

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Westlake Charter School	John Eick, Executive Director	jeick@westlakecharter.com / 916-567-5760

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Westlake Charter School was founded in 2005 and educates students from Sacramento County. The school is committed to academic excellence; to the arts and technology; to the greater community; and to the development of each student's physical well-being and full human potential. Westlake emphasizes high expectations for academic achievement where students will be immersed in a rigorous interdisciplinary liberal arts education program.

Since our inception, Westlake Charter has been one of the top-performing schools in the Natomas area. The school regularly seeks feedback from our parent community, and incorporates that feedback into the planning process – similar to what the LCAP is asking all California School Districts and LEA's to now incorporate.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Westlake looks forward to continuing our dialogue with students, teachers, parents, community members and administration, as we seek to continue to provide academic excellence and improved outcomes, for all of our students.

The LCAP summary and key features are best summarized in the work we do which is aligned to and encapsulated in our mission: We demonstrate what is possible when school and community

collaborate to create inspiring adults with the academic and social-emotional readiness to lead as Global Citizens.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

In reviewing the evaluation rubric we see that the school has performed well in the areas of English Learner Progress, English Language Arts and Mathematics. We have also continued to build our social-emotional capacities through our MTSS model of inclusion. Our parent organization, WAVE, also continues to contribute a phenomenal amount of time and resources to our school, for which we are grateful.

Making progress academically and socially, as well as partnering with our community is what helps make Westlake Charter School a success.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Westlake Charter School is pleased to report that we do not have any red (lowest) performance levels, and we have a relatively small number of orange performance levels when reviewing all the performance elements. Even so, the school will continue to monitor the data and trends associated with the student groups performing at these levels, continue to intervene using our school-wide MTSS model, and support our students’ academic and social emotional well-being.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

The school will continue to monitor the data and trends associated with the student groups performing at these levels, continue to intervene using our school-wide MTSS model, and support our students’ academic and social emotional well-being.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

The school will continue to monitor the data and trends associated with low-income, English learners and foster youth, continue to intervene using our school-wide MTSS model (ex. In-class interventions as a Tier 1 support, Small-group, and before-school intervention as a Tier 2 support), and support our students' academic and social emotional well-being.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures For LCAP Year

\$8,993,294 (as of 2nd Interim 17.18)

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

\$8,993,294 (as of 2nd Interim 17.18)

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Our Strategic Plan and LCAP are intentionally aligned. Expenditures from our annually adopted budget fully support these two plans.

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$7,485,665 (as of 2nd Interim 17.18)

Annual Update

LCAP Year Reviewed: 2017.18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Westlake Charter School has a rigorous educational program/curriculum that has narrowed the achievement gap and resulted in its student body achieving excellence as defined by broadly accepted standards.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Westlake Charter School expects to offer a rigorous education program to all students in order to make progress towards closing the achievement gap as compared to similar schools/student populations within our authorizing district.

Actual

Westlake Charter made progress on achieving this goal.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
Actions/Services

Objective 1: The organization will use Common Core and State Standards as a

Actual
Actions/Services

Westlake Charter made progress on these actions and services.

Budgeted
Expenditures

Salary, benefit and associated certificated

Estimated Actual
Expenditures

Salary, benefit and associated certificated

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>foundation to develop and enhance curriculum/thematic units of study, which will result in meaningful, visionary, project-based activities.</p> <p>Objective 2: The organization will use assessment data and strategic intervention to advance the abilities of all students, close achievement gaps, and prevent gaps from increasing.</p> <p>Objective 3: The organization will provide students with differentiated instruction and activities that address strengths, needs, and the readiness of individual students.</p> <p>Objective 4: The organization will work to enhance our Special Education and Response to Intervention models.</p>		<p>and classified back-office support relating to the achievement of the goal. Expenditures will be made from Fund 09.</p>	<p>and classified back-office support relating to the achievement of the goal. Expenditures were made from Fund 09.</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Westlake Charter School believes that a rigorous educational program/curriculum will narrow the achievement gap and result in its student body achieving excellence as defined by broadly accepted standards and provided targeted time and resources towards this goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of our actions/services seems to have been positive based on broadly accepted standards.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted expenditures and estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Our LCAP and Strategic Plan are aligned, and we will continuously use data and results to improve our practices.

Goal 2

Westlake Charter School's educational philosophy is based on our Core Values, the understanding that each student has unique interests and needs, and the belief that engaging students in diverse cultural activities strengthens their academic ability and global understanding.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5, 6, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Westlake Charter School expects to uphold our educational philosophy that is based on our Core Values, and that each student has unique interests and needs, and the belief that engaging students in diverse cultural activities strengthens their academic ability and global understanding.

Actual

Westlake Charter made progress on achieving this goal.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
Actions/Services

Objective 1: The organization will focus student learning by infusing its Core Values throughout various aspects of its operations.
Objective 2: The organization will invest in high-quality, strategic professional

Actual
Actions/Services

Westlake Charter made progress on these actions and services.

Budgeted
Expenditures

Salary, benefit and associated certificated and classified back-office support relating to the achievement of the goal. Expenditures will be

Estimated Actual
Expenditures

Salary, benefit and associated certificated and classified back-office support relating to the achievement of the goal. Expenditures were

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>development to ensure staff are prepared to implement its academic vision.</p> <p>Objective 3: The organization will provide instructional staff time to work collaboratively and participate in professional learning communities to reflect upon practice, achievement of students, develop curriculum, and grow professionally.</p> <p>Objective 4: The organization will refine its curricular programs to foster and promote global awareness and cultural understandings.</p>		made from Fund 09.	made from Fund 09.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Westlake Charter School believes that each student has unique interests and needs; that engaging students in diverse cultural activities strengthens their academic ability and global understanding, and provided targeted time and resources towards this goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of our actions/services seems to have been positive based on broadly accepted standards.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted expenditures and estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Our LCAP and Strategic Plan are aligned, and we will continuously use data and results to improve our practices.

Goal 3

Students, teachers, administrators, and parents associated with Westlake Charter School are proud to be part of a community of committed individuals who trust each other to contribute to the achievement of the school's goals.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 3, 4, 5, 6, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Westlake Charter School expects to offer an environment where students, teachers, administrators, and parents associated with Westlake Charter School are proud to be part of a community of committed individuals who trust each other to contribute to the achievement of the school's goals.

Westlake Charter made progress on achieving this goal.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Objective 1: The organization will attract and hire highly qualified candidates for each position and develop a working environment that motivates, competitively compensates and retains staff.

Westlake Charter made progress on these actions and services.

Salary, benefit and associated certificated and classified back-office support relating to the achievement of the goal. Expenditures will be made from Fund 09.

Salary, benefit and associated certificated and classified back-office support relating to the achievement of the goal. Expenditures were made from Fund 09.

Objective 2: The organization will work with

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>WAVE to facilitate opportunities which engage and strengthen the organization and community.</p> <p>Objective 3: The organization will seek volunteers to provide support services, to the benefit of all students.</p>			

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Westlake Charter School believes that students, teachers, administrators, and parents associated with Westlake Charter School are proud to be part of a community of committed individuals who trust each other to contribute to the achievement of the school's goals, and provided targeted time and resources towards this goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of our actions/services seems to have been positive based on broadly accepted standards.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted expenditures and estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Our LCAP and Strategic Plan are aligned, and we will continuously use data and results to improve our practices.

Goal 4

Westlake Charter School has effective administrative and operational structures in place that ensure its ability to:

- Remain nimble and flexible,
- Remain financially sound while providing the resources necessary to achieve its goals,
- Manage technology,
- Obtain its own school site

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 6, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Westlake Charter School expects to have effective administrative and operational structures that will ensure its ability to: remain nimble and flexible; remain financially sound while providing the resources necessary to achieve its goals; manage technology, and obtain their own school site.

Actual

Westlake Charter made progress on achieving this goal.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Objective 1: The organization will retain financial capacity to support evolving and

Westlake Charter made progress on these actions and services.

Salary, benefit and associated certificated

Salary, benefit and associated certificated

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>desired educational outcomes.</p> <p>Objective 2: The organization will plan, manage, monitor and report financial information that allows stakeholders to make goal-aligned, effective decisions.</p> <p>Objective 3: The organization will develop a technology plan that incorporates long-term needs, and describes its use of technology as a tool for learning and support.</p> <p>Objective 4: The organization will facilitate the development of a permanent facility that reflects and enables its vision.</p>		<p>and classified back-office support relating to the achievement of the goal. Expenditures will be made from Fund 09.</p>	<p>and classified back-office support relating to the achievement of the goal. Expenditures were made from Fund 09.</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Westlake Charter School believes that effective administrative and operational structures will ensure its ability to: remain nimble and flexible; remain financially sound while providing the resources necessary to achieve its goals; manage technology, and obtain our own school site, and we provided targeted time and resources towards this goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of our actions/services seems to have been positive based on broadly accepted standards.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted expenditures and estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Our LCAP and Strategic Plan are aligned, and we will continuously use data and results to improve our practices.

Goal 5

Westlake Charter School is broadly recognized for its academic excellence, its involvement within the community, and as the school of choice.

State Priorities: 3, 4, 5, 6, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Westlake Charter School believes that we will be broadly recognized for our academic excellence, our involvement within the community, and as the school of choice.

Westlake Charter made progress on achieving this goal.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Objective 1: The organization will demonstrate our Core Values by participating in global, regional, and local community and philanthropic events.

Objective 2: The organization will expand and enhance the community's knowledge of the unique opportunities available at its schools by participating in strategic marketing, outreach, and community

Westlake Charter made progress on these actions and services.

Salary, benefit and associated certificated and classified back-office support relating to the achievement of the goal. Expenditures will be made from Fund 09.

Salary, benefit and associated certificated and classified back-office support relating to the achievement of the goal. Expenditures were made from Fund 09.

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

events.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Westlake Charter School expects to be broadly recognized for its academic excellence, its involvement within the community, and as the school of choice, and we provided targeted time and resources towards this goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of our actions/services seems to have been positive based on broadly accepted standards.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted expenditures and estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Our LCAP and Strategic Plan are aligned, and we will continuously use data and results to improve our practices.

Stakeholder Engagement

LCAP Year: 2017.18, 2018.19, 2019.20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

As a Charter School, participation and involvement are an integral part of who we are. As an example, when the school was founded, parents and teachers initially worked together to create the Charter documents, vision, mission of the school, and successfully petitioned the Natomas Unified School District for authorization.

Today, the process of outreach, engagement, communication and consultation with our community remain as a core ideology. As a specific example, each year the school formally asks for parent and teacher feedback using both formal and informal means, through which we are able to capture qualitative and quantitative information. The result of this information gathering provides the school with guided information which is internalized and subsequently helps form our priorities, goals and actions.

Westlake recently used the information gathered from our stakeholders to adopt our Strategic Plan. A broad cross-set of our community actively participated in the Strategic Planning process, including: Parents, Teachers, Board Members, School Administration, and more. To add to this planning process, and more specifically, the development of the LCAP, students were surveyed and asked to articulate additional supports they need in order to produce better outcomes.

In addition to the formal information gathering as outlined above, the school administration regularly participated in monthly meetings with our parent community and our WAVE (Westlake Association of Volunteer Explorers) Board meetings. Participating in these meetings allows the school to talk with our families, provide updates and receive feedback.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The LCAP process has folded in nicely with our community, parent, student and Board engagements, and have enhanced the dialogue that occurs around student success. During our most-recent strategic planning process, our Mission Statement and Vision were refined. The refinement led to academic and program supports the school would need to provide, which in turn, lead to the development of our multi-year Strategic Plan and LCAP. As a specific example, through our collaborative process, we identified additional academic supports and interventions that would be required going forward to better serve the needs of our English-Learner and students serviced by our Student Support Services team.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Westlake Charter School has a rigorous educational program/curriculum that has narrowed the achievement gap and resulted in its student body achieving excellence as defined by broadly accepted standards.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Westlake Charter School believes that a rigorous educational program/curriculum will narrow the achievement gap and result in its student body achieving excellence as defined by broadly accepted standards.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The school continues to perform at or above substantially	The school is performing at or above substantially similar schools within our authorizing District.	The school will continue to perform at or above substantially similar schools within our	The school will continue to perform at or above substantially similar schools within our	The school will continue to perform at or above substantially similar schools within our

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
similar schools within our authorizing District within the context of this goal.		authorizing District.	authorizing District.	authorizing District.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Your and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Objective 1: The organization will use Common Core and State Standards as a foundation to develop and enhance curriculum/thematic units of study, which will result in meaningful, visionary, project-based activities.

Objective 2: The organization will use assessment data and strategic intervention to advance the abilities of all students, close achievement gaps, and prevent gaps from increasing.

Objective 3: The organization will provide students with differentiated instruction and activities that address strengths, needs, and the readiness of individual students.

Objective 4: The organization will work to enhance our Special Education and Response to Intervention models.

2018-19 Actions/Services

Objective 1: The organization will use Common Core and State Standards as a foundation to develop and enhance curriculum/thematic units of study, which will result in meaningful, visionary, project-based activities.

Objective 2: The organization will use assessment data and strategic intervention to advance the abilities of all students, close achievement gaps, and prevent gaps from increasing.

Objective 3: The organization will provide students with differentiated instruction and activities that address strengths, needs, and the readiness of individual students.

Objective 4: The organization will work to enhance our Special Education and Response to Intervention models.

2019-20 Actions/Services

Objective 1: The organization will use Common Core and State Standards as a foundation to develop and enhance curriculum/thematic units of study, which will result in meaningful, visionary, project-based activities.

Objective 2: The organization will use assessment data and strategic intervention to advance the abilities of all students, close achievement gaps, and prevent gaps from increasing.

Objective 3: The organization will provide students with differentiated instruction and activities that address strengths, needs, and the readiness of individual students.

Objective 4: The organization will work to enhance our Special Education and Response to Intervention models.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Per budget	Per Budget	Per Budget
Source	Fund 09	Fund 09	Fund 09

Year	2017-18	2018-19	2019-20
Budget Reference	Salary, benefit and associated certificated and classified back-office support relating to the achievement of the goal.	Salary, benefit and associated certificated and classified back-office support relating to the achievement of the goal.	Salary, benefit and associated certificated and classified back-office support relating to the achievement of the goal.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Westlake Charter School's educational philosophy is based on our Core Values, the understanding that each student has unique interests and needs, and the belief that engaging students in diverse cultural activities strengthens their academic ability and global understanding.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5, 6, 7, 8

Local Priorities:

Identified Need:

Westlake Charter School believes that each student has unique interests and needs, and that engaging students in diverse cultural activities strengthens their academic ability and global understanding.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The school continues to perform at or above substantially similar schools within our authorizing District within the context	The school is performing at or above substantially similar schools within our authorizing District.	The school will continue to perform at or above substantially similar schools within our authorizing District.	The school will continue to perform at or above substantially similar schools within our authorizing District.	The school will continue to perform at or above substantially similar schools within our authorizing District.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
of this goal.				

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Your and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Objective 1: The organization will focus student learning by infusing its Core Values throughout various aspects of its operations.

Objective 2: The organization will invest in high-quality, strategic professional development to ensure staff are prepared to implement its academic vision.

Objective 3: The organization will provide instructional staff time to work collaboratively and participate in professional learning communities to reflect upon practice, achievement of students, develop curriculum, and grow professionally.

Objective 4: The organization will refine its curricular programs to foster and promote global awareness and cultural understandings.

2018-19 Actions/Services

Objective 1: The organization will focus student learning by infusing its Core Values throughout various aspects of its operations.

Objective 2: The organization will invest in high-quality, strategic professional development to ensure staff are prepared to implement its academic vision.

Objective 3: The organization will provide instructional staff time to work collaboratively and participate in professional learning communities to reflect upon practice, achievement of students, develop curriculum, and grow professionally.

Objective 4: The organization will refine its curricular programs to foster and promote global awareness and cultural understandings.

2019-20 Actions/Services

Objective 1: The organization will focus student learning by infusing its Core Values throughout various aspects of its operations.

Objective 2: The organization will invest in high-quality, strategic professional development to ensure staff are prepared to implement its academic vision.

Objective 3: The organization will provide instructional staff time to work collaboratively and participate in professional learning communities to reflect upon practice, achievement of students, develop curriculum, and grow professionally.

Objective 4: The organization will refine its curricular programs to foster and promote global awareness and cultural understandings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Per budget	Per Budget	Per Budget
Source	Fund 09	Fund 09	Fund 09
Budget Reference	Salary, benefit and associated certificated and classified back-office support relating to the achievement of the goal.	Salary, benefit and associated certificated and classified back-office support relating to the achievement of the goal.	Salary, benefit and associated certificated and classified back-office support relating to the achievement of the goal.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Students, teachers, administrators, and parents associated with Westlake Charter School are proud to be part of a community of committed individuals who trust each other to contribute to the achievement of the school's goals.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 3, 4, 5, 6, 8

Local Priorities:

Identified Need:

Westlake Charter School believes that students, teachers, administrators, and parents associated with Westlake Charter School are proud to be part of a community of committed individuals who trust each other to contribute to the achievement of the school's goals.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The school continues to perform at or above substantially similar schools within our authorizing District within the context	The school is performing at or above substantially similar schools within our authorizing District.	The school will continue to perform at or above substantially similar schools within our authorizing District.	The school will continue to perform at or above substantially similar schools within our authorizing District.	The school will continue to perform at or above substantially similar schools within our authorizing District.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
of this goal.				

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Your and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Objective 1: The organization will attract and hire highly qualified candidates for each position and develop a working environment that motivates, competitively compensates and retains staff.

Objective 2: The organization will work with WAVE to facilitate opportunities which engage and strengthen the organization and community.

Objective 3: The organization will seek volunteers to provide support services, to the benefit of all students.

2018-19 Actions/Services

Objective 1: The organization will attract and hire highly qualified candidates for each position and develop a working environment that motivates, competitively compensates and retains staff.

Objective 2: The organization will work with WAVE to facilitate opportunities which engage and strengthen the organization and community.

Objective 3: The organization will seek volunteers to provide support services, to the benefit of all students.

2019-20 Actions/Services

Objective 1: The organization will attract and hire highly qualified candidates for each position and develop a working environment that motivates, competitively compensates and retains staff.

Objective 2: The organization will work with WAVE to facilitate opportunities which engage and strengthen the organization and community.

Objective 3: The organization will seek volunteers to provide support services, to the benefit of all students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Per budget	Per Budget	Per Budget
Source	Fund 09	Fund 09	Fund 09
Budget Reference	Salary, benefit and associated certificated and classified back-office support relating to the achievement of the goal.	Salary, benefit and associated certificated and classified back-office support relating to the achievement of the goal.	Salary, benefit and associated certificated and classified back-office support relating to the achievement of the goal.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

Westlake Charter School has effective administrative and operational structures in place that ensure its ability to:

- Remain nimble and flexible,
- Remain financially sound while providing the resources necessary to achieve its goals,
- Manage technology,
- Obtain its own school site

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 6, 8

Local Priorities:

Identified Need:

Westlake Charter School believes that effective administrative and operational structures will ensure its ability to: remain nimble and flexible; remain financially sound while providing the resources necessary to achieve its goals; manage technology, and obtain our own school site.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The school continues to perform at or above	The school is performing at or above substantially similar schools within our authorizing District.	The school will continue to perform at or above substantially similar schools within our	The school will continue to perform at or above substantially similar schools within our	The school will continue to perform at or above substantially similar schools within our

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
substantially similar schools within our authorizing District within the context of this goal.		authorizing District.	authorizing District.	authorizing District.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Your and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Objective 1: The organization will retain financial capacity to support evolving and desired educational outcomes.

Objective 2: The organization will plan, manage, monitor and report financial information that allows stakeholders to make goal-aligned, effective decisions.

Objective 3: The organization will develop a technology plan that incorporates long-term needs, and describes its use of technology as a tool for learning and support.

Objective 4: The organization will facilitate the development of a permanent facility that reflects and enables its vision.

2018-19 Actions/Services

Objective 1: The organization will retain financial capacity to support evolving and desired educational outcomes.

Objective 2: The organization will plan, manage, monitor and report financial information that allows stakeholders to make goal-aligned, effective decisions.

Objective 3: The organization will develop a technology plan that incorporates long-term needs, and describes its use of technology as a tool for learning and support.

Objective 4: The organization will facilitate the development of a permanent facility that reflects and enables its vision.

2019-20 Actions/Services

Objective 1: The organization will retain financial capacity to support evolving and desired educational outcomes.

Objective 2: The organization will plan, manage, monitor and report financial information that allows stakeholders to make goal-aligned, effective decisions.

Objective 3: The organization will develop a technology plan that incorporates long-term needs, and describes its use of technology as a tool for learning and support.

Objective 4: The organization will facilitate the development of a permanent facility that reflects and enables its vision.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Per budget	Per Budget	Per Budget
Source	Fund 09	Fund 09	Fund 09

Year	2017-18	2018-19	2019-20
Budget Reference	Salary, benefit and associated certificated and classified back-office support relating to the achievement of the goal.	Salary, benefit and associated certificated and classified back-office support relating to the achievement of the goal.	Salary, benefit and associated certificated and classified back-office support relating to the achievement of the goal.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 5

Westlake Charter School is broadly recognized for its academic excellence, its involvement within the community, and as the school of choice.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5, 6, 7, 8

Local Priorities:

Identified Need:

Westlake Charter School expects to be broadly recognized for its academic excellence, its involvement within the community, and as the school of choice.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The school continues to perform at or above substantially similar schools within our authorizing District within the context	The school is performing at or above substantially similar schools within our authorizing District.	The school will continue to perform at or above substantially similar schools within our authorizing District.	The school will continue to perform at or above substantially similar schools within our authorizing District.	The school will continue to perform at or above substantially similar schools within our authorizing District.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
of this goal.				

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Your and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Objective 1: The organization will demonstrate our Core Values by participating in global, regional, and local community and philanthropic events.

Objective 2: The organization will expand and enhance the community’s knowledge of the unique opportunities available at its schools by participating in strategic marketing, outreach, and community events.

2018-19 Actions/Services

Objective 1: The organization will demonstrate our Core Values by participating in global, regional, and local community and philanthropic events.

Objective 2: The organization will expand and enhance the community’s knowledge of the unique opportunities available at its schools by participating in strategic marketing, outreach, and community events.

2019-20 Actions/Services

Objective 1: The organization will demonstrate our Core Values by participating in global, regional, and local community and philanthropic events.

Objective 2: The organization will expand and enhance the community’s knowledge of the unique opportunities available at its schools by participating in strategic marketing, outreach, and community events.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Per budget	Per Budget	Per Budget
Source	Fund 09	Fund 09	Fund 09
Budget Reference	Salary, benefit and associated certificated and classified back-office support relating to the achievement of the goal.	Salary, benefit and associated certificated and classified back-office support relating to the achievement of the goal.	Salary, benefit and associated certificated and classified back-office support relating to the achievement of the goal.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017.18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$452,645 (as of 2nd Interim 2017.18)

6.05% (as of 2nd Interim 2017.18)

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Supplemental funds for low income pupils, foster youth and English learners will generate improved services based on at least the proportional increase in supplemental funds (estimated to be 6.05% as of 2nd Interim 2017/18 and based on data generated by School Services) and in accordance with 5 CCR 15496 - through ongoing parent/student outreach and our strategic academic MTSS model (instructional aide support [ROAR], pull-out support, etc.), and as identified in Section 2.

The school fully expects to expend supplemental resources on support activities as outlined in this document and our supplementary materials. The school also expects that funds which are used to support charterwide activities - such as the acquisition of additional technology, the implementation of our instructional pillars and intervention models - are the most effective use of funds and will ultimately benefit our goals for unduplicated pupils in the state priority areas.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are 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 K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are 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 K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the 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).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any

schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?