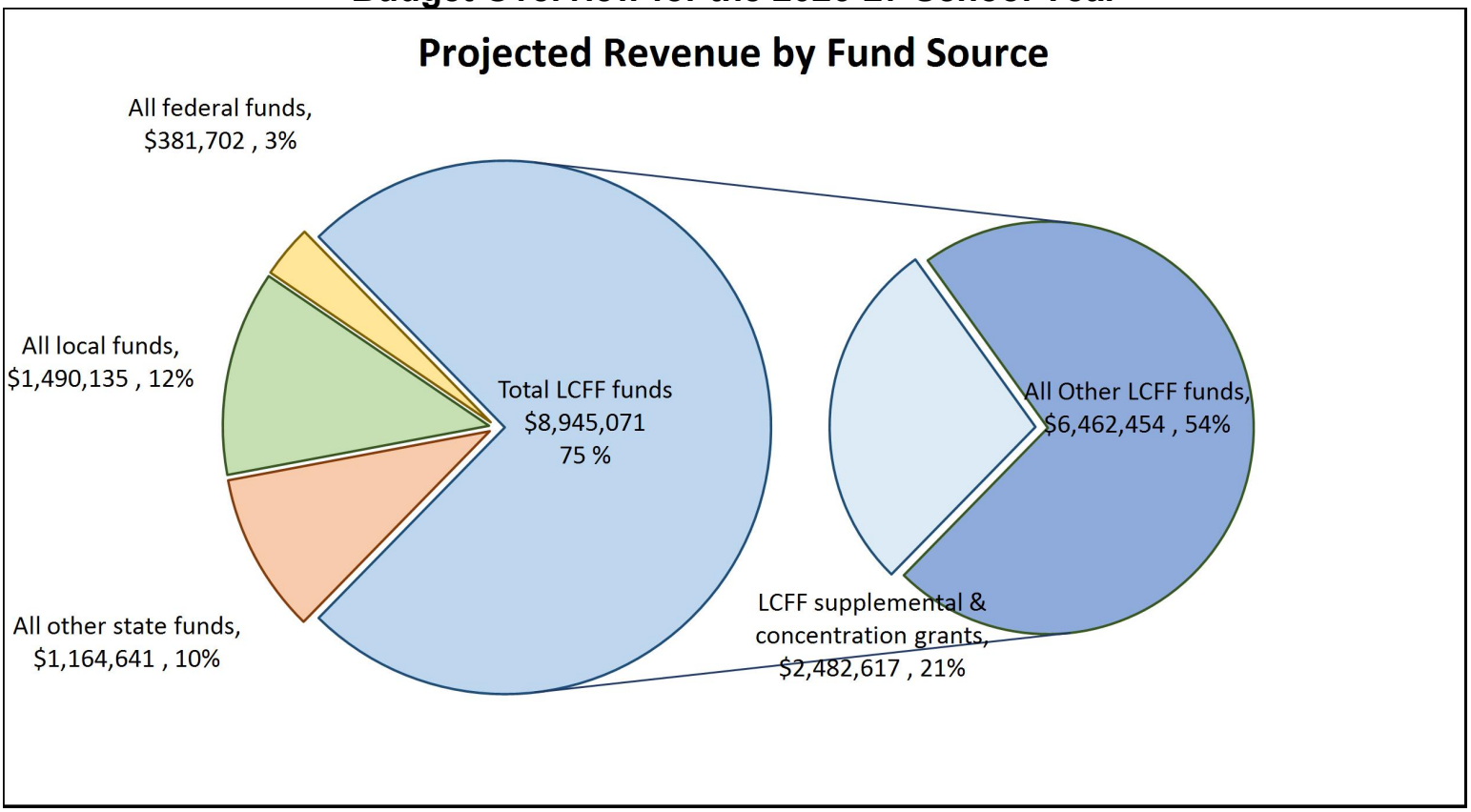
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Westbrook Academy
CDS Code: 19 101990135582
School Year: 2026-27
LEA contact information:
Liliana Vasquez
COO

213-745-4928

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

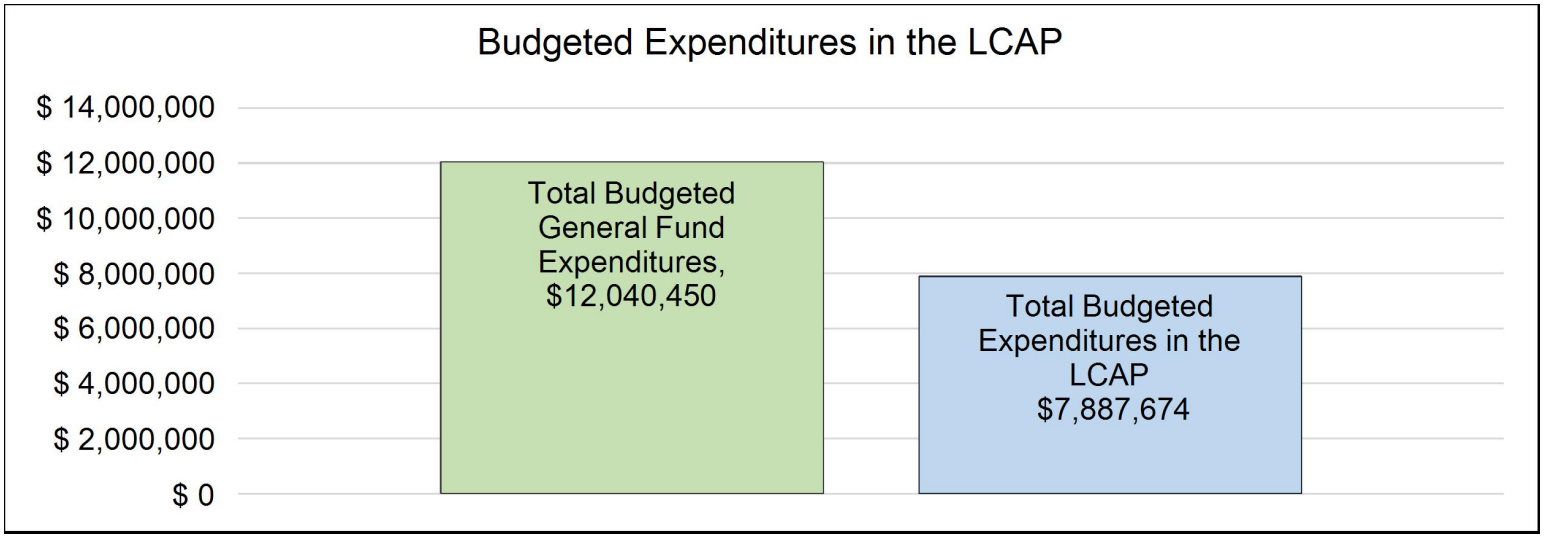


This chart shows the total general purpose revenue Westbrook Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Westbrook Academy is $11,981,549, of which $8,945,071 is Local Control Funding Formula (LCFF), $1,164,641 is other state funds, $1,490,135 is local funds, and $381,702 is federal funds. Of the $8,945,071 in LCFF Funds, $2,482,617 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Westbrook Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Westbrook Academy plans to spend $12,040,450.00 for the 2026-27 school year. Of that amount, $7,887,674.00 is tied to actions/services in the LCAP and $4,152,776 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

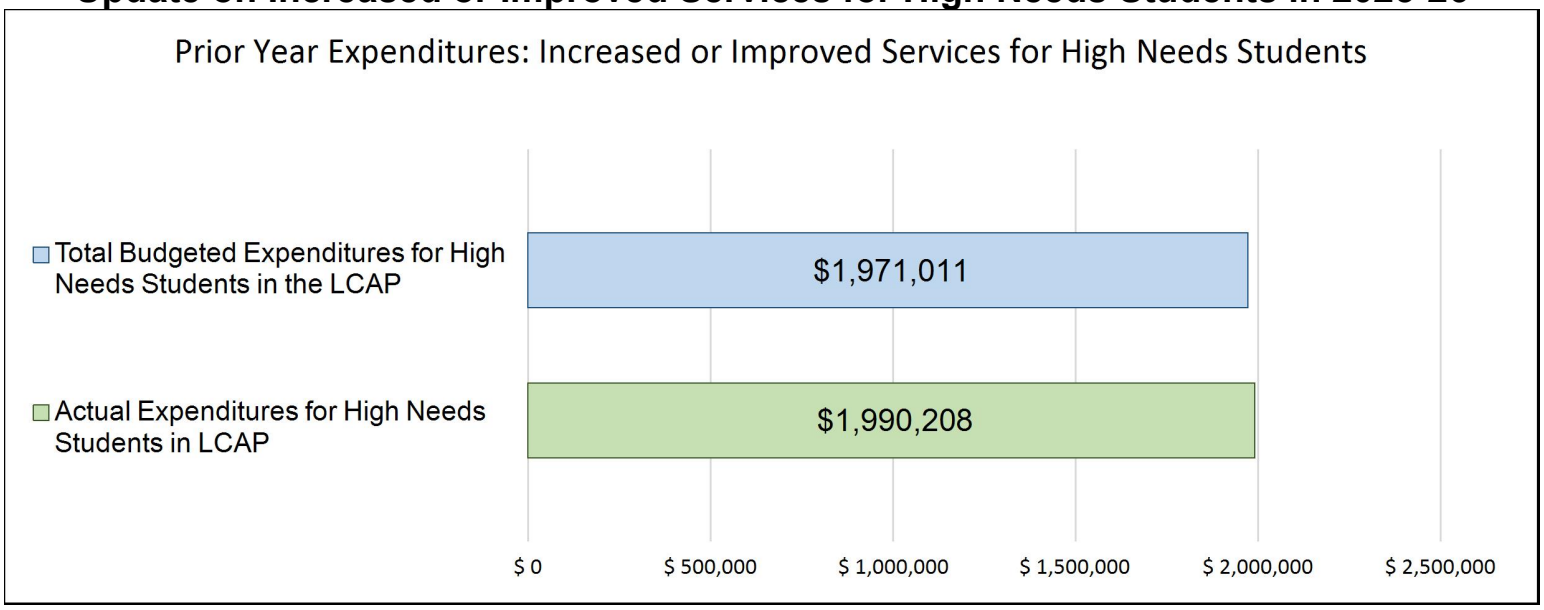
Expenditures related to general operations such as equipment leases, management and legal fees and non instructional software have not been included.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Westbrook Academy is projecting it will receive $2,482,617 based on the enrollment of foster youth, English learner, and low-income students. Westbrook Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Westbrook Academy plans to spend $2,495,077.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Westbrook Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Westbrook Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Westbrook Academy's LCAP budgeted $1,971,011.00 for planned actions to increase or improve services for high needs students. Westbrook Academy actually spent $1,990,208.42 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Westbrook Academy	Liliana Vasquez COO	lilianav@lapromisefund.org 213-745-4928

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Westbrook Academy is a 6th–12th grade campus located in the City of South Gate, serving students from South and South East Los Angeles. The school is managed by the non-profit organization, LA Promise Fund (LAPF), and is housed in a facility formerly operated by East Los Angeles College (ELAC). Westbrook Academy is the result of a 2024–2025 school year merger between two previously separate Local Education Agencies (LEAs): Russell Westbrook Why Not? Middle School (RWWNMS) and Russell Westbrook Why Not? High School (RWWNHS) as well as a strategic partnership with Valiente Charter school. The middle school was first authorized by the Los Angeles County Office of Education (LACOE) and opened in August 2016. The high school followed in August 2017, expanding one grade level each year. Both schools were renewed for a five-year term from 2021–2026, with an additional year granted by the state, extending the term through 2027.

In July 2021, LAPF entered a partnership with NBA player and philanthropist Russell Westbrook and the Why Not? Foundation, resulting in the renaming of the schools to reflect this collaboration. Now operating as Westbrook Academy, the unified school supports the shared vision of Developing Academic Achievers, Artists, Athletes, and Activists. The school continues its ongoing effort to streamline services, expand access, and promote long-term growth within a permanent facility.

Westbrook Academy is serving grades 6-12 with a total enrollment of 447 students as of the 2025–2026 school year: 232 6th-8th grade students and 215 9th-12th grade students. The academy serves a diverse and predominantly socioeconomically disadvantaged population, with 85% of students qualifying for Free or Reduce lunch. As of May 18, 2026, the academy enrolls 357 Hispanic students (80%), 91 English Learners (20%), and 80 Special Education or 504-designated students (18%).

Westbrook Academy is a public local educational agency serving students in grades 6 through 12 with a mission centered on academic excellence, whole-child development, and equitable access to opportunities. The school community reflects a diverse student population representing a range of cultural, linguistic, and socioeconomic backgrounds. Many students bring unique strengths along with varied academic needs, including English learners, students requiring additional academic intervention, and those seeking enriched or accelerated coursework.
Guided by its vision, Westbrook Academy is committed to cultivating a safe, inclusive, and academically rigorous environment where all students are prepared for college, career, and responsible citizenship. Central to this vision is a strong focus on College and Career readiness through Career Technical Education (CTE), with a specialized emphasis on Digital Media Arts and Video Production. This theme provides students with meaningful, hands-on learning experiences that connect academic content to real-world applications. To further expand postsecondary opportunities, the school offers dual enrollment through East Los Angeles College and Arizona State University (ASU), with plans to continue growing CTE pathways in the coming years.

Westbrook Academy's strategic priorities focus on strengthening instructional quality, expanding student support systems, and fostering a positive, restorative school culture. Academically, the school has prioritized the implementation of standards-aligned curriculum, data-driven instruction, and targeted interventions to address learning gaps. Teachers engage in ongoing professional development to refine instructional practices, with an emphasis on literacy across content areas, mathematical reasoning, and critical thinking skills. Additional supports—including tutoring, small group instruction, and credit recovery—ensure that all students have access to the resources they need to succeed and stay on track toward graduation.

Beyond academics, Westbrook Academy offers a well-rounded educational experience that includes a growing competitive athletic program, arts integration, and opportunities for civic engagement. The school also prioritizes social-emotional learning, as well as students' mental and physical well-being, recognizing that these are essential components of long-term success. Through a safe and personalized learning environment, the school intentionally addresses the needs of its most vulnerable student populations using an evidence-based educational model and expanded programs and services.

A cornerstone of the school's culture is its commitment to restorative practices, which promote a supportive and respectful learning environment. Rather than relying on punitive discipline, Westbrook Academy emphasizes relationship-building, conflict resolution, and accountability. Through restorative circles, peer mediation, and the integration of social-emotional learning, students develop empathy, communication skills, and a strong sense of responsibility within their community.

Together, these academic, career-focused, and restorative efforts reflect Westbrook Academy's comprehensive approach to serving its 6th–12th grade students—ensuring that each learner is supported, challenged, and empowered to thrive in school and beyond.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Westbrook Academy demonstrated mixed performance across state and local indicators. Academic achievement remains an area of concern, with both English Language Arts (ELA) and Mathematics performing below state averages. The school's Distance from Standard

(DFS) was substantially below state benchmarks in ELA (-58.9 vs. -8.1 statewide) and Math (-100.7 vs. -42.4 statewide), with Hispanic and Socioeconomically Disadvantaged (SED) students also performing below state averages in both subjects.

Local verified growth data for 2025-26 showed varied results. In ELA Reading, most grade levels and student groups did not demonstrate a full year of growth. However, the majority of students met growth expectations in ELA Language Usage and Science, and all numerically significant groups demonstrated sufficient growth in Mathematics based on Conditional Growth Index (CGI) measures, which we will discuss further.

English Learner outcomes remain a challenge, with 37.2% of English Learners making progress toward proficiency compared to 46.4% statewide. Chronic absenteeism is also a significant concern, with 47.7% of students identified as chronically absent in 2024-25 nearly three times the state average of 17.1%.

Despite these challenges, the school demonstrated strong college and career readiness outcomes. The College/Career Indicator (CCI) showed 60.4% of graduates were classified as "Prepared," exceeding the state average of 51.7%. Additionally, the school achieved a 100% cohort graduation rate, outperforming the statewide rate of 87.8%, and maintained a low suspension rate of 0.9%, well below the state average of 2.9%.

Overall, the data indicate strengths in student persistence, college and career readiness, and graduation outcomes, while highlighting the need for continued improvement in academic achievement, English learner progress, and student attendance.

Westbrook Academy - Unified Data Overview
With the full integration of our middle and high school programs, Westbrook Academy is embracing a unified approach to student achievement. This consolidation reflects our collective commitment to academic excellence across all grade levels, ensuring that every student receives the support needed to succeed.

NWEA growth data indicate strong student growth in Mathematics and Science, particularly at the high school level, while Reading remains an area for continued improvement.

-In Mathematics, students demonstrated positive growth across most grade levels, with particularly strong performance in 9th-12th grade. Grade 10 (CGI 2.06) and Grade 11 (CGI 2.01) significantly exceeded expected growth rates and performed at the 98th percentile nationally. Hispanic students generally mirrored these positive trends, while Grade 9 English Learners also demonstrated accelerated growth (CGI 1.26), indicating that many students are making progress beyond expected norms.
-In Reading, results were more mixed. While Grade 11 students demonstrated exceptional growth (CGI 2.12), 6th-8th grade students experienced slower growth, particularly in Grade 6 (CGI -0.37) and Grade 8 (CGI -0.05). Notable strengths included Grade 7 African American students, who achieved a CGI of 1.79 and had 92% of students meet their projected growth targets. However, Students with Disabilities in Grade 6 demonstrated significantly lower growth (CGI -1.58), highlighting a need for additional literacy interventions and targeted support.
-In Language Usage, growth was generally positive, especially in the 9th-12th grade where CGI scores ranged from approximately 0.5 to 1.0. English Learners demonstrated particularly strong growth in Grades 8 and 9 (CGI 1.29). 6th-8th grade results were more mixed, including Grade 6 (CGI -0.23) and Grade 7 (CGI 0.30).

-Science was a significant area of strength. Grade 8 students demonstrated strong growth (CGI 1.54), while Grade 9 students achieved exceptional results (CGI 3.15), placing them among the highest-performing growth groups. English Learners in Grade 8 also demonstrated accelerated growth (CGI 2.21, 99th percentile). Positive growth was evident across multiple student groups, including Hispanic, English Learner, and Socioeconomically Disadvantaged students. One area of concern was Grade 10 Students with Disabilities, who demonstrated negative growth (CGI -2.05).
-Overall, local assessment data indicate that students are making the strongest gains in Mathematics and Science, particularly in Grades 9-11, where multiple grade levels exceeded expected growth rates. Reading remains the primary area of growth, especially for 6th-8th grade students and Students with Disabilities.

Chronic Absenteeism:
Chronic absenteeism remains a significant concern across the Academy, with many students facing barriers to consistent attendance. Westbrook Academy has comprehensive systems in place to address this, including a dedicated team composed of the Office Coordinator, School Social Workers, and the School Attendance Review Team (SART). This team works directly with families to provide support and interventions for students at risk of falling behind. Additionally, we have strengthened our community outreach efforts through the Community Schools Grant, ensuring that students and families have access to external resources to address any challenges impacting attendance.

We continue to incentivize good attendance and work closely with parents to emphasize the importance of daily participation. Students who are at risk of becoming chronically absent are referred to SART, where targeted interventions are implemented. If necessary, Tier 3 interventions include home visits led by the Social Workers, and we remain committed to supporting the whole child through these efforts.

Schoolwide Interventions and Supports
To address areas of need identified through local assessment and attendance data, Westbrook Academy has implemented a range of targeted academic and student support interventions across grade levels. These include structured intervention periods during the school day, small-group instruction for students requiring additional support in reading and mathematics, and progress monitoring through regular data reviews. Teachers utilize assessment data to identify students in need of intervention and adjust instruction accordingly.

For students requiring additional academic support, intervention services include targeted literacy and numeracy instruction, after-school tutoring opportunities, credit recovery programs for secondary students, and differentiated supports for English Learners and Students with Disabilities. Collaboration among general education teachers, intervention staff, special education personnel, and counselors ensures that student needs are addressed through a multi-tiered system of support.

Westbrook Academy also prioritizes social-emotional and behavioral supports through school counseling services, restorative practices, social worker interventions, and family engagement initiatives. Through ongoing data analysis, targeted interventions, and strong collaboration among staff and families, the Academy remains committed to improving student achievement, increasing attendance, and supporting the success of every student.

Further Developments and Support Systems:

The merging of middle and high school programs has allowed us to streamline resources (aides, ELD Teacher, and student clubs) and ensure that support systems are in place for all students, including Multilingual Learners and Students with Disabilities. We are committed to fostering a welcoming and inclusive environment across all grades.

Professional development is a cornerstone of our strategy, with ongoing training for our teachers to ensure they are equipped with the best practices in Math and Language Arts instruction.

We are also enhancing our College and Career Preparation efforts, including offering more opportunities for internships, college visits, and AP courses such as Spanish Language, Chemistry, and History. Additionally, social-emotional learning continues to be a priority, with programs and support provided by school Social Workers and other staff members.

Looking Ahead:
For the 2026–2027 school year, Westbrook Academy remains committed to ensuring that every student has access to the tools, resources, and support necessary to achieve academic success. As a fully integrated middle and high school learning community, we will continue to align our instructional programs, intervention strategies, and student support systems to meet the diverse academic and social-emotional needs of our students while fostering growth, achievement, and college- and career-readiness.
To strengthen academic outcomes and support data-driven instruction, Westbrook Academy will utilize LREBG funds to provide access to NWEA, Achieve3000, and IXL. These research-based platforms will support diagnostic assessments, progress monitoring, targeted intervention, and benchmark evaluations across grade levels. The data generated through these tools will enable educators to identify learning gaps, monitor student growth, and implement differentiated instruction for all student groups, including Multilingual Learners (MLs), Long-Term English Learners (LTELs), Socioeconomically Disadvantaged (SED) students, Students with Disabilities (SWDs), and African American and Hispanic students in both English Language Arts (ELA) and Mathematics.
Through cohesive instructional practices, equitable access to high-quality learning resources, and a steadfast commitment to continuous improvement, Westbrook Academy is positioned to build upon prior successes and advance student achievement throughout the 2025–2026 school year.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not applicable.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents/Caregivers	Westbrook Academy actively involves parents through diverse engagement opportunities, including Coffee with the Principal sessions, Book Club meetings, Townhalls, Black Family Committee, as well as ELAC and School Site Council (SSC) meetings. During these gatherings, information on the LCAP, school goals, metrics, data and a communal space is shared to collect feedback and insights on the specific needs of students, fostering collaboration between the school and parents. They took place on the following dates: Coffee with the Principal September 8, 2025 September 9, 2025 October 7, 2025 February 10, 2026 May 15, 2026 Book Club September 8, 2025 October 23, 2025 November 12, 2025 January 28, 2026 February 25, 2026 April 22, 2026 May 27, 2026

Educational Partner(s)	Process for Engagement
	Black Family Committee Meeting September 22, 2025 October 23, 2025 November 20, 2025 January 29, 2026 February 28, 2026 March 23, 2026 April 23, 2026 May 21, 2026 Townhalls November 20, 2025 February 26, 2026 April 28, 2026 School Site Council October 6, 2025 November 3, 2025 February 9, 2026 April 13, 2026 ELAC Meeting October 16, 2025 April 27, 2026 To ensure all families had a voice in shaping the direction of Westbrook Academy, multiple opportunities for input were offered throughout the Fall and Spring. For families unable to attend in-person meetings, digital surveys were distributed via the Panorama platform in April and May. Additionally, family feedback was gathered through several formal surveys, including the LCAP Survey in February. These efforts were designed to capture a broad range of perspectives and ensure that decisions reflect the needs and priorities of the entire school community.

Educational Partner(s)	Process for Engagement
	During conferences and one on one meetings throughout the year, staff also listens to parents' concerns and incorporates any potential input garnered from these instances.
Students	Students were actively engaged in providing input through multiple channels, including School Site Council (SSC) meetings, PBIS Fun Day feedback sessions, and “Chat with the Principal” gatherings. During these events, students received information about the LCAP, schoolwide goals, key metrics, and performance data. Their feedback helped identify student-specific needs and fostered a collaborative partnership between students and the school leadership. These meetings took place on the following dates: October 6, 2025, November 3, 2025, February 9, 2026 & April 13, 2026 In addition to in-person engagement, student input was also gathered through surveys. These were distributed via the Panorama platform in April and May, as well as through school-created Google Forms in February.
Staff	Staff were engaged through School Site Council (SSC) meetings, professional development sessions, and various surveys. During these opportunities, information about the LCAP, schoolwide goals, performance metrics, and student data was shared. Staff feedback helped identify student needs and fostered a collaborative approach between school leadership and educators. These meetings took place on the following dates: (add SSC dates): October 6, 2025, November 3, 2025, February 9, 2026 & April 13, 2026 In addition to in-person engagement, student input was also gathered through surveys. These were distributed via the Panorama platform in April and May, as well as through school-created Google Forms in February.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Philosophy of Engagement
We believe engagement should be collaborative, data-informed, and inclusive. That means decisions will be guided by measurable student outcomes, shaped by teacher and student voice, and supported by meaningful family partnerships. Continuous feedback loops—short-cycle data, regular stakeholder meetings, and transparent communication—ensure the LCAP remains a living plan that responds to student needs.

Timeline of Engagement
September through May Westbrook Academy engaged educational partners through in person and virtual meetings such as Coffee with the Principals, Townhalls, Book Club, Black Family Committee, professional development sessions, ELAC and School Site Council meetings. Surveys were also administered in February, March, April and May to gather feedback.

Feedback from Educational Partners
Key instructional priorities and actions:
-Data-Driven Instruction: Continue to leverage student data to inform instructional decisions and provide targeted small-group interventions during classroom instruction, Power Up, and tutoring sessions to address identified learning needs and accelerate student growth.ICA administration and hand-scoring will remain a CAASPP preparation priority because early results show promise.
-Math: Increase use of standards-aligned entrance and exit tickets, expand targeted math intervention groups, and implement consistent math fluency routines. Principals and the Instructional Coach will provide more frequent instructional coaching and in-class support, with special emphasis on entrance tasks shown to be effective and exit task data.
-ELA & CAST literacy: Integrate content-area literacy strategies across English, History/Social Studies, and Science PD so students are better prepared for the CAST and CAASPP and can engage complex discipline-specific texts.
-Social-emotional supports & PBIS: Continue strengthening and expanding PBIS implementation by ensuring consistent practices across all staff and settings, increasing access to schoolwide social-emotional learning (SEL) resources, and enhancing tiered mental health supports for students. Prioritize opportunities for staff training, family engagement, and proactive interventions that promote positive behavior, student well-being, and a supportive school climate responsive to the needs identified by students, families, and staff.
-Paraprofessional capacity-building: Offer regular, targeted training for paraprofessionals during the PD block on supporting Multilingual Learners and Students with Disabilities (push-in, small groups), parent communication about absenteeism, and de-escalation strategies.
-Family-facing initiatives: Expand after-school programming and sports where feasible, provide prevention education about vaping/substance use, and continue creating more opportunities for parent-to-parent connection and volunteer involvement.
-Student supports: Pilot a dedicated after-school study hall with daily tutoring plus expanded roles for instructional aides in tutoring/academic assistance; increase timely one-on-one help opportunities.
-Regular data cycles: Use brief, scheduled data reviews (weekly classroom checks, monthly ILT reviews, quarterly whole-school look-fors) to drive instruction and small-group interventions during class, Power Up, and tutoring blocks.
-Collaborative planning: Expand structured PD-block time for cross-department planning (ELA/History/Science, Math/SPED/general education) and include paraprofessionals in portions of those sessions to build coherence.
-Family partnerships: Continue to offer family workshops (in-person and virtual), regular progress communications, and structured opportunities for parents to volunteer and attend community events; continue to provide classes for parents
-Student voice: Continue and expand forums like “Chat with the Principal” and create a student advisory group to guide after-school study hall design, tutoring schedules, and extracurricular expansion.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	To implement a comprehensive assessment management system for MTSS, focusing on data collection, disaggregation, analysis, application, and reporting to identify areas for continuous improvement and supports that focuses on addressing the academic, social and behavior of our major sub groups: economically disadvantaged students, students with disabilities, Multilingual Learners (MLs), and Latino and African American students.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Westbrook Academy recognizes that the effective use of multiple data sources—academic, behavioral, and school climate-related—is essential to advancing student learning and equity. This goal was developed to sustain and build upon the progress already made in supporting our major subgroups: economically disadvantaged students, students with disabilities, Multilingual Learners, and Latino and African American students. By refining and implementing a comprehensive assessment management system within the MTSS framework, we aim to strengthen our ability to monitor progress, identify needs early, and respond with targeted, data-informed interventions that address both academic and social-emotional development.

The actions tied to this goal—including professional development, consistent use of screeners, and ongoing data analysis—will help ensure every decision we make is grounded in what is best for learners. These systems will allow staff to disaggregate and apply data more effectively, supporting equity across classrooms and grade levels. Our commitment to timely, accurate communication with stakeholders—families, staff, and students—will further strengthen our collective ability to close gaps, eliminate barriers, and engage in a continuous cycle of improvement that benefits all students at Westbrook Academy.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELA CAASPP	19.66%	24.65%	30.04%	35%	10.38%
1.2	Math CAASPP	9.29%	13.59%	19.24%	24%	9.96%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	CAST	4.67%	19.85%	8.13%	12%	3.46%
1.4	Attendance Rate	86.8%	89.8%	88.5%	92%	1.7%
1.5	Chronic Absenteeism Rate	51.9%	40.2%	49.1%	35%	2.8%
1.6	High School Dropout Rate	0.9%	14.7%	0%	0%	-0.9%
1.7	Middle School Dropout Rate	0%	0%	0%	1%	0%
1.8	High School Graduation Rate	96.6%	83%	100%	98%	3.4%
1.9	Suspension Rate	3.7%	1.8%	0.9%	2%	-2.8%
1.10	Expulsion Rate	0.3%	0%	0%	1%	-0.3%
1.11	% of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study	100%	100%	100%	100%	0%
1.12	% EL who progress in English Proficiency (ELPI)	51%	52.5%	37.2%	60%	-13.8%
1.13	EL Reclassification Rate	State Suspended Reporting	State Suspended Reporting	State Suspended Reporting	12%	N/A
1.14	% EL with access to CCSS & ELD Standards	100%	100%	100%	100%	0%
1.15	% of students who complete UC A-G	83%	66%	88%	86%	5%
1.16	% of students who complete CTE Pathway	0%	0%	0%	10%	0%
1.17	% of students who complete both A-G & CTE Pathway	0%	0%	0%	10%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.18	% of students who pass AP Exams (3+)	56%	72%	95%	60%	39%
1.19	% of students “Prepared” for College as measured by ELA EAP	15.5%	38.3%	60.4%	20%	38.3%
1.20	% of students “Prepared” for College as measured by Math EAP	15.5%	38.3%	60.4%	20%	38.3%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall Implementation Summary: 2025–26 School Year

The full implementation of a comprehensive assessment management system within our MTSS framework (Actions 1.1 to 1.7) at Westbrook Academy has been both strategic and adaptive. While we remain firmly committed to the original goal of strengthening data use to identify and support the academic, social-emotional, and behavioral needs of our major student subgroups—economically disadvantaged students, students with disabilities, Multilingual Learners (MLs), and Latino and African American students—our implementation path has included necessary adjustments, operational refinements, and key learning moments that have strengthened our system over time.

Overall, the work this year has resulted in a more intentional and usable data culture, even as we continue to refine consistency, infrastructure, and staff capacity to fully realize the vision of a comprehensive MTSS-aligned assessment system.

Substantive Differences Between Planned and Actual Implementation

One of the most significant differences between our initial plan and actual implementation was the timeline and consistency of assessment tool deployment. While we planned for full implementation of universal screeners and progress monitoring tools across all grade levels and content areas by fall, technical onboarding delays, system integration challenges, and the need for additional staff training resulted in full implementation being pushed into the winter semester. This delay ultimately impacted the early-year availability of consistent baseline data for all students.

In addition, although the original plan called for the use of a single, unified assessment platform schoolwide to streamline data collection, we were required to temporarily utilize a combination of platforms and tools. These included Panorama for social-emotional learning and student perception data, alongside teacher-created formative assessments and other available academic data sources. While this multi-platform approach created some fragmentation in data analysis, it also allowed staff to continue collecting meaningful information while longer-term systems were being finalized.

Another key adjustment involved our Professional Learning Community (PLC) data cycles. The original implementation plan called for weekly data meetings focused on continuous review and instructional adjustment. However, due to staff bandwidth constraints, competing instructional priorities, and the time needed for deeper analysis of newly implemented systems, weekly cycles were not sustainable in practice. We instead shifted to bi-monthly data cycles. Although less frequent, these meetings provided more structured time for deeper analysis, cross-grade collaboration, and more intentional instructional planning aligned to subgroup needs.

Impact on MTSS Data Use and Subgroup Focus
Despite implementation shifts, Westbrook Academy maintained its commitment to using data to inform supports for our identified subgroups: economically disadvantaged students, students with disabilities, Multilingual Learners (MLs), and Latino and African American students. As systems stabilized in the winter and spring, data began to more consistently inform Tier 1 instructional adjustments, targeted Tier 2 interventions, and individualized supports within Tier 3 structures.

We also saw improved staff engagement with disaggregated data during bi-monthly PLC cycles, particularly when data was explicitly broken down by subgroup performance, attendance trends, and behavior indicators. This allowed teams to identify gaps more clearly and align interventions more directly to student needs.

Key Learnings and Areas for Continuous Improvement
Several key insights emerged from this year's implementation:
System readiness is critical to timeline fidelity. Delays in onboarding and training significantly impacted early implementation, highlighting the need for stronger pre-launch planning and phased rollout structures.
Tool consolidation remains a priority. While temporary multi-platform use supported continuity, it reinforced the importance of a single integrated assessment system to improve efficiency and consistency of analysis.
Data meeting frequency must balance depth and sustainability. The shift to bi-monthly PLC data cycles improved the quality of analysis, suggesting that future models should prioritize protected, high-quality data time over higher-frequency but lower-impact meetings.
Staff capacity building is essential. Continued professional development in data literacy, especially around disaggregating and applying subgroup data, is necessary to strengthen MTSS implementation fidelity.

Conclusion
Overall, Westbrook Academy made meaningful progress toward establishing a comprehensive assessment management system aligned with MTSS principles. While implementation was partial and differed from initial plans in timing, structure, and tools used, these adjustments led to important refinements that improved the quality of data conversations and instructional responsiveness. Moving forward, the focus will be on system consolidation, increased staff capacity, and strengthening consistent data cycles to fully realize the goal of a cohesive, equity-centered MTSS assessment system that effectively serves all student subgroups.

Challenges Encountered
Key challenges included:
Data Integration: Fragmented data sources slowed down the identification of trends and intervention planning.
Professional Learning Gaps: Not all staff were initially prepared to interpret subgroup data and apply it consistently.
Behavioral and SEL Data Collection: We lacked a unified behavior tracking tool, which hindered early intervention efforts.
Attendance: High chronic absenteeism (43.3%) remain significant concerns requiring deeper analysis and more robust support.

Successes and Highlights
Despite these challenges, there were several key wins:
100% Access to Broad Course of Study: All students, including unduplicated pupils and those with disabilities, continue to have full access to a broad course of study, a core equity commitment.
Suspension/Expulsion Rates Remain Low: Our proactive behavior strategies have helped maintain low suspension (0.2%) and expulsion (0.2%) rates.
Increased Use of Data for A–G Monitoring: Our targeted interventions and data tools have supported A–G completion, in 2024-25, 87.5% of graduates met CSU/UC A-G requirements
Improved Collaboration and Data Culture: Monthly MTSS data reviews and department-specific supports have cultivated a more responsive, collaborative staff culture around student support.

Next Steps
To continue building momentum, we will:
Consolidate platforms to reduce inefficiencies and increase accessibility for staff.
Expand training focused on data literacy and MTSS best practices.
Strengthen attendance monitoring and outreach.
Deepen our behavioral support infrastructure with tiered interventions and real-time tracking.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For 1.7 it was lower than estimated due to having one less counselor.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The implementation of Westbrook Academy’s comprehensive assessment management system within the Multi-Tiered System of Supports (MTSS) framework during the 2025–2026 school year were effective and produced measurable gains in student access (Action 1.6), academic achievement (Actions 1.2 to 1.5), and school climate, while also revealing critical infrastructure and implementation challenges that continue to impact long-term effectiveness and sustainability. The school demonstrated significant progress in expanding equitable academic opportunities for all student groups, most notably through maintaining 100% student access to a broad and rigorous course of study aligned with graduation and college-readiness expectations (Action 1.6 &.1.7). One of the most notable outcomes was the substantial increase in Cohort Graduation rate, which rose from 100%, reflecting the effectiveness of targeted academic interventions, expanded counseling support, increased progress monitoring, and stronger collaboration among teachers, intervention staff, counselors, and leadership teams. These improvements indicate that intentional systems focused on equity and individualized student support are positively impacting college and career readiness outcomes across the school community.

Westbrook Academy also continued to foster a positive and supportive school climate through the implementation of proactive behavioral strategies and restorative practices. Suspension & Expulsion rates remained exceptionally low at 0.2%. These outcomes suggest that staff have been successful in building strong student relationships, implementing preventative supports, and responding to student behavior through intervention-oriented practices rather than exclusionary discipline measures. This year with the help of our partners Los Angeles Institution of Restorative Practices Westbrook was able to fully integrate a behavior tracking platform to track all student behavior by tiers and referrals. With the help of our behavior tracking system, leaders and PBIS staff members were able to review behavior data to monitoring systems, conduct student support meetings, and cross-department collaboration to identify and respond to student needs. Additionally, while MTSS data review meetings occurred less frequently than originally planned, the monthly cycles that were implemented contributed to a stronger culture of collaboration, reflection, and shared accountability among staff. Teachers and support teams increasingly engaged in discussions around student performance data, intervention effectiveness, attendance concerns, and social-emotional supports, helping to establish a more cohesive and student-centered approach to decision-making (Actions 1.1 to 1.5).

Despite these successes, several foundational implementation barriers significantly limited the overall effectiveness and efficiency of the assessment management system. One of the most pressing challenges involved the continued fragmentation of assessment and data management platforms across departments and programs (Action1.1). Delays in onboarding, inconsistent implementation timelines, and limited integration between systems disrupted data continuity and hindered the school's ability to establish streamlined processes for collecting, analyzing, and monitoring student performance information. As a result, staff experienced difficulties accessing timely and reliable data needed to make responsive instructional and intervention decisions, particularly for historically underserved student groups including multilingual learners (MLs), students with disabilities (SWDs), foster youth, and economically disadvantaged students. In many cases, disaggregated data analysis was inconsistent or delayed, limiting the school's capacity to monitor subgroup progress with the level of precision necessary to fully address achievement gaps.

In addition, gaps in staff training related to data literacy and assessment interpretation further reduced the effectiveness of the MTSS framework. While staff demonstrated a growing commitment to collaborative inquiry and intervention planning, many educators continued to need additional professional development in analyzing multiple data sources, identifying trends, interpreting subgroup performance, and using assessment results to drive differentiated instruction and targeted interventions. Without consistent training and calibration, the ability to fully leverage assessment tools and data systems remained uneven across departments and grade levels.
This year we also implemented an absenteeism unified schoolwide behavior tracking to monitor and target our chronic absent students to identify early warning signs. Although proactive behavioral practices contributed to low suspension and expulsion rates, the school wide tracking system identified patterns of absenteeism, but as a school we still found challenges with getting students to come to school due to disengagement from school, behavior incidents, and social-emotional risk factors. This gap may be contributing to persistently elevated rates of chronic absenteeism (43.3%) which remain significant barriers to student success and graduation outcomes. The reduction in the frequency of structured data meetings also impacted the school's ability to respond quickly to emerging concerns, limiting opportunities for timely intervention and ongoing progress monitoring.

Overall, Westbrook Academy's implementation efforts during the 2025–2026 school year demonstrated strong potential and meaningful progress toward building a more equitable, data-informed, and student-centered MTSS system. The school's academic gains, expanded access to rigorous coursework, and positive behavioral outcomes reflect the dedication of staff and the effectiveness of targeted supports already in place. However, to fully realize the intended impact of the assessment management system, the school must prioritize the development of a more cohesive and integrated data infrastructure, strengthen alignment across assessment platforms, expand professional

development in data literacy and MTSS implementation, increase the consistency and frequency of collaborative data cycles, and establish a comprehensive tiered behavioral monitoring and intervention system. Addressing these foundational needs will be essential to improving responsiveness, strengthening intervention effectiveness, and ensuring sustainable growth in academic achievement, attendance, engagement, and overall student outcomes.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

When reviewing and analyzing the Westbrook Academy Data, we acknowledge the Dashboard and verified data findings and recognize that several academic indicators need to improve. The school remains committed to implementing targeted improvement strategies to address areas of concern while sustaining strengths demonstrated in other performance indicators.

In English Language Arts (ELA), the school's average Distance from Standard (DFS) of -58.9 for All Students was below the state average of -8.1. Additionally, the Hispanic and Socioeconomically Disadvantaged (SED) student groups performed below the state average DFS for those groups. Verified Reading data also showed that all numerically significant student groups and the majority of grade levels did not meet one year's progress based on the Conditional Growth Index (CGI). In response, the school is strengthening literacy intervention systems, increasing data-driven instructional practices, and providing targeted support (during the school and additional after school tutoring) for identified student groups (Actions 1.2, 1.4 and 1.5).

The school recognizes that ELA Language Usage demonstrated positive growth outcomes, with all numerically significant student groups and the majority of grade levels making at least one year's progress as indicated by a CGI score of -0.2 or above. These results reflect the effectiveness of instructional support in written language development, which the school plans to continue and expand (Actions 1.2 & 1.4).

In Mathematics, the school's DFS of -100.7 for All Students was below the state average of -42.4, and both Hispanic and SED student groups also performed below state averages. While overall achievement levels remain an area of concern, verified math growth data showed that all numerically significant student groups and the majority of grade levels made one year's progress according to CGI measures. The school will continue refining math intervention programs, strengthening instructional alignment, and expanding differentiated supports to improve overall student achievement (Actions 1.2 & 1.4).

For the English Learner Progress Indicator (ELPI), 37.2% of English Learners made progress toward proficiency or maintained the highest proficiency level, compared to the state average of 46.4%. To address this gap, the school is enhancing designated and integrated English Language Development (ELD) supports, monitoring student progress more frequently, and increasing instructional strategies focused on language acquisition (Action 1.4).

The school also acknowledges concerns related to Chronic Absenteeism, with a rate of 43.3% compared to the state average of 17.1%, including higher rates across all numerically significant student groups. In response, the school has implemented enhanced attendance monitoring systems, expanded family outreach efforts, and increased student engagement initiatives to improve attendance outcomes (Action 1.1).

At the same time, the school demonstrated strong outcomes in several key indicators. The College/Career Indicator (CCI) showed that 60.4% of graduates achieved the “Prepared” level, exceeding the state average of 51.7%. Additionally, the school’s four-year cohort Graduation Rate of 100% exceeded the state average of 87.8%, reflecting the school’s commitment to student persistence and completion.

The school also maintained a positive school climate, as reflected in a Suspension Rate of 0.2%, which was below the statewide rate of 2.9%. These results demonstrate the school’s continued focus on restorative practices, student support systems, and maintaining a safe and supportive learning environment.

Westbrook Data remains committed to continuous improvement and will continue using student performance data, targeted interventions, and stakeholder collaboration to improve outcomes for all students and meet renewal criteria in future reporting cycles.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Implement Multiple Assessments to Monitor Student Growth and Progress	Assessments Westbrook Academy will implement multiple types of assessments to monitor student growth and progress, in order to identify areas of strength and need, differentiate instruction, and provide acceleration and enrichment as needed. The school will also use brief, scheduled data reviews (weekly classroom checks, monthly ILT reviews, quarterly whole-school look-fors) to drive instruction and small-group interventions during class, Power Up, and tutoring blocks. NWEA MAP Growth Assessments for ELA (Reading and Language), Mathematics, and Science, Grades 6-12 (LREBG Funds will be utilized for this.) Administered in August (Baseline), November (Fall/Interim #1) and April/May (Spring/Interim #2) Grades 9, 10 & 12 also take the Summative NWEA in May State-Mandated Assessments: ELPAC (Initial, Summative, Alternative) CAASPP (ELA and Math) Grade 6-8th and 11 (Informs College and Career Indicator on CA Dashboard for 11th graders) CA Science Test (CAST), Grades 8, 11 or 12	$12,087.00	No

Action #	Title	Description	Total Funds	Contributing
		Physical Fitness Test (PFT), Grades 7 & 9 Lexile Reading Level Assessments (through Achieve 3000): Administered in August (Baseline), January (Mid-Year) and June (End of Year) Other forms of assessments/tools: Formative Assessments (daily) Senior CAPSTONE Project Student CAP Projects SART tracker Panorama Behavior platform Classroom Observation Template Student Engagement, Attendance, and Incentive Systems: Westbrook Academy will implement structured student incentive systems to increase daily attendance, strengthen on-time arrival, and improve sustained engagement in instruction. Incentives will be aligned to positive attendance trends, academic effort, assessment participation, and demonstrated student growth. Incentives may include recognition programs, grade-level competitions, attendance celebrations, and privileges tied to academic performance. In addition, Westbrook Academy will actively monitor chronic absenteeism through ongoing attendance data reviews at the student, grade, and schoolwide levels. Early warning systems will be used to identify students at risk of chronic absenteeism, triggering targeted interventions such as family outreach, attendance contracts, counseling support, and coordinated tiered supports. The goal is to reduce chronic absenteeism by increasing student connectedness, accountability, and motivation to attend school consistently.		
1.2	Address Academic Needs to Accelerate Learning through Staffing and	Increasing ELA and Math Achievement (Supplemental and Concentration Funds) At Westbrook Academy, we remain committed to achieving academic excellence in English Language Arts (ELA) and Mathematics, despite	$1,525,662.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Intervention Programs	challenges posed by post-pandemic circumstances. Our comprehensive academic support system is principally directed toward English Learners and socioeconomically disadvantaged students (Free/Reduced Lunch), who require targeted interventions, extended learning time, and intensive supports to close achievement gaps and accelerate toward grade-level proficiency. Our mid-year NWEA data indicates the following: Math Performance: Addressing Identified Needs: We will increase use of entrance and exit tickets, expand targeted math intervention groups, and implement consistent math fluency routines, along with more coaching and in-class support from administrators. These strategies are principally directed toward English Learners and FRL students who demonstrate achievement gaps and require explicit instruction, frequent progress monitoring, and additional practice opportunities to build foundational math skills and conceptual understanding. Middle School: Mathematics growth was positive across all grade levels and statistically significant student groups. 6th grade achieved a CGI of 0.52 (70th percentile), with Hispanic students demonstrating a CGI of 0.46 (68th percentile) and students eligible for Free and Reduced-Price Lunch (FRL) achieving a CGI of 0.52 (70th percentile). 7th grade demonstrated the strongest middle school performance with a CGI of 0.59 (72nd percentile), while African American (AA) students achieved a CGI of 0.76 (78th percentile) and Students with Disabilities (SWD) achieved a CGI of 0.77 (78th percentile). 8th grade maintained positive growth with a CGI of 0.25 (60th percentile), though only 43% of students met their growth projections. While Hispanic students in 8th grade demonstrated positive growth (CGI 0.37; 64th percentile), English Learners (ELs) showed stronger growth (CGI 0.62; 73rd percentile), highlighting the effectiveness of targeted language supports and mathematical discourse strategies that provide English Learners with opportunities to develop both mathematical reasoning and academic language simultaneously. Despite overall positive growth, the lower percentage of 8th grade students meeting projected growth targets—many of whom are socioeconomically disadvantaged students facing barriers including limited access to tutoring, technology, and quiet study spaces at home—indicates a need for		

Action #	Title	Description	Total Funds	Contributing
		additional intervention and progress monitoring funded through supplemental and concentration dollars. The school will continue providing targeted small-group instruction, personalized tutoring, and differentiated supports to ensure students accelerate toward grade-level standards. High School: High school students demonstrated strong mathematics growth across most grade levels and student groups. 9th grade achieved a CGI of 0.88 (81st percentile), while 10th and 11th grade demonstrated exceptional growth with CGIs of 2.06 and 2.01, respectively, both ranking in the 98th percentile nationally. Hispanic students in 10th grade achieved a CGI of 2.12 (98th percentile), while Hispanic students in 11th grade achieved a CGI of 1.93 (97th percentile). 9th grade English Learners (EL) demonstrated strong growth with a CGI of 1.26 (90th percentile), and Grade 11 FRL students achieved a CGI of 1.98 (98th percentile). These exceptional outcomes for unduplicated students demonstrate that targeted interventions, bilingual supports, and high-dosage tutoring funded through supplemental and concentration dollars are effectively accelerating achievement for students who historically experience the greatest barriers to mathematical success. While overall outcomes were highly positive, 9th grade African American (AA) students demonstrated a lower CGI of 0.10 (54th percentile), and only 38% met their growth projections. Additionally, Grade 12 students demonstrated positive growth (CGI 0.82; 79th percentile) but only 25% met projected growth targets. These findings indicate a need for continued targeted interventions, differentiated supports, and ongoing progress monitoring—funded through concentration dollars to address the intensive needs of students requiring accelerated growth to meet graduation requirements. ELA Reading Performance: Middle School: Reading growth results were more varied across middle school grade levels. 6th grade demonstrated a negative CGI of -0.37 (35th percentile), with notable performance concerns among Hispanic students (CGI -0.21; 42nd percentile), FRL students (CGI -0.37; 35th percentile), and Students with Disabilities (CGI -1.58; 6th percentile). These results indicate that many students—particularly socioeconomically disadvantaged		

Action #	Title	Description	Total Funds	Contributing
		students who have limited access to books, educational resources, and literacy-rich environments outside school—are not making the accelerated growth needed to close achievement gaps. This data justifies the use of concentration funds for intensive reading intervention that goes beyond what the base program provides. In contrast, 7th grade demonstrated strong positive growth with a CGI of 0.65 (74th percentile). 7th grade African American (AA) students showed particularly strong performance, achieving a CGI of 1.79 (96th percentile), with 92% meeting their growth projections. 7th grade FRL students also demonstrated strong growth with a CGI of 0.74 (77th percentile), and 71% met projected growth targets, demonstrating that targeted literacy interventions and culturally responsive instruction funded through supplemental dollars are effectively accelerating reading achievement for socioeconomically disadvantaged students. 8th grade demonstrated relatively stable performance with a CGI of -0.05 (48th percentile), which falls within the acceptable range. However, 8th grade Hispanic students (CGI -0.07) and FRL students (CGI -0.06) remained slightly below expected growth. 8th grade English Learners (EL) demonstrated positive growth with a CGI of 0.24 (59th percentile), suggesting that targeted language supports—including designated ELD, bilingual aides, and integrated literacy strategies—are producing positive results for students simultaneously developing English proficiency and literacy skills. To address identified literacy gaps, Westbrook Academy will continue implementing targeted reading interventions, structured literacy supports, and differentiated instructional strategies, with particular emphasis on 6th and 8th grade. These interventions are funded through supplemental and concentration dollars because they provide intensive, small-group literacy instruction beyond the base program, specifically targeting English Learners and socioeconomically disadvantaged students who require explicit, systematic reading instruction to overcome foundational skill gaps. High School: High school reading performance demonstrated strong overall growth. The 9th grade achieved a CGI of 0.76 (78th percentile), while the 10th grade demonstrated moderate positive growth with a CGI of		

Action #	Title	Description	Total Funds	Contributing
		0.30 (62nd percentile). The 11th grade demonstrated exceptional performance, achieving a CGI of 2.12 (98th percentile), with 91% of students meeting their growth projections. The 12th grade also demonstrated strong growth with a CGI of 1.18 (88th percentile). Several unduplicated student subgroups demonstrated particularly strong growth, validating the effectiveness of supplemental and concentration-funded supports. The 9th grade English Learners (EL) achieved a CGI of 1.66 (95th percentile), with 71% meeting projected growth targets, demonstrating that designated ELD, integrated literacy strategies, and extended learning time are accelerating both language development and reading proficiency. The 9th grade African American (AA) students also demonstrated positive growth with a CGI of 0.90 (82nd percentile). The 11th grade Hispanic students achieved a CGI of 2.00 (98th percentile), and 11th grade FRL students achieved a CGI of 2.26 (99th percentile), representing some of the strongest growth outcomes across the school and demonstrating that targeted interventions are successfully closing achievement gaps for socioeconomically disadvantaged students. Although high school reading outcomes were largely positive, 10th grade students demonstrated more modest growth, particularly among Hispanic students (CGI 0.20; 58th percentile) and FRL students (CGI 0.27; 61st percentile). Many of these students are first-generation college-going students from low-income families who require continued targeted literacy intervention, college-readiness support, and academic language development to succeed in rigorous coursework and meet A-G requirements. The school will continue implementing evidence-based literacy practices, targeted interventions, and culturally responsive instructional strategies to sustain strong growth while addressing remaining achievement gaps. Addressing unfinished learning and enhancing student proficiency remains crucial, particularly for our English Learners and socioeconomically disadvantaged students who experienced disproportionate learning loss during the pandemic due to limited access to technology, internet connectivity, quiet study spaces, and adult support at home.		

Action #	Title	Description	Total Funds	Contributing
		Educational Partner Input: We recognize the necessity of providing targeted academic small-group support and intervention for Foster Youth, English Learners, and SPED students through extended learning opportunities funded by supplemental and concentration dollars. English Learners require additional instructional time beyond the base program to simultaneously develop English proficiency and master grade-level content. Socioeconomically disadvantaged students require extended learning time because they often lack access to private tutoring, homework help, and enrichment opportunities that middle-class families can afford. Our services and programs, such as Response to Intervention (RTI), Reading Intervention, and Summer School, are specifically designed to support struggling students. Additionally, programs like Power Up and assistance from Instructional Aides and tutoring sessions will further enhance academic success for these groups. The school will also explore an after-school study hall as an option for students to receive additional support. Westbrook Academy is dedicated to ensuring that all students, including English Learners and socioeconomically disadvantaged students, have access to culturally responsive core content instruction and the support needed to meet or exceed grade-level standards through Multi-Tiered Systems of Support (MTSS). Continuous assessment data will be utilized to evaluate the effectiveness of our programs and interventions, ensuring that we meet the specific needs of English Learners (who require linguistic scaffolds and language development), socioeconomically disadvantaged students (who require extended learning time and intensive intervention), Foster Youth, and SPED students. Data sources including 2024-25 Summative CAASPP, CAST, ELPAC, 2025-26 NWEA MAP Interim Assessments, and Lexile Reading Level Set are used to monitor academic growth and progress. This data was analyzed during Summer Teachers Conference and Pupil-Free Data Days and used by teachers to inform daily lesson plans to identify standards for re-teach and incorporate grouping for intervention. We will also integrate more content-area literacy strategies across ELA, History, and Science to better prepare students—particularly English Learners who need explicit academic language instruction across disciplines and socioeconomically		

Action #	Title	Description	Total Funds	Contributing
		disadvantaged students who have limited exposure to complex texts outside school—for CAASPP & CAST. Power Up (Supplemental and Concentration Funds) Power Up is daily intervention time built into the daily bell schedule (four days a week, except on Wednesdays for early release for Professional Development). Power Up is considered a Tier 1 practice, since all students participate, but there is flexible grouping based on data from common interim assessments. This schoolwide structure is principally directed toward English Learners and socioeconomically disadvantaged students who require targeted intervention, extended learning time, and flexible grouping to address unfinished learning and accelerate toward grade-level proficiency. Credit Recovery is completed under the supervision of teachers and counselors during Power Up through the APEX program. Progress is tracked for A-G completion rates by the counseling team. Credit recovery is critical for socioeconomically disadvantaged students and English Learners who are disproportionately at risk of not meeting graduation requirements due to academic gaps, interrupted schooling, and limited support systems outside school. Improving the environment during Power Up will be a focus area this year to include grouping for high dosage tutoring. There will be more intentional structure and support. 2025-26 Summative Assessment Data will be used to group students by need, and supplemental programs including IXL Math and Reading and Achieve 3000 will be more intentionally incorporated to close foundational math and reading skills. LREBG funds will be used to purchase IXL and Achieve 3000. Through grouping students in Power Up sections by language proficiency, the school will support Multilingual learners at the emerging, expanding, and bridging levels—addressing their need for differentiated language instruction and linguistic scaffolds. The school will also use Power Up to provide support for English Learners with focus on writing and comprehension, addressing the identified need for enhanced writing instruction with explicit language scaffolds and multiple opportunities for academic language practice.		

Action #	Title	Description	Total Funds	Contributing
		During the summer, selected teachers will receive training in Wilson Reading (Just Words). This program may be implemented within SPED support classes, ELA instruction, or Power Up intervention blocks. Just Words is a highly explicit, multisensory decoding program designed for middle school students who demonstrate gaps in foundational decoding skills. The instructional strategies are particularly effective in supporting improved literacy outcomes for Students with IEPs and English Learners, who require additional structured literacy support and instructional time beyond what the base program provides. Many of our English Learners are also socioeconomically disadvantaged, facing compounded barriers that necessitate intensive, research-based intervention funded through concentration dollars. Teachers will also receive training throughout the year from content and instructional coaches to strengthen their instructional practice in culturally and linguistically responsive teaching, integrated ELD strategies, and differentiation for diverse learners—building teacher capacity to meet the needs of English Learners and socioeconomically disadvantaged students. Summer School (Supplemental and Concentration Funds) Summer school is offered to all students but is strongly encouraged for those who are not meeting or exceeding grade level standards, have difficulty building proficiency in high-priority Math and ELA standards, or are credit deficient. This extended learning opportunity is principally directed toward English Learners and socioeconomically disadvantaged students who experience disproportionate learning loss during summer months when they lack access to educational enrichment, tutoring, books, and learning experiences that middle-class families provide. Summer intervention classes include two to three weeks of intensive instruction, targeted Tier 2 intervention sessions, re-teaching, and the application of core standards. Pre- and post-tests are administered to evaluate effectiveness and to establish incoming grade-level data. Prioritizing Unduplicated Students: All summer school initiatives will prioritize unduplicated students. Specific outreach and enrollment		

Action #	Title	Description	Total Funds	Contributing
		procedures are in place to ensure these students—English Learners who need continuous language development to prevent regression, socioeconomically disadvantaged students who lack summer enrichment opportunities, and Foster Youth who may experience housing instability—receive timely intervention and support. Special monitoring and follow-up efforts are integrated to confirm that their academic and social-emotional needs are fully addressed. APEX is offered to credit-deficient students with the goal of making up all missing credits prior to the upcoming school year. Enrollment processes for APEX will also ensure that unduplicated students are given special consideration, recognizing that English Learners and socioeconomically disadvantaged students are disproportionately credit-deficient due to academic gaps, language barriers, and limited support systems, ensuring their full participation in this vital program. Additional summer programming may include AP Boot Camps and a specialized program for newcomers, with targeted efforts to include and support our unduplicated student population. The newcomer program specifically addresses the needs of recently-arrived English Learners who require intensive English language instruction, cultural orientation, and academic skill-building to successfully transition into U.S. schools. Extended School Year (ESY) services are available to any qualifying students, with procedures that prioritize consistent follow-through for unduplicated students requiring continued support. Summer Bridge (Supplemental Funds) Incoming 6th and 9th graders will take part in the Summer Bridge program, which is designed to build connectedness for new students and facilitate a smooth transition from elementary to middle school (and from middle to high school). Taught by 6th and 9th grade teachers, this program helps to establish early, trusting relationships before the school year begins. The curriculum is designed to address College and Career Readiness, support social-emotional learning, and provide an introduction to Executive Functioning Skills, as well as Math and ELA enrichment.		

Action #	Title	Description	Total Funds	Contributing
		Emphasis on Unduplicated Students: Within Summer Bridge, targeted outreach ensures that unduplicated students receive priority enrollment and personalized support. This focus is critical for English Learners who benefit from early relationship-building with teachers who will support their language development, and for socioeconomically disadvantaged students and Foster Youth who may lack family support systems to navigate school transitions. This focus helps address any unique challenges these students may encounter during transitions, fostering equity and strengthening their connection to the school community from the very start. Westbrook Academy is committed to ensuring that every student—especially English Learners and socioeconomically disadvantaged students—is given equitable access to critical summer interventions and transition programs. Instructional Aides (Concentration Funds) Instructional Aides at Westbrook Academy collaborate closely with classroom teachers to deliver targeted small group instruction for Students with IEPs, Multilingual Learners (who require primary language support and linguistic scaffolds to access grade-level content), and socioeconomically disadvantaged students who have not yet met or exceeded academic standards and require intensive, small-group intervention beyond what the base program provides. These aides participate in ongoing professional development sessions with teachers to learn evidence-based strategies and ensure students can access the core curriculum effectively. Additionally, the instructional aides, who are bilingual, offer primary language support for newcomers as required—addressing the critical need for emerging English Learners to access grade-level content in their home language while simultaneously developing English proficiency. Without this bilingual support funded through concentration dollars, emerging English Learners would be unable to understand instruction and would fall years behind academically during the 5-7 years typically required to develop academic English proficiency. Special Education (SPED) Aides play a crucial role in assisting students in meeting their IEP minutes.		

Action #	Title	Description	Total Funds	Contributing
1.3	Implement Supplemental Curriculum	Supplemental Curriculum is used as a Tier 1 (all students have access) and Tier 2 (for grouping, differentiation, and re-teach). The following supplemental programs provide extension, enrichment, and differentiation to meet the various skill and ability levels in the classroom. The following are examples of some of the Supplemental Programs used to support student learning: • Achieve 3000/Actively Learn • IXL Reading and Math • Brain Pop • Wilson Reading • Edulastic • DBQ Kits • AP Curriculum • Grade Level Appropriate Novels, supplemental reading materials and bilingual literature	$26,777.00	No
1.4	Strengthen Multilingual Learner Programs and Services	Designated ELD is taught by a teacher holding the appropriate credential. In order to advance English Learner Progress and increase reclassification rates, we will provide additional training to implement the Cengage Curriculum; Inside the USA (beginner levels A and B) and Edge (fundamentals and levels A and B). There are also plans to send the Designated ELD Teacher and other teachers and aides working with English Learners to outside conferences and workshops. Bilingual Instructional Aides support Multilingual Learners, particularly at the emerging level in the classrooms, through primary language support as needed. Students are clustered during the school day by language need, allowing Aides to most effectively support them in small groups and through scaffolds.	$913,703.00	Yes

Action #	Title	Description	Total Funds	Contributing
		All teachers are continually provided with Integrated ELD strategies through ongoing professional learning for all content teachers during the weekly PD block and for ELA and HSS teachers through an outside vendor. Westbrook Academy is committed to enhancing the support provided to Multilingual Learners by refining and enhancing the implementation of strategies in the classroom to achieve Measurable Pupil Outcomes, such as higher reclassification rates and an increase in ELPI scores. Our 25-26 projected reclassification rate is 12.2%, an increase of 6.98% from the previous year. School leaders and instructional coaches will enforce accountability among teachers to create additional opportunities for academic discussions to enhance the growth of academic language skills. Furthermore, teachers will receive support in improving their writing instruction, with a heightened focus on assisting Long-Term English Learners (LTELS) through Reading Intervention and Power Up support. The school elicits feedback on the effectiveness of our ELD support during ELAC meetings.		
1.5	Provide Services to Support Students with Disabilities	The Los Angeles County Charter SELPA supports and monitors our Special Education Program. Our staff attends Governance and Program Council Meetings, and SPED teachers participate in training provided by the SELPA. The SELPA provides guidance, support and oversight and was consulted on goals and actions in the LCAP that impact the educational program for Students with Disabilities. The SPED Coordinator is responsible for developing, implementing and monitoring quality student-centered Individual Education Plans (IEPs) including documentation and adherence to requirements and timelines, staffing and contracted services. Our SPED program provides improved outcomes and closes the achievement gap for students with disabilities, and coordinates, designs, and provides for specialized and age-appropriate programs, services and supports for students. Program services will include providing Special education teachers, Instructional aides and support staff.	$1,309,335.00	No

Action #	Title	Description	Total Funds	Contributing
		The SPED Team is composed of the SPED Coordinator, RSP teachers and paraprofessionals (including BII). The school contracts service providers for a school psychologist to conduct assessments, DIS Counseling, OT, Language and Speech, and Adapted PE. All services are tracked through SEIS. The SPED team participates in ongoing professional learning to track minutes and services through SEIS. Upon consultation with the Los Angeles County Charter SELPA around LCAP. The SST process provides interventions through general education, so Tier 3 Interventions resulting in an initial assessment are a last resort. We will also support high school students with postsecondary transition plans. Westbrook Academy is dedicated to delivering exceptional services by elevating collaboration between general and special education teachers to enhance inclusion through co-teaching, joint planning, and grading processes. The school will prioritize dedicating additional time to Special Education (SPED) during weekly content team professional development sessions, featuring guest presenters from SELPA and other key partnerships. Efforts will be concentrated on effectively meeting the unique needs of students who are both Students with Disabilities (SWD) and Multilingual Learners.		
1.6	Provide College and Career Access and Broad Course of Study	Westbrook Academy promotes College and Career Readiness and support with post-secondary plans for all students, including Unduplicated Pupils and Students with Disabilities, through access to a Broad Course of Study to include ELA, Math, NGSS Science, History Social Science, Physical Education, and Career Technical Education through a Digital Media Arts focus. Career Technical Education The CTE Program is furthered through the CTEIG Grant. Westbrook Academy will continue to employ fully certificated CTE Teacher(s) who will teach multimedia courses. Additionally, Westbrook Academy is the lead LEA for the Career Pathways Grant, which supports work-based learning and internships in high need, related career industries. During the Summer of their junior year, students will expand CTE opportunities through the	$540,314.00	No

Action #	Title	Description	Total Funds	Contributing
		annual Career Day, field trips, and training for teachers to integrate Digital Media Arts with academic content. The school is developing the pathway through a community college partnership with the goal of students earning a certificate upon graduation. The Community Schools grant will support more college field trips for both students and parents. Physical Education 6-8th grade students will take PE every year. 9th grade students are required to take one year of PE/Health, during freshman year or after for transfer students needing this requirement. The PE program incorporates a health and wellness curriculum based on PE Physical Education Model Content Standards. PE is also where students learn Sex Education as required by the CA Healthy Youth Act, with the purpose to provide every student with the knowledge and skills necessary to protect their sexual and reproductive health from unintended pregnancy, human immunodeficiency virus (HIV), and sexually transmitted infections (STIs). The PE Teachers use Teen Talk, an approved curriculum through LACOE, have attended training and will continue to do so as appropriate. After School Programming Westbrook Academy partners with After-School All-Stars for high quality expanded learning opportunities and after school programming. After-School All-Stars provides programs and transformative opportunities that help students develop the skills, knowledge, and habits needed to succeed in life, school, and their future career. The comprehensive, community-oriented programs to under-resourced students in five program areas: health and fitness, academic readiness, STEM, Career Exploration, and Visual and Performing Arts. Competitive Athletics As part of the theme, Developing Academic Achievers, Artists, Athletes, and Activists, the school will grow the competitive sports program. A PE Teacher will also serve as an Athletic Director to manage sports, with the goal of CIF membership in the near future. The school will continue to participate in local leagues. Sports will become a signature practice over time for the benefits of physical fitness, team membership to instill a sense		

Action #	Title	Description	Total Funds	Contributing
		of belonging and connectedness, cooperation, goal setting, and sportsmanship.The school offers girls, boys and co-ed volleyball, basketball, soccer, flag football and any other sports that might interest students. Promise Time/Advisory The Promise Time Curriculum at Westbrook Academy is designed to cultivate Social-Emotional Learning and foster a sense of belonging within the school community. Teachers are equipped with a structured curriculum that emphasizes study skills, academic assistance, character development, social and emotional learning, goal setting, and exploration of college and career pathways. The goals for Promise Time are introduced during the Summer Teachers Conference, where teachers receive the necessary curriculum materials, resources, and guidance to deliver a meaningful Promise Time experience for students. This dedicated time also celebrates multiculturalism through monthly themes and celebrations that pay tribute to a variety of cultural backgrounds and traditions. Civic Engagement Through a partnership with the Constitutional Rights Foundation, all teachers are trained in implementing the Civic Action Project (CAP) during Advisory. Students present CAP Projects during their annual spring Expo. The charter identifies Civics Education as a focus area, including respectful discourse. Our goal is to prepare all students to earn the State Seal of Civic Engagement upon graduation from high school, with a seal affixed on their diplomas. Teachers and students will build upon CAP projects in the upcoming year, and annual presentations are a signature practice. Project Based Learning Thanks to grant funding to implement gold standard PBL, teachers received three days of Training for the PBL 101 Course through PBL Works. Some teachers who participated in additional training will continue to serve as “PBL Champions” to mentor their peers in planning and implementing PBL. We have had some new hires in key content areas and will be utilizing the expertise of our PBL champions to support these newer staff members as they begin their work in PBL.		

Action #	Title	Description	Total Funds	Contributing
		Course Electives/Enrichment Westbrook Academy will offer Spanish, Video Production, Art, and Philosophy, as well as additional A-G aligned electives online through ASU to grades 9-12th. Additionally, students in grades 6-8 will have the opportunity to select from a variety of enrichment classes including theater, drama, visual arts, and other options within the STEAM field to enhance their learning experience.		
1.7	Provide a College Counseling Program	College and Career Access A full-time, certificated College Counselor is employed. The counselor focuses on college awareness, A-G completion and on-track, early intervention, postsecondary plans and the financial aid and college application process. The Counselor promotes a college going culture through grades 6-12. 100% of students complete FAFSA and apply to either a community college, or Cal State Universities. Eligible students apply to UC and private colleges and universities. The focus is earlier college planning, more options for applications, and increased scholarships and financial aid opportunities. Parent outreach so parents have a better understanding of the financial aid process is also a growth area beginning in freshman year. Westbrook Academy has established Community College Partnerships for Dual Enrollment, which will be funded through the CCAPP grant. The partnership with Arizona State University (ASU) allows for asynchronous course offerings, and guaranteed enrollment at ASU. The school also has a partnership with East Los Angeles College (ELAC) to provide additional courses as part of the Dual Enrollment program. College Track is a long-term partner. There is a strong collaborative relationship with the schools and College Track staff. Students who apply are bussed to the College Track Crenshaw Center once a week where they receive college counseling and academic support. In addition to supporting students, families, and our school with resources to support college acceptance and graduation, there are ongoing workshops for financial aid, personal statement writing, summer trips in and outside the USA, and scholarships offered for students with regular attendance.	$100,054.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	To effectively present 6-12 best practices for educators that are researched based to ensure a focus on instructional goals while emphasizing highly effective and rigorous teaching strategies that address learning gaps for diverse learners, including economically disadvantaged students, students with disabilities, Multilingual Learners (MLs), and Latino and African American students.	Broad Goal

State Priorities addressed by this goal.

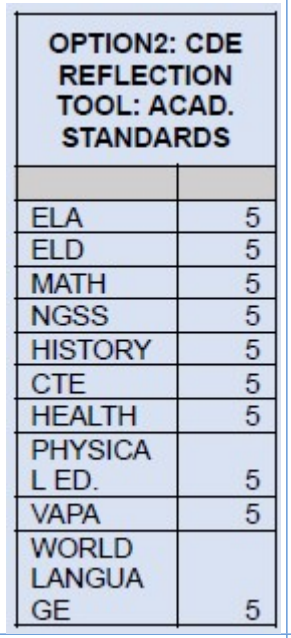
Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Research suggests that the largest impact factor on student achievement is teacher effectiveness. Research also suggests that high poverty schools are more likely to be staffed by inexperienced or inappropriately credentialed teachers, and more likely to suffer high levels of teacher attrition. In response to the educator shortage, our school employs many early career teachers, who are learning management and pedagogy simultaneously, and need ongoing support to increase their effectiveness. Investing in educator training not only builds capacity, but increases teacher retention. Additionally, results from our latest culture and climate survey indicate that our staff wants coaching and meaningful feedback on their work.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to Standards-aligned materials	100%	100%	100%	100%	0%
2.2	Implementation of State Standards	OPTION2: CDE REFLECTION TOOL: ACAD. STANDARDS	OPTION2: CDE REFLECTION TOOL: ACAD. STANDARDS	OPTION2: CDE REFLECTION TOOL: ACAD. STANDARDS	OPTION2: CDE REFLECTION TOOL: ACAD. STANDARDS	OPTION2: CDE REFLECTION TOOL: ACAD. STANDARDS

<table>
<tr><th>Metric #</th><th>Metric</th><th>Baseline</th><th>Year 1 Outcome</th><th>Year 2 Outcome</th><th>Target for Year 3 Outcome</th><th>Current Difference from Baseline</th></tr>
<tr><td></td><td></td><td>2022-23
ELA 4
ELD 3
MATH 4
NGSS 4
HISTORY 4
CTE 4
HEALTH 4
PHYSICAL ED. 4
VAPA 4
WORLD LANGUAGE 4</td><td>2023-24
ELA 5
ELD 4
MATH 5
NGSS 4.5
HISTORY 5
CTE 4.5
HEALTH 4.55
PHYSICAL ED. 5
VAPA 5
WORLD LANGUAGE 5</td><td>2024-25
ELA 5
ELD 4
MATH 5
NGSS 5
HISTORY 5
CTE 5
HEALTH 5
PHYSICAL ED. 5
VAPA 5
WORLD LANGUAGE 5</td><td>ELA 5
ELD 5
MATH 5
NGSS 5
HISTORY 5
CTE 5
HEALTH 5
PHYSICAL ED. 5
VAPA 5
WORLD LANGUAGE 5
</td><td>ELA 1
ELD 1
MATH 1
NGSS 1
HISTORY 1
CTE 1
HEALTH 1
PHYSICAL ED. 1
VAPA 1
WORLD LANGUAGE 1</td></tr>
<tr><td>2.3</td><td>% of Teachers appropriately credentialed & assigned</td><td>81%</td><td>80%</td><td>83.7%</td><td>80%</td><td>2.7%</td></tr>
</table>

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The full implementation of actions to achieve Goal 2, including effectively presenting and implementing grades 6–12 research-based best practices for educators to strengthen instructional outcomes and address learning gaps among diverse student groups—has yielded meaningful progress while also revealing areas requiring continued attention. The work remained focused on increasing teacher effectiveness through rigorous instructional practices that support economically disadvantaged students, students with disabilities, Multilingual Learners (MLs), and Latino and African American students.

A key indicator of progress was the increase in appropriately credentialed and assigned teachers (Action 2.1) from 73% in the previous year to 83% during the 2025–2026 school year, representing a 10-percentage-point improvement. This growth reflects the school's continued efforts to recruit, retain, and support qualified educators while providing targeted professional learning opportunities for early-career and under-credentialed staff.

Significant successes included the development and delivery of professional learning aligned with California academic standards and evidence-based instructional practices (Actions 2.2 & 2.3). Data from the California Department of Education Reflection Tool demonstrated continued excellence in standards implementation across nearly all content areas. Notably, all contents except ELD are at level 5. This indicates continued strong alignment between instructional planning, classroom delivery, and standards-based learning expectations. Additionally, 100% of students maintained access to standards-aligned instructional materials, ensuring equitable access to high-quality curriculum and learning resources (Action 2.3).

The expansion of instructional coaching services (Action 2.2) also contributed positively to teacher development. Feedback collected through staff climate surveys, coaching sessions, and professional learning evaluations indicated that educators valued ongoing feedback, collaborative planning opportunities, and classroom support. Instructional coaches provided assistance with lesson design, classroom management, differentiation strategies, and data-driven instruction. These supports emphasized high-leverage instructional practices designed to accelerate learning and address unfinished learning among student subgroups.

Despite these accomplishments, implementation challenges impacted the consistency and pace of progress. Ongoing staffing shortages required the reallocation of coaching resources and adjustments to the original professional development plan. Westbrook was able to fully implement three student moves (CATCH annotation, CER and Turn and Talk) that helped instructional best practices across all grade levels and departments, competing priorities, staff turnover, and scheduling limitations resulted in varying levels of implementation fidelity. In addition, while credentialing rates improved substantially, the percentage of appropriately credentialed and assigned teachers remains below the long-term target, indicating a continued need for induction support, mentorship programs, and credential completion assistance.

Further challenges emerged in the delivery of instructional coaching. Due to staffing constraints and educator turnover, coaching cycles shifted from the originally planned individualized model to a more flexible, needs-based structure. While this approach allowed support to continue, it limited the consistency and depth of coaching experiences available to all teachers.

Overall, the school made notable progress toward strengthening instructional effectiveness and increasing implementation of research-based teaching practices. Improvements in standards implementation, teacher credentialing rates, instructional coaching, and access to aligned instructional materials demonstrate movement toward the goal. However, staffing challenges and inconsistencies in coaching delivery limited full implementation of planned actions. These findings will guide future improvement efforts, including increasing appropriately credentialed staffing levels, refining the professional development calendar, standardizing instructional coaching structures, and maintaining a strong emphasis on equity-centered instructional practices that support the academic success of all student groups.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A, only minor variances.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions taken during the 2025–26 school year have been effective in advancing progress toward the goal of strengthening instructional practices and addressing learning gaps for diverse learners, including economically disadvantaged students, students with disabilities, Multilingual Learners (MLs), and Latino and African American students. Significant progress was made through a strategic focus on instructional quality, educator support, and increased accountability for classroom implementation.

One notable area of improvement was the increase in the percentage of appropriately credentialed and assigned teachers, which rose from 73% to 83%. This increase enhanced instructional capacity across grade levels and content areas and improved students' access to qualified educators. The additional credentialed staff strengthened the school's ability to consistently implement state standards and provide targeted support to diverse student populations.

The school also established and communicated clear instructional priorities aligned to rigorous, standards-based teaching and learning. These priorities provided educators with a common framework for lesson planning, instructional delivery, and assessment practices, helping to ensure greater consistency and focus on student learning outcomes.

To support implementation, administrators increased the frequency from 3-4 a week to 8-9 a week of classroom observations and instructional walkthroughs. These observations provided timely feedback to teachers, strengthened instructional monitoring, and allowed school leaders to identify trends, celebrate effective practices, and address areas requiring additional support. The increased leadership presence in classrooms contributed to greater alignment between instructional expectations and classroom practice.
Additionally, intentional teacher coaching and mentoring structures were expanded to support instructional effectiveness, particularly for early-career teachers and those needing targeted support. Through individualized coaching cycles, collaborative planning, modeling of research-based instructional strategies, and ongoing feedback, teachers were better equipped to implement highly effective and rigorous teaching practices designed to address learning gaps and meet the needs of diverse learners.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflections from prior implementation and analysis of student achievement, instructional, and professional learning data, Westbrook Academy has made several strategic adjustments for the 2026-27 school year to strengthen instructional effectiveness and improve outcomes for all students. These adjustments are designed to ensure a focus on rigorous, standards-aligned instruction while addressing learning gaps for diverse learners, including economically disadvantaged students, students with disabilities (SWDs), Multilingual Learners (MLs), and Latino and African American students.

Targeted and Intentional Professional Development Structure (Action 2.2)
Analysis of classroom observations, coaching cycles, and student achievement data revealed two primary areas of need among instructional staff: classroom management and instructional rigor. To address these needs, Westbrook Academy will continue implementing differentiated professional development that provides teachers with targeted support based on individual strengths and growth areas. Through instructional walkthroughs, coaching conversations, and data analysis, administrators will identify specific teacher actions that most directly impact student learning and engagement.
-Professional learning will focus on research-based best practices including:
-Explicit instruction and modeling
-High-leverage questioning techniques
-Academic discourse and student-to-student collaboration
-Differentiated instruction and scaffolding
-Data-driven instructional planning
-Formative assessment practices
-Culturally responsive teaching strategies
-Universal Design for Learning (UDL) principles
-Strategic supports for MLs and SWDs
-Standards-based lesson design focused on rigor and depth of knowledge

This differentiated approach will strengthen collaboration between teachers and administrators, ensuring professional learning is directly connected to classroom implementation and student outcomes.

Credentialing and Staffing Strategy Updates (Action 2.1)
Westbrook Academy has continued to strengthen its instructional capacity through intentional staffing and credentialing efforts. The percentage of appropriately credentialed and assigned teachers increased from 73% to 83%, resulting in greater consistency in instructional delivery and expanded access to highly qualified educators across grade levels and content areas.

For the 2026-27 school year, the school will continue prioritizing recruitment, retention, and professional growth opportunities for credentialed staff. Increased instructional expertise will support the implementation of California State Standards, evidence-based instructional practices, and targeted interventions for diverse student populations. The strengthened staffing model will also improve collaboration among general education teachers, special education staff, and intervention personnel to better meet the needs of all learners.

Expanded Metrics for Measuring Instructional Impact (Action 2.2)

To more effectively monitor instructional growth and its impact on student achievement, Westbrook Academy will continue utilizing enhanced formative assessment systems, instructional walkthrough tools, and coaching protocols. These measures will provide real-time data regarding the implementation of research-based instructional strategies and their effectiveness in supporting student learning.

Instructional metrics will focus on:
-Student engagement and academic discourse
-Evidence of rigorous, standards-aligned instruction
-Differentiation and scaffolding for diverse learners
-Effective use of formative assessment practices
-Implementation of accommodations and supports for SWDs and MLs
-Student ownership of learning and use of academic language

Data collected through walkthroughs and coaching cycles will support teacher reflection, goal setting, and continuous improvement while ensuring alignment between professional development, instructional practice, and student outcomes.

Target Outcome Adjustments (Action 2.2 & 2.3)
For the 2025–2026 school year, Westbrook Academy will continue to utilize NWEA MAP Growth and CAASPP assessment data to identify achievement trends, learning gaps, and priority areas for instructional improvement. Data analysis protocols will be embedded within Professional Learning Communities (PLCs) to support collaborative decision-making and targeted instructional planning.
The school's targeted outcomes will focus on:
-Increasing proficiency rates in English Language Arts and Mathematics
-Closing achievement gaps among student subgroups
-Accelerating growth for students performing below grade level
-Increasing access to rigorous grade-level content
-Improving outcomes for MLs, SWDs, economically disadvantaged students, Latino students, and African American students

Regular data reviews will ensure all stakeholders understand schoolwide priorities, monitor progress toward goals, and celebrate areas of success. This continuous cycle of data analysis, instructional adjustment, and progress monitoring will support equitable outcomes and sustained academic growth for all students.

Through these strategic adjustments, Westbrook Academy remains committed to providing highly effective, rigorous instruction that meets the diverse needs of its student population while promoting continuous improvement in teaching and learning.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Leaders and Teachers to Support the Educational Program	Westbrook Academy Administrative Structure and Instructional Commitment Westbrook Academy employs a dedicated Administrative Team, including a Principal and Assistant Principals, alongside appropriately credentialed and assigned classroom teachers for students in grades 6-12. The school offers instruction in all core subject areas, including English Language Arts (ELA), Math, Science, Social Studies, Physical Education, Foreign Language, Visual and Performing Arts (VAPA), and Designated English Language Development (ELD), as part of the school's foundational program, including Special Education services. A recent webinar from the Harvard School of Education discussed how it is important to have access to mentors and supportive networks in order to prevent teachers from leaving. Our administration provides this mentorship and coaching to our teachers. Focus on Unduplicated Students and Salary Increases With 85% of our student population falling under the unduplicated pupil count, Westbrook Academy recognizes the importance of prioritizing experienced teachers. On average, our teachers have 7.55 years of experience that enhance services for low-income students, English learners, and foster youth. These salary increases are integral to a comprehensive strategy aimed at addressing specific student needs and achieving measurable outcomes. Data-Driven Justification for Salary Adjustments The necessity for salary increases is supported by data highlighting teacher turnover rates compared to other schools. The recent survey conducted by the CA Teachers Association "The State of CA Public Schools," highlighted how 81% say their salaries are not keeping up with rising costs for groceries, childcare and other necessary expenses. Evidence indicates that competitive pay levels significantly impact our school's capacity to attract and retain qualified teachers, which is essential for improving student outcomes, particularly for our high-needs demographic.	$1,950,453.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Professional Learning and Instructional Coaching	Evidence-based, high impact professional learning is an integral component of our charter and educational model. As a small charter school, Westbrook Academy strives to maintain staff members who are fully committed to serving the students in our community, those furthest from opportunity. We firmly believe that high quality, frequent, evidence-based PD builds teacher and school leader capacity and promotes educator retention. We will continue to refine our methods of building educator capacity. Consistency in staffing, has allowed for growth and development of teachers over time. All teachers participate in two weeks of professional development during the annual Summer Teachers Conference, to prepare for the upcoming academic school year, which we're able to have due to the S&C funding. During the academic year data analysis following the administration of Interim Assessments will be integrated in the weekly PD session. Weekly Professional Learning is held on Wednesdays, when the school has early release days. Recognizing that early-career teachers need more scaffolded and sustained support, the professional development plan now includes differentiated coaching cycles, increased release time for peer observations, and a yearlong mentorship model. This shift moves beyond one-off PD sessions toward a continuous improvement model, directly responding to staff feedback requesting meaningful feedback and coaching. School leaders plan weekly PD sessions aligned with instructional goals and priority. Professional Development goals are informed by student achievement data, teacher need, and instructional priorities. All professional learning will afford educators time to collaborate on lesson planning, share best practice, analyze data and student work, address the needs of Multilingual Learners and Students with IEPs, content literacy, social-emotional learning, and expansion of MTSS and PBIS. Year-long focus areas are: -Improved Integrated ELD to better meet the needs of emerging, developing, and bridging levels -Standards-Referenced Grading	$18,620.00	No

Action #	Title	Description	Total Funds	Contributing
		-Project-Based Learning -Curricular Pacing In addition to in-house professional learning, we encourage educators to attend outside conferences and workshops to deepen content knowledge and collaborate with a community of educators. The school will provide more opportunities for evaluation of the PD program, and act upon feedback to plan inspiring and impactful PD. Instructional Coaching Westbrook Academy remains dedicated to enhancing teaching practices through a coaching framework for school leaders and teachers to elevate instruction. Leaders will conduct instructional rounds to observe and refine coaching, feedback, and support systems. Administrators will actively participate in external conferences and workshops to engage with fellow educational leaders in the broader educational landscape. Additionally, the school will hire an instructional coach for teachers to provide direct support and feedback, further bolstering professional development efforts. Instructional coaching deepens content knowledge and supports effective teacher practice. All teachers participate in monthly joint content-like PD with Westbrook Academy. ELA and History/Social Science teachers receive training through an outside vendor focused on reading and literacy. Writing and text annotation will be the yearlong focus. Additionally, there will be integration of the Content Area Language and Literacy (CALL) to equip middle and high school classroom teachers with the skills needed to help their students build strong content knowledge. Math achievement is an ongoing area of need. Math teachers participate in monthly content PD with the math coach who also provides support with lesson planning and conducts weekly observations resulting in feedback and action steps. The coach supports teachers with use of the curriculum, and application of the Standards for Mathematical Practice, which describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. Science teachers also participate in monthly joint content team PD, focused on implementing the Amplify Science curriculum for grades 6-8		

Action #	Title	Description	Total Funds	Contributing
		and STEMScopes for grades 9-12 and the three equally important dimensions of science learning which are combined to form each standard and build a cohesive understanding of science over time: crosscutting concepts, core ideas, and science and engineering practices. To further support instructional planning and teacher growth, teachers will submit weekly lesson plans for administrative review and feedback. Lesson plan reviews will provide opportunities for school leaders to offer proactive coaching, ensure alignment to standards and instructional priorities, and identify supports needed to strengthen rigor, differentiation, student engagement, and assessment practices. This process will be integrated into the school's ongoing coaching cycle and will serve as a foundation for classroom observations, feedback conversations, and professional development. School leaders continuously provide feedback, coaching, and support for teachers. Areas identified for growth include use of data for grouping and intervention, Integrated ELD, accommodations for students with IEPs, and social-emotional learning. Through weekly lesson plan review, classroom observations, and individualized coaching conversations, school leaders will support teachers in refining instructional practices and implementing targeted strategies that promote student achievement and continuous professional growth. In addition, additional focus will be placed on professional development for Instructional Aides in the areas of multilingual learner and students with disabilities supports, parent/student communication about absenteeism and de-escalation strategies. Teacher Induction To support teacher effectiveness and credential clearance, Westbrook Academy will reimburse teacher induction expenses for teachers enrolled in the LACOE program. The LACOE Program and coaching for induction teachers provides an additional layer of support and increased retention in our schools.		

Action #	Title	Description	Total Funds	Contributing
2.3	Provide Cohesive, Standards Aligned Core Curriculum	Westbrook Academy provides access and equity to core content learning through high quality, standards aligned, and cohesive curriculum. We will adopt a new curriculum in alignment with the state adoption cycles for each content area. Teacher input is considered when selecting a new curriculum. Teachers receive training prior to the start of school by company representatives. The following core curriculum are used: • Engage NY (Reading/Language Arts) • Illustrative Math (Math) • Desmos (Math) • CPM (Math) • McGrawHill, TCI/History Alive (History/Social-Science), DBW Kits, Stanford • STEM Scopes (NGSS Science) • Cengage: Inside the USA (Designated ELD) • Vista Learning; Senderos & Temas (Spanish) and D'Accord (French) • AP Texts for Chemistry, World and US History • Amplify (NGSS Science) To provide equitable instruction, there is an inclusion of Culturally Responsive teaching in all content areas, and diversity in selection of themes, and authors, and a promotion of understanding and tolerance for differences in culture, background, religion and sexual orientation. AP Teachers attend College Board training during the Summer. Instructional Technology Westbrook Academy teachers utilize their skills in leveraging technology to enhance learning and deliver the core curriculum effectively. The school utilizes laptops for digital curriculum, with Google Classroom serving as the primary Learning Management System (LMS) for both teachers and students. Westbrook Academy continues to prioritize technology integration and plans on providing additional training to staff in this area. The school proactively budgets for repairs and replacements of devices, recognizing the wear and tear they may incur, and is supported by a robust tech team to oversee the tech program.	$114,717.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Westbrook Academy aims to create a school environment where every student, staff member, and family feels welcomed, respected, and actively involved in the learning process, by ensuring a safe and supportive atmosphere through the consistent implementation of the school's mission, vision, instructional goals, and learner outcomes, actively engaging all stakeholders to foster a strong sense of belonging and participation in the school community.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

From various avenues of stakeholder feedback, we have learned that safety, support, and inclusiveness are important to students, staff, and parents. Our most recent culture and climate surveys show us that staff, students, and families want to feel connected to each other and our school in a meaningful way. Since the COVID pandemic, chronic absenteeism has been an issue, and as we recover we understand that the need to increase students' feelings of being connected to the school are vital to re-engaging them. Making meaningful academic progress is difficult with students who are not present or engaged, and we understand that multiple systems of support are necessary to provide students with an optimal learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School Facility FIT Report Score of "Good"	Met	Met	Met	Met	0
3.2	Parents will have input in decision-making through participation (including UP, and SWD) in: SSC, ELAC/DELAC & EL-PAC, Coffee with The	Met	Met	Met	Met	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Principal, Townhalls, conferences, etc. and surveys					
3.3	% of parents who feel connected, safe and engaged at school as measured in the annual survey.	Insufficient responses for statistical significance	64%	64%	70%	64%
3.4	% of students who feel connected, safe and engaged at school as measured in the annual survey.	45%	40%	33%	55%	-12%
3.5	% of staff who feel supported and connected as measured in the annual staff survey.	61%	63%	58%	70%	-3%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Westbrook Academy made meaningful progress during the 2025–26 school year toward creating a school environment where every student, staff member, and family feels welcomed, respected, valued, and actively engaged in the learning process. Through the consistent implementation of the school's mission, vision, instructional goals, and learner outcomes, the school remained committed to fostering a safe, supportive, and inclusive learning environment that promotes a strong sense of belonging and participation among all stakeholders.

Successful Implementation
Throughout the year, Westbrook Academy successfully fully implemented the planned actions designed to strengthen school climate, culture, and stakeholder engagement. School leadership and staff remained intentional in ensuring that equity, safety, student voice, and family partnership remained central to all decision-making processes.

A key component of successful implementation was the continued expansion of family and community engagement opportunities (Action 3.2). Events such as Coffee with the Principal, Black Family Committee meetings, Student-Parent-Teacher Conferences held every 5 weeks and Promise Parent College workshops provided meaningful opportunities for families to connect with school leadership, access resources,

and actively participate in their children's educational experiences. These events strengthened trust and communication between home and school while increasing family involvement in the school community.

Staff members participated in ongoing professional learning focused on culturally responsive teaching practices, restorative approaches, and trauma-informed strategies. These professional development opportunities enhanced staff capacity to build positive relationships with students, create inclusive classroom environments, and address student needs through supportive interventions.

Westbrook Academy also continued to strengthen schoolwide implementation of Positive Behavioral Interventions and Supports (PBIS) and restorative practices (Action 3.1). Through ongoing collaboration with the Los Angeles Institute for Restorative Practices (LAIRP), staff developed a deeper understanding of proactive relationship-building, conflict resolution, and community-building practices that promote accountability while maintaining student dignity.

Student leadership and voice remained a significant area of focus. Student-led organizations, including StudentsBuild LA and the Associated Student Body (ASB), provided students with meaningful opportunities to develop leadership skills, advocate for their peers, and contribute to a positive and inclusive school culture.

As part of the school's Community Schools work, Westbrook Academy consistently gathered input from students, families, staff, and community partners through surveys, meetings, and engagement activities (Action 3.2). This feedback informed school planning efforts and ensured that stakeholder voices remained central to school improvement initiatives.

Additionally, the school intentionally expanded opportunities for experiential learning through field trips and enrichment activities. These experiences allowed students to connect classroom learning to real-world applications through museum visits, outdoor science experiences, college and career exploration opportunities, and hands-on learning activities (Action 3.1). Such opportunities increased student engagement, expanded exposure to new experiences, and strengthened students' connection to school.

Through support from the California MTSS Pathway Grant, Westbrook Academy continued to enhance its Multi-Tiered System of Supports (MTSS), particularly in the area of social-emotional wellness and mental health services. Students benefited from access to counseling services, dedicated reflection spaces such as the Zen Den and Quiet Zone, and additional support provided through counseling interns from the USC Dworak-Peck School of Social Work. Furthermore, the school's ongoing partnership with AltaMed continued to provide students and families with convenient access to counseling and mental health services on campus.

At Westbrook Academy, student safety, cleanliness, and a welcoming atmosphere are top priorities (Action 3.3). Our School Culture Aides monitor bus stops, buses, hallways, restrooms, and common areas from 7:30 AM to 5:30 PM to keep students safe, supported, and where they should be. All staff complete annual Safe Schools training to support an inclusive school culture. Our facilities team — including a daytime custodian, an evening crew, and a School Operations Manager — keeps classrooms and shared spaces well maintained and addresses maintenance quickly. Campus security has been strengthened with interior and exterior cameras, an updated intercom system, and a secure visitor check-in process.

Challenges Encountered

While significant progress was made, several challenges impacted implementation throughout the year. Chronic absenteeism continued to affect student engagement and participation in school activities and interventions. Although family outreach efforts increased, maintaining consistent attendance remained an area requiring ongoing attention and support.

Additionally, the growing social-emotional and mental health needs of students required expanded interventions and resources. While counseling services and wellness supports increased, demand for services often exceeded available capacity. Staff also continued to navigate the challenge of balancing academic priorities while addressing students' social-emotional needs.

Family engagement participation varied across events and programs, highlighting the need for continued efforts to remove barriers and create flexible opportunities that accommodate diverse family schedules and circumstances. Feedback collected through surveys indicated that families felt the same level of connectedness and students felt less by 7% connected to the school community.

Changes in the vendor night cleaning crew created inconsistency in cleanliness.

Outcomes and Successes
As a result of these efforts, Westbrook Academy experienced several positive outcomes aligned with Goal 3. Students reported increased opportunities to participate in leadership activities, provide input on school decisions, and engage in programs that fostered school pride. Schoolwide implementation of restorative practices contributed to a stronger focus on relationship-building and proactive problem-solving, helping to create a more supportive learning environment.

Family engagement opportunities continued to strengthen partnerships between home and school, resulting in increased communication and collaboration among stakeholders.

The expansion of wellness supports, counseling services, and MTSS interventions increased access to social-emotional resources for students and families. Reflection spaces, counseling partnerships, and mental health supports provided students with additional tools to manage challenges and remain engaged in their learning.

Field trips, enrichment activities, and student leadership programs further enhanced student engagement, confidence, and sense of belonging. These experiences provided opportunities for students to explore new interests, develop leadership skills, and build stronger connections to their peers and school community.

Overall, Westbrook Academy's continued focus on creating a welcoming, inclusive, and supportive school culture has strengthened relationships among students, staff, families, and community partners. The school remains committed to building upon these successes and refining strategies to ensure every member of the Westbrook Academy community feels connected, supported, and empowered to succeed.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For 3.1 it was less than estimated due to one less social worker and two less school culture aides.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

As part of Westbrook Academy's commitment to creating a school environment where every student feels welcomed, respected, safe, and connected, the school leveraged funding through the California MTSS Pathway Grant to strengthen its Multi-Tiered System of Supports (MTSS) and deepen its implementation of restorative practices. A key component of this work was the school's partnership with the Los Angeles Institute for Restorative Practices (LAIRP), which provided coaching, professional development, and technical assistance to help establish a stronger foundation for relationship-centered school culture and behavior support systems.
Overall, the implementation of these efforts proved to be effective in advancing Westbrook Academy's Goal 3 objectives by strengthening relationships, improving behavioral support structures, increasing staff capacity, and fostering a greater sense of belonging among students. While implementation is still evolving and additional refinement is needed, the school observed several positive indicators demonstrating meaningful progress.

One of the most impactful outcomes of the LAIRP partnership was the development of foundational relationship-building strategies across the campus. Through ongoing professional development and coaching, staff members increased their understanding of how positive relationships serve as the foundation for both academic success and student well-being. Staff were encouraged to proactively build connections with students through daily interactions, restorative conversations, and community-building activities. As a result, students experienced more opportunities to develop trusting relationships with adults on campus, creating a stronger sense of psychological safety and connectedness within classrooms and throughout the school community.

Another significant area of growth was the implementation of a more structured referral and behavior monitoring system. Prior to this work, behavioral incidents were often addressed inconsistently and data collection varied across classrooms. Through MTSS and restorative practices implementation, Westbrook Academy developed systems to more effectively document, track, and monitor student behavior incidents. This allowed school leaders and support staff to identify patterns, monitor trends, provide timely interventions, and ensure that behavioral responses were more equitable and consistent. The use of behavioral data has strengthened the school's ability to make informed decisions and provide targeted supports for students who require additional intervention.

The implementation of Community Circles became another important measure of effectiveness. Community Circles were incorporated into classrooms and Promise Time periods as a proactive strategy designed to build relationships, foster trust, promote student voice, and create a stronger sense of belonging. These circles provided structured opportunities for students and staff to engage in meaningful dialogue, celebrate successes, discuss challenges, and strengthen classroom communities. Feedback from students and staff indicated that these practices contributed positively to classroom culture by increasing opportunities for connection and helping students feel heard, valued, and respected.

Additionally, restorative practices became increasingly integrated into the school's approach to student behavior and conflict resolution. Rather than relying solely on punitive disciplinary responses, staff utilized restorative conversations, reflection protocols, and problem-solving strategies that encouraged students to examine the impact of their actions, take responsibility for their behavior, and actively participate in repairing harm when appropriate. This shift supported Westbrook Academy's commitment to preserving student dignity while promoting accountability and personal growth.

The effectiveness of these restorative approaches was particularly evident in the quality of conversations taking place between students and staff. Students were increasingly encouraged to reflect on their choices, identify alternative responses, and develop skills related to empathy, self-regulation, and conflict resolution. These practices helped move behavioral interventions beyond compliance and toward deeper learning experiences that support students' social-emotional development.

At the same time, implementation challenges highlighted areas where continued growth is needed. While staff participation in professional development was strong, varying levels of comfort and experience with restorative practices resulted in inconsistent implementation across classrooms. As with any systems-level change, building fidelity requires ongoing coaching, reinforcement, and opportunities for practice. The school recognizes that sustaining long-term success will require continued professional learning and monitoring to ensure that restorative practices are implemented consistently throughout the campus.

Additionally, while behavioral systems improved, chronic absenteeism continued to present a challenge. Students who were frequently absent often had limited opportunities to benefit fully from relationship-building activities, Community Circles, and restorative interventions. Attendance challenges affected the consistency of support provided to some students and highlighted the need for continued integration of attendance, behavior, and social-emotional supports within the MTSS framework.

Despite these challenges, evidence gathered through behavioral data, staff observations, student feedback, and school climate indicators suggests that the MTSS and restorative practices initiatives have had a positive impact on school culture. Students demonstrated increased opportunities to engage in supportive conversations, build stronger relationships with peers and adults, and participate in processes that promote accountability while preserving their integrity and dignity. Staff members reported greater confidence in addressing student behavior through restorative approaches, and school leadership gained access to more reliable behavioral data to guide interventions and decision-making.

Moving forward, Westbrook Academy will continue to build upon these successes by strengthening implementation fidelity, expanding restorative practices schoolwide, utilizing behavioral data to drive interventions, and ensuring that all students have access to relationship-centered supports. The school remains committed to creating a culture where every student feels safe, valued, connected, and empowered to learn, grow, and contribute positively to the school community.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No substantive changes will be made to Goal 3, its associated metrics, target outcomes, or planned actions for the 2025–26 school year. Through ongoing reflection, stakeholder engagement, and analysis of implementation outcomes, Westbrook Academy has determined that the current goal and actions remain well aligned to the needs and priorities of students, families, staff, and the broader school community.

The school's continued investment in restorative practices, Multi-Tiered System of Supports (MTSS), student leadership opportunities, family engagement initiatives, mental health services, and campus safety measures has contributed to strengthening relationships and creating a more welcoming, supportive, and inclusive learning environment.

Reflections on prior practice demonstrated that the established actions effectively support the implementation of Westbrook Academy's mission, vision, instructional goals, and learner outcomes. In particular, efforts to expand family engagement opportunities, strengthen restorative practices through the partnership with the Los Angeles Institute for Restorative Practices (LAIRP), increase access to social-emotional and mental health supports, and maintain safe and well-maintained learning environments have shown positive results and remain critical components of the school's overall improvement strategy. In support of Action 3.3 a reallocation of funds were made to add an additional custodian that will work during part of the day and night, along with 3 part time night custodians instead of an outside vendor.

While the school will continue to refine implementation practices and strengthen the effectiveness of existing initiatives, particularly in the areas of chronic absenteeism, student engagement, and consistent implementation of restorative practices, these refinements will occur within the existing framework of Goal 3 rather than through changes to the goal itself. This includes hiring Intervention Managers that will have a higher level of responsibility that includes targeted intervention strategies to address discipline, absenteeism and other school culture factors.

As a result, Westbrook Academy will maintain the current goal, metrics, target outcomes, and actions for the 2025–26 school year. The school believes these priorities continue to reflect stakeholder needs, align with Local Control and Accountability Plan objectives, and provide a strong foundation for fostering a safe, welcoming, and inclusive school community where all students, families, and staff feel valued, connected, and empowered to succeed.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Promote Positive School Climate and Culture	Community Schools Westbrook Academy is a Community School, grant funded through CDE. The grant will fund two new split positions, Director of Community Schools and Academic Data Manager. These positions along with increased family engagement opportunities and community partnerships will further the Community Schools approach. The vision of Westbrook Academy Community School is to transform education in South and Southeast Los Angeles via vibrant community hubs that graduate all students prepared for healthy, successful, and civically engaged lives, improving the future of entire communities. This vision aligns with the mission of the Coalition for Community Schools: schools engage families and communities in children's education, ensuring consistent attendance and active involvement in learning, so students succeed academically and are physically, socially, and emotionally healthy.	$228,221.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Westbrook Academy adopts a holistic approach that focuses on both social-emotional and academic learning. By addressing barriers such as lack of support, emotional challenges, and educational disparities, we aim to ensure that every student can achieve high levels of personal success and well-being. These objectives are accomplished through fostering a positive school climate and culture, along with creating learning conditions that enhance student outcomes. The above is a separate grant and the below will use S&C funds unless otherwise noted. Field Trips (Supplemental and Concentration Funds) Westbrook Academy will provide all students with learning opportunities outside of the classroom through field trips that enhance the learning process, deepen student engagement and motivation. These experiences are principally directed toward English Learners, students qualifying for Free/Reduced Lunch, and Foster Youth, who historically have limited access to enrichment experiences beyond their immediate community due to financial barriers and lack of transportation. Opportunities will align with classroom learning, CTE, and College and Career Readiness. For English Learners specifically, field trips provide authentic language development opportunities in real-world contexts, exposing them to academic vocabulary and content knowledge that accelerates both language acquisition and content mastery. In addition to academic enrichment trips (Museum of Tolerance, Beehive Tech Center, CTE-aligned field trips), there will be a larger offering of College Field Trips to all regions of California and out-of-state opportunities, including Historically Black Colleges and Universities (HBCU). These college visits are critical for first-generation college-going students—a significant portion of our unduplicated student population—who lack familial experience with higher education pathways. Exposure to diverse college environments builds college-going identity and aspirations, directly addressing the opportunity gap experienced by our socioeconomically disadvantaged students. School Climate and Culture (Supplemental and Concentration Funds)		

Action #	Title	Description	Total Funds	Contributing
		Westbrook Academy will implement the following to provide all students and staff with a safe, welcoming and positive learning environment that promotes student academic, social-emotional growth, and physical and mental well-being. These supports are designed schoolwide because research demonstrates that English Learners and students from low-income families benefit most from comprehensive, trauma-informed school environments that build belonging, safety, and consistent adult relationships—foundational conditions necessary before academic learning can occur. Update School Safety Plan Mental Health Supports Student Award Assemblies and Celebrations Whole School Assemblies PBIS Events Spirit Weeks, lunchtime and after school activities Student Government Panorama School Climate and Culture Surveys Administered to staff, students & parents Field trips Athletics Meal services for all students Grade 8 Promotion and related activities Graduation Promise Time/Advisory Civic Action Projects (CAP) After School All Stars High Dosage Tutoring PBIS (Supplemental and Concentration Funds) Westbrook Academy is part of a multi-year PBIS cohort that provides training and support for PBIS. The school is in the fourth year of the cohort and will continue to receive technical support to integrate data use to improve PBIS. The PBIS team consists of teachers, social workers and other staff. The Team will advance school-wide PBIS to decrease office referrals, focus on more positive interactions between and among students, and bullying prevention, including cyber bullying.		

Action #	Title	Description	Total Funds	Contributing
		This schoolwide approach is principally directed toward our unduplicated students because data shows that English Learners and socioeconomically disadvantaged students experience disproportionate discipline rates and school exclusion. By implementing consistent, culturally responsive behavioral expectations and proactive supports, we reduce the barriers to engagement that disproportionately impact these student groups. In addition, Westbrook Academy will continue strengthening and expanding PBIS implementation by ensuring consistent practices across all staff and settings, increasing access to schoolwide social-emotional learning (SEL) resources, and enhancing tiered mental health supports for students. Prioritize opportunities for staff training, family engagement, and proactive interventions that promote positive behavior, student well-being, and a supportive school climate responsive to the needs identified by students, families, and staff. MTSS (Supplemental and Concentration Funds) The goal of MTSS is to improve the constructs for school conditions and climate including relationships, connectedness, respect for cultural differences, and high expectations for student learning. Constructs for teaching and learning include well-maintained facilities, access to broad course of study, collaboration, professional learning, and empowerment through shared decision making. Our MTSS framework is designed to meet the unique needs of English Learners and socioeconomically disadvantaged students who require targeted academic, behavioral, and social-emotional interventions to close achievement gaps and overcome barriers to success. The school is part of the CA MTSS Pathway Grant. Our MTSS initiative for the 25-26 SY we have added a focus on restorative practices. We have partnered up with an outside agency called LAIRP (Los Angeles Institution of Restorative Practices). LAIRP will work with all stakeholders ranging from teachers, staff, students, parents and administration. The goal of our partnership with LAIRP is to deepen and strengthen relationships through implementation of community circles and increasing a positive school climate for all stakeholders. This restorative approach is critical for our students experiencing trauma related to poverty, who often enter school with disrupted relationships and mistrust of institutions. Restorative		

Action #	Title	Description	Total Funds	Contributing
		practices build the relational safety necessary for these students to engage academically. Teachers will be training in circle implementation inside their classrooms. The goal will be to have all teachers and staff certificated and trained in facilitating circles. Westbrook will be infusing community circles 2x a week during Promise Time. Parents will also receive 3 hours of adult SEL lessons, with interpretation services provided in Spanish and other home languages as needed, to better equip and service themselves and their families. This family engagement component recognizes that many of our families from low-income backgrounds face their own trauma and stress, and supporting family wellness directly supports student success. The administration team will also receive 1:1 coaching from former administrators to review coaching and implementation on developing robust systems that are centered on efficiency, discipline practices and laying down strong positive culture practices that build cohesion and a sense of belonging. In addition LAIRP is also helping us revamp our disciplinary matrix to ensure our discipline/consequences are restorative more so than punitive. This shift away from punitive discipline directly benefits our unduplicated students who are disproportionately impacted by exclusionary discipline practices. Overall through our MTSS initiative and the help of restorative practices we look to deepen and service all our students from an academic, personal/social and behavior lens. To also support our continued work with our MTSS grant, Westbrook Academy will use BetterLesson to provide professional learning for leaders in the content area of culturally responsive practices and MTSS practices. With a focus on leadership roles, participants will investigate the inequities in educational practices (awareness) while identifying ways to take steps in the classroom and school to further learn about ourselves as educators and our students (action). With a focus on leadership roles, participants will investigate the inequities in educational practices (awareness) while identifying ways to take steps in the classroom and school to further learn about ourselves as educators and our students (action). This professional learning directly addresses implicit bias and deficit-thinking that can negatively impact English Learners and students from low-income families. Participants will explore culturally responsive strategies that can help to		

Action #	Title	Description	Total Funds	Contributing
		effectively meet students' learning needs and create a plan for equitable practices in their building(s). Leaders will develop a mutual understanding of equitable teaching practices and recognize the importance of and pursuit of justice for all students in their learning experience. As in Pillar Four of the Community Schools model, the professional learning begins with aligning on concepts, language, goals and responsibilities. Mental Health Support (Concentration Funds) Westbrook Academy dedicates concentration funding to support a mental health team that includes School Social Workers. This investment is principally directed toward English Learners and socioeconomically disadvantaged students who experience higher rates of trauma, adverse childhood experiences (ACEs), housing instability, food insecurity, and chronic stress that create significant barriers to learning. Without mental health intervention, these students cannot access academic instruction or reach their full potential. These professionals play a crucial role in raising awareness about mental health concerns, offering individual and group counseling, and providing support to families. The social workers actively contribute to the School Attendance Review and Positive Behavioral Interventions and Supports (PBIS) Teams. They provide culturally responsive counseling that honors students' linguistic and cultural backgrounds, and work with families in their home languages to build trust and remove barriers to accessing mental health services—services that many of our families cannot afford privately. Collaboration with teachers ensures that social-emotional needs are addressed in the classroom through a comprehensive approach. Additionally, they deliver presentations on relevant mental health topics during Promise Time/Advisory sessions throughout the school year. Westbrook Academy has a partnership with the Dworak-Peck School of Social Work at the University of Southern California. This partnership provides social work interns working under a supervisor to help the school meet mental health needs. The interns provide individual and group counseling and engage in a project to further social work/mental health support at the school.		

Action #	Title	Description	Total Funds	Contributing
		The mental health team provides trauma-informed practice and brings in additional resources to support emotional and physical safety and overall well-being. Westbrook Academy also partners with AltaMed, who provide free counseling services for students. They also provide dental and pop-up clinics to the school community. These services remove financial barriers to healthcare access for our students from low-income families, ensuring that basic health needs—which directly impact school attendance and academic performance—are met. The Zen Den/Quiet Zone was installed to provide a quiet area for counseling and reflection. This is a calming environment open to students, staff, and families. The staff was also part of an in-service on mindfulness. A mindful minute will start the day during Promise Time. Student Voice (Supplemental Funds) The school will continue and expand forums like “Chat with the Principal” and create a student advisory group or utilize the current ASB to guide after-school study hall design, tutoring schedules, and extracurricular expansion. Amplifying student voice is particularly important for English Learners and students from low-income backgrounds who are often marginalized in decision-making processes. By centering their perspectives, we ensure that programs and supports are designed to meet their actual needs and build student agency and leadership skills. After School All Stars Westbrook Academy successfully partners with After School All Stars for high-quality after-school programming, available for all interested students. The program starts at dismissal and goes until 5:30 PM. The All-Stars Program Coordinator is present at the school daily, and there is seamless integration between the school and All Stars. This extended learning time is principally directed toward English Learners and socioeconomically disadvantaged students who need additional academic support, safe supervision during non-school hours when many parents work multiple jobs, and enrichment opportunities they cannot access due to cost barriers. For English Learners specifically, the extended day provides critical additional time for language development in structured, supportive settings.		

Action #	Title	Description	Total Funds	Contributing
		All Stars provides transformative opportunities that help students develop the skills, knowledge, and habits needed to succeed in life, school, and their future career. Program areas include health and fitness/competitive sports, academic readiness, STEM, Career Exploration, and Visual and Performing Arts. All Stars is year-round and supports summer school programming. Westbrook Academy will explore the possibility of additional after-school programming and sports in collaboration or separately from the current provider.		
3.2	Promote Meaningful Family/Caretaker Engagement	Increasing Family Engagement Westbrook Academy provides all parents including those of unduplicated students, and Students with Disabilities with numerous opportunities to engage as partners in their child's education. Following the pandemic, there has been a decrease in the number of parents attending school sponsored events. The focus will continue to be working with our parent team to further strengthen the parent presence on campus, with more opportunities to provide feedback. The parent engagement team will also work on creating more opportunities for parent-to-parent connection and volunteer involvement. Parent input helped inform the content of this year's LCAP, but more input is always desired. Parental input is elicited in various ways, and the amount of input is a Measurable Pupil Outcome. Opportunities for parent input and shared decision-making takes place through the following: English Language Advisory Committee (ELAC), DELAC, & EL Parent Advisory Committee (EL-PAC) CA EC 52062(a)(2) SSC/Parent Advisory Committee (PAC) per CA EC 52062(a)(1) Westbrook Academy hopes to allow more opportunities for input from families by increasing promotion of the Los Angeles County Charter SELPA Community Advisory Committee. Westbrook Academy parent engagement staff organize family events during the summer and throughout the school year to increase enrollment from the South and Southeast LA communities, fostering meaningful family engagement. Parents participate in workshops conducted by the school	$259,279.00	No

Action #	Title	Description	Total Funds	Contributing
		team and external experts on requested topics such as drug awareness and prevention (specifically vaping and fentanyl) mental health. Additionally, Citizenship and ESL classes are available through a collaboration with East LA Community College (ELAC), while ongoing outreach efforts to Black parents include a series of workshops and events. School to Home Communication Westbrook Academy is enhancing its school website to better engage students and parents by keeping them informed about school events. Daily/weekly reminders are disseminated in English and Spanish through email and text using the Parent Square & Smore systems to promote positive attendance and inform parents about upcoming events. The school maintains a robust social media presence to share positive news, updates on school events, and athletics, further fostering community engagement and communication. Parents have access to the PowerSchool parent portal, enabling them to monitor their child's academic progress, view grades, track coursework completion, attendance records, and communicate with school staff. PowerSchool serves as the Student Information System (SIS) housing all student data related to grades and attendance. A key ongoing objective is to offer families additional training and support in utilizing PowerSchool effectively to stay informed about their child's academic performance. A school climate and culture survey is administered in the Spring through Panorama. The responses relating to parent satisfaction with the school and connectedness are used to guide actions around family engagement. Additionally, parent input is used to inform parent programming. The principal collects parent feedback to report out as an MPO. Community Schools In the fourth year of the Community Schools grant, the school will continue to more intentionally integrate community, family and schools. The school will continue to partner with outside organizations/vendors to provide training for both families and teachers at different intervals within the school year.		

Action #	Title	Description	Total Funds	Contributing
3.3	Ensure Access to Safe and Well-Maintained School Facilities Conducive to Student Learning	Westbrook Academy ensures a secure school environment by having intervention managers oversee hallways and outdoor areas during nutrition and lunch periods. In August, all staff members undergo Safe Schools training, which incorporates student training materials covering topics such as bullying, school climate, and health protocols to promote a safe and inclusive learning atmosphere. The school strives to provide all students and staff with a safe and clean school facility site. LACOE visits the site annually for inspection and the school will immediately address all issues/findings. Custodial needs are met through staff on site. Clean, well-organized classrooms that are conducive to learning are required for all teachers. We expect classrooms to be print-rich, with bulletin boards displaying current student work. The Safe Schools Plan is a living document, constantly reviewed and improved upon as needed. School safety is paramount to the physical and the emotional well-being of students.	$888,452.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,482,617	$239,671

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.416%	0.000%	$0.00	38.416%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Address Academic Needs to Accelerate Learning through Staffing and Intervention Programs **Need:** English Learners (EL) Needs: (1) simultaneous content mastery and English language development; (2) primary language support to access grade-level content; (3) extended learning time beyond the school day	Action: Implement daily Power Up intervention time built into the bell schedule (four days per week) with flexible grouping based on common interim assessment data. Include strategic clustering by language proficiency level for English Learners, targeted small-group instruction for foundational skill gaps, high-dosage tutoring, credit recovery through APEX, and supplemental programs (IXL Math and Reading, Achieve 3000). Addresses These Identified Needs:	The following metrics will be used to determine progress: • ELA CAASPP -Math CAASPP NWEA Math & ELA CGI • % EL who progress in English Proficiency (ELPI)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and year-round programming to prevent language regression; (4) multiple daily opportunities for academic language practice with explicit scaffolds; (5) content-area literacy strategies with linguistic supports; (6) differentiated instruction by language proficiency level; (7) intensive literacy intervention addressing foundational skills and language comprehension simultaneously; (8) explicit writing instruction with sentence frames and grammar support; (9) mathematical discourse instruction and academic language development in math; (10) accelerated pathways to reclassification; (11) credit recovery with linguistic supports; (12) transition support for newcomers; (13) targeted small-group instruction with bilingual aides; (14) access to adaptive technology families cannot afford; and (15) frequent progress monitoring of both academic growth and language development. Socioeconomically Disadvantaged (FRL) Students needs: (1) intensive intervention to address disproportionate unfinished learning from the pandemic; (2) extended learning time (Power Up, after-school, summer school) to compensate for limited home support and resources; (3) access to private tutoring, technology, and supplemental programs (IXL, Achieve 3000) families cannot afford; (4) prevention of summer learning loss through year-round programming; (5) explicit academic language instruction and exposure to complex texts lacking at home; (6) intensive	For English Learners: Extended learning time for language development (EL Need #4) Multiple daily opportunities for academic language practice (EL Need #6) Differentiated instruction by language proficiency level (EL Need #9) Intensive literacy intervention for foundational skill gaps (EL Need #10) Mathematical discourse and academic language practice (EL Need #11) Accelerated pathways to reclassification (EL Need #13) Credit recovery with linguistic supports (EL Need #14) Access to adaptive technology families cannot afford (EL Need #17) For FRL Students: Extended learning time to compensate for limited home support (FRL Need #4) Access to tutoring and supplemental programs families cannot afford (FRL Need #3, #10) Intensive intervention for foundational skill gaps (FRL Need #7) Structured homework support (FRL Need #15) High-dosage tutoring for accelerated growth (FRL Need #14) Credit recovery support (FRL Need #8) Data-driven intervention and frequent progress monitoring (FRL Need #12) Prevention of achievement gaps through proactive intervention (FRL Need #20) Action: Offer 2-3 weeks of intensive summer instruction, targeted Tier 2 intervention, reteaching, and application of core ELA and Math	-EL Reclassification Rate -IXL/Achieve 3000 usage -Summer School/Bridge attendance -A-G completion rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	intervention for foundational math and reading skill gaps; (7) credit recovery and graduation support addressing disproportionate credit deficiency; (8) A-G tracking and college counseling for first-generation students; (9) structured homework support and study skills instruction; (10) high-dosage tutoring for accelerated growth; (11) frequent progress monitoring and data-driven flexible grouping; (12) increased adult-to-student ratios through instructional aides for intensive small-group intervention; (13) transition support and early relationship-building; (14) proactive family outreach ensuring enrollment in supports; (15) trauma-informed academic instruction addressing poverty-related stress; (16) access to rigorous coursework with scaffolds; (17) universal meal services addressing food insecurity; and (18) early, proactive intervention preventing achievement gaps rather than later remediation. English Learners who are also Socioeconomically Disadvantaged face compounded barriers requiring layered, comprehensive supports addressing both linguistic and economic challenges simultaneously, as they experience the greatest intensity of need and are most at-risk for not graduating college/career ready. **Scope:** LEA-wide	standards. Provide credit recovery through APEX, AP Boot Camps, specialized newcomer programming, and Summer Bridge transition program for incoming 6th and 9th graders. Implement specific outreach and enrollment procedures prioritizing unduplicated students. Addresses These Identified Needs: For English Learners: Continuous language development to prevent regression (EL Need #5) Extended learning time for language development (EL Need #4) Transition support for newcomers (EL Need #15) Credit recovery with linguistic supports (EL Need #14) Intensive literacy intervention (EL Need #10) Early relationship-building with teachers (EL Need #16) For FRL Students: Prevention of summer learning loss/"summer slide" (FRL Need #5) Extended learning time to compensate for lack of summer enrichment (FRL Need #4) Access to educational programming families cannot afford (FRL Need #3) Credit recovery support (FRL Need #8) Transition support and early relationship-building (FRL Need #16) Access to rigorous coursework preparation (AP Boot Camps) (FRL Need #19) Action: Purchase and implement IXL Math and Reading and Achieve 3000 for individualized, adaptive practice integrated into Power Up intervention time and classroom instruction.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Addresses These Identified Needs: For English Learners: Access to adaptive technology and supplemental programs families cannot afford (EL Need #17) Multiple daily opportunities for academic language practice (EL Need #6) Intensive literacy intervention for foundational skill gaps (EL Need #10) Content-area literacy strategies with linguistic scaffolds (EL Need #8) For FRL Students: Access to technology and digital learning tools families cannot afford (FRL Need #10) Access to tutoring and academic support substituting for private services (FRL Need #3) Intensive intervention for foundational skill gaps (FRL Need #7) Individualized practice and immediate feedback (FRL Need #12) Action: Increase use of entrance and exit tickets for frequent progress monitoring, expand targeted math intervention groups during Power Up, implement consistent math fluency routines, and provide coaching and in-class support from administrators. Addresses These Identified Needs: For English Learners: Frequent progress monitoring with language-specific data (EL Need #12) Mathematical discourse and academic language in math (EL Need #11)	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Differentiated instruction by proficiency level (EL Need #9) Multiple daily opportunities for academic language practice (EL Need #6) For FRL Students: Frequent progress monitoring and data-driven intervention (FRL Need #12) Intensive small-group intervention (FRL Need #13) Intensive intervention for foundational math skill gaps (FRL Need #7) Prevention of achievement gaps through early identification (FRL Need #20) Action: Integrate content-area literacy strategies across ELA, History, and Science to prepare students for CAASPP and CAST. Provide teacher professional development on explicit academic language instruction, vocabulary development, text structure analysis, and reading comprehension strategies embedded in content instruction. Addresses These Identified Needs: For English Learners: Content-area literacy strategies with linguistic scaffolds (EL Need #8) Multiple daily opportunities for academic language practice (EL Need #6) Explicit writing instruction with language scaffolds (EL Need #7) Limited exposure to academic English outside school (EL Need #3) For FRL Students: Limited exposure to academic language and complex texts (FRL Need #6) Access to explicit instruction in academic language lacking at home (FRL Need #6)	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Intensive intervention for reading comprehension gaps (FRL Need #7) Action: Provide ongoing coaching from content and instructional coaches throughout the year to strengthen teacher instructional practice in culturally and linguistically responsive teaching, integrated ELD strategies, differentiation, mathematical discourse, and data-driven instruction. Include in-class support from administrators. Addresses These Identified Needs: For English Learners: Teacher capacity building in linguistic scaffolding (implied in multiple EL needs) Ensures consistent implementation of language development strategies (EL Need #6, #8, #11) Supports differentiated instruction by proficiency level (EL Need #9) For FRL Students: Teacher capacity in trauma-informed instruction (FRL Need #18) Ensures high expectations and access to rigorous instruction (FRL Need #19) Supports data-driven intervention and progress monitoring (FRL Need #12) Action: Provide credit recovery through APEX program during Power Up, supervised by teachers and counselors, with progress tracking by counseling team for A-G completion. Implement enrollment procedures ensuring unduplicated students receive priority consideration. Addresses These Identified Needs:	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		For English Learners: Credit recovery with linguistic supports (EL Need #14) Accelerated pathways to graduation (EL Need #13) For FRL Students: Credit deficiency and risk of not graduating (FRL Need #8) Barriers to A-G eligibility and college readiness (FRL Need #9) Why Provided School Wide: Universal access with targeted design: Each program (APEX, coaching, literacy strategies, math intervention, adaptive platforms, summer school, Power Up) is open schoolwide, but built-in mechanisms—data-driven grouping, priority enrollment, targeted assignments, and proactive outreach—ensure English Learners and FRL (unduplicated) students receive priority access and more intensive support. Systemic integration is necessary: Because unduplicated students are enrolled across all grade levels, subjects, and classrooms, effective support (language scaffolds, literacy strategies, coaching, math discourse) must be embedded schoolwide into everyday instruction, PD, and observation cycles rather than isolated into separate programs or staff. Removes stigma while closing gaps: Schoolwide implementation avoids labeling or tracking unduplicated students, while data (NWEA growth scores, usage reports, pre/post testing) consistently shows these students demonstrate	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		the greatest need and the greatest gains—validating that universal access still principally benefits the intended population. Addresses equity and opportunity gaps: Programs like summer school and adaptive technology counteract known disparities (summer learning loss, lack of home access to tech/tutoring, language regression) that disproportionately affect FRL and EL students, while efficient schoolwide resource deployment (coaches, bilingual aides, intervention specialists) targets support where data shows it's needed most.	
1.4	**Action:** Strengthen Multilingual Learner Programs and Services **Need:** Needs: Strengthen Multilingual Learner Programs and Services for EL students 1. Explicit, systematic language instruction separate from content learning to develop academic English proficiency across listening, speaking, reading, and writing 2. Primary language support to access grade-level content while simultaneously acquiring English, particularly for emerging proficiency students 3. Integrated language scaffolds embedded across all content areas, requiring all teachers to implement linguistic supports throughout the school day 4. Multiple daily opportunities for academic language practice through structured discussions and writing that develop content vocabulary, complex syntax, and evidence-based reasoning	Action: Provide daily designated ELD instruction taught by appropriately credentialed teacher who is an expert in second language acquisition theory, language assessment and using curriculum, differentiated by proficiency level. Addresses These Identified Needs: Explicit, systematic language instruction separate from content learning, which is done in a separate, protected class period (Need #1) Differentiated instruction by proficiency level (Need #6) Accelerated pathways to reclassification (Need #12) Action: Send designated ELD teacher and other teachers/aides working with English Learners to outside conferences and workshops focused on language acquisition, ELD methodologies, and curriculum implementation. Addresses These Identified Needs:	The following metrics will be used to determine progress: -ELA CAASPP -CAST -% EL who progress in -English Proficiency (ELPI) -EL Reclassification Rate -% EL with access to CCSS & ELD Standards -Improved ELPAC scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	5. Intensive literacy intervention for Long-Term English Learners (LTELs) addressing both foundational reading skills and academic language development simultaneously 6. Differentiated instruction by proficiency level through strategic clustering and small-group support targeted to emerging, expanding, and bridging levels 7.Enhanced writing instruction with explicit language scaffolds including sentence frames, graphic organizers, and grammar/syntax support beyond what native speakers require 8.Limited exposure to academic English outside school, particularly for English Learners who are also socioeconomically disadvantaged, requiring increased in-school language development opportunities 9.Teacher capacity building in second language acquisition, designated and integrated ELD methodologies, and linguistic scaffolding strategies beyond general pedagogy 10.Instructional accountability systems ensuring consistent implementation of language development strategies across all content classes through coaching and monitoring 11.Family engagement in home languages with interpretation services enabling meaningful participation in program evaluation and advocacy 12.Accelerated pathways to reclassification removing linguistic barriers to full curriculum access and college/career readiness	Teacher capacity building in second language acquisition and ELD methodologies (Need #9) Enhanced writing instruction with language scaffolds (Need #7) Intensive literacy intervention for LTELs (Need #5) Action: Provide ongoing professional learning for all content teachers during weekly PD block on integrated ELD strategies; provide additional specialized training for ELA and HSS teachers through outside vendor as needed. Addresses These Identified Needs: Integrated language scaffolds embedded across all content areas (Need #3) Teacher capacity building in linguistic scaffolding strategies (Need #9) Multiple daily opportunities for academic language practice (Need #4) Action: School leaders and instructional coaches enforce accountability among teachers, especially ELA teachers to create additional opportunities for academic discussions and implement language development strategies consistently across all content areas. Addresses These Identified Needs: Instructional accountability ensuring consistent implementation of language development strategies (Need #10) Multiple daily opportunities for academic language practice (Need #4) Integrated language scaffolds embedded across all content areas (Need #3)	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	Action: Provide intensive, targeted literacy intervention for Long-Term English Learners through English, Reading Intervention and Power Up programs, with heightened focus on writing instruction and academic language development. Addresses These Identified Needs: Intensive literacy intervention for LTELs addressing foundational reading and academic language gaps (Need #5) Enhanced writing instruction with explicit language scaffolds (Need #7) Accelerated pathways to reclassification (Need #12) Action: Conduct regular ELAC meetings with interpretation services in families' home languages to elicit feedback on effectiveness of ELD support and ensure meaningful family participation in program evaluation. Addresses These Identified Needs: Family engagement in home languages with interpretation services (Need #11) Instructional accountability through parent feedback (Need #10) Action: Provide teachers with support in improving writing instruction with heightened focus on assisting English Learners through explicit language scaffolds, sentence frames, graphic organizers, and grammar/syntax support.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Addresses These Identified Needs: Enhanced writing instruction with explicit language scaffolds (Need #7) Multiple daily opportunities for academic language practice (Need #4) Teacher capacity building in linguistic scaffolding (Need #9) Why Provided School Wide: Address EL needs that must be met across all classes and settings, not in isolation Require all teachers to implement strategies because ELs are enrolled throughout the school Benefit from consistent, systematic implementation that is only possible schoolwide Have spillover benefits for other student groups while being principally directed toward ELs Are most effective when embedded in schoolwide systems rather than siloed	
3.1	**Action:** Promote Positive School Climate and Culture **Need:** English Learners (EL) Needs -Language Development in Authentic Contexts - Need exposure to academic vocabulary and content knowledge in real-world settings to accelerate both language acquisition and content mastery -Extended Learning Time - Require additional structured time for language development beyond the regular school day	Action: Provide all students with academic enrichment field trips (Museum of Tolerance, Beehive Tech Center, CTE-aligned experiences) and expanded college visits to all regions of California and out-of-state, including HBCUs. Addresses These Identified Needs: Limited access to enrichment beyond immediate community (FRL) College-going identity development for first-generation students (FRL/EL) Authentic language development in real-world contexts (EL)	The following metrics will be used to determine progress: ? Parents will have input in decision-making through participation (including UP, and SWD) in: SSC, ELAC/DELAC & EL-PAC, Coffee with The Principal, Townhalls, conferences, etc. and surveys ? % of parents who feel connected, safe and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	-Culturally and Linguistically Responsive Supports - Need counseling, instruction, and family engagement conducted in or supportive of their home languages -Access to Academic Language Across Settings - Benefit from field trips and enrichment that provide authentic opportunities to practice English in context Socioeconomically Disadvantaged Students (Free/Reduced Lunch) Needs -Access to Enrichment Beyond Their Community - Have limited exposure to experiences outside their immediate environment due to financial barriers and lack of transportation -College-Going Identity Development - As first-generation college-going students, they lack familial experience with higher education pathways and need exposure to diverse college environments -Healthcare Access - Cannot afford private mental health services, dental care, or medical services that directly impact attendance and academic performance -Extended Learning and Safe Supervision - Parents often work multiple jobs; students need safe, structured environments during non-school hours -Mental Health Support for Chronic Stress - Experience higher rates of trauma, housing instability, food insecurity, and chronic stress related to poverty -Family Wellness Support - Families face their own trauma and stress; need adult SEL and support services in home languages	Removal of financial and transportation barriers (FRL/EL) Action: Implement comprehensive PBIS framework including staff training, consistent behavioral expectations, data monitoring, bullying prevention, positive reinforcement systems, student recognition, and culturally responsive practices across all settings. Addresses These Identified Needs: Disproportionate discipline and exclusion rates (FRL/EL) Need for restorative rather than punitive approaches (FRL) Trauma-informed, culturally responsive school climate (FRL/EL) Trust-building and relationship development (FRL/EL) Action: Implement comprehensive MTSS framework including partnership with LAIRP for restorative practices training, community circles 2x weekly during Promise Time, teacher certification in circle facilitation, parent adult SEL workshops (with interpretation), administrative coaching, and revised restorative disciplinary matrix. Addresses These Identified Needs: Targeted academic, behavioral, and social-emotional interventions (FRL/EL) Trauma-informed supports and relationship building (FRL)	engaged at school as measured in the annual survey ?% of students who feel connected, safe and engaged at school as measured in the annual survey ?% of chronic absenteeism decreases ?% increase in college enrollment rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Shared Needs Across the above groups -Trauma-Informed, Culturally Responsive School Climate - FRL & EL students benefit most from comprehensive environments that build belonging, safety, and consistent adult relationships—foundational conditions necessary before academic learning can occur -Restorative Rather Than Punitive Discipline - RL & EL students are disproportionately impacted by exclusionary discipline practices and need relationship-based approaches -Targeted Academic, Behavioral, and Social-Emotional Interventions (MTSS) - Require systematic tiered supports to close achievement gaps and overcome multiple barriers to success including chronic absenteeism -Student Voice and Agency - Are often marginalized in decision-making processes and need their perspectives centered to ensure programs meet their actual needs -Removal of Financial Barriers - Need access to enrichment, athletics, field trips, college visits, and extracurricular opportunities without cost barriers -Family Engagement in Home Languages - Families need interpretation services and culturally responsive outreach to build trust and partnership with the school **Scope:** LEA-wide	Culturally and linguistically responsive practices (EL) Family wellness and engagement in home languages (FRL/EL) Restorative rather than punitive discipline (FRL/EL) Action: Fund School Social Workers to provide individual and group counseling, family support in home languages, trauma-informed practices, participation in SART and PBIS teams, classroom consultation, Promise Time presentations, and coordination with USC social work interns and AltaMed partnerships. Addresses These Identified Needs: Complex trauma, ACEs, and mental health barriers (FRL) Culturally responsive counseling in home languages (EL) Chronic stress related to poverty, housing instability, food insecurity (FRL) Access to mental health services families cannot afford (FRL) Action: Implement comprehensive climate supports including updated safety plan, student assemblies and celebrations, spirit weeks, student government, Panorama surveys, Promise Time/Advisory, athletics, meal services for all students, grade-level celebrations (8th grade promotion, graduation), and Civic Action Projects. Addresses These Identified Needs:	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Trauma-informed, culturally responsive school climate (FRL/EL) Belonging and relationship building (FRL/EL) Student voice and agency (FRL/EL) Safe, stable, predictable environment (FRL) Removal of financial barriers to participation (FRL) Action: Partner with After School All Stars to provide year-round after-school programming until 5:30 PM including academic support, health/fitness, STEM, career exploration, and visual/performing arts, available to all interested students. Addresses These Identified Needs: Extended learning time for language development (EL) Safe supervision when parents work multiple jobs (FRL) Lack of quiet study spaces (FRL) Access to enrichment without cost barriers (FRL) Additional academic support time (FRL/EL) Why Provided Schoolwide: This action is provided schoolwide because: (1) unduplicated students are enrolled in all classes/settings and require consistent support throughout the day (2) systems like PBIS, MTSS, and restorative practices are only effective with universal implementation across all staff and students (3) Tier 1 universal supports are the foundation for effective Tier 2/3 interventions for students with greatest needs	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		(4) schoolwide access removes stigma and tracking that would occur if only certain students participated (5) community-building and relationship-based approaches require collective participation to be effective (6) while all students benefit, research and data show the greatest impact on unduplicated students who lack these supports outside school and experience disproportionate barriers (7) schoolwide structures enable early identification, prevention, peer integration, and logistical efficiency.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Westbrook Academy's plan for utilizing supplemental and concentration grant funding during the 2026-27 school year is designed to provide targeted support and services that improve outcomes for our unduplicated student populations, including English learners, low-income

students, and foster youth. These investments are aligned with the priorities outlined in the Local Control and Accountability Plan (LCAP) and support the school's commitment to academic achievement, student well-being, and school connectedness.

The funding allows Westbrook Academy to continue retaining key staff members who provide direct academic, social-emotional, and behavioral support to students. A critical component of this investment is the continued employment of an English Language Development (ELD) Teacher who provides designated and integrated ELD instruction, targeted intervention, progress monitoring, and support for English learners. Through these services, English learners receive additional opportunities to strengthen language acquisition, improve academic achievement, and make progress toward English proficiency. These services directly support Goal 1 by increasing student achievement and academic growth for English learners.

In addition, Westbrook Academy will continue to employ instructional aides who provide targeted small-group and individualized support to students during and beyond the instructional day. These aides work closely with teachers to reinforce essential literacy and mathematics skills, support intervention efforts, and provide differentiated assistance to students who require additional academic support. Beyond academics, aides play a vital role in fostering positive relationships with students through supervision, mentoring, enrichment activities, and social-emotional support. Their presence throughout the school day helps strengthen school connectedness, student engagement, and a positive school climate, directly supporting both Goal 1 and Goal 3.

The school also allocates funding to maintain social workers, counselors, and other student support personnel who provide comprehensive academic, behavioral, and social-emotional services. These professionals are essential to the implementation of Westbrook Academy's Multi-Tiered System of Supports (MTSS) framework and provide students with access to counseling, case management, crisis intervention, attendance support, restorative practices, and family outreach services. Their work helps address barriers to learning while promoting student wellness, resilience, and academic success.

Additionally, social workers, counselors, and support staff play a critical role in addressing chronic absenteeism, which continues to be a priority area identified through school data and state accountability measures. Through attendance monitoring, family outreach, home visits, student mentoring, restorative interventions, and individualized support plans, these staff members work to improve student attendance and strengthen student engagement in school.

Collectively, the ELD teacher, instructional aides, counselors, and social workers support Westbrook Academy's efforts to improve outcomes in English Language Arts, Mathematics, English Learner Progress, attendance, student engagement, and school climate. These services provide increased and improved support for our highest-need students and are designed to ensure that all students have equitable access to the academic, behavioral, and social-emotional resources necessary to succeed in school and beyond.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	[Provide ratio here]	26.05 staff to 1 student

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	13.4 staff to 1 student

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	6,462,455	2,482,617	38.416%	0.000%	38.416%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,092,610.00	$272,074.00	$0.00	$522,990.00	$7,887,674.00	$5,279,817.00	$2,607,857.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Implement Multiple Assessments to Monitor Student Growth and Progress	All	No			All Schools		$0.00	$12,087.00	$2,310.00	$9,777.00			$12,087.00	
1	1.2	Address Academic Needs to Accelerate Learning through Staffing and Intervention Programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$353,988.00	$1,171,674.00	$1,446,782.00	$78,880.00			$1,525,662.00	
1	1.3	Implement Supplemental Curriculum	All	No			All Schools		$0.00	$26,777.00	$11,167.00	$15,610.00			$26,777.00	
1	1.4	Strengthen Multilingual Learner Programs and Services	English Learners	Yes	LEA-wide	English Learners			$881,867.00	$31,836.00	$913,703.00				$913,703.00	
1	1.5	Provide Services to Support Students with Disabilities	Students with Disabilities	No			All Schools		$955,001.00	$354,334.00	$1,015,587.00			$293,748.00	$1,309,335.00	
1	1.6	Provide College and Career Access and Broad Course of Study	All	No			All Schools		$342,232.00	$198,082.00	$401,262.00	$139,052.00			$540,314.00	
1	1.7	Provide a College Counseling Program	All	No			All Schools		$100,054.00	$0.00	$100,054.00				$100,054.00	
2	2.1	School Leaders and Teachers to Support the Educational Program	All	No			All Schools		$1,910,726.00	$39,727.00	$1,814,840.00			$135,613.00	$1,950,453.00	
2	2.2	Professional Learning and Instructional Coaching	All	No			All Schools		$13,470.00	$5,150.00	$18,620.00				$18,620.00	
2	2.3	Provide Cohesive, Standards Aligned Core Curriculum	All	No			All Schools		$0.00	$114,717.00	$85,962.00	$28,755.00			$114,717.00	
3	3.1	Promote Positive School Climate and Culture	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$93,629.00	$134,592.00	$134,592.00			$93,629.00	$228,221.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Promote Meaningful Family/Caretaker Engagement	All	No			All Schools		$241,955.00	$17,324.00	$259,279.00				$259,279.00	
3	3.3	Ensure Access to Safe and Well-Maintained School Facilities Conducive to Student Learning	All	No			All Schools		$386,895.00	$501,557.00	$888,452.00				$888,452.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
6,462,455	2,482,617	38.416%	0.000%	38.416%	$2,495,077.00	0.000%	38.609 %	**Total:**	$2,495,077.00
								LEA-wide Total:	$2,495,077.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Address Academic Needs to Accelerate Learning through Staffing and Intervention Programs	Yes	LEA-wide	English Learners Low Income		$1,446,782.00	
1	**1.4**	Strengthen Multilingual Learner Programs and Services	Yes	LEA-wide	English Learners		$913,703.00	
3	**3.1**	Promote Positive School Climate and Culture	Yes	LEA-wide	English Learners Low Income	All Schools	$134,592.00	

2026-27 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$9,265,859.00	$9,482,429.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Implement Multiple Assessments to Monitor Student Growth and Progress		10780	16438
1	**1.2**	Address Academic Needs to Accelerate Learning through Staffing and Intervention Programs	Yes	252757	300447
1	**1.3**	Implement Supplemental Curriculum		129490	131683
1	**1.4**	Strengthen Multilingual Learner Programs and Services	Yes	148327	138509
1	**1.5**	Provide Services to Support Students with Disabilities		1086126	1059051
1	**1.6**	Provide College and Career Access and Broad Course of Study		326539	313749
1	**1.7**	Provide a College Counseling Program		182250	107189
2	**2.1**	School Leaders and Teachers to Support the Educational Program	Yes	2947112	2933148
2	**2.2**	Professional Learning and Instructional Coaching	Yes	92179	100371
2	**2.3**	Provide Cohesive, Standards Aligned Core Curriculum		83345	83359
3	**3.1**	Promote Positive School Climate and Culture		567602	340720
3	**3.2**	Promote Meaningful Family/Caretaker Engagement		166243	175344

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.3**	Ensure Access to Safe and Well-Maintained School Facilities Conducive to Student Learning		3273109	3782421

2026-27 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1759985	$1,971,011.00	$1,990,208.42	($19,197.42)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Address Academic Needs to Accelerate Learning through Staffing and Intervention Programs	Yes	162145	299545.16	0	0
1	1.4	Strengthen Multilingual Learner Programs and Services	Yes	120177	138508.72	0	0
2	2.1	School Leaders and Teachers to Support the Educational Program	Yes	1611600	1487186.44	0	0
2	2.2	Professional Learning and Instructional Coaching	Yes	77089	64968.10	0	0

2026-27 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
6303759	1759985	0	27.920%	$1,990,208.42	0.000%	31.572%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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