

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Westlake Charter School

CDS Code: 34752830108860

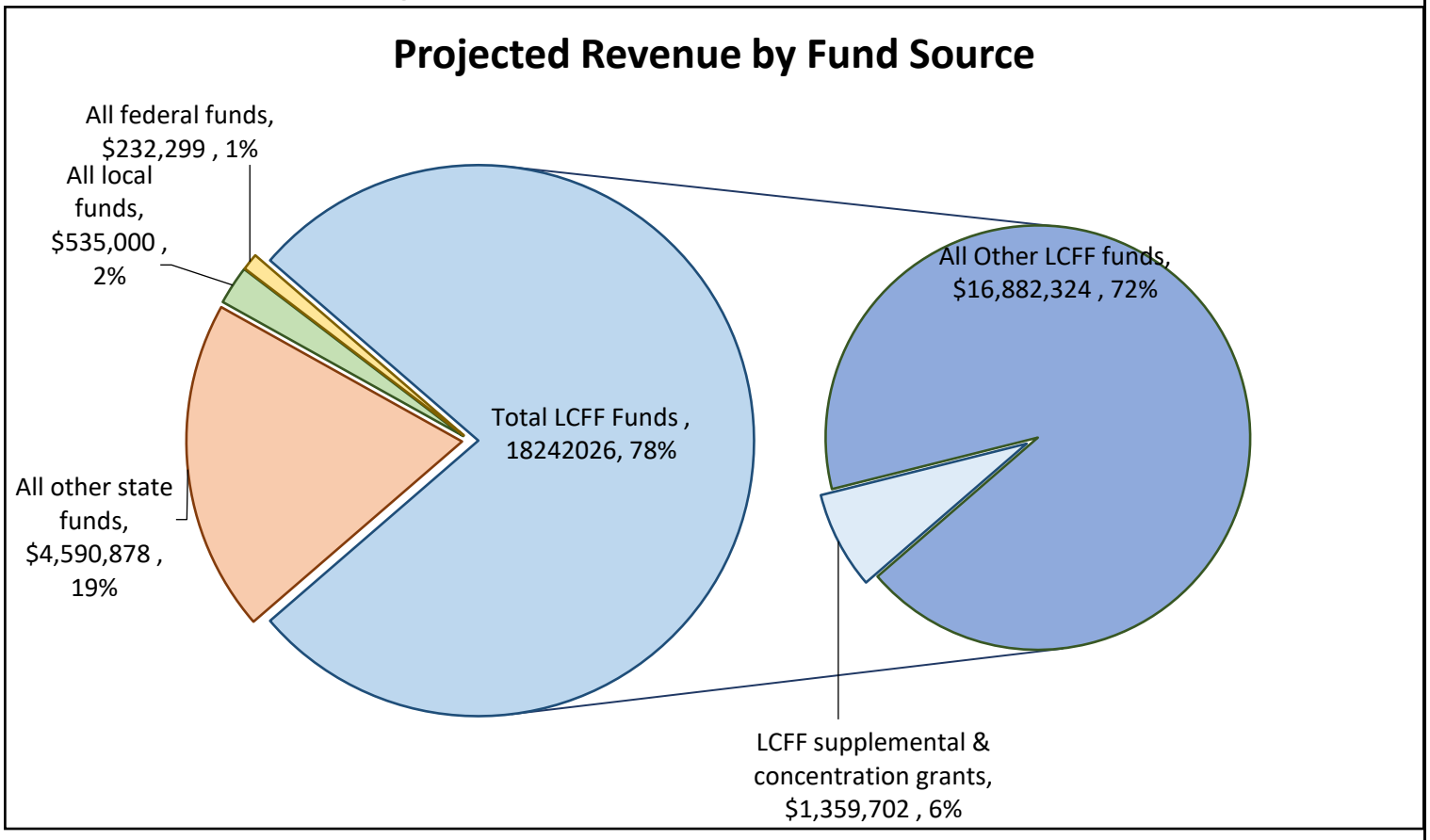
School Year: 2026/27

LEA contact information: John Eick, 916-567-5760admin@westlakecharter.com

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

Budget Overview for the 2026/27 School Year

Projected Revenue by Fund Source

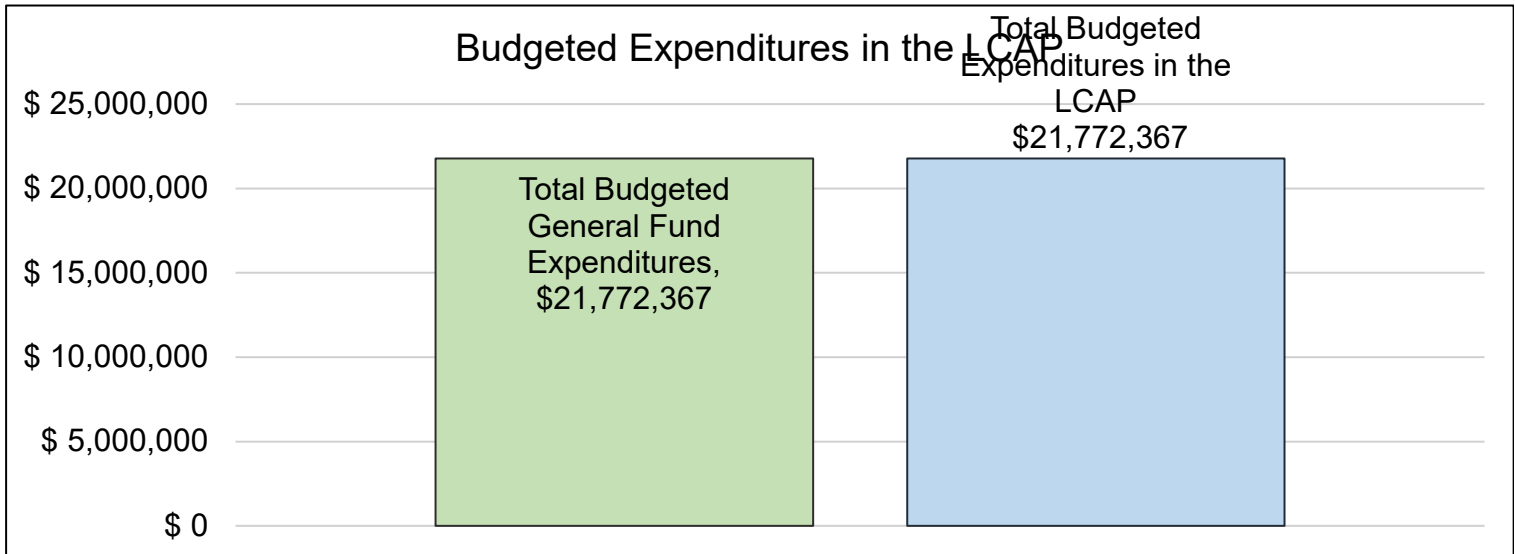


This chart shows the total general purpose revenue Westlake Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Westlake Charter School is \$23,600,203.00, of which \$18,242,026.00 is Local Control Funding Formula (LCFF), \$4,590,878.00 is other state funds, \$535,000.00 is local funds, and \$232,299.00 is federal funds. Of the \$18,242,026.00 in LCFF Funds, \$1,359,702.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

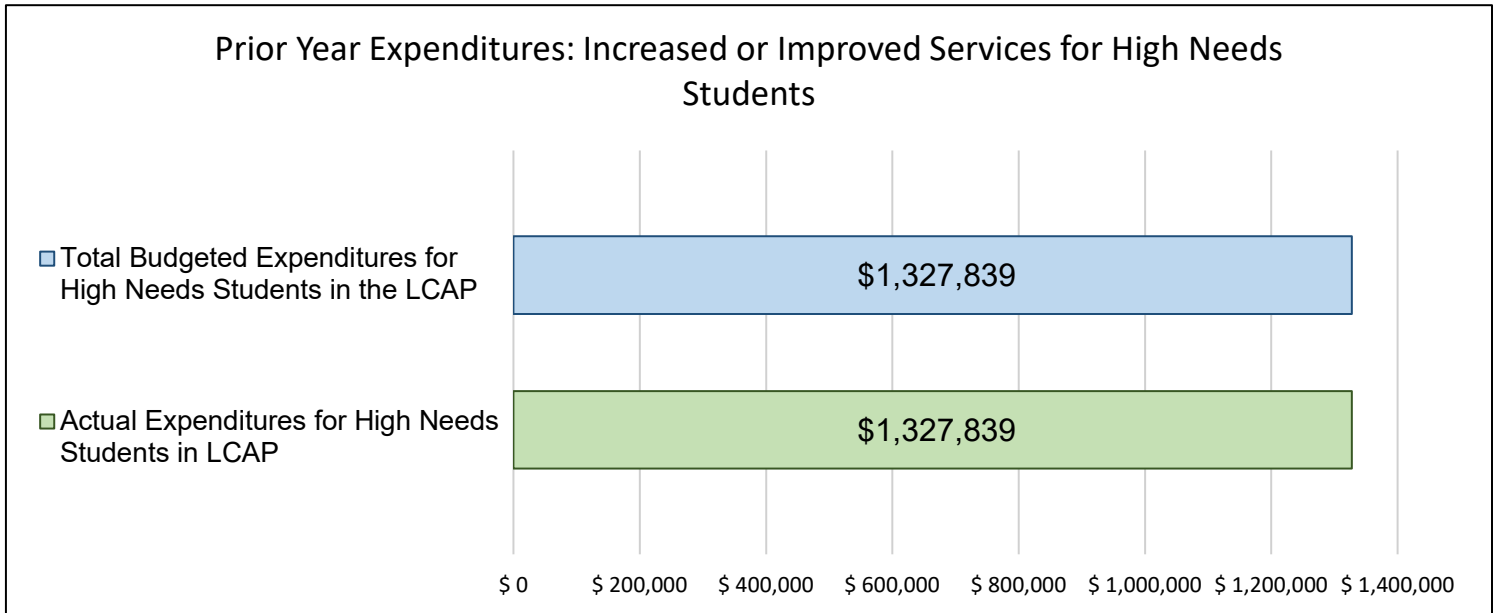
The text description of the above chart is as follows: Westlake Charter School plans to spend \$21,772,367.00 for the 2026/27 school year. Of that amount, \$21,772,367.00 is tied to actions/services in the LCAP and \$0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2026/27, Westlake Charter School is projecting it will receive \$1,359,702.00 based on the enrollment of foster youth, English learner, and low-income students. Westlake Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Westlake Charter School plans to spend \$1,359,702.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025/26, Westlake Charter School's LCAP budgeted \$1,327,839.00 for planned actions to increase or improve services for high needs students. Westlake Charter School actually spent \$1,327,839.00 for actions to increase or improve services for high needs students in 2025/26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Westlake Charter School	John Eick, Executive Director	admin@westlakecharter.com; 916-567-5760

Plan Summary 2026-27

General Information

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

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

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

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

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

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

Mission

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

Vision

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

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

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

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

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

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

The Strategic Plan is attached hereto as Exhibit A.

Reflections: Annual Performance

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

Westlake Charter School is a public, tuition-free school located in one of the most diverse school districts in the United States. Founded in 2005, and recently celebrating our 20th year, Westlake Charter School continues to innovate without our community.

As we reflect on our Annual Performance, we view it through the lens of our program:

- Our curriculum focuses on diversity, equity, inclusion and appreciation of different cultures;
- Our full inclusion Special Education practices have been celebrated as exemplary;
- We promote a balance of academic and social emotional readiness, foreign language acquisition and arts integration;
- Our K-8 students receive instruction in art, physical education and Spanish by credentialed teachers in these areas of expertise;
- Students in grades 9-12 have daily access to flexible blocks of time designed to support, enrich, or extend personalized learning opportunities;
- We are committed to small class sizes;
- We utilize Responsive Classroom and Restorative Justice practices designed to create a safe classroom culture that promotes personalized learning;
- We integrate technology across all grade levels and use technology as a tool for learning;
- We provide before- and after-school academic enrichment and intervention;
- Our staff are committed, engaged and share in the leadership of our school;
- Our families are involved and serve as partners in their child's education.

We will continue to monitor dashboard and other local data as we work to improve outcomes for our students and community.

Reflections: Technical Assistance

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

Local Control and Accountability Plan Template

Westlake Charter School is pleased to report that we are not identified for technical assistance.

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.

Westlake Charter School is pleased to report that we are not 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.

Westlake Charter School is pleased to report that we are not identified for CSI.

Monitoring and Evaluating Effectiveness

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

We will monitor and evaluate our LCAP through the lens of our Mission Statement: 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.

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, Students, & School Personnel	<p>Westlake Charter School values participation and involvement and views collaboration as integral to our organization. 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 worked with the Natomas Unified School District for authorization.</p> <p>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.</p> <p>A broad cross-set of our community actively participates in the strategic guidance process, including: Parents, Teachers, Board Members, School Administration, Students – via student surveys, leadership, high school student council - and more. To add to this planning process, and more specifically, the development of the LCAP, we meet with students to help articulate additional supports they need to feel better about their learning outcomes.</p> <p>In addition to the formal information gathering as outlined above, school administration regularly participates in meetings with our parent community and WAVE (Westlake Association of Volunteer Explorers) team. Participating in these meetings allows the school to talk with our families, provide updates and receive feedback.</p> <p>For a partial list of outreach and engagement that was conducted over the 2025/26 school year, please see Exhibit B.</p>

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

Our LCAP has been influenced with feedback from multiple stakeholder groups. Summarized feedback from our school community, including students, families and staff include:

- Collaboration and community connection has become increasingly important;
- Use of needs assessment information as identified in EC 32526(d)(1)-(6) to help guide areas of greatest need for student learning recovery supports and any related expenditures;
- Academic readiness for students, as well as social-emotional wellness of the entire organization;
- Ensuring survey work continues so all voices have an opportunity to be heard; and
- Reflecting on the innovative practices we have learned and identifying processes that we believe are important to carry forward.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	<p>We Demonstrate What’s Possible.</p> <p>Westlake Charter School will be known for its organizational culture and as a place where people want to work, learn, and belong.</p>	LEA-wide broad goal

State Priorities addressed by this goal.

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	<p>Based on quantitative and qualitative metrics, as well as any potential LREBG expenditures, the school continues to perform at or above substantially similar schools within our authorizing District within the context of this goal.</p> <p>The school intends to develop benchmarking tools to assist in the measurement of these outcomes.</p>	The school is performing at established benchmarks.	<p>Impressive levels of staff recruitment, retention, longevity, and satisfaction</p> <p>Inspiring range of professional learning opportunities for both certificated and classified staff</p> <p>Reputation as a community that embraces excellence, innovation, belonging, and safety</p> <p>High levels of clarity and transparency around organizational practices</p> <p>Fiscal stewardship that reinforces the current high levels of trust</p>	The school will continue to perform at or above established benchmarks.	The school will continue to perform at or above established benchmarks	The school will continue to perform at or above established benchmarks

Goal Analysis for 2026-27

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.

Westlake Charter School engaged in a strategic planning process in the 2025/26 school year. This said, the above goal is new for the 2026/27 LCAP.

Based on our needs assessments and our rationale for expending LREBG resources on items pursuant to EC Section 32526(c)(2)(A-F)-(d), we believe accelerating progress, integrating supports, increasing access to instruction and providing additional academic services will help address this identified area of need, as identified by the metric, and we will continue to assess the overall effectiveness of the chosen strategy and whether adjustments to the approach are warranted based on progress shown on the relevant metrics.

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.

Westlake Charter School engaged in a strategic planning process in the 2025/26 school year. This said, the above goal is new for the 2026/27 LCAP.

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

Westlake Charter School engaged in a strategic planning process in the 2025/26 school year. This said, the above goal is new for the 2026/27 LCAP.

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.

Our Strategic Plan is a guiding document for our organization and contains relevant goals, beliefs, values, commitments, outcomes and actions. We intend to use LREBG funds to support this goal and related implementation, and will monitor the metrics to see whether adjustments are needed.

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	<p>A summary of goal-aligned actions can be found in our Strategic Plan.</p> <p>Strategic Plan actions include: 1, 4, 7, 10, 11, 12, W2</p>	<p>A summary of descriptions for each goal-aligned action can be found in our Strategic Plan.</p> <p>This Action is particularly relevant for our English Language Learners and all student groups who are evaluated under the English Language Progress Indicator (ELPI) metric. Data shows that implementation of this Action will help support areas of need as defined in EC Sections 32526 (2), (3), (5) and (6).</p>	\$4,354,573	Y

Goal

Goal #	Description	Type of Goal
2	<p>Goal Area Two: School and Community Collaborate</p> <p>There will be evidence that Westlake Charter School is thriving because voices are included, leadership is shared, and collaboration is at the center of everything we do.</p>	LEA-wide broad goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Westlake Charter School believes it is important to demonstrate evidence that Westlake Charter School is thriving because voices are included, leadership is shared, and collaboration is at the center of everything we do.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	<p>Based on quantitative and qualitative metrics, as well as any potential LREBG expenditures, the school continues to perform at or above substantially similar schools within our authorizing District within the context of this goal.</p> <p>The school intends to develop benchmarking tools to assist in the measurement of these outcomes.</p>	The school is performing at established benchmarks.	<p>Reputation as a connected and inclusive community</p> <p>High levels of family volunteerism and engagement</p> <p>Wide breadth of community partnerships</p> <p>Strong teams of staff who lean on and inspire one another</p>	The school will continue to perform at or above established benchmarks.	The school will continue to perform at or above established benchmarks	The school will continue to perform at or above established benchmarks

Goal Analysis for 2026-27

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.

Westlake Charter School engaged in a strategic planning process in the 2025/26 school year. This said, the above goal is new for the 2026/27 LCAP.

Based on our needs assessments and our rationale for expending LREBG resources on items pursuant to EC Section 32526(c)(2)(A-F)-(d), we believe accelerating progress, integrating supports, increasing access to instruction and providing additional academic services will help address this identified area of need, as identified by the metric, and we will continue to assess the overall effectiveness of the chosen strategy and whether adjustments to the approach are warranted based on progress shown on the relevant metrics.

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.

Westlake Charter School engaged in a strategic planning process in the 2025/26 school year. This said, the above goal is new for the 2026/27 LCAP.

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

Westlake Charter School engaged in a strategic planning process in the 2025/26 school year. This said, the above goal is new for the 2026/27 LCAP.

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.

Our Strategic Plan is a guiding document for our organization and contains relevant goals, beliefs, values, commitments, outcomes and actions. We intend to use LREBG funds to support this goal and related implementation, and will monitor the metrics to see whether adjustments are needed.

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	<p>A summary of goal-aligned actions can be found in our Strategic Plan</p> <p>Strategic Plan actions include: 8, 10, 11, 12, W2</p>	<p>A summary of descriptions for each goal-aligned action can be found in our Strategic Plan.</p> <p>This Action is particularly relevant for our English Language Learners and all student groups who are evaluated under the English Language Progress Indicator (ELPI) metric. Data shows that implementation of this Action will help support areas of need as defined in EC Sections 32526 (2), (3), (5) and (6).</p>	\$5,443,216	Y

Goal

Goal #	Description	Type of Goal
3	Goal Area Three: Create Inspiring Adults with Academic Readiness Westlake Charter School will be celebrated for ensuring inspiring levels of academic growth for every student.	LEA-wide broad goal

State Priorities addressed by this goal.

State Priorities: 1, 2, 4, 5, 6, 7, 8

An explanation of why the LEA has developed this goal.

Westlake Charter School believes it is important that our school is celebrated for ensuring inspiring levels of academic growth for every student.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Based on quantitative and qualitative metrics, as well as any potential LREBG expenditures, the school continues to perform at or above substantially similar schools within our authorizing District within the context of this goal. The school intends to develop benchmarking tools to assist in the measurement of these outcomes.	The school is performing at established benchmarks.	Reputation for academic excellence as expressed through: academic growth by all An academic program celebrated as a balance of perseverance and joyful learning Staff clarity regarding academic roles and responsibilities organized by the MTSS framework A wide range of Enriched Educational Opportunities and capstone experiences producing students who embody the Graduate Profile A reputation for impressive persistence to graduation	The school will continue to perform at or above established benchmarks.	The school will continue to perform at or above established benchmarks	The school will continue to perform at or above established benchmarks

Goal Analysis for 2026-27

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.

Westlake Charter School engaged in a strategic planning process in the 2025/26 school year. This said, the above goal is new for the 2026/27 LCAP.

Based on our needs assessments and our rationale for expending LREBG resources on items pursuant to EC Section 32526(c)(2)(A-F)-(d), we believe accelerating progress, integrating supports, increasing access to instruction and providing additional academic services will help address this identified area of need, as identified by the metric, and we will continue to assess the overall effectiveness of the chosen strategy and whether adjustments to the approach are warranted based on progress shown on the relevant metrics.

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.

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

Westlake Charter School engaged in a strategic planning process in the 2025/26 school year. This said, the above goal is new for the 2026/27 LCAP.

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.

Our Strategic Plan is a guiding document for our organization and contains relevant goals, beliefs, values, commitments, outcomes and actions. We intend to use LREBG funds to support this goal and related implementation, and will monitor the metrics to see whether adjustments are needed. We believe the use of any LREBG funds has been effective based on the chosen strategy and related implementation, and will monitor the metrics to see whether adjustments are needed.

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	<p>A summary of goal-aligned actions can be found in our Strategic Plan</p> <p>Strategic Plan actions include: 2, 3, 5, 6, 9, 11, W1, W3</p>	<p>A summary of descriptions for each goal-aligned action can be found in our Strategic Plan.</p> <p>This Action is particularly relevant for our English Language Learners and all student groups who are evaluated under the English Language Progress Indicator (ELPI) metric. Data shows that implementation of this Action will help support areas of need as defined in EC Sections 32526 (2), (3), (5) and (6).</p>	\$5,443,216	Y

Goal

Goal #	Description	Type of Goal
4	Goal Area Four: Create Inspiring Adults with Social-Emotional Readiness Westlake Charter School will take pride in shaping the future by raising students whose actions exemplify our core values.	LEA-wide broad goal

State Priorities addressed by this goal.

State Priorities: 1, 2, 4, 5, 6, 7, 8

An explanation of why the LEA has developed this goal.

Westlake Charter School believes it is important that our community takes pride in shaping the future by raising students whose actions exemplify our core values.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Based on quantitative and qualitative metrics, as well as any potential LREBG expenditures, the school continues to perform at or above substantially similar schools within our authorizing District within the context of this goal. The school intends to develop benchmarking tools to assist in the measurement of these outcomes.	The school is performing at established benchmarks.	Reputation for students who are aware of self and others, and who model positive decision-making High levels of engagement expressed as low levels of chronic absenteeism and suspension Staff clarity in their roles and responsibilities regarding positive student behavior Student connectedness, healthy relationships, a sense of belonging, and a positive campus culture	The school will continue to perform at or above established benchmarks.	The school will continue to perform at or above established benchmarks	The school will continue to perform at or above established benchmarks

Goal Analysis for 2026-27

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.

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Based on our needs assessments and our rationale for expending LREBG resources on items pursuant to EC Section 32526(c)(2)(A-F)-(d), we believe accelerating progress, integrating supports, increasing access to instruction and providing additional academic services will help address this identified area of need, as identified by the metric, and we will continue to assess the overall effectiveness of the chosen strategy and whether adjustments to the approach are warranted based on progress shown on the relevant metrics.

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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.

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Goal

Goal #	Description	Type of Goal
5	Goal Area Five: Lead as Global Citizens Westlake Charter School will change the world by graduating Explorers who reflect our graduate profile.	LEA-wide broad goal

State Priorities addressed by this goal.

State Priorities: 1, 2, 4, 5, 6, 7, 8

An explanation of why the LEA has developed this goal.

Westlake Charter School believes it is important we change the world by graduating Explorers who reflect our graduate profile.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Based on quantitative and qualitative metrics, as well as any potential LREBG expenditures, the school continues to perform at or above substantially similar schools within our authorizing District within the context of this goal. The school intends to develop benchmarking tools to assist in the measurement of these outcomes.	The school is performing at established benchmarks.	Reputation for students who leverage a Global Perspective and are stewards of their community Audaciously high rates of graduation and college- and career-readiness Impressive breadth of college acceptances and persistence Alumni who make a difference through career choices and social impact	The school will continue to perform at or above established benchmarks.	The school will continue to perform at or above established benchmarks	The school will continue to perform at or above established benchmarks

Goal Analysis for 2026-27

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.

Westlake Charter School engaged in a strategic planning process in the 2025/26 school year. This said, the above goal is new for the 2026/27 LCAP.

Based on our needs assessments and our rationale for expending LREBG resources on items pursuant to EC Section 32526(c)(2)(A-F)-(d), we believe accelerating progress, integrating supports, increasing access to instruction and providing additional academic services will help address this identified area of need, as identified by the metric, and we will continue to assess the overall effectiveness of the chosen strategy and whether adjustments to the approach are warranted based on progress shown on the relevant metrics.

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.

Westlake Charter School engaged in a strategic planning process in the 2025/26 school year. This said, the above goal is new for the 2026/27 LCAP.

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

Westlake Charter School engaged in a strategic planning process in the 2025/26 school year. This said, the above goal is new for the 2026/27 LCAP.

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.

Our Strategic Plan is a guiding document for our organization and contains relevant goals, beliefs, values, commitments, outcomes and actions. We intend to use LREBG funds to support this goal and related implementation, and will monitor the metrics to see whether adjustments are needed. We believe the use of any LREBG funds has been effective based on the chosen strategy and related implementation, and will monitor the metrics to see whether adjustments are needed.

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	<p>A summary of goal-aligned actions can be found in our Strategic Plan</p> <p>Strategic Plan actions include: 1, 2, 8, 9, 12, W3</p>	<p>A summary of descriptions for each goal-aligned action can be found in our Strategic Plan.</p> <p>This Action is particularly relevant for our English Language Learners and all student groups who are evaluated under the English Language Progress Indicator (ELPI) metric. Data shows that implementation of this Action will help support areas of need as defined in EC Sections 32526 (2), (3), (5) and (6).</p>	\$2,177,286	Y

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,359,702 (as of 2 nd Interim 25/26)	\$0 / Not applicable

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
7.45% (as of 2 nd Interim 25/26)	0%	\$0	7.45% (as of 2 nd Interim 25/26)

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; All Related Actions	We believe all student groups, including those identified as part of an unduplicated student groups, benefit from being part of an organization that strives to achieve this goal and related actions.	Through our strategic planning process, Westlake Charter School has adopted a set of Actions and Objectives aligned to this specific Goal. As a small, innovative Charter School, these Actions and Objectives are best facilitated on a site-level. This Action is particularly relevant for our English Language Learners and all student groups who are evaluated under the English Language Progress Indicator (ELPI) metric. Data shows that implementation of this Action will help support areas of need as defined in EC Sections 32526 (2), (3), (5) and (6).	Westlake Charter School will continue to use qualitative and quantitative metrics to analyze progress on this Goal.
Goal 2; All Related Actions	We believe all student groups, including those identified as part of an unduplicated student groups, benefit from being part of an organization that strives to achieve this goal and related actions.	Through our strategic planning process, Westlake Charter School has adopted a set of Actions and Objectives aligned to this specific Goal. As a small, innovative Charter School, these Actions and Objectives are best facilitated on a site-level. This Action is particularly relevant for our English Language Learners and all student groups who are evaluated under the English Language Progress Indicator (ELPI) metric. Data shows that implementation of this Action will help support areas of need as defined in EC Sections 32526 (2), (3), (5) and (6).	Westlake Charter School will continue to use qualitative and quantitative metrics to analyze progress on this Goal.
Goal 3; All Related Actions	We believe all student groups, including those identified as part of an unduplicated student groups, benefit from being part of an organization that strives to achieve this goal and related actions.	Through our strategic planning process, Westlake Charter School has adopted a set of Actions and Objectives aligned to this specific Goal. As a small, innovative Charter School, these Actions and Objectives are best facilitated on a site-level. This Action is particularly relevant for our English Language Learners and all student groups who are evaluated under the English Language Progress Indicator (ELPI) metric. Data shows that implementation of this Action will help support areas of need as defined in EC Sections 32526 (2), (3), (5) and (6).	Westlake Charter School will continue to use qualitative and quantitative metrics to analyze progress on this Goal.

Goal 4; All Related Actions	We believe all student groups, including those identified as part of an unduplicated student groups, benefit from being part of an organization that strives to achieve this goal and related actions.	Through our strategic planning process, Westlake Charter School has adopted a set of Actions and Objectives aligned to this specific Goal. As a small, innovative Charter School, these Actions and Objectives are best facilitated on a site-level. This Action is particularly relevant for our English Language Learners and all student groups who are evaluated under the English Language Progress Indicator (ELPI) metric. Data shows that implementation of this Action will help support areas of need as defined in EC Sections 32526 (2), (3), (5) and (6).	Westlake Charter School will continue to use qualitative and quantitative metrics to analyze progress on this Goal.
Goal 5; All Related Actions	We believe all student groups, including those identified as part of an unduplicated student groups, benefit from being part of an organization that strives to achieve this goal and related actions.	Through our strategic planning process, Westlake Charter School has adopted a set of Actions and Objectives aligned to this specific Goal. As a small, innovative Charter School, these Actions and Objectives are best facilitated on a site-level. This Action is particularly relevant for our English Language Learners and all student groups who are evaluated under the English Language Progress Indicator (ELPI) metric. Data shows that implementation of this Action will help support areas of need as defined in EC Sections 32526 (2), (3), (5) and (6).	Westlake Charter School will continue to use qualitative and quantitative metrics to analyze progress on this Goal.

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
n/a	n/a	n/a	n/a

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.

Westlake Charter School has not identified any Limited Actions in our LCAP.

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.

Westlake Charter School does not qualify for Concentration Grant funding.

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	K-12: 28:1	n/a
Staff-to-student ratio of certificated staff providing direct services to students	K-12: 16:1	n/a

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, Statutes 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:

Local Control and Accountability Plan Instructions

- 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.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 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.

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

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	\$ 16,099,204	\$ 1,297,918	8.062%	0.000%	8.062%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 17,396,853	\$ 2,420,667	\$ 443,000	\$ 184,632	\$ 20,445,152.02	\$ 16,356,120	\$ 4,089,032

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Westlake Charter School will demonstrate what is possible by remaining nimble, responsive and innovative by modeling an Explorer’s Mindset.	All	Yes	LEA-wide	All	All sites	Ongoing	\$ 2,453,418	\$ 613,355	\$ 2,609,528	\$ 363,100	\$ 66,450	\$ 27,695	\$ 3,066,773	0.000%
2	1	Westlake Charter School demonstrates that students are more successful when school and community collaborate. WCS will place collaboration at the center of the work that guides the organization. The WCS community will recognize that every voice is valued.	All	Yes	LEA-wide	All	All sites	Ongoing	\$ 4,906,836	\$ 1,226,710	\$ 5,219,056	\$ 726,200	\$ 132,900	\$ 55,390	\$ 6,133,546	0.000%
3	1	Westlake Charter School students will demonstrate academic readiness by showing continual growth toward personalized learning targets based on grade-level frameworks. WCS will commit to developing the most innovative and inclusive approaches to personalization in the areas of curriculum, instruction, and assessment that will lead to personalized academic growth for every student.	All	Yes	LEA-wide	All	All sites	Ongoing	\$ 4,906,836	\$ 1,226,710	\$ 5,219,056	\$ 726,200	\$ 132,900	\$ 55,390	\$ 6,133,546	0.000%
4	1	Westlake Charter School students will demonstrate social-emotional readiness by showing continual growth toward personalized social-emotional learning (SEL) targets. WCS will commit to developing the most innovative and inclusive approaches to SEL.	All	Yes	LEA-wide	All	All sites	Ongoing	\$ 2,453,418	\$ 613,355	\$ 2,609,528	\$ 363,100	\$ 66,450	\$ 27,695	\$ 3,066,773	0.000%
5	1	Westlake Charter School students will demonstrate social-emotional and academic readiness as global citizens by embracing inclusion, diversity, equity, and cultural competency.	All	Yes	LEA-wide	All	All sites	Ongoing	\$ 1,635,612	\$ 408,903	\$ 1,739,685	\$ 242,067	\$ 44,300	\$ 18,463	\$ 2,044,515	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
\$ 16,099,204	\$ 1,297,918	8.062%	0.000%	8.062%	\$ 17,396,853	0.000%	108.060%	Total:	\$ 17,396,853
								LEA-wide Total:	\$ 17,396,853
								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	Westlake Charter School will demonstrate w	Yes	LEA-wide	All	All sites	\$ 2,609,528	0.000%
2	1	Westlake Charter School demonstrates that	Yes	LEA-wide	All	All sites	\$ 5,219,056	0.000%
3	1	Westlake Charter School students will demo	Yes	LEA-wide	All	All sites	\$ 5,219,056	0.000%
4	1	Westlake Charter School students will demo	Yes	LEA-wide	All	All sites	\$ 2,609,528	0.000%
5	1	Westlake Charter School students will demo	Yes	LEA-wide	All	All sites	\$ 1,739,685	0.000%

25/26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 20,445,152.02	\$ 20,445,153.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Westlake Charter School will demonstrate what is possible by remaining nimble, responsive and innovative by modeling an Explorer's Mindset.	Yes	\$ 3,066,773	\$ 3,066,773
2	1	Westlake Charter School demonstrates that students are more successful when school and community collaborate. WCS will place collaboration at the center of the work that guides the organization. The WCS community will recognize that every voice is valued.	Yes	\$ 6,133,546	\$ 6,133,546
3	1	Westlake Charter School students will demonstrate academic readiness by showing continual growth toward personalized learning targets based on grade-level frameworks. WCS will commit to developing the most innovative and inclusive approaches to personalization in the areas of curriculum, instruction, and assessment that will lead to personalized academic growth for every student.	Yes	\$ 6,133,546	\$ 6,133,546
4	1	Westlake Charter School students will demonstrate social-emotional readiness by showing continual growth toward personalized social-emotional learning (SEL) targets. WCS will commit to developing the most innovative and inclusive approaches to SEL.	Yes	\$ 3,066,773	\$ 3,066,773
5	1	Westlake Charter School students will demonstrate social-emotional and academic readiness as global citizens by embracing inclusion, diversity, equity, and cultural competency.	Yes	\$ 2,044,515	\$ 2,044,515

25/26 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)
\$ 17,396,853	\$ 17,396,853	\$ 17,396,853	\$ (0)	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	1	Westlake Charter School will demonstrate what is possible by remaining nimble, responsive and innovative by modeling an Explorer's Mindset.	Yes	\$ 2,609,528	\$ 2,609,528.00	0.000%	0.000%
2	1	Westlake Charter School demonstrates that students are more successful when school and community collaborate. WCS will place collaboration at the center of the work that guides the organization. The WCS community will recognize that every voice is valued.	Yes	\$ 5,219,056	\$ 5,219,056.00	0.000%	0.000%
3	1	Westlake Charter School students will demonstrate academic readiness by showing continual growth toward personalized learning targets based on grade level frameworks. WCS will commit to developing the most innovative and inclusive approaches to personalization in the areas of curriculum, instruction and assessment that will lead to personalized academic growth for every student.	Yes	\$ 5,219,056	\$ 5,219,056.00	0.000%	0.000%
4	1	Westlake Charter School students will demonstrate social-emotional readiness by showing continual growth toward personalized social-emotional learning (SEL) targets. WCS will commit to developing the most innovative and inclusive approaches to SEL.	Yes	\$ 2,609,528	\$ 2,609,528.00	0.000%	0.000%
5	1	Westlake Charter School students will demonstrate social-emotional and academic readiness as global citizens by embracing inclusion, diversity, equity, and cultural competency.	Yes	\$ 1,739,685	\$ 1,739,685.00	0.000%	0.000%

25/26 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)
\$ 16,198,240	\$ 17,396,853	0.000%	107.400%	\$ 17,396,853	0.000%	107.400%	\$0.00 - No Carryover	0.00% - No Carryover

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 CCSP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

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

LCFF Carryover Table

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).



Westlake
CHARTER SCHOOL

2026 Strategic Plan

2026 Westlake Charter School Strategic Plan

Let's Explore!

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

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

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

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

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


John Eick

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Mission

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

Vision

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

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

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

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

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

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



Goal 1: We Demonstrate What's Possible

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

Beliefs and Values

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

Commitments

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

Outcomes

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

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



Goal 2: School and Community Collaborate

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

Beliefs and Values

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

Commitments

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

Outcomes

- 2.1 Reputation as a connected and inclusive community
- 2.2 High levels of family volunteerism and engagement
- 2.3 Wide breadth of community partnerships
- 2.4 Strong teams of staff who lean on and inspire one another

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



Goal 3: Create Inspiring Adults with Academic Readiness

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

Beliefs and Values

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

Commitments

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

Outcomes

3.1 Reputation for academic excellence as expressed through: academic growth by all

3.2 An academic program celebrated as a balance of perseverance and joyful learning

3.3 Staff clarity regarding academic roles and responsibilities organized by the MTSS framework

3.4 A wide range of Enriched Educational Opportunities and capstone experiences producing students who embody the Graduate Profile

3.5 A reputation for impressive persistence to graduation

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



Goal 4: Create Inspiring Adults with Social-Emotional Readiness

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

Beliefs and Values

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

Commitments

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

Outcomes

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

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



Goal 5: Lead as Global Citizens

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

Beliefs and Values

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

Commitments

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

Outcomes

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

5.2 Audaciously high rates of graduation and college- and career-readiness

5.3 Impressive breadth of college acceptances and persistence

5.4 Alumni who make a difference through career choices and social impact

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

Measuring the Outcomes

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

A Note about Surveys

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

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

Goal 1: We Demonstrate What’s Possible

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

Measured through

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

1.2 – Inspiring range of professional-learning opportunities

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

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

Annual family and student surveys; lottery enrollment data.

Inventory of professional or community recognitions and publications featuring WCS staff or students.

1.4 – High levels of clarity and transparency around organizational practices

Annual staff survey; inventory of communications systems (memos, blueprints, Everest, etc.).

Form entries from shared-leadership teams tracking growth over time.

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

Budget adoption and 1st and 2nd interim reports.

Goal 2: School and Community Collaborate

2.1 – Reputation as a connected and inclusive community

Measured through

Annual family and student surveys.

2.2 – High levels of family volunteerism and engagement

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

2.3 – Wide breadth of community partnerships

Active partnership database (WCS development team); ongoing partner inventory via staff, Board, and WAVE form entries.

Annual fundraising totals generated through partnerships.

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

Annual staff survey.

Goal 3: Create Inspiring Adults with Academic Readiness

3.1 – Reputation for academic excellence and growth across all learners

Measured through

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

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

Annual stakeholder surveys.

Average Daily Attendance data as an indicator of student engagement and belonging.

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

Annual staff survey.

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

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

3.5 – Impressive persistence to graduation

Graduation rates as published annually on the California Schools Dashboard.

Goal 4: Create Inspiring Adults with Social-Emotional Readiness

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

Measured through

Annual stakeholder surveys.

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

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

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

Annual staff survey.

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

Annual student survey; California Healthy Kids Survey.

Goal 5: Lead as Global Citizens

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

Measured through

Annual stakeholder surveys.

5.2 – Audaciously High Rates of Graduation and College and Career Readiness

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

5.3 – Impressive Breadth of College Acceptances and Persistence



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

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




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

Goal-Aligned Actions



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

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


2. Create Systems that Produce Positive Student Behavior

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



3. Invest in Systematic Improvements in Special Education

Consider reimagining our approach to fully inclusive special education practices. By creating clarity for all stakeholders and building an infrastructure that matches the depth of our commitment to full inclusion, we will ensure equitable access to growth for all students.  



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

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



5. Blueprint Tier 1 Academic and SEL Promises

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



6. Blueprint Tier 2 Systems of Learner Personalization

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



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

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



8. Strengthen and Expand Pathways for Family Collaboration

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




9. Define and Publish the Balance of Teachers as Designers

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




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

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

11. Invest in Systems which Produce Shared Leadership

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

12. Create Systematic Ways to Tell our Story

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

WASC Actions

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

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

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

2. Leverage Clear and Consistent Behavior Expectations and Culture Building

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

Goal 3: Articulate Graduate Profile Outcomes across 9-12 Grade Milestones

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

Appendices

Core Values

Pillars

Respect

Excellence

Responsibility

Gratitude

Inquiry

Joyful

Learning

Global

Perspective

Stewardship

Perseverance

Reflection

Our Place in a Global World

Westlake Charter School focuses on Our Place in a Global World by providing our students with the skills necessary to embrace inclusion, diversity, equity and the cultural competencies to collaborate as global citizens. Students attend classes in Spanish and the universal language of art Kindergarten through 12th grade studying diverse cultures and religions across our program, allowing them to analyze and discuss current events and global topics. We use the strength of our families and the diversity of their cultures to enrich learning, and, as an extension of our mission, we participate in global, regional, and local community philanthropic events. Students at Westlake Charter School are global citizens that are empowered to embrace the mindset that they can make a difference as leaders in our world.

Personalization

Westlake Charter School focuses on Personalization by providing a rigorous and engaging program for all students based on their individual academic and social emotional areas of strength and growth. Our teachers have a vested interest in the development of each student and utilize a Multi-Tiered System of Support framework to incorporate a wide array of tiered support and teaching techniques that promote individual learning. Furthermore, structures are leveraged K-12, during the school day, to support enrichment and intervention based on individual student needs. Many forms of student data are used to guide instruction and create flexible collaborative groupings to scaffold and extend learning activities for every student both within the classroom and as an extension of the classroom.

Enriched Educational Opportunities

Westlake Charter School focuses on Enriched Educational Opportunities by recognizing that all students benefit from experiences that go beyond the core subject areas and the four walls of a classroom. Across our K-12 program we ensure a variety of standards aligned field lessons at every grade level. Within our K-8 program, Westlake provides art, physical education, and Spanish instruction through specialized teachers. In addition, our high school program includes a broad course of study leveraging dual enrollment, UC Approved Honors courses, and CIF regulated competitive sports to address diverse academic and social emotional needs. Furthermore, student learning is enriched by focusing not only on academic growth but social emotional learning as well. We offer

quality before and after school enrichment programs and provide inclusive learning opportunities that are hands-on, technology infused, and student centered. Our families partner in enrichment by offering their time and talents in collaboration to create a well rounded program for our Explorer students.

Teachers as Designers

Westlake Charter School leverages Teachers as Designers by engaging in shared-leadership. Teachers are empowered as professionals to collaboratively curate, create, and utilize curriculum, instruction and assessments that ensure development of academic and social emotional readiness. Our teachers are reflective practitioners who work collaboratively to develop innovative, inclusive, and rigorous classroom environments.

Assumptions

All strategic plans should be built upon a grounded, validated, and accepted set of strategic assumptions. Assumptions are beliefs held by decision-makers about different types of factors and drivers-of-change that have influenced their thinking, decision-making, and planning. These assumptions may be about events that happened in the past, what is currently happening, or what may happen in the future.

Global Assumptions

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

Educational Assumptions

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

Technological Assumptions

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

Student Assumptions

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

Economic Assumptions

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

Societal Assumptions

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

Implications

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

- Fully embracing equity, diversity, inclusion, and cultural competencies will be required for individuals to participate effectively in the future. With this in mind, the WCS Board must continue to diversify its composition to better reflect the population which it serves.

- The allowance of a great deal of creativity will be needed to facilitate effective future educational experiences.
- Educational programs must ensure that students master: critical academic skills, how to work effectively with diverse types of individuals, how to think, how to communicate, and how to learn throughout their lives.

Proposed Surveys

Bi-Annual Family Survey

Likert Scale strongly disagree (+2) to strongly agree (-2)

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

1. I feel proud to be a Westlake family.
2. Westlake provides a quality education.
3. My child feels safe at Westlake.

2.1 – Reputation as a connected and inclusive community

4. My child feels like they belong at Westlake.
5. Westlake builds trusting, long-lasting relationships with families.
6. I receive the information I need from Westlake.

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

7. I feel satisfied with the learning and growth my child is achieving.
8. Westlake inspires my child to do their best work.
9. My child seems excited and engaged in their learning at Westlake.

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

10. Westlake is helping my child to develop awareness of themselves and their emotions.
11. Westlake effectively prevents bullying and promotes respect among students.
12. Westlake is helping my child grow in making responsible decisions.

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

13. Attending Westlake helps my child to understand and respect cultures that are different from those of our family.
14. Westlake has helped my child care about their community and make a positive difference.
15. Westlake is preparing my child for their next grade and their future.

Supplemental Open-Response (optional)

Glow: What is one thing that Westlake does well and should never stop doing?

Grow: What is an area where you'd like to see Westlake improve?

Annual Local Student Survey, 3rd-12th

Likert Scale strongly disagree (+2) to strongly agree (-2)

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

1. I am proud to be a Westlake student.
2. I believe Westlake is a great school.
3. I feel safe at Westlake.

2.1 – Reputation as a connected and inclusive community

4. I can be myself at school.
5. People like me are celebrated at Westlake.
6. Adults greet me and smile at me when I come to school.

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

7. I feel like I am learning at school.
8. Westlake inspires me to do my best work.
9. I get to do interesting activities at school.

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

10. Westlake helps me understand myself and my feelings.
11. Teachers and other adults make it clear that bullying is not allowed.
12. Westlake is helping me grow in making responsible decisions.

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

13. I am learning how to be a good classmate and friend.
14. If I have a problem, I can solve it or find someone who can help me solve it.
15. I have a friend at Westlake.

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

16. Westlake helps me to understand and respect cultures that are different from mine.
17. Things I learn at school help me make a difference at home or in my community.
18. What I'm learning is preparing me for my next grade and my future.

Supplemental Open-Response (optional)

Glow: What's going well at Westlake, so we shouldn't change it?

Grow: What should we consider changing that might make something better?

Annual staff survey

Likert Scale strongly disagree (+2) to strongly agree (-2)

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

1. I like the way things are run at this school.
2. I would recommend Westlake to a friend as a great place to work.
3. The compensation I receive is fair for the work I do.
4. The work I do at Westlake is meaningful. It makes a difference.

1.4 – High levels of clarity and transparency around organizational practices

5. I feel well-informed about school-wide initiatives, policies, and expectations.
6. Shared-leadership opportunities provide me a real way to participate in school decisions.
7. There are effective channels for me to share feedback and concerns with leadership.
8. I have meaningful opportunities for professional growth, leadership, and advancement at Westlake.

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

10. I feel valued and appreciated as a member of the Westlake team.
11. I have a colleague who I also consider a friend.
12. My colleagues at Westlake are inspiring professionals.
13. I am proud to be a Westlake staff member.

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

14. I feel confident that students at Westlake are learning and growing.
15. Westlake inspires its students to do their best work.
16. Students seem excited and engaged in their learning at Westlake.

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

17. I have a clear understanding of my role in learner personalization that ensures academic growth for all students
18. I can access effective support when I need help with academic learner-personalization that ensures growth for all students.
19. I have a clear understanding of my role in supporting/teaching students with special academic needs (e.g. 504, IEP, and English Learners).
20. I can access effective academic support and case manager expertise regarding students with special academic needs.

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

21. Westlake is helping its students to develop awareness of themselves and their emotions.
22. Westlake helps its students learn how to have healthy friendships and solve conflicts.
23. Westlake helps its students grow in making responsible decisions.

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

24. I have a clear understanding of my role in supporting positive student behaviors.
25. I can access effective support when students have additional behavior support needs.
26. I have a clear understanding of my role in learner personalization that ensures SEL growth for all students
27. I can access effective support when I need help with SEL learner-personalization that ensures growth for all students.
28. I have a clear understanding of my role in supporting/teaching students with special SEL needs (e.g. 504, IEP, and English Learners).
29. I can access effective SEL support and case manager expertise regarding students with special SEL needs.

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

30. Westlake helps its students to understand and respect cultures that are different from their own.
31. Westlake seems to be preparing its students for their next grade and my future.
32. Westlake helps its students become inspiring adults.

Supplemental Open-Response (optional)

Glow: What is one thing that Westlake does well and should never stop doing?

Grow: What is one area in which you'd like to see Westlake grow in the future?

Staff Exit Survey

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

33. What prompted you to search for another opportunity? Please select all that apply:

- a. Life change
- b. Career change- outside of education
- c. Career advancement or promotion
- d. Move away from commutable area
- e. Desire for different schedule / schedule flexibility
- f. Desire to reduce commute
- g. Desire to increase compensation
- h. Desire for alternative benefits packages
- i. Desire for different working conditions / culture
- j. Retirement
- k. Other...

34. What role will you be moving into? Please select one:

- a. Similar role at another school or organization within the commutable area
- b. Similar role outside of education
- c. Promotion at another school or organization
- d. Sabbatical or personal leave from paid full-time employment
- e. Self-employment
- f. Unsure at this time
- g. Other...

Section 2: Regarding your time at Westlake, please respond to the following statements:

Likert Scale strongly disagree to strongly agree

35. I like the way things were run at this school.

36. I would recommend Westlake to a friend as a great place to work.

37. The compensation I received was fair for the work I did.

38. The work I did at Westlake has been meaningful. It made a difference.

*Note: we will code retention as those employees who are determined to be “movers” + “leavers” vs. non-movers and leavers.

Movers: this is a lateral job move

Leavers: Leave the industry

Relocators: moved outside of the commutable area

Unique Circumstances: include data regarding situations such as loan repayment contracts, etc.

Life Transitions: Retirement, promotion and sabbatical

Non-renewal: These may be considered as a Recruitment and Development metric.

Engaging Educational Partners Addendum

August 2025

Event Name	Date
WCHS Link Crew Training	8/5/2025
WCHS Link Crew Training	8/11/2025
6th grade WEB Orientation	8/12/2025
9th Grade Orientation	8/12/2025
K-12 Meet the Teacher	8/12/2025
First Day of School	8/13/2025
Kindergarten Boohoo/Woohoo	8/13/2025
Kindergarten Conferences	8/13/2025 - 8/15/2025
Governance Committee Meeting	8/14/2025
Board Meeting	8/14/2025
WAVE Coffee Talk	8/15/2025
WCHS Fall Picture Day	8/19/2025
WCHS Senior Information Night	8/20/2025
WCHS Back To School Night	8/20/2025
HOME: WCHS JV Girls Volleyball vs. Country Day - SCRIMMAGE	8/21/2025
HOME: WCHS Varsity Girls Volleyball vs. Country Day - SCRIMMAGE	8/21/2025
HOME: WCHS JV Girls Volleyball vs. Forest Lake Christian	8/26/2025
HOME: WCHS Varsity Girls Volleyball vs. Forest Lake Christian	8/26/2025
HOME: WCHS Varsity Boys Soccer vs. Forest Lake Christian	8/26/2025
WCHS Basketball Information Meeting	8/27/2025
K-8 Back to School Night	8/27/2025
Finance Committee	8/28/2025
Charter Impact	8/28/2025
HOME: WCHS JV Girls Volleyball vs. Encina	8/28/2025
HOME: WCHS Varsity Girls Volleyball vs. Encina	8/28/2025
WCHS Cross Country Meet - Oakmont Invitational	8/30/2025

September 2025

Event Name	Date
K-8 Fall Picture Day	9/2/2025
HOME: WCHS JV Girls Volleyball vs. Hiram Johnson	9/2/2025
HOME: WCHS Varsity Girls Volleyball vs. Hiram Johnson	9/2/2025
Classroom Volunteering 101	9/3/2025
HOME: WCHS JV Girls Volleyball vs. Sac Waldorf	9/3/2025
HOME: WCHS Varsity Girls Volleyball vs. Sac Waldorf	9/3/2025
WAVE Coffee Talk	9/5/2025
JIBE Bike Doctor	9/5/2025
WAVE Bingo Night	9/5/2025
HOME: WCHS Varsity Boys Soccer vs. JAA Roseville	9/5/2025

WCHS Cross Country Meet - Nevada Union Invitational	9/6/2025
Robotics Competition Season Kickoff	9/6/2025
Board Meeting	9/11/2025
HOME: WCHS JV Girls Volleyball vs. Ben Holt	9/11/2025
HOME: WCHS Varsity Girls Volleyball vs. Ben Holt	9/11/2025
HOME: WCHS Varsity Boys Soccer vs. LGA	9/11/2025
WCHS Cross Country Meet - Kim Duyst Invitational	9/13/2025
WCHS Homecoming Spirit Day - Floral Pink Out Spirit Day	9/15/2025
HOME: WCHS JV Girls Volleyball vs. JAA EDH	9/15/2025
HOME: WCHS Varsity Girls Volleyball vs. JAA EDH	9/15/2025
WCHS Homecoming Spirit Day - Touristy Passport Day	9/16/2025
HOME: WCHS Varsity Boys Soccer vs. Elite	9/16/2025
WCHS Homecoming Spirit Day - French Fashion Day	9/17/2025
HOME: WCHS Varsity Girls Volleyball vs. Fortune	9/17/2025
HOME: WCHS JV Girls Volleyball vs. Alexander Twilight	9/17/2025
Classroom Volunteering 101	9/17/2025
WCHS Homecoming Spirit Day - Versailles Royalty Day	9/18/2025
K-8 Spirit Day - Sports Day	9/19/2025
WCHS Homecoming Spirit Day - Tour de France Day	9/19/2025
Music Fridays Morning Lineup	9/19/2025
WCHS 2nd Annual Charter Bowl	9/19/2025
WCHS Cross Country Meet - Springview Invitational	9/20/2025
WCHS Homecoming	9/20/2025
HOME: WCHS Varsity Girls Volleyball vs. LGA	9/22/2025
Finance Committee	9/25/2025
Charter Impact	9/25/2025
HOME: WCHS Varsity Boys Soccer vs. Delta	9/25/2025
K-8 Olympic Triathlon	9/26/2025
WCHS Olympic Triathlon	9/26/2025
Music Fridays Morning Lineup	9/26/2025
HOME: WCHS Varsity Girls Volleyball vs. CCAA	9/29/2025

October 2025

Event Name	Date
HOME: WCHS Varsity Girls Volleyball vs. Elite	10/1/2025
HOME: WCHS JV Girls Volleyball vs. Natomas High	10/1/2025
Boys JV Basketball TRYOUTS	10/1/2025
Boys Varsity Basketball TRYOUTS	10/1/2025
K-8 Picture Retake Day	10/2/2025
WCHS Picture Retake Day	10/2/2025
Boys JV Basketball TRYOUTS	10/2/2025
Boys Varsity Basketball TRYOUTS	10/2/2025
Music Fridays Morning Lineup	10/3/2025
WAVE Coffee Talk	10/3/2025

HOME: WCHS JV Girls Volleyball vs. Esparto	10/3/2025
HOME: WCHS Varsity Girls Volleyball vs. Esparto	10/3/2025
WCHS Cross Country Meet - Wildfire Invitational	10/11/2025
WCHS Conference Week - Early Dismissal High School ONLY	10/13/2025 - 10/17/2025
Girls Basketball TRYOUTS - All Levels	10/13/2025
Girls Basketball TRYOUTS - All Levels	10/14/2025
Governance Committee Meeting	10/16/2025
Board Meeting	10/16/2025
HOME: WCHS Varsity Boys Soccer vs. CCAA	10/16/2025
Music Fridays Morning Lineup	10/17/2025
Middle School Dance	10/17/2025
WCHS Cross Country Meet - League Championship	10/18/2025
K-8 Red Ribbon Week	10/20/2025 - 10/24/2025
HOME: WCHS JV Girls Volleyball vs. Delta	10/20/2025
HOME: WCHS Varsity Girls Volleyball vs. Delta	10/20/2025
HOME: WCHS Varsity Boys Soccer vs. Fortune	10/21/2025
WCHS Shadow Puppet Final	10/22/2025
HOME: WCHS JV Girls Volleyball vs. Western Sierra	10/23/2025
HOME: WCHS Varsity Girls Volleyball vs. Western Sierra	10/23/2025
HOME: WCHS Varsity Boys Soccer vs. Alexander Twilight	10/23/2025
WCHS Spirit Day - Red-Out Day	10/24/2025
Music Fridays Morning Lineup	10/24/2025
WCHS Senior Cap and Gown Sales	10/24/2025
WCHS Cross Country Meet - Flat SAC Invitational	10/25/2025
WCHS Esports Interest Meeting	10/27/2025
Fall Book Fair	10/27/2025
WCHS Boys Varsity Soccer vs JAA EDH (Play-In)	10/27/2025
Development Committee	10/27/2025
WCHS Girls Varsity Volleyball vs Destiny Christian (Play-In)	10/27/2025
Fall Book Fair	10/28/2025
Fall Book Fair	10/29/2025
Fall Book Fair	10/30/2025
Finance Committee	10/30/2025
Charter Impact	10/30/2025
Music Fridays Morning Lineup	10/31/2025
Fall Book Fair	10/31/2025

November 2025

Event Name	Date
Strategic Plan Family Focus Groups	11/5/2025
WCHS Esports Tryouts	11/6/2025
Music Fridays Morning Lineup	11/7/2025
WAVE Coffee Talk	11/7/2025
Glee Club Concert	11/12/2025

Governance Committee Meeting	11/13/2025
Board Meeting	11/13/2025
K-12 Spirit Day - Mix & Match Day	11/14/2025
Music Fridays Morning Lineup	11/14/2025
AWAY - Boys JV BB vs JAA EDH (Scrimmage)	11/14/2025
HOME: WCHS Varsity Girls Basketball vs. Foothill	11/14/2025
AWAY - Boys Varsity BB vs JAA EDH (Scrimmage)	11/14/2025
K-8 Conference Week - Early Dismissal	11/17/2025 - 11/21/2025
HOME: WCHS Varsity Girls Basketball vs. Center	11/19/2025
HOME: WCHS Varsity Boys Basketball vs. Center	11/19/2025
Finance Committee	11/20/2025
Health Connected - 8th Grade Teen Talk Parent Info Night	11/20/2025
Music Fridays Morning Lineup	11/21/2025
HOME: WCHS JV Boys Basketball vs. Sac Waldorf	11/21/2025
HOME: WCHS Varsity Girls Basketball vs. Sac Waldorf	11/21/2025
HOME: WCHS Varsity Boys Basketball vs. Sac Waldorf	11/21/2025
Thanksgiving Break - Campus Closed	11/24/2025 - 11/28/2025

December 2025

Event Name	Date
Lottery Application Window Opens	12/1/2025
HOME: WCHS JV Boys Basketball vs. Weston Ranch	12/1/2025
HOME: WCHS Varsity Girls Basketball vs. Mira Loma	12/1/2025
HOME: WCHS Varsity Boys Basketball vs. Mira Loma	12/1/2025
K-2 Core Value Assembly	12/2/2025
3rd-5th Core Value Assembly	12/2/2025
Chili Cookoff	12/3/2025
AWAY - Boys JV BB vs TBD (El Camino Frosh Tourney)	12/4/2025
AWAY - Boys Varsity BB (Wheatland VAR Tourney)	12/4/2025
AWAY - Girls Varsity BB (Victory VAR Tourney)	12/4/2025
Music Fridays Morning Lineup	12/5/2025
WAVE Coffee Talk	12/5/2025
AWAY - Boys JV BB vs TBD (El Camino Frosh Tourney)	12/6/2025
AWAY - Boys Varsity BB vs TBD (Wheatland VAR Tourney)	12/6/2025
AWAY - Girls Varsity BB vs TBD (Victory VAR Tourney)	12/6/2025
AWAY - Boys JV BB vs El Camino	12/9/2025
HOME: WCHS Varsity Girls Basketball vs. JAA ADH	12/9/2025
AWAY - Boys Varsity BB vs El Camino	12/9/2025
Multitudes Parent Information Night (1st & 2nd grade)	12/10/2025
HOME: WCHS JV Boys Basketball vs. Fortune	12/11/2025
Governance Committee Meeting	12/11/2025
HOME: WCHS Varsity Girls Basketball vs. Fortune	12/11/2025
Board Meeting	12/11/2025
HOME: WCHS Varsity Boys Basketball vs. Fortune	12/11/2025

Music Fridays Morning Lineup	12/12/2025
WAVE Movie Night	12/12/2025
HOME: WCHS JV Boys Basketball vs. Woodland Christian	12/15/2025
HOME: WCHS Varsity Girls Basketball vs. Esparto	12/15/2025
HOME: WCHS Varsity Boys Basketball vs. Esparto	12/15/2025
Development Committee	12/15/2025
WCHS VAPA Arts Night	12/16/2025
Finance Committee	12/18/2025
Charter Impact	12/18/2025
AWAY - Girls Varsity BB vs CCAA (League)	12/18/2025
AWAY - Boys Varsity BB vs CCAA (League)	12/18/2025
K-12 Spirit Day - Pajama Day	12/19/2025
Music Fridays Morning Lineup	12/19/2025
Winter Break - Campus Closed	12/22/2025 - 01/05/2026
AWAY - B VAR BB vs McQueen (Bear River VAR Tourney)	12/30/2025

January 2026

Event Name	Date
Winter Break	12/22/2025 - 01/05/2026
Governance Committee Meeting	1/8/2026
Board Meeting	1/9/2026
Music Fridays Morning Lineup	1/10/2026
WAVE Coffee Talk	1/11/2026
TRYOUTS - B VB	1/12/2026
AWAY - Girls Varsity BB vs LGA (League)	1/12/2026
AWAY - Boys Varsity BB vs LGA (League)	1/12/2026
WCHS Prospective Parent Tours	1/13/2026
AWAY - Boys JV BB vs JAA Roseville/Lincoln	1/13/2026
WCHS Back to School Night - Spring Semester	1/14/2026
WCHS Financial Aid & Senior Progress	1/14/2026
K-8 Prospective Parent Tours	1/15/2026
Music Fridays Morning Lineup	1/16/2026
HOME: WCHS JV Boys Basketball vs. Elite	1/16/2026
HOME: WCHS Varsity Girls Basketball vs. Elite	1/16/2026
HOME: WCHS Varsity Boys Basketball vs. Elite	1/16/2026
AWAY - Girls Varsity BB vs Delta (League)	1/19/2026
AWAY - Boys Varsity BB vs Delta (League)	1/19/2026
WCHS Swimformation Meeting	1/20/2026
WCHS Girls Varsity Soccer Tryouts	1/21/2026
Spelling Bee	1/21/2026
Talent Show Auditions	1/22/2026
WCHS Girls Varsity Soccer Tryouts	1/22/2026
WCHS STEM Career Fair	1/22/2026
AWAY - Girls Varsity BB vs Fortune (League)	1/22/2026

AWAY - Boys Varsity BB vs Fortune (League)	1/22/2026
K-8 Spirit Day - Favorite Color Day	1/23/2026
WCHS Spirit Day - Grade Level Color Day	1/23/2026
Music Fridays Morning Lineup	1/23/2026
WCHS Girls Varsity Soccer Tryouts	1/23/2026
AWAY - Girls Varsity BB vs Esparto (League)	1/26/2026
8th Grade Parent Info Night	1/27/2026
HOME: WCHS JV Boys Basketball vs. CCCA	1/29/2026
HOME: WCHS Varsity Girls Basketball vs. CCAA	1/29/2026
Finance Committee	1/29/2026
Charter Impact	1/29/2026
Music Fridays Morning Lineup	1/30/2026
WAVE Family Dance	1/31/2026

February 2026

Event Name	Date
HOME: WCHS JV Boys Basketball vs. Natomas High	2/2/2026
HOME: WCHS Varsity Girls Basketball vs. Delta	2/2/2026
HOME: WCHS Varsity Boys Basketball vs. Delta	2/2/2026
Development Committee	2/2/2026
WCHS Co-Ed Swim Tryouts	2/3/2026
Talent Show Act 1 Rehearsal	2/3/2026
WCHS Co-Ed Swim Tryouts	2/4/2026
HOME: WCHS JV Boys Basketball vs. NP3	2/4/2026
HOME: WCHS Varsity Girls Basketball vs. Adventure Christian	2/4/2026
Talent Show Act 2 Rehearsal	2/5/2026
Music Fridays Morning Lineup	2/6/2026
WAVE Coffee Talk	2/6/2026
ALL SPORTS - Spring Athlete and Families Welcome Meeting	2/6/2026
AWAY - BoysJV BB vs Pleasant Valley (Frosh)	2/7/2026
AWAY - Boys JV BB vs Pleasant Valley (JV)	2/7/2026
AWAY - Boys Varsity BB vs Pleasant Valley (JV)	2/7/2026
HOME: WCHS Varsity Girls Basketball vs. LGA	2/9/2026
HOME: WCHS Varsity Boys Basketball vs. LGA	2/9/2026
Talent Show Dress Rehearsal	2/10/2026
Governance Committee Meeting	2/12/2026
Board Meeting	2/12/2026
Music Fridays Morning Lineup	2/13/2026
Talent Show	2/13/2026
February Break	2/16/2026 - 2/20/2026
HOME: WCHS Boys Varsity Volleyball vs. Roseville HS (Foundation Game)	2/16/2026
HOME: WCHS Boys Varsity Basketball Playoffs Round 1	2/18/2026
HOME: WCHS Girls Varsity Soccer vs Encina	2/20/2026
HOME: WCHS Boys JV Volleyball vs. Del Campo	2/23/2026

HOME: WCHS Boys Varsity Volleyball vs. Del Campo	2/23/2026
AWAY - Boys Varsity VB vs CCAA	2/25/2026
Glee Club Concert	2/25/2026
Finance Committee	2/26/2026
K-12 Spirit Day - Decades Day	2/27/2026
Music Fridays Morning Lineup	2/27/2026
K-2 Core Value Assembly	2/27/2026
3rd-5th Core Value Assembly	2/27/2026
AWAY - Girls Varsity Soccer vs JAA Roseville	2/27/2026
HOME: WCHS Boys JV Volleyball vs. Del Campo	2/27/2026
HOME: WCHS Boys Varsity Volleyball vs. Del Campo	2/27/2026

March 2026

Event Name	Date
K-12 Conference Week - Early Dismissal	3/2/2026 - 3/6/2026
Missoula Theater Rehearsal	3/2/2026
AWAY - Boys Varsity VB vs LGA	3/2/2026
Random Public Lottery	3/2/2026
Missoula Theater Rehearsal	3/3/2026
AWAY - Boys JV VB vs Johnson	3/3/2026
AWAY - Boys Varsity VB vs Johnson	3/3/2026
Missoula Theater Rehearsal	3/4/2026
Missoula Theater Rehearsal	3/5/2026
Music Fridays Morning Lineup	3/6/2026
WAVE Coffee Talk	3/6/2026
Missoula Theater Rehearsal	3/6/2026
HOME - Girls Varsity Soccer vs Futures	3/6/2026
AWAY - Boys Varsity VB Bear River Tournament	3/7/2026
Missoula Theater Performance	3/7/2026
HOME: WCHS Boys Varsity Volleyball vs. Fortune	3/9/2026
HOME: WCHS Boys JV Volleyball vs. Aspire	3/9/2026
AWAY - Girls Varsity Soccer vs Delta	3/10/2026
WAVE Coffee Talk at the High School	3/10/2026
HOME: WCHS Boys Varsity Volleyball vs. Esparto	3/11/2026
HOME: WCHS Boys JV Volleyball vs. JAA Rsvl/Lincoln	3/11/2026
Multitudes Parent Information Night (Kindergarten)	3/11/2026
AWAY - Girls Varsity Soccer vs JAA EDH	3/12/2026
Governance Committee Meeting	3/12/2026
Board Meeting	3/12/2026
Music Fridays Morning Lineup	3/13/2026
AWAY - Co-Ed SWIM - SDL Swim Meet 1	3/13/2026
AWAY - Boys Varsity VB Granite Bay Tournament	3/14/2026
AWAY - Girls Varsity Soccer vs Cristo Rey	3/16/2026
HOME: WCHS Boys Varsity Volleyball vs. McClatchy	3/16/2026

HOME: WCHS Boys JV Volleyball vs. McClatchy	3/16/2026
Development Committee	3/16/2026
AWAY - Girls Varsity Soccer vs LGA	3/17/2026
AWAY: WCHS Boys Varsity Volleyball vs. Elit	3/18/2026
Westlake & WAVE Strategic Alignment Workshop (Topic: Events)	3/18/2026
HOME - Girls Varsity Soccer vs Delta	3/19/2026
K-8 Spirit Day - Super Bright Day	3/20/2026
Music Fridays Morning Lineup	3/20/2026
AWAY - Co-Ed SWIM - SDL Swim Meet 2	3/20/2026
WCHS Student Council Movie Night	3/20/2026
Explorers Hoops Basketball Academy - 4th & 5th Grade	3/21/2026
Explorers Hoops Basketball Academy - 6th - 8th Grade	3/21/2026
Explorers Hoops Basketball Academy - 4th & 5th Grade	3/22/2026
Explorers Hoops Basketball Academy - 6th - 8th Grade	3/22/2026
HOME: WCHS Boys Varsity Volleyball vs. CCAA	3/23/2026
AWAY - Girls Varsity Soccer vs CCAA	3/24/2026
HOME: WCHS Boys Varsity Volleyball vs. LGA	3/25/2026
WAVE Trivia Night	3/25/2026
AWAY - G VAR SOC vs Fortune (League)	3/26/2026
HOME: WCHS Boys Varsity Volleyball vs. Elk Grove	3/26/2026
HOME: WCHS Boys JV Volleyball vs. Elk Grove	3/26/2026
Finance Committee	3/26/2026
Charter Impact	3/26/2026
Music Fridays Morning Lineup	3/27/2026
AWAY - Co-Ed SWIM - SDL Swim Meet 3	3/27/2026
AWAY - Boys JV VB BEAR RIVER TOURNEY	3/28/2026
AWAY - Boys Varsity VB STOCKTON CLASSIC TOURNEY	3/28/2026
Explorers Hoops Basketball Academy - 4th & 5th Grade	3/28/2026
Explorers Hoops Basketball Academy - 6th - 8th Grade	3/28/2026
Explorers Hoops Basketball Academy - 4th & 5th Grade	3/29/2026
Explorers Hoops Basketball Academy - 6th - 8th Grade	3/29/2026
HOME: WCHS Boys JV Volleyball vs. American Canyon	3/30/2026
HOME: WCHS Boys Varsity Volleyball vs. American Canyon	3/30/2026

April 2026

Event Name	Date
AWAY: WCHS Boys JV Volleyball vs. Vanden	4/1/2026
AWAY: WCHS Boys Varsity Volleyball vs. Vanden	4/1/2026
Finance Committee	4/2/2026
Music Fridays Morning Lineup	4/3/2026
K-8 Spring Picture Day	4/3/2026
WAVE Coffee Talk	4/3/2026
HOME - Girls Varsity Soccer vs Aspire Twilight Academy	4/3/2026
HOME: WCHS Boys Varsity Volleyball vs. River Valley	4/3/2026

ALL STAR BB - Optimist - Boys	4/4/2026
HOME: WCHS Boys JV Volleyball vs. Encina	4/6/2026
HOME: WCHS Boys Varsity Volleyball vs. Encina	4/6/2026
HOME - Girls Varsity Soccer vs Western Sierra	4/7/2026
HOME: WCHS Boys JV Volleyball vs. JAA Rsvl/Lincoln	4/8/2026
HOME: WCHS Boys Varsity Volleyball vs. JAA Rsvl/Lincoln	4/8/2026
HOME - Girls Varsity Soccer vs LGA	4/9/2026
Governance Committee Meeting	4/9/2026
Board Meeting	4/9/2026
Music Fridays Morning Lineup	4/10/2026
Explorers Hoops Basketball Academy - 4th & 5th Grade	4/11/2026
Explorers Hoops Basketball Academy - 6th - 8th Grade	4/11/2026
Explorers Hoops Basketball Academy - 4th & 5th Grade	4/12/2026
Explorers Hoops Basketball Academy - 6th - 8th Grade	4/12/2026
Spring Break	4/13/2026 - 4/20/2026
AWAY: WCHS Boys Varsity Volleyball vs. Esparto	4/13/2026
AWAY: WCHS Boys Varsity Volleyball vs. Fortune	4/14/2026
AWAY - Co-Ed SWIM - SDL Swim Meet 4	4/17/2026
HOME: WCHS Boys Varsity Volleyball vs. Elite	4/20/2026
HOME - Girls Varsity Soccer vs Fortune	4/22/2026
Westlake & WAVE Strategic Alignment Workshop (Topic: Fundraising)	4/22/2026
HOME: WCHS Boys JV Volleyball vs. Florin	4/23/2026
HOME: WCHS Boys Varsity Volleyball vs. Florin	4/23/2026
K-12 Spirit Day - Cultural Day	4/24/2026
Music Fridays Morning Lineup	4/24/2026
AWAY - Co-Ed SWIM - SDL Swim Championships	4/24/2026
International Festival	4/25/2026
Book Fair	4/25/2026
WCHS Prom Spirit Week	4/27/2026 - 5/01/2026
Book Fair	4/27/2026
5th Grade Health Connected Parent Meeting	4/27/2026
Development Committee	4/27/2026
Girls Varsity Soccer - Quarter Finals	4/28/2026
Book Fair	4/28/2026
HOME: WCHS Boys Varsity Volleyball Playoffs R1	4/29/2026
Book Fair	4/29/2026
Girls Varsity Soccer - Semi Finals	4/30/2026
Book Fair	4/30/2026
WAVE Board Meeting & Elections	4/30/2026
Charter Impact	4/30/2026

May 2026

Event Name	Date
WCHS Prom Spirit Week	4/27/2026 - 5/01/2026

Boys Varsity Volleyball - Quarter Finals	5/1/2026
Book Fair	5/1/2026
Music Fridays Morning Lineup	5/1/2026
WAVE Coffee Talk	5/1/2026
Girls Varsity Soccer - Section Finals	5/2/2026
Staff Appreciation Week	5/4/2026 - 5/8/2026
AWAY - Girls SWIM - Girls CIF SJS Trials	5/6/2026
Boys Varsity Volleyball - Semi Finals	5/6/2026
AWAY - Boys SWIM - Boys CIF SJS Trials	5/7/2026
AWAY - SWIM - Girls & Boys CIF SJS Finals	5/8/2026
Music Fridays Morning Lineup	5/8/2026
Boys Varsity Volleyball - Section Finals	5/9/2026
K-8 Open House	5/13/2026
AWAY - SWIM - Girls & Boys CIF State Finals	5/14/2026 - 5/16/2026
Governance Committee Meeting	5/14/2026
Board Meeting	5/14/2026
Music Fridays Morning Lineup	5/15/2026
5th Grade Social	5/15/2026
Explorers Hoops Basketball Academy - 4th & 5th Grade	5/16/2026
Explorers Hoops Basketball Academy - 6th - 8th Grade	5/16/2026
Explorers Hoops Basketball Academy - 4th & 5th Grade	5/17/2026
Explorers Hoops Basketball Academy - 6th - 8th Grade	5/17/2026
Development Committee	5/18/2026
Westlake & WAVE Strategic Alignment Workshop (Topic: Volunteerism)	5/20/2026
1st Grade Rumpus in the Rainforest	5/21/2026
K-8 Spirit Day - Book Character Day	5/22/2026
Music Fridays Morning Lineup	5/22/2026
K-2 Core Value Assembly	5/22/2026
3rd-5th Core Value Assembly	5/22/2026
WCHS Theater 1 Showcase	5/27/2026
Finance Committee	5/28/2026
Charter Impact	5/28/2026
Senior Awards Ceremony	5/28/2026
Music Fridays Morning Lineup	5/29/2026

June 2026

Event Name	Date
WCHS Theater 2 Presents: Macbeth	6/2/2026
WCHS Theater 2 Presents: Macbeth	6/3/2026
Music Fridays Morning Lineup	6/5/2026
WAVE Coffee Talk	6/5/2026
WCHS Graduation Rehearsal	6/8/2026
WCHS Senior Breakfast	6/8/2026
K-8 Spirit Day - Last Day of School Free Dress	6/10/2026

WCHS Spirit Day - Field Day Colors	6/10/2026
Last Day of School	6/10/2026
8th Grade Promotion	6/10/2026
Governance Committee Meeting	6/11/2026
Board Meeting	6/11/2026
LA Varsity Basketball Summer Enrichment	6/12/2026 - 6/18/2026
Kindergarten Assessment Parent Meetings	6/15/2026
Kindergarten Assessment Parent Meetings	6/16/2026