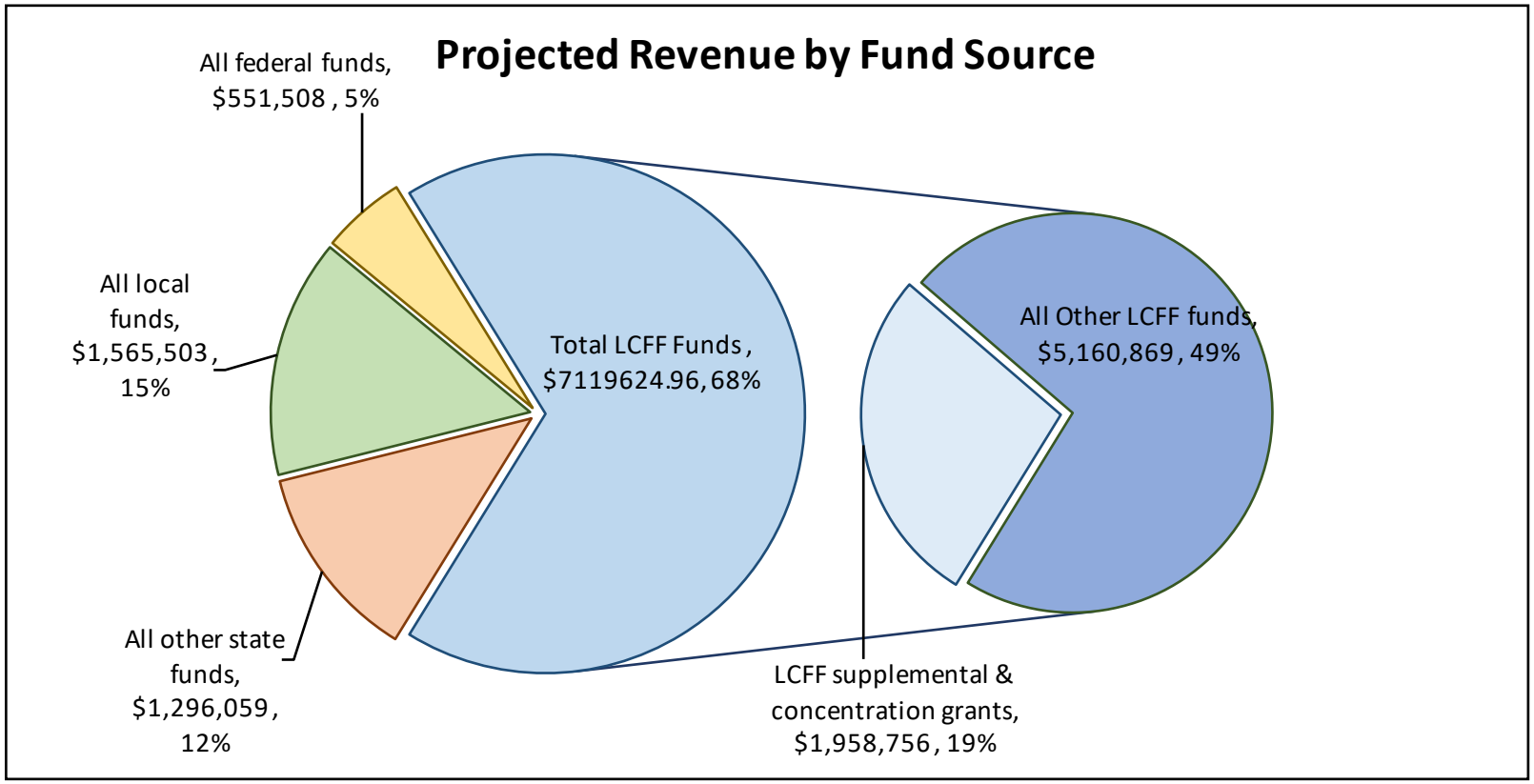
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Westbrook Academy
CDS Code: 19 10199 0135582
School Year: 25-26
LEA contact information: Liliana Vasquez lilianav@lapromisefund.org

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 25-26 School Year

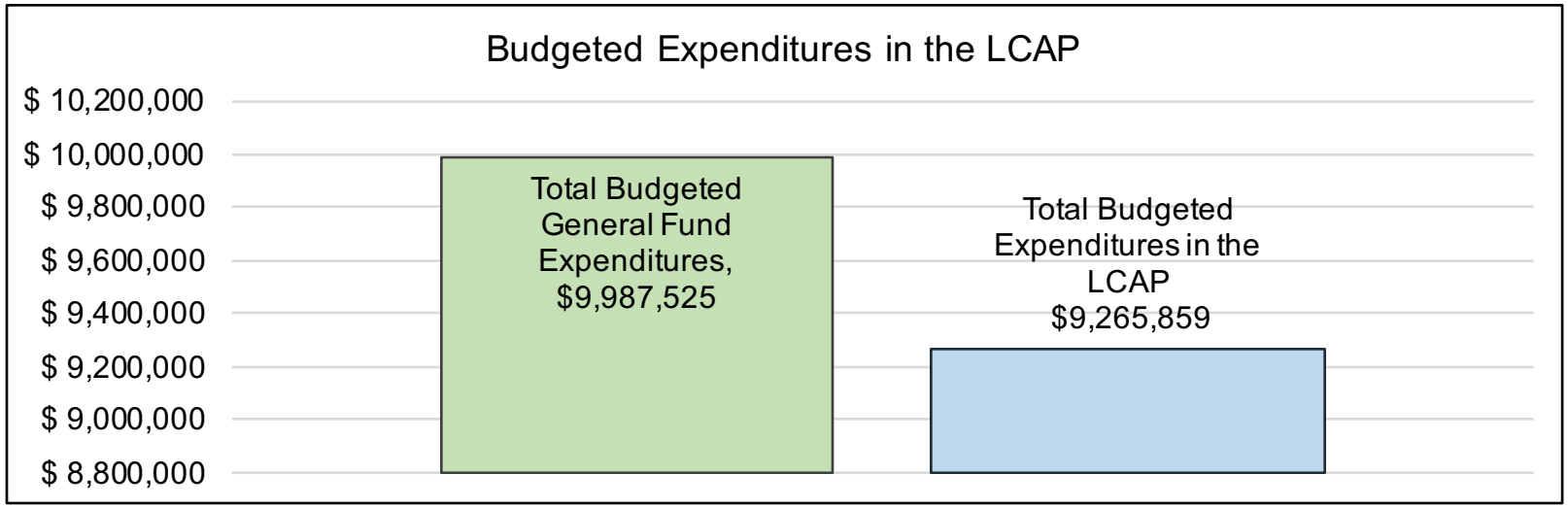


LCFF Budget Overview for Parents

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 $10,532,694.80, of which $7,119,624.96 is Local Control Funding Formula (LCFF), $1,296,058.71 is other state funds, $1,565,503.07 is local funds, and $551,508.06 is federal funds. Of the $7,119,624.96 in LCFF Funds, $1,958,756.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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 25-26. It shows how much of the total is tied to planned actions and services in the LCAP.

LCFF Budget Overview for Parents

The text description of the above chart is as follows: Westbrook Academy plans to spend $9,987,525.31 for the 25-26 school year. Of that amount, $9,265,859.00 is tied to actions/services in the LCAP and $721,666.31 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 25-26 School Year

In 25-26, Westbrook Academy is projecting it will receive $1,958,756.00 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, which we do so in Goal #1, Action #2 & 4 and Goal #2, Action#1 &2.

Goal#1, Action#2 &4 focuses on a comprehensive assessment management system for MTSS focusing on data and analysis that addresses various groups like SWD, Multilingual Learners and economically disadvantaged students.We are adjusting our implementation timeline and expectations around data collection and review cycles. While the original plan called for weekly data meetings, this was not sustainable given staff bandwidth. Moving forward, we will formalize bi-monthly MTSS data cycles as the standard, with scheduled deep-dive sessions for priority subgroups (e.g., SWDs, MLs, socioeconomically disadvantaged students, and African American/Latino students). Additionally, we will consolidate our assessment tools into a single, integrated platform to eliminate the inefficiencies and data silos that disrupted subgroup analysis and slowed intervention planning. This includes securing a schoolwide license for a unified platform that supports academic, behavioral, and SEL data tracking. We also revised our action steps to prioritize robust professional development on data literacy, including specific training modules on disaggregating and applying subgroup data.

Goal #2 Action# 1 & 2 focuses on best practices to provide highly effective and rigorous teaching strategies that address the learning gaps for various groups like Multilingual Learners and economically disadvantaged students. We are doing the following:

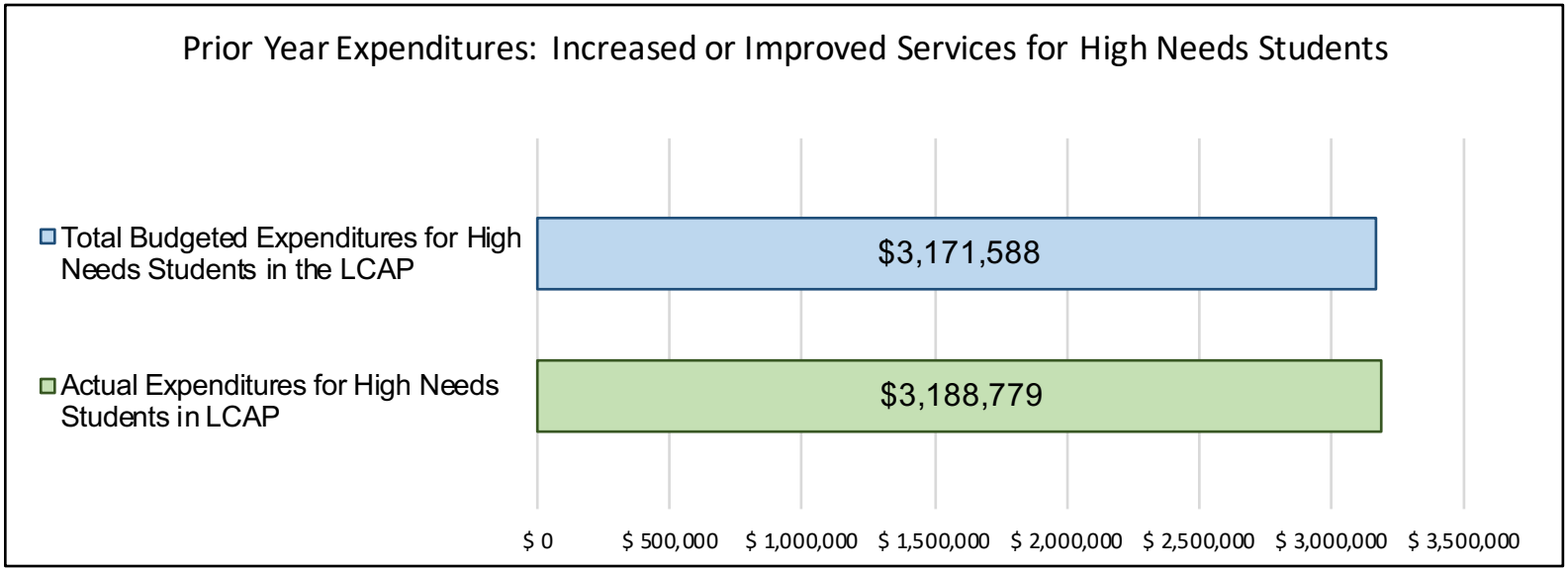
Revising Professional Development Structure: Recognizing that early-career teachers need more scaffolded and sustained support, the professional development plan now includes differentiated coaching cycles, increased release time for peer observations, and a yearlong mentorship model.

Expanded Metrics for Measuring Instructional Impact: To better capture instructional growth and its impact on diverse learners, new formative assessments and walkthrough tools will be used to monitor the implementation of research-based strategies in real time. These metrics will help ensure alignment between training and classroom practice, particularly for MLs, SWDs, and economically disadvantaged students.

Westbrook Academy plans to spend $1,971,001.00 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 24-25



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 24-25, Westbrook Academy's LCAP budgeted $3,171,588.00 for planned actions to increase or improve services for high needs students. Westbrook Academy actually spent $3,188,779.23 for actions to increase or improve services for high needs students in 24-25.

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 2025-26

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 merger reflects an 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 402 students as of the 2024–2025 school year: 202 middle school students and 200 high school students. The academy serves a diverse and predominantly socioeconomically disadvantaged population, with 100% of middle school students and 91% of high school students qualifying as socioeconomically disadvantaged, based on 2023–2024 data. As of November 1, 2024, the academy enrolls 47 English Learners (23%) in middle school and 53 (26%) in high school. Additionally, 26 middle school students (13%) and 31 high school students (15%) are identified as Special Education or 504-designated.

Our Educational Model is based on five key elements: *Relationships, Optimal Learning Environments, Evidence-Based Practice, Educational and Foundational Systems.* Westbrook Academy is committed to providing access and equity for all learners through culturally responsive teaching and support for Multilingual Learners and Students with Disabilities. Every learner has access to the core curriculum through rigorous, relevant, standards-based instruction. Westbrook Academy recognizes the need to raise achievement by meeting Measurable Pupil Outcomes and engages in a cycle of continuous improvement to increase proficiency in Reading Language Arts and Mathematics. Westbrook Academy has allocated resources to accelerate student achievement through MTSS, and initiatives to build educator capacity.

Westbrook Academy will focus on College and Career readiness through Career Technical education (CTE) with a Digital Media Arts and Video Production theme. The school will offer dual enrollment through East Los Angeles College and Arizona State University (ASU) and will expand CTE Pathways in upcoming years. Other unique elements include a growing competitive athletic program, social-emotional learning/mental and physical well-being, civic engagement, and arts integration. The school addresses the needs of the most vulnerable student populations through a safe, personalized learning environment, evidence-based educational model, and a range of programs and services and expanded learning.

Reflections: Annual Performance

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

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.

Math Performance:

- **Middle School:** Both 6th and 7th grades are facing challenges, with all subgroups in these grades showing negative Conditional Growth Indices (CGIs) in Math. The 8th grade shows more positive trends, though EL and Special Education students are still encountering difficulties.

- **High School:** Students in grades 9-12 are performing exceptionally well, with nearly all subgroups in the top 1% for CGIs in Math. The main exceptions are 9th grade EL students, who continue to show negative CGI, and 10th grade Hispanic students, who show positive growth but not within the top 1%.

ELA Reading Performance:

- **Middle School:** 6th and 7th grade students, particularly in the Hispanic and FRL subgroups, are struggling, with 6th grade Hisp and FRL students in the lowest 1%. However, 7th grade African American students are a bright spot, showing impressive growth, with a CGI of 99%. In the 8th grade, while growth has been noted, EL and Special Education students are still performing below expectations.

- **High School:** For grades 9-12, most subgroups are showing negative CGIs in Reading, with the exceptions being 10th grade, which boasts positive growth overall and for Hispanic students specifically. The 11th grade also demonstrates strong growth, particularly among Hispanic students.

Growth Highlights from Fall to Mid-Year:

- In **Math**, the 7th (AA, Hisp, EL, FRL) and 8th (AA, Hisp, FRL, SWD) grade subgroups all show statistically significant positive CGIs.

- In **Reading**, the 7th grade (AA, Hisp, EL, FRL) is showing positive growth across all statistically significant subgroups, and the

8th grade Hispanic subgroup is also making notable progress.

In **Language Usage**, the 6th (FRL) and 7th (AA, Hisp, FRL) grade subgroups are in the top 1% of CGIs.
Identified Areas of Need:

- In **Math**, the 6th grade, particularly Hispanic and EL students, needs targeted intervention as they are showing negative growth.

- In **ELA**, 7th grade students across the Hisp, EL, and FRL subgroups need additional support. The 8th grade also continues to struggle in reading, particularly for EL and Special Education students.

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.

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:
As Westbrook Academy continues to evolve into a fully integrated institution, our primary focus remains on providing every student with the essential tools, resources, and support necessary for success. By aligning our initiatives across middle and high school grades, we are poised to effectively address the diverse challenges our students encounter while celebrating their individual growth and

achievements.

To enhance our academic services, we will utilize LREBG monies to fund NWEA, Achieve 3000, and IXL software into our educational framework. These tools will facilitate diagnostic assessments, progress monitoring, and benchmark evaluations to better understand and support the learning needs of all student groups, including Multilingual Learners, Long-Term English Learners (LTELs), Socioeconomically Disadvantaged (SED) students, Students with Disabilities (SWD), as well as our African American and Hispanic students in both Math and English Language Arts (ELA).

Through unified teaching practices, consistent support systems, and an unwavering commitment to the success of every student, we are well-equipped to build on our past achievements and reach new heights in academic excellence.

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, Town Hall meetings, Black Family Committee, as well as ELAC and School Site Council (SSC) meetings. During these gatherings, information on the LCAP, school goals, metrics, and data 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 17, 2024 ● October 1, 2024 ● October 15, 2024 ● November 5, 2024 ● November 19, 2024 ● January 14, 2025 ● February 4, 2025 ● February 11, 2025 ● March 4, 2025 ● March 11, 2025 ● April 8, 2025 Black Family Committee Meeting ● October 10, 2024 ● November 14, 2024 ● December 18,2024 ● February 27, 2025 ● March 27, 2025 School Site Council ● October 4, 2024 ● November 4, 2024 ● January 13, 2025 ● February 3, 2025 ● April 7, 2025

	Town Hall Meeting ● October 29, 2024 ELAC Meeting ● October 23, 2024 ● December 11, 2024 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 and April. 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. 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: 10/4/24, 11/4/24, 1/13/25, 2/3/25, 3/14/25, 4/7/25, 4/11/25, & 5/09/25 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 and April.
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), 9/11/24, 10/4/24, 11/4/24, 1/13/25,, 1/29/25, 2/3/25, 2/19/25, 3/19/25 & 4/7/25

	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 and April.

Insert or delete rows, as necessary.

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

The Instructional Leadership Team, Chief of Schools, and school leaders emphasized the importance of maintaining focus on key areas for growth while refining action steps in the 2024–25 LCAP. A continued priority is the strategic use of data to drive instruction and guide small group intervention during class, Power Up, and tutoring sessions. Targeted CAASPP preparation—particularly through ICA administration and hand-scoring—has shown early signs of progress and will remain a priority.

Both Math and ELA continue to be areas of need. To improve math outcomes, the school will commit to implementing specific strategies, including increased use of standards-aligned exit and entrance tickets, more targeted math intervention groups, and consistent use of math fluency routines. These actions will be paired with an increased level of instructional coaching and classroom support provided by the Principals and Instructional Coach. Entrance tasks, in particular, have proven effective and will continue to be emphasized in the 2025–26 school year.

Additionally, performance on the CAST has emerged as a growing concern, in part due to student challenges with literacy. To address this, professional development for English, History/Social Studies, and Science teachers will more deeply integrate content-area literacy strategies. This focus aims to support student growth on both the CAST and CAASPP by improving their ability to engage with complex, discipline-specific texts.

Teachers/Counselors want more time for structured collaborative planning during the PD block, especially between departments, SPED and general education teachers. Teachers would like additional training for paraprofessionals to increase their level of effectiveness to support individual and small groups of students in the classroom. Teachers have made suggestions to deepen the level of parent partnership, with more meaningful engagement around what students are learning. Teachers want more social-emotional support for the student body, to address mental health needs. Teachers have responded well to PBIS implementation and would like to expand these efforts to include all members of the school staff. Teachers would also like additional updated technology.

Staff/paraprofessionals (instructional aides) would appreciate opportunities to learn with teachers during the weekly professional development block and would benefit from more frequent training designed to support Multilingual Learners and Students with Disabilities during push-in through individual and small group assistance. They would also like training on how to work with parents when discussing absenteeism, and how to de-escalate behavior situations.

Parents/Caregivers appreciate Mental Health supports and would like to further initiatives that support their children's physical and emotional well-being. Parents of Multilingual Learners have requested more support in learning English through online practice, after

school, Summer Classes, and more in-classroom academic support by teachers and primary language support by aides. Parents have also expressed a strong desire to see both the after-school program and school sports offerings expanded, noting the positive impact these programs have on student engagement, social development, and physical health. They continue to support efforts to maintain a safe, drug-free campus and would like the school to further educate students and families about the dangers of vaping and substance abuse through workshops, school-wide campaigns, and access to prevention resources.

Additionally, many parents are looking for more opportunities to connect with other families through community events and collaborative meetings. They are pleased that the school will continue operating as a single campus but emphasize the importance of maintaining clear separation between middle and high school students, both during transportation and on-site. Parents are also eager to be more involved on campus through volunteer opportunities and value transparent, timely communication regarding student progress, academic expectations, and school policies. Above all, families want to be true partners in supporting student success.

Westbrook students have expressed a strong interest in having a dedicated after-school study hall that offers structured support and daily tutoring to help them stay on top of their assignments. This would be in addition to subject-specific tutoring, giving them more consistent access to academic help throughout the week. They also believe that instructional aides could play a greater role in providing tutoring and academic assistance. While students report having positive relationships with their teachers, they would like more timely academic support when they're struggling and greater access to one-on-one help.

Students are also asking for the expansion of the school's sports programs and lunchtime activities, noting that these opportunities help them feel more connected, reduce stress, and build positive peer relationships. Many expressed a desire for more intentional efforts to foster kindness, inclusion, and positive interactions among students. They value having their voices heard and appreciate platforms like "Chat with the Principal," where they can ask questions, share concerns, and gain clarity. They would like to continue—and even expand—these opportunities to engage with school leadership and have a meaningful say in shaping their school experience.

Los Angeles County SELPA consultation took place and no additional feedback was provided.

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

State Priorities addressed by this goal.

4, 5, 6, 7

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	ELA CAASPP	24.65%	[Insert outcome here] Enter information in this box for **2025–26**.		35%	24.65%
2	Math CAASPP	13.59%			24%	13.59%
3	CAST	19.9%			12%	19.9%
4	Attendance Rate	89.85% (P2 2025)			92%	89.7%
5	Chronic Absenteeism Rate	28.1% (Year to Dates as of May 5, 2025)			35%	28.1%
6	High School Dropout Rate	14.7%			0%	14.7%
7	Middle School Dropout Rate	0%			1%	0%

8	High School Graduation Rate	83%			98%	83%
9	Suspension Rate	0.91%			2%	0.7%
10	Expulsion Rate	0%			1%	0%
11	% of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study	100%			100%	100%
12	% EL who progress in English Proficiency (ELPI)	50%			60%	50%
13	EL Reclassification Rate	9.3%			12%	9.3%
14	% EL with access to CCSS & ELD Standards	100%			100%	100%
15	% of students who complete UC A-G	55.3%			86%	86%
16	% of students who complete CTE Pathway	0%			10%	0%

17	% of students who complete both A-G & CTE Pathway	0%			10%	0%
18	% of students who pass AP Exams (3+)	11%			60%	11%
19	% of students “Prepared” for College as measured by ELA EAP	38.3%			20%	38.3%
20	% of students “Prepared” for College as measured by Math EAP	38.3%			20%	38.3%

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

The implementation of a comprehensive assessment management system within our MTSS framework at Westbrook Academy has been both strategic and adaptive. While we remain committed to the original goal of using data to identify and support the academic, social-emotional, and behavioral needs of our major subgroups—economically disadvantaged students, students with disabilities, Multilingual Learners (MLs), and Latino and African American students—our path has included both adjustments and key learning moments.

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 data collection tools. Although we planned to fully implement universal screeners and progress monitoring tools across all grade levels and areas by fall, technical onboarding delays and the need for additional staff training pushed full implementation into the winter semester. Additionally, while we intended to use one consistent assessment platform schoolwide, we had to temporarily rely on a combination of platforms (e.g., Panorama, and teacher-developed assessments) due to access limitations and budget constraints.

Similarly, while the goal included regular data meetings embedded into our Professional Learning Community structure, staff bandwidth and competing instructional demands made weekly data reviews challenging. Instead, we shifted to bi-monthly data cycles, which, while less frequent, allowed for deeper

reflection and targeted planning.

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.
- **Dropout and Attendance**: High school dropout rates (14.7%) and chronic absenteeism (28.1%) 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 (0.91%) and expulsion (0%) rates.
- **Increased Use of Data for A–G Monitoring**: Our targeted interventions and data tools have significantly improved A–G completion rates (55.3% to 86%).
- **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.

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 implementation of Westbrook Academy's comprehensive assessment management system under the MTSS framework has yielded mixed results—successful in equity-driven academic planning but hindered by foundational system gaps. Notable wins include 100% student access to a broad course of study and a major leap in A–G completion rates from 55.3% to 86%, driven by targeted interventions and strengthened collaboration across teams. Low suspension (0.7%) and zero expulsions reflect the success of proactive behavioral strategies, even without a unified tracking tool. Monthly data review cycles, though less frequent than planned, have fostered a more collaborative and reflective staff culture around student support.

However, core implementation issues continue to limit impact. Fragmented assessment platforms and delays in onboarding disrupted consistency and slowed data-driven decision-making, particularly for monitoring subgroups such as MLs, SWDs, and economically disadvantaged students. A lack of comprehensive training in data literacy further reduced staff's ability to interpret and act on disaggregated data. The absence of a unified behavior tracking system weakened early intervention efforts and may be contributing to persistently high dropout (14.7%) and chronic absenteeism (28.1%) rates. Reducing data meeting frequency also hindered responsiveness. While successes show the potential of the system, realizing its full impact will require urgent progress on data infrastructure, platform alignment, staff training, and tiered behavioral supports.

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 our reflections from this past year's implementation, several key changes will be made to the planned goal, metrics, target outcomes, and actions to ensure stronger alignment between our intentions and impact within the MTSS framework.

First, we are adjusting our implementation timeline and expectations around data collection and review cycles. While the original plan called for weekly data meetings, this was not sustainable given staff bandwidth. Moving forward, we will formalize bi-monthly MTSS data cycles as the standard, with scheduled deep-dive sessions for priority subgroups (e.g., SWDs, MLs, socioeconomically disadvantaged students, and African American/Latino students). Additionally, we will consolidate our assessment tools into a single, integrated platform to eliminate the inefficiencies and data silos that disrupted subgroup analysis and slowed intervention planning. This includes securing a schoolwide license for a unified platform that supports academic, behavioral, and SEL data tracking. We also revised our action steps to prioritize robust professional development on data literacy, including specific training modules on disaggregating and applying subgroup data.

In terms of metrics and targets, we are maintaining our original outcome goals (e.g., 92% attendance rate, 0% dropout rate, 12% EL reclassification), but will now include specific mid-year benchmarks to track progress more proactively. To better address dropout and absenteeism concerns, we are enhancing our early warning system and aligning intervention protocols directly with attendance and SEL data trends. The goal itself remains focused on developing a comprehensive, equity-centered MTSS system—but these adjustments reflect a more strategic and achievable pathway forward,

grounded in what we’ve learned.

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	**Implement Multiple Assessments to Monitor Student Growth and Progress**	**<u>Assessments</u>** 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. **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 March (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 ● 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 assessment:** ● Formative Assessments (daily) ● Senior CAPSTONE Project ● Student CAP Projects	$10,780	No
2	**Address Academic Needs to Accelerate Learning**	**<u>Increasing ELA and Math Achievement</u>** At Westbrook Academy, we remain committed to achieving academic	$252,757	Yes

	through Staffing and Intervention Programs	excellence in English Language Arts (ELA) and Mathematics, despite challenges posed by post-pandemic circumstances. Our mid-year NWEA data indicates the following: **Math Performance:** ● **Middle School:** Both 6th and 7th grades are encountering significant challenges, with all subgroups, including Foster Youth, English Learners (EL), and Special Education (SPED) students, showing negative Conditional Growth Indices (CGIs) in Math. The 8th grade exhibits more positive trends, although EL and SPED students still face difficulties, indicating the need for targeted interventions such as personalized tutoring and specialized instructional strategies. ● **High School:** Students in grades 9-12 are performing exceptionally well, with nearly all subgroups in the top 1% for CGIs in Math. However, 9th grade EL students continue to show negative CGIs, and 10th grade Hispanic students, while showing positive growth, do not yet rank in the top 1%. Intervention strategies tailored for these groups will focus on enhancing language proficiency and providing additional academic support. **ELA Reading Performance:** ● **Middle School:** 6th and 7th grade students, particularly in the Hispanic and Free and Reduced Lunch (FRL) subgroups, are struggling, with 6th grade Hispanic and FRL students in the lowest 1%. In contrast, 7th grade African American students are thriving, with a CGI of 99%. For 8th grade, growth has been noted, but EL and SPED students still perform below expectations. Interventions will address literacy gaps through focused reading programs and additional resources for Foster Youth, EL, and SPED students. ● **High School:** In grades 9-12, most subgroups are showing negative CGIs in Reading, with 10th grade demonstrating overall positive growth, especially among Hispanic students. The 11th grade also shows strong growth, particularly among Hispanic students. To support EL, SPED, and Foster Youth, we will implement targeted reading interventions and culturally responsive teaching practices.		

		Addressing unfinished learning and enhancing student proficiency remains crucial, particularly for our vulnerable student populations. **Educational Partner Input:** We recognize the necessity of providing targeted academic support and intervention for Foster Youth, EL, and SPED students through extended learning opportunities. 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 will further enhance academic success for these groups. Westbrook Academy is dedicated to ensuring that all students, including unduplicated 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 Foster Youth, English Learners, and SPED students. Data sources including 2023-24 Summative CAASPP, CAST, ELPAC, 2024-25 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. **Power Up** *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. 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.		

		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. 2024-25 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. The school will also use Power Up to provide support for English Learners with focus on writing and comprehension. During the summer, selected teachers will be trained in Wilson Reading (Just Words). The program can be used during SPED support, ELA classes or Power Up. The program is a highly explicit, multisensory decoding program for students in middle school, who have gaps in decoding proficiency. These strategies are effective in improving outcomes for Students with IEPs and EL students. Who need more literacy support and time with the mid-year Reading NWEA showing most with a negative CGI of -1.68 to -6.31 for EL students and -3.5 to -3.92 for Students with IEPs. Teachers will also receive training throughout the year from content and instructional coaches to strengthen their instructional practice. **Summer School** Summer school is offered to all students but strongly encouraged for students who are not meeting or exceeding grade level standards, to build proficiency in high priority Math and ELA Standards, and are credit deficient. Summer Intervention classes include two weeks of intensive instruction, and provide targeted Tier 2 intervention, re-teach and application of standards. Pre-and post-tests are administered to evaluate effectiveness and provide incoming grade level data. APEX will be offered to students who are credit deficient and the goal will be to make up all credits prior to the upcoming school year.		

		Summer Programming may also include AP Boot Camps and a program for newcomers. ESY will be offered to any students that qualify. **Summer Bridge** Incoming 6th and 9th graders will participate in Summer Bridge. The goal of Summer Bridge is to build connectedness for incoming students and support the transition from elementary to middle and middle to high school. Summer Bridge is taught by 6th and 9th grade teachers, in order to build trusting relationships prior to the start of the school year. The curriculum will address College and Career Readiness, social-emotional learning and provide an overview of Executive Functioning Skills as well as Math and ELA enrichment. **Instructional Aides** Instructional Aides at Westbrook Academy collaborate closely with classroom teachers to deliver targeted small group instruction for Students with IEPs, Multilingual Learners, and students who have not yet met or exceeded academic standards. 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. Special Education (SPED) Aides play a crucial role in assisting students in meeting their IEP minutes.		
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*	$129,490	No

		● *Wilson Reading* ● *Edulastic* ● *DBQ Kits* ● *AP Curriculum* ● *Grade Level Appropriate Novels, supplemental reading materials and bilingual literature*		
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. 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 24-25 reclassification rates are predicted to be 5.22% an increase of 1.22% 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.	$148,327	Yes

		The school elicits feedback on the effectiveness of our ELD support during ELAC meetings.		
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. 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	$1,086,126	No

		partnerships. Efforts will be concentrated on effectively meeting the unique needs of students who are both Students with Disabilities (SWD) and Multilingual Learners.		
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 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.	$326,539	No

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 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. **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.		
7	**Provide a College Counseling Program**	**College and Career Access** Two full-time, certificated College Counselors are employed, splitting the caseloads. The small counselor to student ratio allows for a minimum of monthly touches with a counselor. One counselor focuses on college awareness, A-G completion and on-track, and early intervention. The other counselor focuses on postsecondary plans and the financial aid and college application process. Both counselors promote a college going culture through grades 6-12. 100% of students complete FAFSA and apply to either a community college, or 2 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	$182,250	No

		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.		

Insert or delete rows, as necessary.

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

State Priorities addressed by this goal.

State Priorities: 1, 2, 4, 5, 7, 8

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.

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

<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>1</td><td>% of students with access to Standards-aligned materials</td><td>100%</td><td>[Insert outcome here]</td><td>[Insert outcome here]</td><td>100%</td><td>0%</td></tr>
<tr><td>2</td><td>Implementation of State Standards</td><td>OPTION2: CDE REFLECTION TOOL: ACAD. STANDARDS<table><tr><th></th><th>2024-25</th></tr><tr><td>ELA</td><td>5</td></tr><tr><td>ELD</td><td>4</td></tr><tr><td>MATH</td><td>5</td></tr><tr><td>NGSS</td><td>5</td></tr><tr><td>HISTORY</td><td>5</td></tr><tr><td>CTE</td><td>5</td></tr><tr><td>HEALTH</td><td>5</td></tr><tr><td>PHYSICAL ED.</td><td>5</td></tr><tr><td>VAPA</td><td>5</td></tr><tr><td>WORLD LANGUAGE</td><td>5</td></tr></table></td><td>[Insert outcome here]</td><td>[Insert outcome here]</td><td>OPTION2: CDE REFLECTION TOOL: ACAD. STANDARDS<table><tr><th></th><th></th></tr><tr><td>ELA</td><td>5</td></tr><tr><td>ELD</td><td>5</td></tr><tr><td>MATH</td><td>5</td></tr><tr><td>NGSS</td><td>5</td></tr><tr><td>HISTORY</td><td>5</td></tr><tr><td>CTE</td><td>5</td></tr><tr><td>HEALTH</td><td>5</td></tr><tr><td>PHYSICAL ED.</td><td>5</td></tr><tr><td>VAPA</td><td>5</td></tr><tr><td>WORLD LANGUAGE</td><td>5</td></tr></table></td><td>[Insert current difference from baseline here]</td></tr>
<tr><td>3</td><td>% of Teachers appropriately credentialed & assigned</td><td>73%</td><td>[Insert outcome here]</td><td>[Insert outcome here]</td><td>80%</td><td>[Insert current difference from baseline here]</td></tr>
</table>

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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 implementation of actions to achieve the goal of increasing teacher effectiveness through research-based best practices for grades 6–12 has yielded both important progress and clear implementation challenges. The work has focused on addressing instructional gaps for our diverse learner population—including economically disadvantaged students, Multilingual Learners (MLs), students with disabilities, and Latino and African American students—by building staff capacity in rigorous and effective teaching strategies. Our baseline data reinforced this need: only 73% of teachers were appropriately credentialed and assigned at the start of implementation, underscoring the urgency to support early-career and under-credentialed educators through high-impact training and ongoing coaching.

Key successes included the development and delivery of targeted professional learning aligned to state standards and academic best practices. As measured by the CDE Reflection Tool, the implementation of academic standards improved across nearly all content areas, with ELD, NGSS, and CTE moving from 4–4.5 to full implementation at level 5. This suggests that our efforts to integrate standards-based planning and delivery are gaining traction. Additionally, 100% of students maintained access to standards-aligned instructional materials, supporting equitable learning conditions across classrooms. Staff feedback, captured through climate surveys and coaching debriefs, confirmed a strong desire for feedback and guidance, and the expansion of our instructional coaching program was well received. Coaches supported lesson planning, classroom management, and data-driven instruction with a focus on high-leverage strategies that addressed learning loss and supported subgroup achievement.

Challenges included ongoing staffing shortages, which required the reallocation of coaching resources and changes to the professional development rollout. While our goal was to implement six core best practices schoolwide, competing time demands and scheduling conflicts led to partial or uneven implementation across grade levels and departments. Additionally, although progress was made toward improving instructional quality, our percentage of appropriately credentialed and assigned teachers remains below target, highlighting the need for continued investment in teacher induction, mentorship, and credentialing support. Moreover, coaching cycles had to be adjusted from the originally planned one-on-one structure to a more flexible, needs-based approach in response to staff capacity and turnover.

In summary, while the school has made notable strides in building a strong instructional foundation and increasing implementation fidelity of state standards, gaps in staffing and consistency of coaching delivery limited full implementation. These insights will inform next year's focus, which includes increasing credentialed staffing to 80%, refining our PD calendar, standardizing instructional coaching structures, and continuing to emphasize equity-focused instructional practices across all content areas.

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.

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 to date have been partially effective in making progress toward the goal of strengthening instructional practices and addressing learning gaps for diverse learners. Key successes include increased implementation of state standards across all content areas, improved access to high-leverage teaching strategies through coaching, and full access to standards-aligned materials for all students. However, persistent staffing challenges, including a lower-than-target percentage of appropriately credentialed and assigned teachers (73% baseline), limited the reach and consistency of professional

development and coaching efforts. While the implemented actions have laid a solid foundation, their effectiveness has been tempered by capacity constraints and the need for more structured, sustained support for early-career educators.

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, several strategic adjustments have been made to improve alignment between planned actions and actual outcomes for the coming year:

1. **Revised Professional Development Structure**: 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.

2. **Credentialing and Staffing Strategy Updates**: Given that only 73% of teachers were appropriately credentialed and assigned—below the 80% target—there will be an increased focus on recruitment partnerships with local credentialing programs, earlier hiring timelines, and added incentives for hard-to-staff subject areas. This change is intended to address gaps in instructional quality caused by staffing instability.

3. **Expanded Metrics for Measuring Instructional Impact**: To better capture instructional growth and its impact on diverse learners, new formative assessments and walkthrough tools will be used to monitor the implementation of research-based strategies in real time. These metrics will help ensure alignment between training and classroom practice, particularly for MLs, SWDs, and economically disadvantaged students.

4. **Target Outcome Adjustments**: Based on the current pace of improvement and structural barriers encountered, the timeline to reach 80% appropriately credentialed teachers has been extended to Year 4, while intermediate benchmarks have been introduced to monitor incremental progress.

These changes reflect a deeper understanding of on-the-ground implementation challenges and a commitment to refining systems that support teacher effectiveness, student equity, and instructional excellence.

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	**School Leaders and Teachers to Support the Educational Program**	**Westbrook Academy Administrative Structure and Instructional Commitment** Westbrook Academy employs a dedicated Administrative Team, including 2 Principals and 2 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 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.	$2,947,112	Yes

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	$92,179	Yes

		• 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 foci. 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 6-8th grades and STEMScopes for 9-12th grades 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 idea, and science and engineering practices. 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. **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.		

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**	$83,345	No

		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.		

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

State Priorities addressed by this goal.

State Priorities: 1,3,5,6

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
1	School Facility FIT Report Score of "Good"	Met	Met	[Insert outcome here]	Met	
2	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	Met	Met	[Insert outcome here]	Met	
3	% of parents who feel connected, safe and engaged at school as measured in the annual survey.	64%			70%	
4	% of students who feel connected, safe and engaged at school as measured in the annual survey.	40%			55%	
5	% of staff who feel supported and connected as measured in the annual staff survey.	63%			70%	

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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 has made progress this past year toward our goal of building a school community where every student, staff member, and family feels truly welcomed, respected, and part of the learning process. This continues to be one of our top priorities, especially as we work to overcome some of the ongoing challenges left in the wake of the COVID-19 pandemic—things like chronic absenteeism, social-emotional needs, and the need to rebuild strong, meaningful connections between home and school.

Throughout the year, our team has stayed focused on putting our mission and vision into action every day, keeping equity, safety, and support at the center of everything we do. We've listened carefully to what our students, families, and staff have shared with us through surveys and conversations, and that feedback has played a big role in shaping how we move forward together.

Action 1: Promote Positive School Climate and Culture
This past year, we were able to carry out most of the actions we had planned to support our school wide goal of creating a safe, inclusive, and engaging environment for everyone at Westbrook Academy. We hosted regular family and community engagement events, including Coffee with the Principal, the Black Family Committee, and our Promise Parent College workshops, all of which helped strengthen our partnerships with families. Staff participated in targeted professional development focused on culturally responsive teaching and trauma-informed care, which has helped us build more supportive and equitable classroom environments.

We also expanded our use of PBIS and restorative practices across campus, with all team members involved in its implementation. Our collaboration with LAIRP (Los Angeles Institute for Restorative Practices) helped deepen this work. We are moving into a direction where staff are better equipped to manage conflicts proactively and support student needs without relying on exclusionary discipline.

Student voice was a major focus, with student-led groups like Girls Build LA, Guys with Ties, and ASB leading initiatives that promote school pride, leadership, and inclusivity.

We consistently gathered feedback from our school community through our work as a Community School and used that input to guide decisions. We also provided students with meaningful learning opportunities beyond the classroom through field trips and enrichment activities.

We were intentional about creating opportunities for students to learn beyond the four walls of the classroom through field trips and enrichment activities. These experiences brought learning to life in meaningful ways, whether it was exploring a museum, conducting science labs in the ocean or engaging in hands-on activities connected to their studies. For many of our students, these moments opened doors to new ideas, built their confidence, and helped them see themselves in new and empowering ways. They also played an important role in fostering a stronger connection to school and a genuine excitement for learning.

Thanks to support from the California MTSS Pathway Grant, we continued to strengthen our Multi-Tiered System of Supports, especially around mental health. Westbrook Academy offered counseling services, reflection spaces like the Zen Den and Quiet Zone, and welcomed three counseling interns from our partnership Dworak-Peck school of Social Work at the University of Southern California. Lastly, we have been fortunate to maintain a partnership with AltaMed. This allows students and families access to counseling services that can take places on campus.

Finally, our After School All Stars program offered high-quality after-school opportunities that kept students engaged, supported, safe and connected well beyond the school day. We were able to provide a safe and enriching space for students from dismissal until 6:00 pm daily. This also included many opportunities for students to participate in weekend events.

Action 2: Promote Meaningful Family/Caretaker Engagement
This year at Westbrook Academy, one of our top priorities was strengthening family engagement—and we're truly encouraged by the growth we've seen in participation at our monthly events. Whether it was joining us for Student-Parent - Teacher Conferences every five weeks, monthly Coffee with the Principal, monthly Black Family Committee meetings , or attending Promise Parent College sessions on Saturdays, more families showed up, got involved, and contributed to meaningful conversations about our school community. These gatherings became more than just meetings—they became spaces where families felt welcomed, heard, and connected to the work we're doing together to support students. The increased involvement reflects a deepening partnership between home and school, and we're excited to keep building on that momentum in the year ahead.

Action 3: Ensure Access to Safe and Well Maintained School Facilities Conducive to Student Learning
At Westbrook Academy, we know that students learn best in a safe, clean, and welcoming environment and we have made that a top priority. Our School Culture Aides play a big role in making this happen. From 7:30 AM to 5:30 PM, they're on duty monitoring bus stops,school buses, hallways, restrooms, and other common areas to ensure students are safe, supported, and where they need to be. Their presence helps create a calm, respectful atmosphere where students feel seen and protected.

Every year, every single staff member completes training on the Safe Schools platform, a reflection of our shared commitment to building a safe and inclusive school community for everyone.

Our facilities team has also been incredible. With a dedicated custodian during the school day and an evening crew, our classrooms and shared spaces are consistently well-maintained. We have a dedicated School Business Operations Manager (SBOM) in charge of facilities. She stays on top of any maintenance needs, helping us quickly address issues so that learning is never interrupted. We have also taken important steps to enhance campus security by installing cameras inside and outside the building, updating our intercom system, and using a secure check-in process for all visitors.

Our students and team members also take pride in their school. They help keep classrooms clean and treat the campus with care, showing that safety and respect are a shared responsibility. It's this collective effort from staff and students that helps make Westbrook feel like a safe place to learn and grow.

Challenges:
Chronic Absenteeism: Despite multiple efforts, including SART meetings, home visits, parent meetings and daily family outreach, attendance incentives, chronic absenteeism remained a persistent challenge at Westbrook Academy. Chronic absenteeism continues to impact student achievement and engagement. We recognize that re-engaging chronically absent students requires long-term, multi-tiered supports that we will continue to refine.

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.

N/A, only minor variances.

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

Westbrook Academy will continue to strengthen its MTSS efforts for the 2025 - 2026 school year. With support from the MTSS Implementation Grant, the majority of our staff will continue to work towards completing the MTSS certification through the Alludo platform. This will continue to build our collective capacity to support all students academically, socially, and emotionally through a well-structured system of tiered supports. The Community Schools Grant will further enhance our work by providing the resources needed to implement the Community Schools Partnership Framework, allowing us to address the whole child and deepen our support for families through stronger community partnerships. Our ongoing collaboration with the Los Angeles Institute for Restorative Practices (LAIRP) will continue to play a central role in shaping a positive, inclusive school culture. Through this partnership, we will expand our use of restorative practices, strengthen relationships between students and staff, and create a school environment where every student feels respected, heard, and valued. As a result, we expect to see increased student engagement, reduced behavioral incidents, and a stronger sense of community throughout the school.

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.
    - *o* 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.

No changes will be made to the planned goals, metrics, target outcomes, or actions for the 2025–2026 school year, as they remain aligned with the priorities and needs of stakeholders of Westbrook Academy, as well as insights gained from prior practice and have proven to be effective in improving results.

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	**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.* 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** 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. Opportunities will align with classroom learning, CTE and College and Career Readiness. In addition to academic enrichment trips (Museum of the 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 Historic Black Colleges and Universities (HBCU).	$567,602	No

		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: • *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** Westbrook Academy is part of a multi-year PBIS cohort that provides training and support for PBIS. The school is in the third 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. **MTSS**		

		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. 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.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 to better equip and service themselves and family. 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. 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). Participants will explore culturally responsive strategies that can help to 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** Westbrook Academy dedicates concentration funding to support a mental health team that includes School Social Workers. 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. 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 the 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. 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. 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. **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. 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.		

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. 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 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**	$166,243	No

		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.		

3	**Ensure Access to Safe and Well-Maintained School Facilities Conducive to Student Learning**	Westbrook Academy ensures a secure school environment by having school culture aides 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 and an outside vendor. 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.	$3,273,109	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for FY25-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,958,756	$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
37.954%	0.00%	$0	37.954%

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 #(s)	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
Goal 1,Action #2	**Address Academic Needs to Accelerate Learning through Staffing and Intervention Programs** Our students come to us with a wide range of needs, and it is through strategic staffing and intervention programs that we are best able to meet those needs.	The actions described are designed to address the identified need of increasing ELA and Math achievement at Westbrook Academy by providing targeted, data-driven academic support and intervention for all students. These efforts focus on closing unfinished learning gaps and raising proficiency levels across all subgroups, including unduplicated students, Multilingual Learners (MLLs) and Long-Term English Learners (LTELs). This comprehensive approach is provided on an school wide basis to ensure equitable access to culturally responsive, high-quality instruction and supports for every student. Key components include: 1. **Power Up Intervention Time:** Implemented daily for all students as a Tier 1 strategy with flexible grouping based on interim assessment data, Power Up allows for targeted intervention in foundational skills, credit recovery via APEX, and specialized support for MLLs and LTELs through grouping by language	The following metrics will be used to determine progress: ● ELA CAASPP ● Math CAASPP ● CAST ● Attendance Rate ● Chronic Absenteeism Rate ● High School Dropout Rate ● Middle School Drop Out Rate ● High School Graduation Rate ● Suspension Rate ● Expulsion Rate ● % EL who progress in English Proficiency (ELPI) ● EL Reclassification Rate ● % of students who complete A-G ● % of students who

		proficiency. The integration of supplemental programs like IXL and Achieve 3000 further strengthens skill building. This universal access ensures that students needing extra support are identified and served promptly. 2. **Summer School and Summer Bridge:** Summer school offers intensive Tier 2 intervention and credit recovery to students not meeting standards, enabling them to catch up before the new school year. It is open to all but strongly encouraged for struggling students. Summer Bridge supports incoming 6th and 9th graders with transition support, social-emotional learning, and academic enrichment to promote readiness and connectedness. These programs help mitigate learning loss and foster smooth transitions, benefiting the entire student body. 3. **Instructional Aides Support:** Bilingual instructional aides provide small group, targeted instruction in collaboration with teachers, focusing on MultiLingual Learners, and other students below grade level. Their role in delivering evidence-based strategies and language support ensures that diverse learners can access and engage with core content effectively, reinforcing equity and inclusion schoolwide. 4. **Data-Driven Monitoring and Professional Development:** Continuous use of multiple assessment data sources (CAASPP, CAST, ELPAC, NWEA MAP, Lexile levels) guides instructional decisions, grouping, and	complete CTE Pathway ● % of students who complete both A-G & CTE Pathway ● % of students who pass AP Exams (3+) ● % of students “Prepared” for College as measured by ELA EAP ● % of students “Prepared” for College as measured by Math EAP

		re-teaching efforts. Regular teacher training from instructional coaches and Wilson Reading training for summer intervention staff enhance instructional quality and responsiveness to student needs. Together, these actions create a multi-tiered system of support (MTSS) that strengthens academic and behavioral supports across Westbrook Academy. By providing these resources and programs universally with targeted intensity based on data, the LEA ensures all students have the opportunity to meet or exceed grade-level standards, addressing both pandemic-related learning challenges and longstanding achievement gaps equitably.	
Goal 2, Action #1	**Retain School Leaders and Teachers to Support the Educational Program** Research suggests that high poverty schools experience high teacher turnover. High teacher turnover dampens student achievement. Teachers have expressed in our culture and climate survey that they desire meaningful feedback on their work.	Providing individualized coaching support to our teachers will enable us to support teachers in the way they desire, increasing their impact on students. These additional supports, coordinated within the schoolwide instructional framework, enable Westbrook Academy to address unfinished learning, provide targeted Tier 1 and Tier 2 interventions, and promote equity in access to rigorous instruction for all students. Offering this comprehensive instructional program on a schoolwide basis ensures that every student benefits from consistent, high-quality teaching and learning environments. It creates a foundation for embedding supplemental interventions—such as Reading Intervention, Power Up flexible grouping, and	The following metrics will be used to determine progress: ● % of students with access to Standards-aligned materials ● Implementation of State Standards ● % of Teachers appropriately credentialed & assigned

		bilingual instructional aide support—within the core instructional day, allowing timely identification and support of students' academic needs and promoting continuous progress toward proficiency in all content areas.	
Goal 2, Action #2	**Professional Learning and Instructional Coaching** Our schools employ many early career teachers and those teachers need support to reach all our students effectively.	Providing job-embedded supports for our teachers and staff will support their effectiveness by giving them feedback on their work directly. 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. Professional Development goals are informed by student achievement data, teacher need, and instructional priorities. Weekly 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.	The following metrics will be used to determine progress: ● % of students with access to Standards-aligned materials ● Implementation of State Standards ● % of Teachers appropriately credentialed & assigned
Goal 3, Action #1	**Promote Positive School Climate and Culture** Post pandemic, our students have struggled to return to a sense of safety and belonging in the world outside their homes. Our goal is to provide that for them as it supports their learning.	Supporting our staff with training to help them reach every student, and making sure they have access to the tools and materials they need to perform their jobs as effectively as possible will ensure a safe and supportive learning environment for every student. Westbrook Academy also offers counseling services and reflection spaces to assist students	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

		with processing emotions and providing socio-emotional tools for longer term improvement.	The Principal, Townhalls, conferences, etc. and surveys ● % of parents who feel connected, safe and 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 staff who feel supported and connected as measured in the annual staff survey
Goal 1, Action #4	**Strengthen Multilingual Learner Programs and Services** Our English Learner population requires unique support to be able to access the curriculum in an equitable manner.	Services to support English learners, such as designated ELD courses, directly impact their learning. Having a dedicated ELD teacher with the support of bilingual instructional aides will continue the work in providing supplemental small group individualized support for Multilingual Learners during Designated ELD and core classes. The action will also enhance the growth of academic language skills and allow for scaffolding for all students.	The following metrics will be used to determine progress: ● ELA CAASPP ● Math CAASPP ● CAST ● Attendance Rate ● Chronic Absenteeism Rate ● High School Dropout Rate ● Middle School Drop Out Rate ● High School Graduation Rate ● Suspension Rate ● Expulsion Rate ● % EL who progress in English Proficiency (ELPI) ● EL Reclassification

			Rate % EL with access to CCSS & ELD Standards ● % of students who complete A-G ● % of students who complete CTE Pathway ● % of students who complete both A-G & CTE Pathway ● % of students who pass AP Exams (3+) ● % of students “Prepared” for College as measured by ELA EAP ● % of students “Prepared” for College as measured by Math EAP

Insert or delete rows, as necessary.

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

Insert or delete rows, as necessary.

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.

Our plan for utilizing the grant funding is designed to enhance the support we provide to our students, particularly those who are English learners, and from low-income backgrounds. The funds were sufficient enough for us to continue retaining the below mentioned staff. Specifically, we will continue to employ an English Language Development (ELD) Teacher who will focus on improving language acquisition and academic success for our English learners. (Goal 1,4)

In addition, we also employ aides who will assist in small group learning, ensuring that students receive personalized attention tailored to their individual needs. Aides will also assist with supervision to continue building connections outside of the classroom, run activities and support with socio-emotional needs. This approach will also assist in creating a nurturing environment for all our students. (Goal 1,2 & 3,3)

We also allocate resources to hire social workers and counselors who will provide both socio-emotional and academic support, helping our students navigate their challenges and thrive in their educational journey. (Goal 1,7 & 3,1) The aides, social workers and counselors will assist in addressing chronic absenteeism through their socio-emotional and school culture work, which was an area of concern on the CA Dashboard. They will also assist in the ELA, Math & EL Progress with their small group learning and academic counseling.

In addition, we employ a CTE teacher who will teach multimedia courses. During the Summer of their junior year, students will expand CTE opportunities through the annual Career Day, field trips, and training for teachers to integrate Digital Media Arts with academic content. The school is also developing the pathway through a community college partnership with the goal of students earning a certificate upon graduation. All of this helps students engage more deeply in their education and connects their learning to real-world applications. (Goal 1,6)

Lastly, we employ custodial staff to ensure we have a clean and safe learning environment for all of our students. (Goal 3,3)

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]	27.7 staff to 1 student
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	11.4 staff to 1 student

24-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 8,882,032.00	$ 8,871,616.80

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	Implement Multiple Assessments to Monitor Student Growth and Progress	No	$ 10,000	$ 10,127
1	2	Address Academic Needs to Accelerate Learning through Staffing and Intervention Programs	Yes	$ 277,175	$ 277,943
1	3	Implement Supplemental Curriculum	No	$ 85,000	$ 75,503
1	4	Strengthen Multilingual Learner Programs and Services	Yes	$ 120,073	$ 158,386
1	5	Provide Services to Support Students with Disabilities	No	$ 992,654	$ 996,326
1	6	Provide College and Career Access and Broad Course of Study	No	$ 1,020,242	$ 1,011,440
1	7	Provide a College Counseling Program	No	$ 280,445	$ 289,151
2	1	Retain School Leaders and Teachers to Support the Educational Program	Yes	$ 2,612,234	$ 2,615,303
2	2	Professional Learning and Instructional Coaching	Yes	$ 264,443	$ 257,634
2	3	Provide Cohesive, Standards Aligned Core Curriculum	No	$ 56,956	$ 60,546
3	1	Promote positive school climate and culture	Yes	$ 551,538	$ 556,091

3	2	Promote Meaningful Family/Caretaker Engagement	No	$ 306,883	$ 300,850
3	3	Ensure Access to Safe and Well-Maintained School Facilities Conducive to Student Learning	No	$ 2,304,389	$ 2,262,316

24-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,613,085	$ 3,171,588	$ 3,188,779	$ (17,191)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	2	Address Academic Needs to Accelerate Learning through Staffing and Intervention Programs	Yes	$ 222,601	$ 222,601	0.000%	0.000%
1	4	Strengthen Multilingual Learner Programs and Services	Yes	$ 120,073	$ 120,073	0.000%	0.000%
2	1	Retain School Leaders and Teachers to Support the Educational Program	Yes	$ 2,236,529	$ 2,236,529	0.000%	0.000%
2	2	Professional Learning and Instructional Coaching	Yes	$ 240,443	$ 257,634	0.000%	0.000%
3	1	Promote positive school climate and culture	Yes	$ 351,942	$ 351,942	0.000%	0.000%

24-25 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)
$ 4,180,927	$ 1,613,085	0.000%	38.582%	$ 3,188,779	0.000%	76.270%	$0.00 - No Carryover	0.00% - No Carryover

25-26 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
25-26	$ 5,160,869	$ 1,958,756	37.954%	0.000%	37.954%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 6,292,542	$ 1,271,809	$ 1,150,000	$ 551,508	$ 9,265,859.49	$ 5,329,414	$ 3,936,446

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	Planned Percentage of Improved Services
1	1	Implement Multiple Assessments to Monitor Student Growth and Progress		No	LEA-wide		Westbrook Academy		$ -	$ 10,780	0.000%
1	2	Address Academic Needs to Accelerate Learning through Staffing and Intervention Programs		Yes	LEA-wide	All	Westbrook Academy		$ 52,479	$ 200,278	0.000%
1	3	Implement Supplemental Curriculum		No	LEA-wide		Westbrook Academy		$ -	$ 129,490	0.000%
1	4	Strengthen Multilingual Learner Programs and Services		Yes	LEA-wide	English Learners and Low-Income	Westbrook Academy		$ 120,177	$ 28,150	0.000%
1	5	Provide Services to Support Students with Disabilities		No	LEA-wide		Westbrook Academy		$ 849,460	$ 236,666	0.000%
1	6	Provide College and Career Access and Broad Course of Study		No	LEA-wide		Westbrook Academy		$ 230,756	$ 95,783	0.000%
1	7	Provide a College Counseling Program		No	LEA-wide		Westbrook Academy		$ 182,250	$ -	0.000%
2	1	School Leaders and Teachers to Support the Educational Program		Yes	LEA-wide	All	Westbrook Academy		$ 2,947,112	$ -	0.000%
2	2	Professional Learning and Instructional Coaching		Yes	LEA-wide	All	Westbrook Academy		$ 19,845	$ 72,334	0.000%
2	3	Provide Cohesive, Standards Aligned Core Curriculum		No	LEA-wide		Westbrook Academy		$ -	$ 83,345	0.000%
3	1	Promote positive school climate and culture		No	LEA-wide	All	Westbrook Academy		$ 461,701	$ 105,901	0.000%
3	2	Promote Meaningful Family/Caretaker Engagement		No	LEA-wide		Westbrook Academy		$ 51,418	$ 114,826	0.000%
3	3	Ensure Access to Safe and Well-Maintained School Facilities Conducive to Student Learning		No	LEA-wide		Westbrook Academy		$ 414,216	$ 2,858,894	0.000%

25-26 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
$ 5,160,869	$ 1,958,756	37.954%	0.000%	37.954%	$ 1,971,011	0.000%	38.191%	**Total:**	$ 1,971,011
								LEA-wide Total:	$ 1,971,011
								Limited Total:	$ -
								Schoolwide Total:	$ -

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	Implement Multiple Assessments to Monitor Student Growth and Progress	No	LEA-wide		Westbrook Academy	$ -	0.000%
1	2	Address Academic Needs to Accelerate Learning through Staffing and Intervention Progran	Yes	LEA-wide	All	Westbrook Academy	$ 162,145	0.000%
1	3	Implement Supplemental Curriculum	No	LEA-wide		Westbrook Academy	$ -	0.000%
1	4	Strengthen Multilingual Learner Programs and Services	Yes	LEA-wide	English Learners and Low-Income	Westbrook Academy	$ 120,177	0.000%
1	5	Provide Services to Support Students with Disabilities	No	LEA-wide		Westbrook Academy	$ -	0.000%
1	6	Provide College and Career Access and Broad Course of Study	No	LEA-wide		Westbrook Academy	$ -	0.000%
1	7	Provide a College Counseling Program	No	LEA-wide		Westbrook Academy	$ -	0.000%
2	1	School Leaders and Teachers to Support the Educational Program	Yes	LEA-wide	All	Westbrook Academy	$ 1,611,600	0.000%
2	2	Professional Learning and Instructional Coaching	Yes	LEA-wide	All	Westbrook Academy	$ 77,089	0.000%
2	3	Provide Cohesive, Standards Aligned Core Curriculum	No	LEA-wide		Westbrook Academy	$ -	0.000%
3	1	Promote positive school climate and culture	No	LEA-wide		Westbrook Academy	$ -	0.000%
3	2	Promote Meaningful Family/Caretaker Engagement	No	LEA-wide		Westbrook Academy	$ -	0.000%
3	3	Ensure Access to Safe and Well-Maintained School Facilities Conducive to Student Learnir	No	LEA-wide		Westbrook Academy	$ -	0.000%
							$ -	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 2025-26, 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 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 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

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.

o 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.

  o 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.

  o 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.

  o 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.

o 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.

o **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:

o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

o Professional development for teachers.

o 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 32526(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%).

o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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)**

  o 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**

  o 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)**

  o 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**

  o 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)**

  o 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).