

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hemet Unified School District

CDS Code: 33 67082 0120675

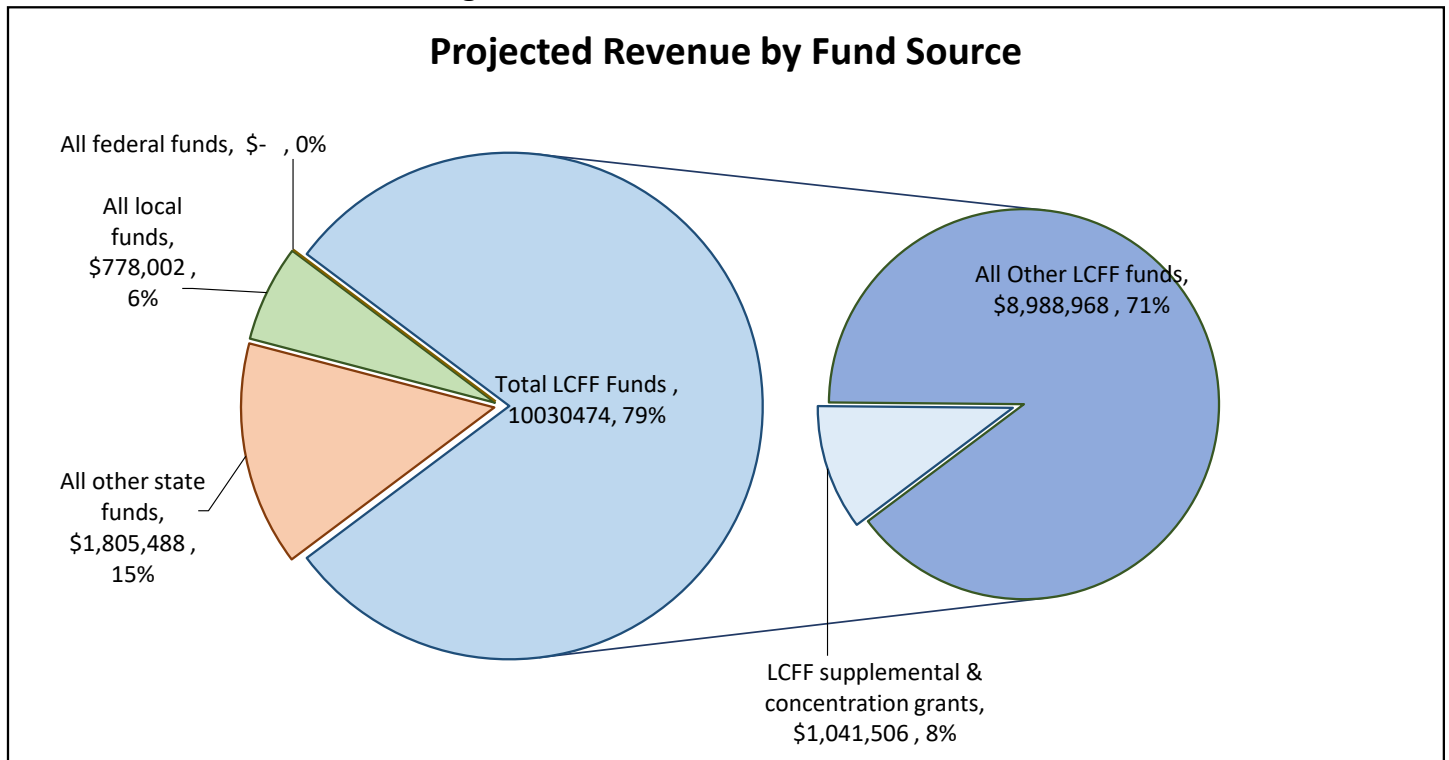
School Year: 2026-27

LEA contact information: Paul Bailey, Principal

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

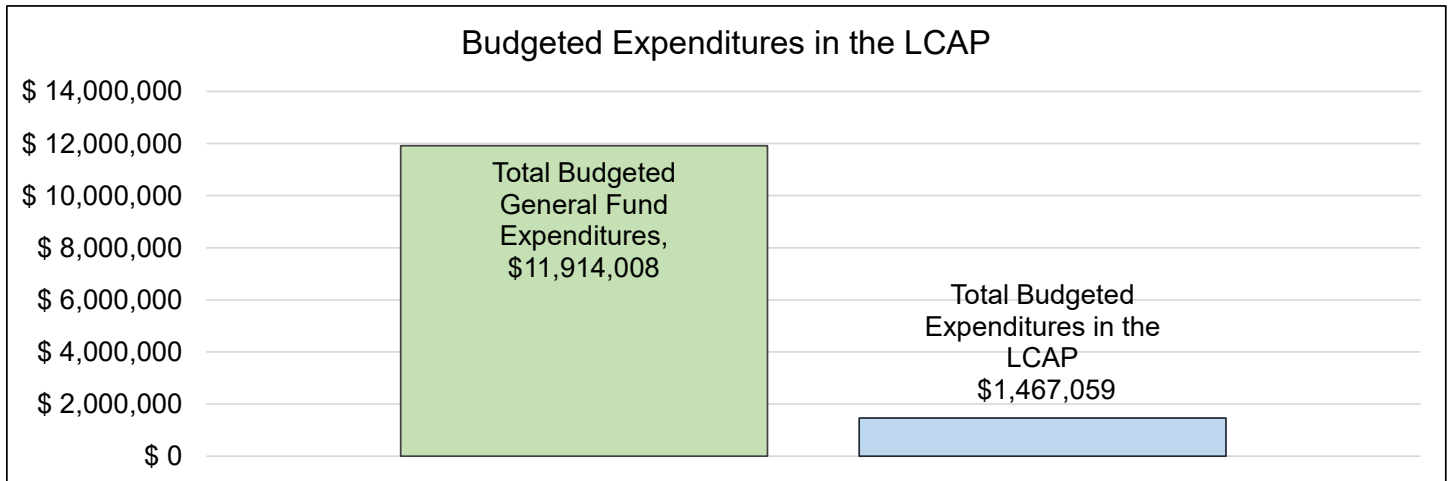


This chart shows the total general purpose revenue Hemet Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hemet Unified School District is \$12,613,964.00, of which \$10,030,474.00 is Local Control Funding Formula (LCFF), \$1,805,488.00 is other state funds, \$778,002.00 is local funds, and \$0.00 is federal funds. Of the \$10,030,474.00 in LCFF Funds, \$1,041,506.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Hemet Unified School District 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: Hemet Unified School District plans to spend \$11,914,008.00 for the 2026-27 school year. Of that amount, \$1,467,059.00 is tied to actions/services in the LCAP and \$10,446,949.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

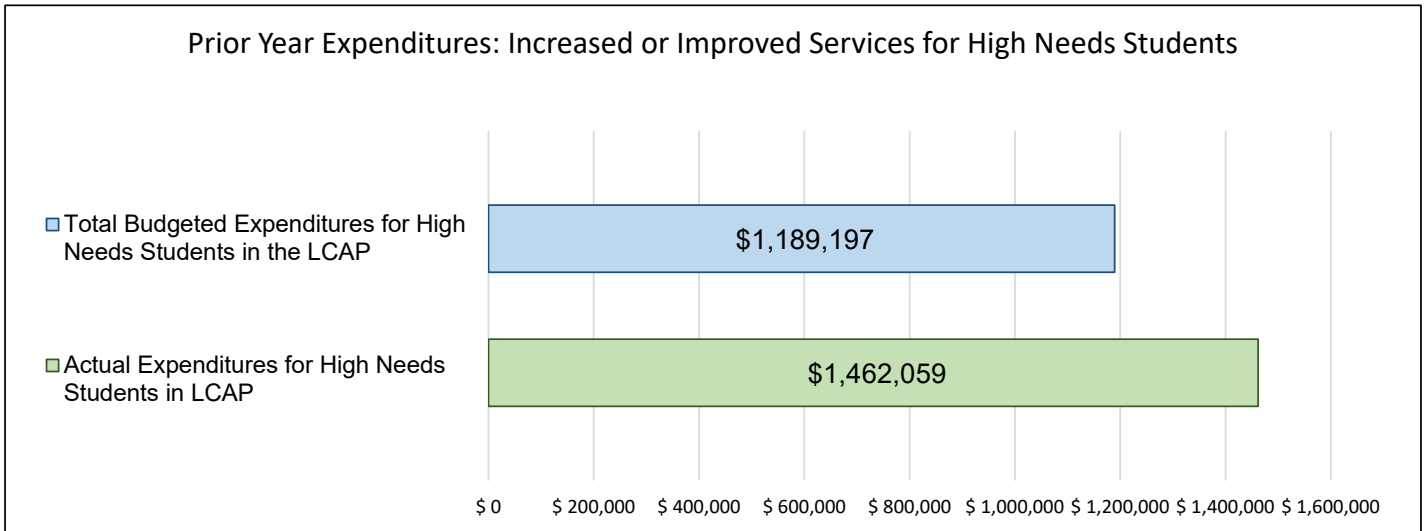
General fund expenditures not included in the LCAP are base classroom teachers and support staff, administrative and support staff, as well as maintenance, facilities, student transportation, utilities, insurance and other basic operational, instructional and instructional support costs.

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

In 2026-27, Hemet Unified School District is projecting it will receive \$1,041,506.00 based on the enrollment of foster youth, English learner, and low-income students. Hemet Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Hemet Unified School District plans to spend \$1,467,059.00 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 Hemet Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Hemet Unified School District 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, Hemet Unified School District's LCAP budgeted \$1,189,197.00 for planned actions to increase or improve services for high needs students. Hemet Unified School District actually spent \$1,462,059.00 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
Western Center Academy	Paul Bailey, Executive Director	pbailey@hemetusd.org , 951-766-9030

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.

The Western Center Academy is a dependent charter school of the Hemet Unified School District. Our students in grades 6-12 are selected in a random lottery from Hemet and surrounding districts. WCA focuses on Science, Technology, Engineering, and Mathematics with a particular focus on preparing students to major in a STEM field and successfully obtain a STEM career. Our high school's focus on Advanced Placement classes, A-G graduation requirements, and college dual-enrollment, and concurrent-enrollment courses fits well with our goals of college and career readiness options for all our students. Our middle school focuses on preparing students for the rigorous experience they will have in high school. We have achieved California Gold Ribbon (three times), California Distinguished School (twice), and National Blue Ribbon status (three times). US News ranked WCA the 149th best high school in the nation (out of over 20,000 schools).

Reflections: Annual Performance

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

Western Center Academy continues to demonstrate strong overall performance across the California Dashboard and local indicators, while the data also identify specific areas for continued monitoring through the LCAP. WCA serves **762 students**, with **57.9% socioeconomically disadvantaged**, **2.0% English learners**, and **0.0% foster youth**. The school met all local indicators, including Basics, Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey, and Access to a Broad Course of Study. State indicator results were generally strong: **Chronic Absenteeism was Green, Suspension Rate was Blue, English Learner Progress had No Performance Review, Graduation Rate was Yellow, College/Career was Green, English Language Arts was Blue, Mathematics was Green, Science was Blue, English Language Arts Growth was Exceptional, and Mathematics Growth was Average**. These outcomes reflect a high-performing instructional and school climate system, while also supporting continued LCAP attention to academic intervention, wellness, attendance, college/career readiness, and subgroup monitoring.

In academic performance, WCA maintained strong outcomes in all tested areas. In **English Language Arts**, WCA performed **80.9 points above standard** and earned a **Blue** performance level, maintaining performance from the prior year. The ELA equity report showed **no**

student groups in Red, Orange, or Yellow, with two student groups in Green and one in Blue. In **Mathematics**, WCA performed **15.9 points above standard** and earned a **Green** performance level, also maintaining performance from the prior year. The Mathematics equity report similarly showed **no student groups in Red, Orange, or Yellow, with three student groups in Green.** In **Science**, WCA performed **73.1 points above standard** and earned a **Blue** performance level, with the Science equity report showing **no student groups in Red, Orange, or Yellow**, and student groups represented in Green and Blue. These results support the continued effectiveness of WCA's rigorous STEM-focused instructional model and Goal 1 actions; however, because mathematics performance is Green rather than Blue and mathematics growth is only Average, continued attention to math intervention, student progress monitoring, and supports for students who are not yet proficient remains appropriate.

Growth indicators provide additional context for the academic reflection. WCA's **English Language Arts Growth** indicator was **Exceptional**, with **73.4% of students improving their score from the prior year.** By contrast, **Mathematics Growth** was **Average**, with **63.6% of students improving their score from the prior year.** This pattern indicates that while students are performing above standard overall in both ELA and mathematics, growth is stronger in ELA than in mathematics. For LCAP purposes, this supports maintaining Goal 1's focus on reducing non-proficiency in ELA, mathematics, and science, while using local measures such as grades, D/F rates, Lexile/Quantile data, intervention participation, and CAASPP/CAST results to identify students who need additional support before performance gaps become larger.

For English Learner Progress, WCA had **No Performance Review** due to the small number of English learners, but available data show **66.7% making progress**, with 12 students included in the measure. Because the student count is small and subgroup data are often not displayed for privacy, this indicator should be interpreted cautiously. Even so, the available result supports continued monitoring of English learner progress through local data, classroom performance, ELPAC results, and academic supports. For LCAP purposes, the lack of a performance color does not remove the need to monitor English learner access to rigorous coursework, academic intervention, and college/career pathways.

Academic engagement data were also strong overall. **Chronic Absenteeism was Green**, with **4.7% of students chronically absent**, a decline of **0.8 percentage points** from the prior year. Student group performance was generally positive, with the equity report showing **no Red groups, one Orange group, no Yellow groups, and two Green groups.** The identified area for monitoring was the **White student group**, which was **Orange** for Chronic Absenteeism at **8.0%**, an increase of **2.4 percentage points.** Hispanic students were Green at **2.9%**, and socioeconomically disadvantaged students were Green at **5.8%**. These results indicate that attendance is an overall strength, but subgroup-level increases require continued monitoring, early outreach, and engagement supports. This supports the continued use of attendance monitoring, academic improvement meetings, counseling, and family communication as part of the LCAP's intervention and student support system.

Graduation Rate was the one major outcome area where the overall Dashboard color was lower than WCA's other performance indicators. WCA's **Graduation Rate was Yellow**, with **93.9% of students graduating**, a decline of **4.8 percentage points.** Student group results show that **Hispanic students were Blue at 100.0%**, while **socioeconomically disadvantaged students were Yellow at 92.7%**, reflecting a decline of **5.6 percentage points.** White students were reported at **89.3%**, though the subgroup was not assigned a performance color due to reporting rules. This is a result of some WCA students taking the HISET exam and exiting school early. These schools count as "completers," but not "graduates." 100% of students who did not exit WCA early graduated with their cohort.

College and career readiness remains a core strength. WCA's **College/Career Indicator was Green**, with **93.9% of students prepared**, substantially above the statewide rate of **51.7%**, though the indicator declined by **3.5 percentage points.** Student group results show **Hispanic students at 100.0% prepared**, earning a **Blue** performance level, and **socioeconomically disadvantaged students at 92.7%**

prepared, earning a **Green** performance level. These outcomes support the continued effectiveness of Goal 3 actions related to college fees and textbooks, the College Enrollment class, Advanced Placement, dual enrollment, concurrent enrollment, VAPA electives, Theater Tech, and STEM extracurriculars. At the same time, the decline from the prior year supports continued monitoring of college credits earned, course success rates, A–G completion, CCI preparedness, and subgroup access to advanced and college-credit-bearing opportunities.

School climate and discipline indicators were very strong. WCA's **Suspension Rate was Blue**, with only **0.1% of students suspended at least one day**, a decline of **0.3 percentage points** from the prior year. The suspension equity report showed **no Red or Orange student groups**, with most student groups in Blue. The only student group not in Blue was **Two or More Races**, which was Yellow at **2.4%**, reflecting an increase of **2.4 percentage points**. This result indicates that WCA maintains very low exclusionary discipline overall, while still needing to monitor subgroup patterns and classroom-level behavioral concerns. These data support continued implementation of Goal 2 actions related to SEL, individual counseling, mental health supports, behavioral intervention, 504 monitoring, and discipline supports.

The local indicator results also support WCA's LCAP structure. The Access to a Broad Course of Study local indicator identifies WCA as strong in access to rigorous college-preparatory and college-level coursework, including AP, dual enrollment, CTE, and VAPA opportunities. The local reflection notes a focus not only on access, but also on ensuring that students are successful in those courses. Parent and Family Engagement was marked Standard Met, while the self-reflection identifies continued improvement needs related to proactive communication, earlier identification of issues, family involvement in the intervention process, and advisory participation. The Basics local indicator was Standard Met, with **0% of students lacking access to standards-aligned instructional materials** and **0 instances where facilities did not meet the good repair standard**, though teacher assignments showed **68.5% clear**, below the statewide average. These results support continued attention to professional learning, family communication, progress monitoring, and basic learning conditions.

Overview of WCA Student LCAP Local Climate Survey Data

The 2026 WCA Student LCAP Survey results indicate that students generally experience Western Center Academy as a rigorous, supportive, and future-oriented learning environment. Students strongly affirmed the school's academic culture, with **92.7% agreeing that WCA has high expectations**, **80.8% agreeing that adults encourage them to work hard so they can be successful in college or a future job**, **77.3% agreeing that teachers help them with schoolwork when needed**, and **88.6% agreeing that teachers provide opportunities to participate in classroom discussions or activities**. These results support the continued focus on academic achievement, intervention, student progress monitoring, and preparation for success in advanced coursework.

The survey also shows that student academic habits remain an important area for continued support. While **84.7% of students reported coming to class prepared often or almost all the time**, fewer students reported consistently demonstrating independent academic behaviors. **61.5% reported paying attention even when there are distractions**, and **52.0% reported getting work done right away instead of waiting until the last minute**. These results suggest that WCA's high-expectation academic environment is well established, but students continue to benefit from structured supports such as tutoring, academic improvement meetings, online intervention resources, progress monitoring, and motivational strategies tied to assessment and course success.

Student responses related to school climate and wellness were generally positive, while also identifying clear areas for continued attention. **78.4% of students agreed that they feel safe at school**, **75.8% agreed that WCA is a supportive and inviting place to learn**, and **79.7% agreed that they feel close to people at school**. However, connectedness and emotional wellness remain areas to monitor, as **69.1% agreed that they feel like part of the school**, and **68.3% agreed that they are happy to be at school**. On social-emotional distress items, **27.9% reported having a hard time relaxing**, **20.1% reported feeling sad and down**, **29.2% reported being easily irritated**,

16.9% reported thinking they would panic, and 14.7% reported that it was hard to get excited about anything. Aggregated across the five distress items, **22%, 25%, and 19% of 7th, 9th, and 11th graders**, respectively, responded in the higher-concern range. These data support continued implementation of SEL, counseling, mental health, student wellness, and connectedness supports.

The survey also provides strong support for WCA’s college and career readiness, VAPA, Theater Tech, and extracurricular engagement actions. Students participating in **CTE/Theater Tech** reported strong positive outcomes, with **87.5% agreeing it helps them keep good grades, 87.5% agreeing it motivates attendance, 91.7% agreeing it helps them make good choices and handle emotions well, and 90.3% agreeing it helps them feel connected to school.** Students participating in **fine and performing arts** also reported strong benefits, including **80.9% agreement that it helps them keep good grades, 86.5% that it motivates attendance, 87.6% that it supports good choices and emotional regulation, and 83.1% that it helps them feel connected to school.** Students participating in **on-campus clubs** reported especially strong connectedness, with **92.6% agreeing that clubs help them feel connected to school.**

All of the school-wide factors in the California Schools Dashboard are either blue or green with one exception. Our graduation rate dropped to yellow, but we know that it was due to a small number of students taking the HISET exam to complete high school early. These students count as “completers,” not “graduates” and count against our graduation rate. All students except for the completers graduated on time. In looking at the results of subgroups on each factor, our White subgroup ranked orange for Chronic Absenteeism. There were 8% chronically absent (which is a relatively good number), that that increased 2.4 percentage points over last year, therefore it was orange. Socioeconomically disadvantaged students were rated as yellow for graduation rate, but with the same HISET explanation as above.

In addition to statewide data, we also use local indicators as well as Lexile and Quantile scores to guide our work. The information that we have extracted from this data led us to the goals and sub-goals contained in this 3-year plan. We have been working with our County Office to improve our schoolwide STEM strategies in alignment with our LCAP goal for such. We have improved our PD in this area and have increased collaborative, cross-curricular activities that students participate in.

Overall, the student survey data support the continued direction of the WCA LCAP. The results validate the three major goal areas: academic achievement and intervention, student wellness and SEL, and college/career readiness through rigorous coursework and enrichment opportunities. The data also identify areas for refinement, including academic self-management, timely work completion, emotional wellness, stress, school connectedness, and sustained access to engagement opportunities that help students feel connected to school.

Reflections: Technical Assistance

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

n/a

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.

n/a

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

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
Teachers	Monthly faculty meetings have regular agenda items for LCAP topics. Survey data from staff is used to make changes and track progress. Informal rounding conversations are logged into a spreadsheet to inform decisions.
Principals/Administrators	As a dependent charter school with only a single campus, the principal and assistant principal are directly involved in the design, writing, implementation, and tracking of the LCAP plan.
Other School Personnel	Monthly faculty meetings have regular agenda items for LCAP topics. Survey data from staff is used to make changes and track progress. Informal rounding conversations are logged into a spreadsheet to inform decisions.
Parents	We host monthly meetings of WCA parents to discuss topics including LCAP, WASC, and school improvement. We participate in school and district-wide parent surveys directly connected to our LCAP goals and track this data. 3 of our 5 Governing Council members are parents. Additionally, an LCAP Parent Survey is distributed and used to inform goals, actions, and services.
Students	Annually, we use a student survey to track progress on our LCAP goals. Our Student Advisory Council regularly meets at lunch to discuss pertinent topics. Additionally, an LCAP Student Survey (inclusive of safety and school connectedness questions used to develop the local indicator responses) is distributed and used to inform goals, actions, and services.

Insert or delete rows, as necessary.

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

The top three reasons that **parents** always give for sending their students to WCA are the rigorous academics, college preparedness, and the ability to earn college credits while in high school. Whenever we ask parents what the focus of our LCAP should be, those two topics as

well as mental health come up. As a result of these conversations, we've added goals and actions related to academics, college credits, and mental health.

Western Center Academy Parent Survey Alignment to LCAP Goals

Western Center Academy parent survey results provide strong support for the three major goal areas in the WCA LCAP: academic achievement, student wellness, and college/career readiness. Overall, WCA parent responses were positive and, in several areas, stronger than districtwide parent survey outcomes.

Goal 1: Decrease Non-Proficient Students in Mathematics, ELA, and Science

Parent feedback supports Goal 1 and its related actions focused on academic intervention, online resources, professional development, AVID tutors, CAASPP/CAST review and motivation, and academic improvement meetings. In 2026, **96.7% of WCA parents agreed that the school has high expectations for all students**, an increase of **3.1 percentage points** from 2025. Additionally, **86.7% agreed that their child can confidently tell them how well they are doing in class**, a **9.2 percentage-point increase**. These results support the LCAP's focus on academic monitoring, student progress awareness, and early intervention for students earning lower grades or demonstrating academic need.

At the same time, **60.0% of parents agreed that teachers adapt their teaching styles to meet their child's learning style**, which improved by **8.4 percentage points** but remained a relative area for refinement. This result supports the continued need for differentiated instruction, targeted academic intervention, AVID tutoring, online academic supports, and professional learning aligned to curriculum, instruction, assessment, and intervention. Parent feedback therefore reinforces both the strength of WCA's academic culture and the need to continue refining supports for students who struggle within a rigorous STEM-focused environment.

Goal 2: Improve Student Mental Health, SEL, and Wellness Supports

Parent feedback also supports Goal 2 and its related actions for whole-group SEL instruction, small-group support, individual counseling, mental health services, and student wellness. In 2026, **86.7% of WCA parents agreed that their child is able to overcome adversity and "bounce back,"** a **9.2 percentage-point increase** from 2025. Additionally, **83.3% agreed that their child is happy at school and looks forward to learning**, a **12.4 percentage-point increase**, and **90.0% reported that their child feels safe at school**, a **6.1 percentage-point increase**.

These outcomes suggest that parents generally perceive WCA as a safe and supportive environment; however, the data also show that school connectedness should remain an area of continued attention. In 2026, **73.3% of parents agreed that their child feels connected to school**, which was slightly lower than the prior year by **0.9 percentage points**. This supports continued implementation of counseling, mental health supports, SEL instruction, student support systems, and proactive monitoring of student well-being. The parent feedback aligns with the LCAP's rationale that students experiencing social-emotional or mental health needs may also experience barriers to attendance, engagement, and academic success.

Goal 3: Strengthen College Preparedness, College Credit Access, VAPA, and STEM Extracurriculars

Parent feedback strongly supports Goal 3, which focuses on college preparedness through dual enrollment, concurrent enrollment, articulated courses, Advanced Placement, VAPA electives, Theater Tech, and STEM extracurriculars. WCA parents continue to identify academic rigor, college preparation, and future readiness as central strengths of the school. The 2026 survey results reinforce this direction

through high ratings for academic expectations, student progress awareness, safety, and student engagement. The strong result that **96.7% of parents agreed the school has high expectations** is particularly aligned to WCA's college-preparatory and STEM-focused mission.

Parent feedback also supports the continued expansion of enrichment and engagement opportunities. **83.3% of parents agreed that their child is happy at school and looks forward to learning**, and **73.3% agreed that their child feels connected to school**. These outcomes support the continued inclusion of VAPA electives, Theater Tech, STEM extracurriculars, clubs, competitions, and college-credit-bearing opportunities as strategies that strengthen both college applications and school connectedness. The data indicate that families value rigorous academic preparation, but also continue to benefit from actions that help students experience belonging, balance, and engagement within a high-expectation school environment.

Family Engagement, Communication, and Basic Services Across Goals

Parent feedback also supports implementation across all three LCAP goals by validating the importance of communication, responsiveness, and learning conditions. In 2026, **86.7% of WCA parents agreed that school staff take their concerns seriously**, a **9.2 percentage-point increase**, and **83.3% agreed that they feel welcome to participate at school**, a **9.1 percentage-point increase**. Additionally, **96.7% agreed that the school is clean, updated, and well maintained**, and **96.7% agreed that staff speak to them in their preferred language**.

These results support the LCAP's broader emphasis on educational partner engagement, Basic Services, and family-school partnership. The main refinement area is inclusive school culture, as **60.0% of parents agreed that their child's background is valued at school**, slightly below the prior year and lower than several other WCA survey items. This suggests that while WCA parent feedback is very positive overall, continued attention to inclusive practices, proactive communication, and cultural responsiveness would strengthen implementation across the academic, wellness, and college/career goals.

Teachers understand that test scores are how we demonstrate to the district office and the public how well we are doing as a school and their feedback showed that keeping that as a high priority in our improvement plans was important. Teachers explained that students were taking the science test in 11th and 12th grades but it was covering science that they took in 9th and 10th grades, so to meet the goal for CAST scores, we will be testing 10th graders after they've taken Biology, Chemistry, and Physics instead of waiting longer. As a result of these realizations, we've added goals and actions related to test scores and support for those who demonstrate weaknesses in their academics.

Students acknowledge that they appreciate the hands-on, project-based curriculum at the school and understand that ultimately, whatever strategies we use must demonstrate success through high test scores and other measures. Our recent WASC review encouraged us to formalize our plans to support those students who do demonstrate struggles at our school and we have woven those recommendations into our LCAP plan as well. As a result, we've added goals and actions related to tutoring, online interventions, and academic meetings to support these students.

Description of How Student Feedback Influenced the Adopted LCAP by WCA Action/Service

Student feedback from the 2026 WCA Student Survey supported the continued inclusion and refinement of actions and services across the adopted LCAP. Rather than indicating a need to change the overall three-goal structure, student responses affirmed the importance of

maintaining WCA's current academic, wellness, and college/career readiness priorities while refining implementation in the areas of academic habits, student connectedness, emotional wellness, and access to engagement opportunities.

Goal 1: Decrease Non-Proficient Students in Mathematics, ELA, and Science

Goal 1, Action 1 – Online Resources for Interventions

Student feedback supported the continued use of online intervention and academic support resources such as IXL, Get More Math, KhanMigo, TurnItIn, Paper Tutoring, and related tools. In 2026, **92.7% of students agreed that WCA has high expectations, 77.3% agreed that teachers help them with schoolwork when needed, and 88.6% agreed that teachers provide opportunities to participate in classroom discussions or activities.** These results suggest that students recognize WCA's academic expectations and instructional supports. At the same time, student work-habit data show that continued intervention tools remain necessary, as only **61.5% reported paying attention even when there are distractions, and only 52.0% reported getting work done right away instead of waiting until the last minute.** This feedback influenced the LCAP by supporting continued access to online academic resources as part of a broader system of intervention, review, and targeted support for students who need additional help mastering academic content.

Goal 1, Action 2 – Professional Development

Student feedback also supported continued investment in professional development related to curriculum, instruction, assessment, and interventions. Students reported strong perceptions of classroom expectations and instructional engagement, including **92.7% agreement that the school has high expectations and 88.6% agreement that teachers provide opportunities to participate in classroom discussions or activities.** These results support the continuation of professional learning connected to rigorous instruction, student engagement, STEM learning, formative assessment, and academic intervention. Student feedback also identified areas where professional learning can continue to support implementation, including helping students build stronger academic habits, complete work in a timely manner, and remain engaged when distractions are present.

Goal 1, Action 3 – AVID Tutors

Student responses supported the continued use of AVID tutors and other direct academic assistance for students who need individual help. Although students reported a strong academic culture, the survey also showed that a meaningful share of students need support with self-management and work completion. **84.7% reported coming to class prepared often or almost all the time, but only 52.0% reported getting work done right away instead of waiting until the last minute.** This feedback supports maintaining AVID tutors as a direct student-facing support that can help students clarify concepts, complete assignments, prepare for assessments, and remain on track in rigorous coursework.

Goal 1, Action 4 – CAASPP and CAST Review and Motivational Activities

Student feedback supported the continued inclusion of review and motivational activities for CAASPP and CAST exams. Students reported that adults encourage them to connect school effort to future success, with **80.8% agreeing that adults encourage them to work hard so they can be successful in college or a future job.** This aligns with the LCAP's emphasis on using review and motivation activities to increase student preparation and effort on state assessments. At the same time, the work-habit results indicate that motivation and follow-through remain appropriate areas of focus. The LCAP was therefore influenced by student feedback to continue actions that help students understand the purpose of assessment, prepare for exams, and remain motivated to demonstrate learning.

Goal 1, Action 5 – Academic Improvement Meetings and 504 Supports

Student feedback supported continued implementation of academic improvement meetings and related monitoring systems for students who are struggling academically. Students generally reported positive adult support, but the survey also showed that not all students consistently demonstrate academic habits needed for success in a rigorous environment. These results support maintaining academic improvement meetings, progress monitoring, and 504-related supports as part of the LCAP so that students with low grades, academic barriers, or documented needs receive more structured follow-up. This action is also supported by the need to help students move from general awareness of expectations to consistent academic follow-through.

Goal 2: Mental Health, SEL, Counseling, and Student Wellness

Goal 2, Action 1 – Whole-Group Instruction and Small-Group SEL Sessions

Student feedback directly supported the continuation of whole-group SEL instruction and small-group sessions focused on social-emotional skills, behavior, grief, anger management, and related wellness topics. In 2026, **78.4% of students agreed that they feel safe at school, 75.8% agreed that WCA is a supportive and inviting place to learn, and 79.7% agreed that they feel close to people at school.** These findings indicate positive school climate conditions that align with the purpose of Goal 2. However, the survey also identified continued needs: **69.1% agreed that they feel like part of the school, 68.3% agreed that they are happy to be at school, 27.9% reported having a hard time relaxing, 29.2% reported being easily irritated, and 20.1% reported feeling sad and down.** This feedback influenced the LCAP by supporting the continuation of SEL instruction and small-group supports while reinforcing the need to monitor student stress, emotional regulation, and connectedness.

Goal 2, Action 2 – Individual Counseling

Student feedback also supported continued access to individual counseling from mental health experts and the school counselor. The student survey showed that most students feel safe and supported, but a meaningful number also reported stress, irritability, sadness, and uneven school belonging. These results influenced the LCAP by supporting the continued inclusion of individual counseling as a direct service for students with social-emotional, mental health, behavioral, or personal concerns. Student feedback suggests that counseling remains an important support not only for students in crisis, but also for students who need help managing stress, developing coping skills, and staying connected to school.

Goal 3: College Preparedness, College Credits, VAPA, Theater Tech, and STEM Extracurriculars

Goal 3, Action 1 – College Fees and Textbooks

Student feedback supported continued removal of financial barriers to college-credit-bearing coursework. Students reported strong future-oriented academic support, with **80.8% agreeing that adults encourage them to work hard so they can be successful in college or a future job.** This feedback aligns with Goal 3's focus on college preparedness and supports the continued LCAP investment in paying college fees and textbooks so that access to dual enrollment and related opportunities is not limited by family income. The action remains important because WCA's college-preparatory mission depends on equitable access to college credit opportunities.

Goal 3, Action 2 – College Enrollment Class

Student feedback supported the continued use of the College Enrollment class as a structure to help students succeed in college-credit-bearing courses. Student responses show that WCA students generally understand the connection between school effort and future success, but also show that academic self-management remains an area for support. Since only **52.0% reported getting work done right away**

instead of waiting until the last minute, the LCAP continues to include the College Enrollment class as a structured support that helps students manage due dates, deadlines, pacing, expectations, and the independent learning skills required for college courses.

Goal 3, Action 3 – VAPA Elective Courses

Student feedback supported continued investment in VAPA elective courses as part of both college preparedness and student engagement. Among students participating in fine and performing arts, **80.9% agreed that participation helps them keep good grades, 86.5% agreed that it motivates attendance, 87.6% agreed that it helps them make good choices and handle emotions well, and 83.1% agreed that it helps them feel connected to school.** This feedback influenced the LCAP by supporting continued access to VAPA electives as more than a course access issue; students identified these opportunities as supporting academics, attendance, emotional regulation, and school connectedness.

Goal 3, Action 4 – Theater Tech VAPA/CTE Course

Student feedback strongly supported continued implementation of Theater Tech as both a VAPA and CTE-aligned opportunity. Among students participating in CTE/Theater Tech, **87.5% agreed that it helps them keep good grades, 87.5% agreed that it motivates attendance, 91.7% agreed that it helps them make good choices and handle emotions well, and 90.3% agreed that it helps them feel connected to school.** These results directly support the continued inclusion of Theater Tech in the LCAP because students see it as connected to academic performance, attendance, responsible decision-making, emotional regulation, and belonging. The data suggest that the action contributes to both Goal 3 outcomes and broader Goal 2 school climate and wellness outcomes.

Goal 3, Action 5 – STEM Extracurriculars

Student feedback supported continued investment in STEM extracurricular activities and other student engagement opportunities. Students participating in on-campus clubs reported especially strong connectedness, with **92.6% agreeing that clubs help them feel connected to school.** This feedback supports continued LCAP funding for STEM extracurriculars such as Robotics, Science Olympiad, Science Fair, research projects, environmental science projects, and STEM clubs. Student feedback indicates that extracurricular opportunities support WCA's college and career readiness mission while also improving school connectedness, engagement, and student identity within the school community.

Overall Influence on the Adopted LCAP

Overall, student feedback influenced the adopted LCAP by validating the continuation of WCA's three-goal structure and confirming the need for specific actions and services within each goal. Students affirmed WCA's high academic expectations and adult encouragement, which supported the continuation of Goal 1 academic intervention, tutoring, review, and progress-monitoring actions. Students identified positive safety and support, but also continued needs related to stress, emotional regulation, and belonging, which supported the continuation of Goal 2 counseling and SEL actions. Students reported strong academic, attendance, behavioral, emotional regulation, and connectedness benefits from CTE/Theater Tech, fine and performing arts, clubs, and extracurriculars, which supported the continuation of Goal 3 college/career readiness and enrichment actions. The feedback did not indicate a need to replace the current LCAP priorities; instead, it supported continued implementation with refinement focused on academic habits, emotional wellness, connectedness, and equitable access to meaningful academic and extracurricular opportunities.

Our **other school personnel** expressed strong support for the mental health actions in our LCAP plan. Those involved in discipline, mental health, and physical health see the results of trauma and mental health issues and how they influence education. These conversations added to the urgency for having full time therapist, counselor, and health technician on campus.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Decrease the number of non-proficient students in Mathematics, ELA, and Science by 5% annually.	Broad

State Priorities addressed by this goal.

2, 3, 4

An explanation of why the LEA has developed this goal.

Test scores are a lagging measure of the overall success of our curriculum and instruction. All of our other goals are ways to increase learning and we measure learning through state tests. We wrote the goal to close the gap instead of increasing by a specific amount so that those grades and subjects with higher success rates already do not have to improve as much and will not be hit a ceiling effect.

Measuring and Reporting Results (updated to reflect 2024 scores as baseline)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Math CAASPP proficiency rates	Math: 6th: 1.4% 7th: 2.2% 8th: 2.1% 11th: 1.9%	6 th : 55% 7 th : 54% 8 th : 52% 11 th : 67%	6 th : 58% 7 th : 54% 8 th : 52% 11 th : 67%	6 th : 57% 7 th : 53% 8 th : 54% 11 th : 67%	6 th : 67.2% 7 th : 63.6% 8 th : 64.3% 11 th : 67.7%	6 th : +3.6% 7 th : -1.9% 8 th : +1.0% 11 th : ---
ELA CAASPP proficiency rates	ELA: 6th: 0.75% 7th: 0.55% 8th: 0.8% 11th: 0.3%	6 th : 89% 7 th : 87% 8 th : 70% 11 th : 98%	6 th : 76% 7 th : 89% 8 th : 87% 11 th : 95%	6 th : 74% 7 th : 89% 8 th : 87% 11 th : 95%	6 th : 87.3% 7 th : 90.7% 8 th : 86.4% 11 th : 94.9%	6 th : -16.9% 7 th : +2.3% 8 th : +24% 11 th : -3.1%
CAST proficiency rates	Science: 8th: 1.75% 11th: 1.25% 12th: 1.4%	8 th : 70% HS: 81%	8 th : 72% HS: 78%	8 th : 71% HS: 77%	8 th : 70.2% 11 th : 78.8% 12 th : 76.2%	8 th : +1.4% HS: -5%

Goal Analysis for 2025-26

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

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

This year, we instituted additional new activities in order to decrease the number of non-proficient students. In the past, eligibility for extra-curricular activities and field trips was left up to the staff overseeing the activity and the criteria were not clear. We worked to clarify those criteria and create systems to regularly monitor eligibility for these activities. Next year, this new policy will be communicated to students at the beginning of the year and throughout the year and act as a motivator to keep grades up.

We have also added positive rewards through 5-star and our SCHOLARS program to help motivate positive behaviors including grades. As part of monitoring both the positive rewards and the eligibility process, we are regularly monitoring D and F grades and we anticipate that unintended benefit of this will be more awareness and earlier intervention.

Additionally, we are working on a system next year to provide mandatory interventions and/or enrichment within the school day both at the middle and high school levels. We have not yet worked out every detail of when, where, and who, but we are close to a solution.

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.

The financial resources for this action were fully expended as designed.

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

This year, we spent a great deal of energy focusing on D/F rates. We regularly monitored the data, designed a new eligibility process, and educated the staff and students on these

We have continued to apply the changes made in the past (providing tutors, online resources, professional development for teachers, parent meetings, and motivational activities. We continue to measure the impact of these changes. It is difficult to use CAASPP scores to measure these changes because we have, for example, a different group of 6th graders each year so it's not a logical comparison. We've attempted to follow students and their CAASPP scores, but it's a different exam each year and not each grade level is tested.

So, we have begun to lean on Lexile and Quantile tests. These are adaptive tests that change with the student as their learning improves. We can compare individual test scores to individuals or follow groups across years. The caveat is that we just changed the Lexile test that we use and the results are not consistent across years and we just began giving the Quantile test, so we do not yet have historical data. In the future, both of these points will be moot and we will be able to reliably use this data to track our progress.

Parent survey data provide supportive evidence that Goal 1 continues to reflect parent priorities related to academic achievement, intervention, and progress monitoring at Western Center Academy. In 2026, **96.7% of WCA parents agreed that the school has high expectations for all students**, reflecting a **3.1 percentage-point increase** from 2025, and **86.7% agreed that their child can confidently tell them how well they are doing in class**, a **9.2 percentage-point increase**. These outcomes align with Goal 1's focus on decreasing the

number of non-proficient students in Mathematics, English Language Arts, and Science through online intervention resources, professional development, AVID tutors, CAASPP/CAST review and motivation activities, and academic improvement meetings. Parent feedback also identified differentiated instruction as an area for continued refinement, with **60.0% of WCA parents agreeing that teachers adapt their teaching styles to meet their child's learning style**, an **8.4 percentage-point increase** from 2025 but still lower than other academic indicators. Overall, the parent survey results support the effectiveness of Goal 1 by showing strong parent confidence in WCA's academic expectations and student progress awareness, while reinforcing the need to continue targeted intervention, differentiated support, and academic monitoring for students who may struggle within a rigorous STEM-focused instructional program.

Student Perception Data

Student survey results provide supportive local evidence that Goal 1 actions are contributing to a strong academic culture and student awareness of expectations, while also identifying continued needs related to academic habits, work completion, and targeted intervention. Across Goal 1, students reported high levels of agreement that WCA maintains rigorous expectations, with **92.7% agreeing that the school has high expectations**, **80.8% agreeing that adults encourage them to work hard so they can be successful in college or a future job**, **77.3% agreeing that teachers help them with schoolwork when needed**, and **88.6% agreeing that teachers provide opportunities to participate in classroom discussions or activities**. These results suggest that the academic actions are generally supporting the conditions needed for students to engage in rigorous instruction. However, student self-management data show that continued intervention remains necessary: **61.5% reported paying attention even when there are distractions**, and **52.0% reported getting work done right away instead of waiting until the last minute**. As a result, the Goal 1 actions appear to be effective in maintaining a high-expectation academic environment, but additional refinement is needed to strengthen student academic habits, timely work completion, and direct intervention for students who are not yet consistently successful.

Goal 1, Action 1 – Online Resources for Interventions

Student survey data support the continued effectiveness of online academic intervention resources as part of WCA's broader academic support system. The high percentage of students reporting that teachers help them with schoolwork when needed and that classroom participation opportunities are provided indicates that students experience academic support within the instructional program. However, the lower percentages related to work completion and attention suggest that online intervention resources remain necessary for students who need review, practice, and support outside of direct instruction. This action should continue, with monitoring of usage, course grades, D/F rates, and assessment outcomes to determine whether students most in need are consistently accessing and benefiting from these tools.

Goal 1, Action 2 – Professional Development

Student feedback indicates that professional development connected to curriculum, instruction, assessment, and intervention is supporting the conditions for effective learning. The strong student agreement regarding high expectations, adult encouragement, teacher academic help, and classroom participation suggests that instructional practices are generally aligned to WCA's academic goals. This action appears effective in supporting a rigorous and engaging academic environment. Continued refinement should focus on professional learning that helps teachers support student academic habits, increase student follow-through, and differentiate instruction for students who struggle in a high-performing academic setting.

Goal 1, Action 3 – AVID Tutors

Student survey data support the continued need and effectiveness of AVID tutors as a direct academic support. While students report strong academic expectations and adult encouragement, the data also show that not all students consistently complete work promptly or maintain

attention when distractions are present. AVID tutors remain an appropriate action because they provide direct assistance to students who need help understanding course content, completing assignments, preparing for assessments, and building academic confidence. The action appears effective as part of the site's academic support structure, but should continue to be monitored through tutoring participation, D/F rates, course pass rates, and student progress after receiving support.

Goal 1, Action 4 – CAASPP and CAST Review and Motivational Activities

Student feedback supports the continued use of review and motivational activities for CAASPP and CAST. The finding that **80.8% of students agree that adults encourage them to work hard so they can be successful in college or a future job** aligns with the purpose of this action, which is to connect assessment effort to future readiness and academic success. The action appears effective in supporting a culture where students understand the importance of effort and preparation. However, because student work-habit results show continued needs related to attention and timely task completion, this action should continue to emphasize motivation, relevance, and structured preparation rather than relying only on review of prior content.

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.

This year, we focused mostly on reviewing material that had been learned in a previous grade level and the results were not satisfactory. Next year, the team plans to focus more on motivation than review with the idea that if students are not motivated to do well on the test, then no amount of review will make a difference.

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
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1	Online resources for interventions (IXL, Get More Math, KhanMigo, TurnItIn, Paper Tutoring, etc.)	Online resources to assist students who are struggling with some secondary instruction and review of prerequisite skills available to all students, but primarily targeted towards unduplicated students. Rationale for Use of LREBG Funds – Online Resources to Support Academic Intervention Western Center Academy Goal 1, Action 1 Identified Need Based on Data Analysis Western Center Academy has a strong record of academic performance, broad course access, and college/career readiness; however, analysis of California Dashboard, local indicator, and student outcome data identifies targeted areas of need that support the use of LREBG funds for online intervention resources. WCA serves 762 students, of whom 57.9% are socioeconomically disadvantaged and 2.0% are English learners. Overall academic performance remains strong, with English Language Arts at the Blue performance level and Mathematics at the Green performance level; however, subgroup trends and multi-year data indicate the need for targeted academic intervention to sustain achievement, close learning gaps, and support continued success in rigorous coursework. Mathematics Intervention and Learning Recovery: While WCA’s overall Mathematics performance remains above standard, the multi-year trend shows a narrowing margin of performance. All students declined from 49.6 points above standard in 2019 to 15.9 points above standard in 2025. Subgroup data further identify targeted needs: socioeconomically disadvantaged students were only 0.1 points above standard and declined 10.3 points; English learners were 37.4 points below standard and declined 4.0 points; African American students were 17.7 points below standard and declined 12.2 points; Hispanic students declined 3.8 points; and Filipino students declined 9.0 points. These outcomes indicate the need for adaptive, standards-aligned online resources that can provide individualized practice, prerequisite skill recovery, and ongoing progress monitoring in Mathematics. English Language Arts and Academic Literacy Support: WCA’s overall ELA performance is strong at 80.9 points above standard; however, subgroup trends demonstrate the continued need for academic	\$50,000	No
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	literacy intervention. English learners declined 11.6 points, socioeconomically disadvantaged students declined 7.1 points, Hispanic students declined 5.2 points, and Filipino students declined 41.1 points. These declines indicate that students need continued access to targeted online resources that support reading comprehension, academic vocabulary, writing, and disciplinary literacy across content areas. Support for Success in Rigorous Coursework: WCA’s local indicator reflection for Access to a Broad Course of Study identifies that the school has strong access to CTE, college-preparatory, Advanced Placement, college-level, and A–G aligned coursework. The identified need is not basic course access, but ensuring that students are successful in those courses. Online intervention resources support this need by giving students additional, differentiated academic practice while allowing teachers and support staff to monitor student progress and intervene before students become unsuccessful in rigorous courses. Early Identification and Intervention Monitoring: WCA’s Parent and Family Engagement local indicator reflection identifies a need to identify academic issues sooner, connect with families earlier, and improve the interventions used once student needs are identified. Online intervention resources address this need by providing diagnostic information, usage data, progress indicators, and skill-level reports that can be used by teachers, counselors, and administrators to identify student needs, monitor participation, and adjust intervention supports. College/Career and Graduation Readiness: WCA continues to demonstrate strong College/Career Indicator outcomes; however, the prepared rate declined from 97.4% in 2024 to 93.9% in 2025, and graduation declined from 98.7% in 2024 to 93.9% in 2025. While these outcomes remain comparatively strong, the downward trend reinforces the need for earlier and more systematic academic intervention so students remain on track for graduation, A–G completion, and college/career readiness. These findings point to the need for online academic intervention resources that provide targeted, adaptive, and evidence-aligned support for students who demonstrate learning gaps, declining performance, course performance concerns, or risk of reduced access to advanced academic pathways.		
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		Legal Alignment with LREBG Statute Education Code §32526 The use of LREBG funds for online intervention resources aligns with multiple allowable uses of the Learning Recovery Emergency Block Grant. CDE guidance states that LREBG funds may be used through the 2027–28 school year for learning recovery initiatives that support academic learning recovery and pupil well-being. The guidance also requires that LREBG-funded actions be included in the LCAP, identify planned expenditures, identify at least one metric to monitor impact, explain the rationale based on the required needs assessment, and describe how research supports the selected action. This action aligns most directly to the following allowable uses: EC §32526(c)(2)(B): Accelerating progress to close learning gaps through evidence-based learning supports. Online intervention resources provide differentiated, targeted academic supports aligned to identified student learning needs in ELA, Mathematics, and other core academic areas. EC §32526(c)(2)(B)(ii): Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both. The online resources function as learning recovery materials that support academic proficiency by identifying skill gaps, providing adaptive instruction or practice, and supporting student progress toward grade-level and course-level expectations. EC §32526(c)(2)(E): Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning. The intervention platforms provide diagnostic and progress-monitoring data that allow staff to identify students needing support, monitor growth, and adjust intervention assignments. By supporting online resources for intervention, Goal 1, Action 1 is designed to provide learning recovery supports for students with identified academic needs, particularly socioeconomically disadvantaged students, English learners, students with disabilities where locally identified, and other students demonstrating course performance or assessment-based need.		
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		Evidence-Based Justification Research supports the use of targeted intervention, diagnostic assessment, progress monitoring, and data-informed instructional adjustment as part of a coherent academic support system. The selected action is grounded in the following evidence base: Hamilton, L., et al. (2009). Using Student Achievement Data to Support Instructional Decision Making. This practice guide supports the use of assessment data to identify student needs, group students for intervention, monitor progress, and adjust instructional supports. Online intervention resources support this approach by providing timely diagnostic and progress-monitoring data. What Works Clearinghouse. Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades / Improving Mathematical Problem Solving in Grades 4 Through 8. WWC practice guides support explicit, systematic intervention, ongoing assessment, and targeted practice for students struggling in mathematics. The WCA data identify Mathematics as the clearest area for targeted intervention, particularly for socioeconomically disadvantaged students, English learners, and other subgroups showing declines. What Works Clearinghouse. Providing Reading Interventions for Students in Grades 4–9. Research on reading intervention supports targeted instruction in comprehension, academic vocabulary, fluency, and content-area literacy. This aligns to WCA’s need to sustain strong ELA performance while addressing subgroup declines in ELA. Kidron, Y., & Lindsay, J. (2014). The Effects of Increased Learning Time. Increased and targeted learning time can support academic achievement when focused on identified student needs. Online intervention resources extend and stabilize access to academic support by providing additional individualized practice beyond initial classroom instruction. Collectively, these sources support the use of online intervention resources as an evidence-aligned learning recovery strategy when		
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		implemented with diagnostic data, progress monitoring, and staff review of student outcomes. Monitoring and Evaluation EC §52064.4 The effectiveness of the LREBG-funded online intervention resources will be monitored using state and local metrics connected to the identified needs. California Dashboard Metrics: • ELA Distance from Standard, all students and reportable student groups • Mathematics Distance from Standard, all students and reportable student groups • Graduation Rate • College/Career Indicator • Chronic Absenteeism, where student engagement affects intervention participation and course success Local Metrics: • Core course grades and D/F rates in ELA, Mathematics, Science, and other applicable courses • Benchmark or interim assessment performance by subgroup, where available		
2	Professional Development	Teachers will attend conferences and other professional development related to curriculum, instruction, assessment, and interventions.	\$30,000	Yes
3	AVID Tutors	Hire AVID tutors to support students who need individual assistance with their courses.	\$18,000	Yes
4	Create review and motivational activities for CAASPP and CAST exams.	Because of our accelerated coursework, sometimes there is a significant gap between learning and testing. We will create review assignments for these as well as positive motivation to do the review assignments and perform well on the assessments.	\$2,500	Yes

5	Academic Improvement Meetings and 504s	Rationale for Use of LREBG Funds – Certificated Position to Support Academic Interventions, Credit Recovery, and Assessment (WCA) Identified Need Based on Data Analysis Western Center Academy (WCA) has a strong record of academic performance compared to district averages; however, analysis of Dashboard and local assessment data reveals targeted areas of need: Credit Recovery and On-Track Monitoring: While graduation rates remain high, subgroup gaps exist in A–G completion and credit accrual. English Learners, SWD, and socioeconomically disadvantaged students are more likely to fall behind in credits, creating barriers to both on-time graduation and college eligibility. Assessment and Outcome Monitoring: WCA’s growth model relies on frequent progress monitoring in math, ELA, and science. Current certificated staffing limits the site’s capacity to analyze assessment data, track intervention outcomes, and use results to inform instructional adjustments. Academic Interventions: Local benchmark data (ELA and math) show that while most students meet standards, subgroups (EL, SWD, SED) demonstrate achievement gaps. Chronic absenteeism contributes to course failure risk, increasing the need for timely intervention and structured support. College/Career Indicator (CCI): While high overall, subgroup readiness rates are lower, with persistent gaps in A–G and CTE completion. These findings point to the need for a certificated staff member to coordinate interventions, oversee credit recovery, and monitor assessment outcomes to ensure equity in academic pathways. Legal Alignment with LREBG Statute (EC §32526) This position meets multiple allowable uses of the Learning Recovery Emergency Block Grant: §32526(c)(2)(A): Increasing instructional services and stabilizing learning time. §32526(c)(2)(B): Accelerating progress to close learning gaps through evidence-based learning supports.	\$7,500	Yes
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	§32526(c)(2)(D): Providing access to instruction for credit-deficient pupils to complete graduation requirements and improve college eligibility. By supporting interventions, credit recovery, and assessment systems, the position ensures equitable academic opportunities for WCA students, particularly those at risk of falling behind. Evidence-Based Justification Research supports the integration of targeted academic interventions, credit recovery, and progress monitoring: Rickles, J., et al. (2018). <i>Credit Recovery in High School: Effectiveness and Implementation Practices.</i> → Credit recovery increases graduation rates when coupled with structured monitoring and intervention. What Works Clearinghouse (2017). <i>Dropout Prevention Practice Guide.</i> → Data-driven interventions and credit recovery are Tier 2 interventions shown to reduce dropout risk. Kidron, Y., & Lindsay, J. (2014). <i>The Effects of Increased Learning Time.</i> → Extended instructional services, including targeted interventions, lead to higher achievement for at-risk groups. Hamilton, L., et al. (2009). <i>Using Student Achievement Data to Support Instructional Decision Making.</i> → Effective use of assessment data strengthens academic interventions and accelerates student growth. These sources align with ESSA Tier 2–3 evidence and fulfill EC §32526(f) requirements. Monitoring and Evaluation (EC §52064.4) The effectiveness of this certificated position will be tracked using: California Dashboard Metrics: Graduation Rate, College & Career Indicator, ELA/Math SBAC performance (all students and subgroups). Local Metrics: Credit accrual rates, intervention participation and success rates, benchmark assessment performance by subgroup. Program Monitoring: Quarterly reports on intervention outcomes, credit recovery completion rates, and subgroup performance gaps.		
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		Conclusion Funding a certificated position at WCA to support academic interventions, credit recovery, and assessment monitoring directly responds to Dashboard-identified needs and aligns with LREBG allowable uses under EC §32526. This action will ensure that high-need subgroups—including EL, SWD, and SED students—receive timely academic supports, remain on track for graduation, and gain equitable access to A–G/college-prep coursework, sustaining WCA’s mission of STEM-focused excellence. LREBG Funds Allocated: \$143,138.09		
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Insert or delete rows, as necessary.

Goals and Actions

Goal 2

Goal #	Description	Type of Goal
2	From beginning to end of the school year, decrease the number of students requiring mental health services due to their scores on SEL surveys. (eg. scoring “0 SEL Strengths” on the Panorama SEL survey)	Focus

State Priorities addressed by this goal.

5, 6

An explanation of why the LEA has developed this goal.

Students who struggle with social emotional and mental health issues will also struggle with attendance and therefore academics. Helping these students to be emotionally healthy will go far to meeting our other goals as well. Without first addressing these social emotional concerns, nothing else will be effective for these students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Panorama Survey	18 students scored "0 Strengths" Spring of 2024	16 students scored "0 Strengths" Spring of 2025	Discontinued in 2025-26 (see Goal Analysis – Changes)	Numerical targets are not appropriate for this goal.	2 students fewer with 0 Strengths
2	Whole Person Health Screener	It turns out that WPHS data is not received in time for this report.	n/a	Discontinued in 2025-26 (see Goal Analysis – Changes)	Numerical targets are not appropriate for this goal.	n/a
3	California Healthy Kids Survey	23%, 27%, and 32% of 7 th , 9 th , and 11 th graders agreed to "Social Emotional Distress" questions on CHKS	No data for 7 th 22% of 9 th and 23% of 11 th graders agreed to "Social Emotional Distress" questions on CHKS	22%, 25%, and 19% of 7 th , 9 th , and 11 th graders, respectively, responded "Pretty much true" or "Very much true" to the Social Emotional Distress questions	Numerical targets are not appropriate for this goal.	7 th : -1% 9 th : -2% 11 th : -23%

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

Hemet Unified has discontinued the use of social emotional surveys, so our method for measuring progress has changed. We will rely on CAHKS and internal measures instead. Our Behavior Support Specialist (BSS) and Mental Health Professional (MHP) have begun logging all of their interactions with students in a manner that can be sorted in ways to measure occurrences. 2025-26 will be our baseline year for measuring our progress this way.

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.

Block grants related to SEL have changed our funding of SEL through LCAP. We have adjusted our planned expenditures down as other grants have come out to cover the same salaries as we had written in here.

The supplemental/concentration financial resources for this action were fully expended as designed.

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

Parent survey data provide supportive evidence that Goal 2 is contributing to a positive student wellness and school climate experience at Western Center Academy. In 2026, **86.7% of WCA parents agreed that their child is able to overcome adversity and “bounce back,”** reflecting a **9.2 percentage-point increase** from 2025. Additionally, **83.3% agreed that their child is happy at school and looks forward to learning,** a **12.4 percentage-point increase,** and **90.0% reported that their child feels safe at school,** a **6.1 percentage-point increase** from the prior year. These outcomes align directly with Goal 2’s focus on reducing student mental health and social-emotional barriers through SEL instruction, small group support, individual counseling, and mental health services. While parent perception of school connectedness remained positive at **73.3%,** it declined slightly by **0.9 percentage points,** indicating that continued implementation and monitoring remain appropriate. Overall, the parent survey results suggest that WCA’s wellness-related actions are supporting improved resilience, safety, and student readiness to engage in learning, while also identifying connectedness as an area for ongoing refinement.

Student Perception Data

Student survey results provide supportive evidence that Goal 2 actions are contributing to a positive school climate and student support system, while also showing that mental health, stress, emotional regulation, and school connectedness remain areas of need. In 2026, **78.4% of students agreed that they feel safe at school, 75.8% agreed that WCA is a supportive and inviting place to learn, and 79.7% agreed that they feel close to people at school.** These results suggest that the Goal 2 actions are supporting a generally safe and supportive learning environment. However, **69.1% agreed that they feel like part of the school, 68.3% agreed that they are happy to be at school, 27.9% reported having a hard time relaxing, 29.2% reported being easily irritated, and 20.1% reported feeling sad and down.** These results indicate that the actions are directionally effective but still necessary, particularly for students experiencing stress, lower connectedness, or emotional distress.

Goal 2, Action 1 – Whole-Group Instruction and Small-Group SEL Sessions

Student survey data support the effectiveness of whole-group SEL instruction and small-group SEL sessions in contributing to a supportive school environment. Student perceptions of safety, supportive learning conditions, and closeness to others at school are positive and align with the intended purpose of this action. At the same time, the data showing continued student stress, irritability, sadness, and lower school belonging indicate that this action should continue and be refined. Small-group sessions focused on emotional regulation, grief, anger management, coping skills, and belonging remain appropriate because a meaningful group of students continue to report social-emotional needs that may interfere with learning.

Goal 2, Action 2 – Individual Counseling

Student survey results also support the continued effectiveness and need for individual counseling services. The majority of students report feeling safe and supported, suggesting that WCA’s student support systems are contributing to positive school climate. However, student responses showing difficulty relaxing, irritability, sadness, and only moderate levels of school belonging indicate that individual counseling

remains necessary for students with more intensive or individualized needs. This action appears effective as part of a tiered wellness system, but should continue to be monitored using counseling participation data, referral patterns, student climate responses, discipline data, attendance, and student support outcomes.

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

Since this goal and these actions are working so well, we will continue ahead with them as is. The district is doing away with Associate Mental Health Professional jobs, so our AMHP will likely become a full MHP position next year and this will affect our budget a significantly.

Additionally, the Whole Person and Panorama survey based metrics have been discontinued due to the development of a local climate survey. The questions previously delivered by the California Healthy Kids Survey are now delivered by the locally developed climate survey. All changes received positive support by the advisory council.

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
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1	Whole-group instruction and small group sessions on SEL topics and skills	A mental health expert or experts will provide whole group preventative instruction on social emotional topics, behavior, and discipline on a regular basis as well as small group sessions for grief, anger management, etc. (100% of mental health expert's salary and benefits) including online programs to support. Rationale for Use of LREBG Funds – Certificated Position to Support SEL, 504 Monitoring, and Student Discipline (WCA) Identified Need Based on Data Analysis Western Center Academy (WCA) demonstrates strong overall academic performance relative to district averages; however, the school's chronic absenteeism, subgroup gaps, and discipline data reveal targeted needs: Chronic Absenteeism: Although below the districtwide rate, absenteeism at WCA disproportionately affects English Learners, Students with Disabilities (SWD), and Socioeconomically Disadvantaged students. These missed instructional days contribute to academic underperformance and gaps in engagement. 504 and SWD Monitoring: WCA has an increasing number of students requiring 504 accommodations. Current staffing capacity is insufficient to ensure consistent monitoring, documentation, and support for compliance with student plans. Student Discipline/Behavioral Supports: Local climate survey data and discipline referrals indicate that while overall suspensions are low, there is a rise in classroom-level behavioral disruptions linked to unmet social-emotional needs. These disruptions disproportionately impact students with disabilities and historically underserved populations. Social-Emotional Learning (SEL) and Mental Health Needs: WCA's site-level CHKS results show rising reports of student stress and anxiety, particularly in secondary grades, highlighting a gap in embedded SEL supports. This analysis shows a need for integrated social-emotional interventions and monitoring structures to sustain WCA's academic excellence while addressing equity gaps for high-need subgroups. Legal Alignment with LREBG Statute (EC §32526) This certificated position is an allowable use of LREBG under:	\$190,972	Yes
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	§32526(c)(2)(B): <i>“Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as... social-emotional supports, tutoring, or other small group interventions.”</i> §32526(c)(2)(A): <i>“Increasing instructional time... including taking evidence-based action to increase or stabilize the amount of instructional services provided.”</i> By supporting SEL interventions, 504 compliance, and discipline monitoring, this action stabilizes learning time, reduces instructional loss due to behavior or absenteeism, and ensures equitable access for students with disabilities and other high-need groups.		
	Evidence-Based Justification Research strongly supports integrated social-emotional and behavioral supports for improving student outcomes: Durlak, J. A., et al. (2011). <i>The Impact of Enhancing Students’ Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions.</i> Child Development. → Found SEL programs improved student academic performance by 11 percentile points and reduced conduct problems and emotional distress. What Works Clearinghouse (WWC, 2020). <i>Supporting Students with Disabilities.</i> → Emphasizes the need for structured monitoring of 504/IEP plans and proactive behavioral supports to ensure equitable academic engagement. Osher, D., Kidron, Y., Brackett, M., Dymnicki, A., Jones, S., & Weissberg, R. P. (2016). <i>Advancing the Science and Practice of Social and Emotional Learning.</i> → Documented that schools integrating SEL with discipline policies reduced suspensions and improved classroom climate, particularly for at-risk youth. These studies align with ESSA Tier 2–3 evidence, fulfilling the evidence-based requirement under EC §32526(f).		
	Monitoring and Evaluation (EC §52064.4) The effectiveness of this position will be evaluated annually through: Dashboard Metrics:		

		Chronic Absenteeism (all students and subgroups) Suspension Rate (all students and subgroups) Local Metrics: Number and percentage of students with updated 504 plans Frequency of discipline referrals and classroom removals Student SEL/Climate survey responses related to school connectedness, safety, and well-being Program Monitoring: Progress reports submitted to site leadership and Education Services to document 504 compliance, SEL interventions, and equity impact Conclusion Allocating LREBG funds for a certificated position at WCA to support social-emotional interventions, 504 plan monitoring, and discipline supports directly addresses identified gaps in absenteeism, equity, and student well-being, and aligns with both California Dashboard data and EC §32526 allowable uses. This action ensures that vulnerable student groups—including ELs, SWD, and SED—receive the supports necessary to access instruction, close achievement gaps, and thrive in a rigorous STEM-focused environment. LREBG Funds Allocated: \$178,194.50		
2	Individual counseling to students	Mental health experts and school counselor will provide individual counseling on a variety of topics related to mental health (25% of school counselor salary and benefits).	\$80,000	Yes

Insert or delete rows, as necessary.

Goals and Actions

Goal 3

Goal #	Description	Type of Goal
3	In order to improve our students' college preparedness, we will provide dual enrollment, concurrent enrollment, articulated, and Advanced Placement courses to students at no cost in such a way to maximize the probability of success as well as additional VAPA elective courses and STEM extracurricular activities (Robotics, Science Olympiad, Science Fair, Research Projects).	Broad

State Priorities addressed by this goal.

1, 2, 4, 7, 8

An explanation of why the LEA has developed this goal.

In order to increase the number of STEM electives available to students, to increase their maximum potential GPA available, to prepare them well for college, and to get a head start on earning college credits, we will offer college credit-bearing courses for students at no cost to them. We will provide a credentialed teacher to oversee groups of students taking the online courses to keep them on pace and teaching them the skills they'll need to succeed in a college course. In order for students' college applications to be competitive, we also need additional Visual and Performing Arts elective courses. Our students are meeting the minimum requirement for VAPA, but to be competitive, they need to exceed the minimum.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	College credits earned	Fall/Spring/Summer of the 22/23 SY, students earned 3,063 credits	F/S/Sum of the 23/24 SY, students earned 2,943 credits	F/S/Sum of the 23/24 SY, students earned 2,672 credits	Greater than 3,000 credits earned	-391
2	College/Career Readiness Indicator	Class of 2023 had "100% prepared" on the CCI on the dashboard.	Class of 2024 had a "97.4% prepared" on the CCI on the dashboard	Class of 2025 had a 93.9% "prepared" on the CCI on the dashboard	Maintain a 95% or higher CCI indicator	-6.1%, below the goal
3	Weighted GPA	Weighted Academic GPAs: 10 th : 3.42 11 th : 3.38 12 th : 3.41 (Calculated 3 rd week of April using the Aeries query, LIST STU STU.LN STU.FN STU.GR STU.GPN)	Weighted Academic GPAs: 10 th : 3.36 11 th : 3.40 12 th : 3.44	Weighted Academic GPAs: 10 th : 3.40 11 th : 3.34 12 th : 3.46	3.5 average GPA	10 th : -0.02 11 th : +0.04 12 th : +0.05
4	Enrollment in VAPA elective courses	Currently, students meet the VAPA requirement either through AP Art History or dual enrolment college courses. We do not currently have any students enrolled in VAPA electives at the school. There are currently 61 students enrolled in Technical Theater.	Students enrolled in Theater Tech: 71 Students enrolled in Art: 46	Students enrolled in Theater Tech: 78 Students enrolled in Art: 59	All students who desire a VAPA elective will have access	Theater Tech: +7 Art: +59

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

Overall, we have been able to implement all of our actions with fidelity. Our students are still earning college credits in a variety of ways (dual enrollment, articulation, and Advanced Placement). Our graduation and college readiness rates are still very high. Our average grade point averages are very consistent. Our VAPA enrollment is growing at a steady rate. As mentioned previously, our graduation rate and CCR rate look artificially low because of students who have taken the HISET exam. These students are considered Completers, not Graduates, and reduce our graduation rate, a-g completion rate and CCR rate.

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.

Small adjustments were made to calibrate planned expenditures closer to our actual expenditures from last year. Salaries for the College Enrollment class were increased significantly as we have grown our dual enrollment program and we have found that students are only successful in these classes when they have a teacher overseeing due dates and deadlines. The number of these courses have increased and teacher salaries increase annually.

The supplemental/concentration financial resources for this action were fully expended as designed.

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

The number of college credits earned decreased slightly, but these changes are not because of access to courses, they are because of policy changes. We used to allow very advanced 8th graders to take a college course over the summer and we do not allow that any more. We used to have freshmen take an credit-bearing college readiness course and we were finding little benefit from it, so we stopped offering it. Next year, we will have some students take an in-person high school foreign language sequence instead of the college foreign language that they are currently taking and that will clearly affect our numbers.

Parent survey data provide supportive evidence that Goal 3 continues to reflect parent priorities related to college preparedness, rigorous coursework, enrichment, and access to meaningful learning opportunities at Western Center Academy. In 2026, **96.7% of WCA parents agreed that the school has high expectations for all students**, reflecting a **3.1 percentage-point increase** from 2025, and **86.7% agreed that their child can confidently tell them how well they are doing in class**, a **9.2 percentage-point increase**. These outcomes align with Goal 3’s emphasis on college preparedness, Advanced Placement, dual enrollment, concurrent enrollment, VAPA electives, Theater Tech, and STEM extracurricular opportunities because they suggest that families continue to perceive WCA as a high-expectation, college-focused learning environment. In addition, **83.3% of parents agreed that their child is happy at school and looks forward to learning**, a **12.4 percentage-point increase**, and **73.3% agreed that their child feels connected to school**, supporting the continued use

of VAPA, STEM extracurriculars, clubs, and other engagement opportunities as strategies that strengthen both college readiness and school connectedness. Overall, the parent survey results support the effectiveness of Goal 3 by showing continued parent confidence in WCA's rigorous academic culture and enrichment-based approach, while also reinforcing the need to maintain broad access to college-credit-bearing coursework, VAPA, and STEM opportunities that support student motivation and postsecondary readiness.

Student Perception Data

Student survey data provide strong evidence that Goal 3 actions are effective in supporting student engagement, school connectedness, college/career readiness, and motivation. Students participating in career-connected, arts, club, and extracurricular opportunities reported that these experiences support grades, attendance, emotional regulation, responsible decision-making, and connection to school. This directly aligns with the purpose of Goal 3, which is to provide college-credit-bearing coursework, VAPA electives, Theater Tech, and STEM extracurricular opportunities that strengthen college preparedness and student engagement. The survey data suggest that Goal 3 actions are among the most clearly supported by student feedback.

Goal 3, Action 1 – College Fees and Textbooks

Student feedback supports the continued effectiveness of removing financial barriers to college-credit-bearing coursework. The finding that **80.8% of students agree adults encourage them to work hard so they can be successful in college or a future job** supports WCA's college-preparatory focus and the need to preserve equitable access to college courses. While the survey does not directly measure fee or textbook access, the results support the broader purpose of the action by showing that students understand the connection between current academic effort and future college or career success. This action should continue to be monitored through college course enrollment, completion, credits earned, and course success rates, especially for unduplicated students.

Goal 3, Action 2 – College Enrollment Class

Student survey data support the continued need for the College Enrollment class as a structure that helps students succeed in college-credit-bearing coursework. Student responses show strong future orientation and academic expectations, but also identify academic self-management as an area of need, with only **52.0% reporting that they get work done right away instead of waiting until the last minute**. Because college coursework requires independent pacing, deadline management, and academic responsibility, the College Enrollment class appears to be an appropriate and effective support. Continued monitoring should include college course success rates, credits earned, student pacing, and student completion of college coursework.

Goal 3, Action 3 – VAPA Elective Courses

Student feedback strongly supports the effectiveness of VAPA elective courses. Among students participating in fine and performing arts, **80.9% agreed that participation helps them keep good grades, 86.5% agreed that it motivates attendance, 87.6% agreed that it helps them make good choices and handle emotions well, and 83.1% agreed that it helps them feel connected to school**. These results indicate that VAPA courses are effective not only as college-preparatory elective opportunities, but also as engagement and school climate supports. This action should continue because students identify VAPA participation as positively connected to academic success, attendance, emotional regulation, and belonging.

Goal 3, Action 4 – Theater Tech VAPA/CTE Course

Student survey data provide strong evidence that Theater Tech is an effective action within Goal 3. Among students participating in CTE/Theater Tech, **87.5% agreed that it helps them keep good grades, 87.5% agreed that it motivates attendance, 91.7% agreed that**

it helps them make good choices and handle emotions well, and **90.3% agreed that it helps them feel connected to school**. These outcomes show that Theater Tech is supporting multiple LCAP priorities, including college/career readiness, engagement, attendance, responsible decision-making, emotional regulation, and school connectedness. This action appears effective and should continue to be monitored through enrollment, course completion, CTE pathway completion, student participation, and student connectedness data.

Goal 3, Action 5 – STEM Extracurriculars

Student survey feedback supports the effectiveness of STEM extracurriculars and other club-based engagement opportunities. Students participating in on-campus clubs reported especially strong connectedness, with **92.6% agreeing that clubs help them feel connected to school**. This supports continued investment in Robotics, Science Olympiad, Science Fair, research projects, environmental science projects, STEM clubs, and related opportunities. The action appears effective because students identify extracurricular participation as a meaningful contributor to school belonging, which is also an area of continued need in Goal 2. Continued monitoring should include participation rates, access for unduplicated students, competition participation, college acceptance indicators, and student connectedness results.

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.

As our policies change around college credits, VAPA, etc., we may need to adjust our goals. When those policies change, there can be an artificial increase or decrease in the number that does not have anything to do with student motivation, success, or access. The VAPA elective class changed based upon two factors. A new state bill funded arts education, so we added more VAPA courses.

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	College Fees and textbooks	WCA will cover the registration fees for all college classes for students	\$45,000	No
2	“College Enrollment” class	Cover the portion of the teachers’ salaries dedicated to teaching the “College Enrollment” courses	\$600,000	Yes
3	VAPA Elective Courses	Hire a part-time VAPA teacher and equip their classroom with materials and consumables to teach such a course.	\$10,000	Yes
4	Theater Tech VAPA Course	Staff and materials for Theater Tech VAPA CTE course	\$285,192	Yes
5	STEM Extracurriculars	Extra duty, registration fees, travel, and materials/equipment for STEM extracurricular activities (Robotics, Science Olympiad, Science Fair, Research Projects, Environmental Science Projects, STEM Clubs)	\$25,000	Yes

Insert or delete rows, as necessary.

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
1,041,506	\$156,225

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
11.5865%	0%	\$0	11.5865%

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
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Goal 1, Action 1	Goal 1, Action 1: Online Resources for Interventions Identified Need(s) Western Center Academy's Dashboard data show strong overall academic performance; however, subgroup results demonstrate a need for continued targeted academic intervention for unduplicated pupils. In Mathematics, all students were 15.9 points above standard, but socioeconomically disadvantaged students were only 0.1 points above standard and declined 10.3 points, while English learners were 37.4 points below standard and declined 4.0 points. African American students were also 17.7 points below standard and declined 12.2 points. In English Language Arts, all students were 80.9 points above standard, but socioeconomically disadvantaged students declined 7.1 points, English learners declined 11.6 points, and Hispanic students declined 5.2 points. These results show that, despite strong schoolwide outcomes, unduplicated pupils continue to need individualized, adaptive, and standards-aligned academic supports that can address prerequisite skill gaps, reinforce grade-level learning,	These services require site-wide licenses and will be available to all students, but they'll be most used by and most beneficial to our unduplicated students. This action provides adaptive online intervention and academic support resources such as IXL, Get More Math, KhanMigo, TurnItIn, Paper tutoring, and similar tools. These resources are designed to identify skill gaps, provide targeted practice, extend learning beyond initial classroom instruction, and give teachers and support staff data to monitor progress and intervene earlier. The action is provided schoolwide because the licenses, digital platforms, and intervention systems operate most effectively when available across courses and grade levels; however, the resources are principally directed toward students demonstrating academic need, with particular attention to unduplicated pupils who are experiencing gaps in course performance, benchmark outcomes, CAASPP/CAST performance, or readiness for advanced coursework.	We will monitor course grades, test scores, and usage data to determine if this action is effective.
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	and provide timely intervention before students become unsuccessful in rigorous coursework.		
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Goal 1, Action 2	Goal 1, Action 2: Professional Development Identified Need(s) Dashboard and local indicator data identify a need to strengthen instructional practices that support differentiated instruction, English learner access, academic intervention, and success in rigorous standards-aligned coursework. WCA reports Standard Met for Implementation of Academic Standards, with strong implementation in English Language Arts, Mathematics, and Next Generation Science Standards; however, the local indicator reflection identifies English Language Development policy/program support and several instructional support areas at Full Implementation rather than sustainability, and support for teachers on standards they have not yet mastered at Initial Implementation. In addition, subgroup Dashboard outcomes show that English learners and socioeconomically disadvantaged students experienced declines in both ELA and Mathematics. These data support a continued need for professional development that strengthens teacher capacity to use assessment data, differentiate instruction,	All teachers will attend professional development and all students will benefit, but more of the benefit from, say, AVID conferences or STEM conferences will apply to our unduplicated students. This action provides teachers with professional development related to curriculum, instruction, assessment, interventions, AVID strategies, STEM instruction, and other areas aligned to student need. The action is provided schoolwide because unduplicated pupils participate across the master schedule, including core, STEM, AP, college-preparatory, and elective courses. Improving teacher practice across the school increases the quality of first instruction and strengthens the site's ability to identify and respond to learning gaps before students become unsuccessful in rigorous courses. While all students benefit from improved instruction, the action is principally directed toward unduplicated pupils who need improved access to differentiated, responsive, and intervention-informed teaching.	Each PD is unique and will have a different metric to monitor its effectiveness. Generally, pass rates for courses will be used for all.
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	support academic language, and respond to student learning needs across the school's STEM and college-preparatory program.		
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Goal 1, Action 3	Goal 1, Action 3: AVID Tutors Identified Need(s) The Dashboard demonstrates that some students need additional structured academic support to remain successful in WCA's rigorous academic program. In Mathematics, socioeconomically disadvantaged students were nearly at standard but declined by 10.3 points, English learners were 37.4 points below standard, and African American students were 17.7 points below standard. Mathematics growth was Average overall, with 63.6% of students improving from the prior year; however, African American students were in the Moderate growth category with 48.3% improving, and socioeconomically disadvantaged students were Average with 62.2% improving. These data indicate a need for tutoring and structured academic support that helps students access challenging coursework, recover prerequisite skills, strengthen academic behaviors, and remain on track for course completion and college readiness.	Although all students are welcome to use the service of the tutors, they are primarily there to address the needs of the unduplicated students. This action provides AVID tutors to support students who need individual or small-group assistance with coursework. The tutoring model is designed to provide timely academic support, help students work through challenging course content, and reinforce college-readiness skills such as inquiry, organization, collaboration, and academic self-advocacy. The action is provided schoolwide because students needing academic support are enrolled across multiple grade levels and courses, and a schoolwide tutoring structure allows students to access support before academic difficulty results in course failure, credit deficiency, or reduced access to advanced coursework. Although all students may access tutoring, the service is principally directed toward unduplicated pupils and students demonstrating academic need.	We will monitor D/F rates in core classes to determine if tutoring is having the intended effect.
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Goal 1, Action 4	Goal 1, Action 4: CAASPP and CAST Review and Motivation Activities Identified Need(s) WCA's Dashboard outcomes remain strong in ELA, Mathematics, and Science, but the data also show that maintaining high levels of academic performance requires continued attention to preparation, motivation, and subgroup performance. Overall ELA performance was Blue and Mathematics was Green, while Science was Blue at 73.1 points above standard. However, Mathematics performance has declined over time from 49.6 points above standard in 2019 to 15.9 points above standard in 2025, and socioeconomically disadvantaged students declined 10.3 points in Mathematics. In Science, socioeconomically disadvantaged students were 69.6 points above standard but declined 3.3 points, and African American students declined 5.3 points. These results support the need for intentional review, readiness, and student motivation activities so that all students, and particularly unduplicated pupils, are prepared to fully demonstrate learning on state assessments.	Many of our students are highly motivated to do well on tests. Our unduplicated students are more likely to need additional external motivation to do review activities. Although these will be provided to all, unduplicated students will benefit most. This action provides review assignments and motivational activities aligned to CAASPP and CAST. The action is designed to help students revisit prior learning, understand the purpose of assessment participation, and approach state assessments with greater preparation and effort. The action is provided schoolwide because CAASPP and CAST are administered across tested grade levels and because assessment culture is a schoolwide condition that influences the validity and usefulness of results. While all tested students participate, the action is principally directed toward unduplicated pupils whose assessment outcomes are used to identify academic need and whose performance gaps require intentional support.	The percentage of students completing the activities and test scores, particularly 8th and 11th grade mathematics and high school science will be monitored for success.
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Goal 1, Action 5	Goal 1, Action 5: Academic Improvement Meetings and 504s Identified Need(s) Dashboard data identify the need for earlier academic monitoring and coordinated intervention for students at risk of not meeting academic, graduation, or college/career readiness outcomes. WCA's overall Graduation Rate was Yellow, with 93.9% of students graduating and a decline of 4.8 percentage points. Socioeconomically disadvantaged students had a Yellow Graduation Rate of 92.7%, declining 5.6 percentage points, and the five-year graduation table shows 7.3% of socioeconomically disadvantaged students did not graduate. College/Career performance remained Green overall at 93.9% prepared, but declined 3.5 percentage points, and socioeconomically disadvantaged students were 92.7% prepared while declining 4.0 percentage points. These data support the need for academic improvement meetings, coordinated student support, progress monitoring, and accommodation-related processes that identify concerns earlier and connect students and families to supports before	Although AIMS happen for any student who earns below a C in the class, unduplicated students are more likely to require these services and will therefore benefit more from them. This action supports academic improvement meetings, intervention coordination, and monitoring of student supports, including 504-related processes. The action is designed to create a more systematic process for reviewing student performance, identifying barriers, communicating with families, coordinating interventions, and monitoring whether supports are improving student outcomes. It is provided schoolwide because students with academic or accommodation needs are enrolled across grade levels and content areas, and the effectiveness of the intervention system depends on consistent schoolwide expectations, data review, and communication structures. The action is principally directed toward unduplicated pupils who are experiencing academic risk or need coordinated supports to access the rigorous academic program.	The number of AI meetings, the attendance rate of those meetings, and the change in course grades after the meetings will be monitored.
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	academic risk results in course failure, credit deficiency, or reduced college/career readiness.		
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Goal 2, Action 1	Goal 2, Action 1: Whole-Group Instruction and Small Group Sessions on SEL Topics and Skills Identified Need(s) WCA's Dashboard data show strong school climate outcomes, including a Blue Suspension Rate of 0.1% and a Green Chronic Absenteeism rate of 4.7%; however, subgroup data and local climate indicators identify the need to sustain and strengthen proactive social-emotional supports. White students were Orange for Chronic Absenteeism, with 8.0% chronically absent and an increase of 2.4 points, and students of Two or More Races had chronic absenteeism of 12.5%, increasing 3.4 points. The local climate survey also identifies that WCA continues to monitor student wellness, including chronic sadness and social-emotional distress, while maintaining Tier 1, Tier 2, and Tier 3 supports. These data support the need for universal and small-group SEL instruction focused on coping skills, resilience, grief, anger management, behavior, and connectedness so that students remain engaged, present, and able to access academic learning.	Although all students will have access to the Marriage/Family Therapist at WCA, the services are principally directed at our unduplicated students. This action provides whole-group preventive instruction and small-group SEL sessions on topics such as coping skills, grief, anger management, behavior, discipline, resilience, and school connectedness. The action is designed to reduce barriers before they result in disengagement, disciplinary concerns, attendance problems, or academic decline. It is provided schoolwide because school climate, wellness, and connectedness are schoolwide conditions, and universal prevention allows students to receive support without stigma while still allowing staff to identify students needing more targeted small-group support. The action is principally directed toward unduplicated pupils who may need increased access to SEL instruction and supportive adult intervention to remain engaged in school.	We will evaluate changes in the SEL survey data that students take multiple times per school year for changes.
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Goal 2, Action 2	Goal 2, Action 2: Individual Counseling to Students Identified Need(s) Dashboard and local climate data support the need for continued individualized counseling and mental health supports. While WCA's overall suspension rate is very low at 0.1% and chronic absenteeism declined to 4.7%, subgroup chronic absenteeism results show continued need for targeted support, particularly for students whose attendance, emotional health, or sense of connectedness may interfere with school engagement. Local climate data show improvement in student wellness indicators, but WCA still reported students experiencing chronic sadness and social-emotional distress. Because social-emotional and mental health needs may not always appear first as discipline concerns, individual counseling is needed to provide direct support for students experiencing barriers to attendance, academic performance, resilience, or school connectedness.	Students with counseling in their IEP or those who are having issues requiring one-on-one sessions are more likely to be unduplicated students, but the services are available to all. This action provides individual counseling through mental health experts and the school counselor. The service is designed to provide direct support to students experiencing mental health, social-emotional, behavioral, or adjustment-related needs that interfere with learning. It is provided schoolwide because students requiring counseling may be identified through multiple referral pathways, including staff referral, family communication, student request, discipline or attendance concerns, and academic monitoring. A schoolwide counseling structure ensures timely access and reduces barriers to service, while the action remains principally directed toward unduplicated pupils and students demonstrating elevated need.	We will evaluate changes in the SEL survey data that students take multiple times per school year for changes.
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Goal 3, Action 1	Goal 3, Action 1: College Fees and Textbooks Identified Need(s) WCA's Dashboard shows strong college/career outcomes, with 93.9% of graduates identified as prepared; however, the indicator declined 3.5 percentage points, and the percentage of students not prepared increased to 6.1% in 2025. Socioeconomically disadvantaged students were 92.7% prepared, but declined 4.0 percentage points. Because WCA's college-preparatory model depends on student participation in college coursework, dual enrollment, concurrent enrollment, and related materials, the Dashboard decline identifies a need to remove financial barriers that may limit unduplicated pupils' access to college-credit-bearing opportunities. Covering fees and textbooks supports equitable access so that college readiness is not dependent on a family's ability to pay.	Although we pay for the fees and textbooks for all students, our unduplicated students would likely be unable to access these courses without this service and other students still would. This action covers registration fees and textbooks for college classes so that cost does not prevent students from accessing college-credit-bearing coursework. It is provided schoolwide because college course participation is part of the WCA college-preparatory model and because eliminating cost barriers across the program prevents students from being sorted by family income or ability to pay. While all participating students may benefit, the action is principally directed toward unduplicated pupils for whom fees and materials are more likely to create barriers to access and completion.	We will monitor the success rate in college courses as well as the total credits earned.
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Goal 3, Action 2	Goal 3, Action 2: “College Enrollment” Class Identified Need(s) The Dashboard identifies a need to maintain and strengthen college/career readiness outcomes, particularly for unduplicated pupils. WCA’s overall College/Career Indicator remained Green at 93.9% prepared, but declined 3.5 percentage points from the prior year, and socioeconomically disadvantaged students declined 4.0 percentage points. The Graduation Rate also declined to 93.9%, with socioeconomically disadvantaged students at 92.7% and declining 5.6 percentage points. These data show that access alone is not sufficient; students also need structured monitoring and support to complete college-level coursework successfully, remain on track for graduation, and convert course access into measurable college/career readiness outcomes.	Our unduplicated students need more resources to ensure success in college credit-bearing courses. Our College Enrollment classes give them the supports that they need to be successful and act as an early warning system when they struggle so the resources above can intervene. This action funds the portion of teacher salaries dedicated to teaching and supporting “College Enrollment” courses. The class provides a structured environment in which students are monitored, supported, and coached through college course expectations. It is provided schoolwide because the college enrollment program is a core component of WCA’s schoolwide college-preparatory model, and students across grade levels benefit from consistent adult oversight of online or college-connected coursework. The action is principally directed toward unduplicated pupils because it improves the quality of access, not simply the availability of access, by helping students who may need additional structure successfully complete college-level coursework.	We will monitor the success rate in college courses as well as the total credits earned.
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Goal 3, Action 3	Goal 3, Action 3: VAPA Elective Courses Identified Need(s) WCA's local indicator for Access to a Broad Course of Study is Standard Met, and the school reports strong access to college-preparatory, Advanced Placement, college-level, and STEM coursework. However, the Implementation of Academic Standards local indicator identifies Visual and Performing Arts at Initial Implementation, showing a need to strengthen VAPA implementation within the broader course of study. Because unduplicated pupils may have less access to outside enrichment opportunities, expanding VAPA coursework supports more equitable access to a well-rounded education, strengthens A–G readiness, supports school connectedness, and broadens the experiences students can include in college applications.	Although all students will have access to these VAPA courses, our unduplicated students will benefit most from having the additional options to bolster their college applications. This action supports a part-time VAPA teacher and classroom materials and consumables needed to provide VAPA elective coursework. The action is provided schoolwide because course access must be built into the master schedule and made available to students across the school. It is principally directed toward unduplicated pupils by increasing no-cost access to a broader course of study and strengthening college readiness, engagement, and belonging within the school program. Providing the course schoolwide avoids limiting access only to students with outside arts opportunities and supports a more equitable college-preparatory experience.	We will keep track of the number of students enrolled in our VAPA elective courses and clubs to see if this action is effective.
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Goal 3, Action 4	Goal 3, Action 4: Theater Tech VAPA Course Identified Need(s) The Dashboard's local indicator data show that WCA meets the standard for Access to a Broad Course of Study, but VAPA implementation remains at Initial Implementation within the academic standards local indicator. At the same time, College/Career performance declined from prior outcomes, with overall preparedness at 93.9% and socioeconomically disadvantaged students declining 4.0 percentage points. These data support the need to expand applied VAPA and technical coursework, including Theater Tech, as part of a broader strategy to strengthen access to a complete course of study, increase student engagement, and provide unduplicated pupils with no-cost access to enrichment and applied learning opportunities that support both belonging and college/career readiness.	The Theater Tech class is available to all students and our unduplicated students are more likely to be CTE completers than other students are. This action provides staffing and materials for the Theater Tech VAPA/CTE course. The action is designed to expand access to a hands-on arts and technical pathway that supports college-preparatory competitiveness, career awareness, and student engagement. It is provided schoolwide because elective access is scheduled and staffed at the school level and because the course supports the broader school goal of increasing access to a broad course of study. The action is principally directed toward unduplicated pupils by providing access to enrichment, applied learning, and VAPA opportunities that may otherwise be less accessible outside the school day or outside the school setting.	We will monitor both course enrollment and CTE pathway completion.
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Goal 3, Action 5	Goal 3, Action 5: STEM Extracurriculars Identified Need(s) WCA's mission is grounded in STEM preparation, and Dashboard data show strong Science performance, with all students 73.1 points above standard and a Blue performance level. However, Science subgroup results show areas requiring continued attention: socioeconomically disadvantaged students declined 3.3 points, and African American students declined 5.3 points. College/Career outcomes also declined overall by 3.5 percentage points, and socioeconomically disadvantaged students declined 4.0 percentage points. These data support continued STEM extracurricular opportunities that deepen engagement, strengthen STEM identity, increase applied learning, and reduce barriers to participation for unduplicated pupils who may not otherwise have equal access to enrichment experiences outside the school day.	WCA's mission is to get students into the college of their choice as STEM majors. A contributing factor to getting students into college is leadership experiences and victories in academic competitions. STEM extracurricular accomplish both of those things. This action supports extra duty, registration fees, travel, materials, and equipment for STEM extracurricular activities. The action is designed to reduce participation barriers and increase access to high-interest STEM experiences that strengthen student belonging, motivation, college applications, and STEM identity. It is provided schoolwide because extracurricular culture and access must be organized across the school and because students from multiple grade levels participate in these opportunities. While all students may benefit, the action is principally directed toward unduplicated pupils by reducing cost and access barriers to enrichment experiences that support engagement and college/career readiness.	We will evaluate two factors, participation in STEM extracurricular activities as well as the percentage of our students being accepted to colleges.
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Insert or delete rows, as necessary.

Limited Actions

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

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

Insert or delete rows, as necessary.

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

n/a

Additional Concentration Grant Funding

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

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	n/a	1:65
Staff-to-student ratio of certificated staff providing direct services to students	n/a	1:25

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.

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.

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.
- 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.

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* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) 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) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

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

- Students

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

Note: *EC Section 42238.024(b)(1) (California Legislative Information)* 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.

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

- 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.
- 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.
- 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.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of 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).

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,573,375.59	\$ 1,573,376.00

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	Online resources for interventions	Yes	\$ 50,000	\$ 50,000
1	2	Professional Development	Yes	\$ 30,000	\$ 30,000
1	3	AVID Tutors	Yes	\$ 18,000	\$ 18,000
1	4	Motivational and review activities for CAASPP	Yes	\$ 5,000	\$ 5,000
1	5	Substitute teachers for Academic Improvement and 504 meetings	Yes	\$ 150,638	\$ 150,638
2	1	Support for SEL skills	Yes	\$ 278,195	\$ 278,195
2	2	Individual counseling support	Yes	\$ 80,000	\$ 80,000
3	1	College registration fees and textbooks	Yes	\$ 46,543	\$ 46,543
3	2	"College Enrollment" class	Yes	\$ 600,000	\$ 600,000
3	3	VAPA Elective Class	Yes	\$ 100,000	\$ 100,000
3	4	VAPA/CTE teacher and materials	Yes	\$ 140,000	\$ 140,000
3	5	STEM extracurriculars	Yes	\$ 75,000	\$ 75,000

2025-26 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)
\$ -	\$ 1,252,043	\$ -	\$ 1,252,043	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	Online resources for interventions	Yes	\$ 50,000		0.000%	0.000%
1	2	Professional Development	Yes	\$ 30,000		0.000%	0.000%
1	3	AVID Tutors	Yes	\$ 18,000		0.000%	0.000%
1	4	Motivational and review activities for CAASPP	Yes	\$ 5,000		0.000%	0.000%
1	5	Substitute teachers for Academic Improvement and 504 meetings	Yes	\$ 7,500		0.000%	0.000%
2	1	Support for SEL skills	Yes	\$ 100,000		0.000%	0.000%
2	2	Individual counseling support	Yes	\$ 80,000		0.000%	0.000%
3	1	College registration fees and textbooks	Yes	\$ 46,543		0.000%	0.000%
3	2	"College Enrollment" class	Yes	\$ 600,000		0.000%	0.000%
3	3	VAPA Elective Class	Yes	\$ 100,000		0.000%	0.000%
3	4	VAPA/CTE teacher and materials	Yes	\$ 140,000		0.000%	0.000%
3	5	STEM extracurriculars	Yes	\$ 75,000		0.000%	0.000%

2025-26 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)
\$ -	\$ -	0.000%	0.000%	\$ -	0.000%	0.000%	\$ -	0.000%

2026-27 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 %)
2026-27	\$ 8,988,968	\$ 1,041,506	11.586%	0.000%	11.586%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,041,506	\$ 263,195	\$ 45,000	\$ -	\$ 1,349,700.50	\$ 948,478	\$ 401,223

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	Online resources for interventions	All	Yes	Schoolwide	All	Schoolwide	Ongoing	\$ -	\$ 50,000		\$ 50,000	\$ -	\$ -	\$ 50,000	0.000%
1	2	Professional Development	All	Yes	Schoolwide	All	Schoolwide	As needed	\$ 12,685	\$ 17,315	\$ 30,000	\$ -	\$ -	\$ -	\$ 30,000	0.000%
1	3	AVID Tutors	All	Yes	Schoolwide	All	Schoolwide	Ongoing	\$ 18,293	\$ (293)	\$ 18,000	\$ -	\$ -	\$ -	\$ 18,000	0.000%
1	4	Motivational and review activities for CAASPP	All	Yes	Schoolwide	All	Grades 6, 7, 8, 11	Ongoing	\$ 2,500	\$ -	\$ 2,500	\$ -	\$ -	\$ -	\$ 2,500	0.000%
1	5	Substitute teachers for Academic Improvement and 504 meetings	Students with 504 or failing grade in class	Yes	Schoolwide	All	Schoolwide	6 times per year	\$ 10,000	\$ -		\$ 10,000	\$ -	\$ -	\$ 10,000	0.000%
2	1	Support for SEL skills	All	Yes	Schoolwide	All	Schoolwide	Ongoing	\$ 100,000	\$ 90,972	\$ 12,777	\$ 178,195	\$ -	\$ -	\$ 190,972	0.000%
2	2	Individual counseling support	As needed	Yes	Schoolwide	All	Schoolwide	As needed	\$ 80,000	\$ 3,037	\$ 83,037	\$ -	\$ -	\$ -	\$ 83,037	0.000%
3	1	College registration fees and textbooks	All	Yes	Schoolwide	All	High school	Each semester	\$ -	\$ 45,000		\$ -	\$ 45,000	\$ -	\$ 45,000	0.000%
3	2	"College Enrollment" class	All	Yes	Schoolwide	All	High school	Ongoing	\$ 600,000	\$ -	\$ 600,000	\$ -	\$ -	\$ -	\$ 600,000	0.000%
3	3	VAPA Elective Class	All	Yes	Schoolwide	All	Schoolwide	Ongoing		\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000	0.000%
3	4	VAPA/CTE teacher and materials	All	Yes	Schoolwide	All	High school	Ongoing	\$ 100,000	\$ 185,192	\$ 285,192	\$ -	\$ -	\$ -	\$ 285,192	0.000%
3	5	STEM extracurriculars	All	Yes	Schoolwide	All	Schoolwide	Ongoing	\$ 25,000	\$ -		\$ 25,000	\$ -	\$ -	\$ 25,000	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 8,988,968	\$ 1,041,506	11.586%	0.000%	11.586%	\$ 1,041,506	0.000%	11.586%	Total:	\$ 1,041,506
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ 1,041,506

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	Online resources for interventions	Yes	Schoolwide	All	Schoolwide	\$ -	0.000%
1	2	Professional Development	Yes	Schoolwide	All	Schoolwide	\$ 30,000	0.000%
1	3	AVID Tutors	Yes	Schoolwide	All	Schoolwide	\$ 18,000	0.000%
1	4	Motivational and review activities for CAASP	Yes	Schoolwide	All	Grades 6, 7, 8, 11	\$ 2,500	0.000%
1	5	Substitute teachers for Academic Improvement	Yes	Schoolwide	All	Schoolwide	\$ -	0.000%
2	1	Support for SEL skills	Yes	Schoolwide	All	Schoolwide	\$ 12,777	0.000%
2	2	Individual counseling support	Yes	Schoolwide	All	Schoolwide	\$ 83,037	0.000%
3	1	College registration fees and textbooks	Yes	Schoolwide	All	High school	\$ -	0.000%
3	2	"College Enrollment" class	Yes	Schoolwide	All	High school	\$ 600,000	0.000%
3	3	VAPA Elective Class	Yes	Schoolwide	All	Schoolwide	\$ 10,000	0.000%
3	4	VAPA/CTE teacher and materials	Yes	Schoolwide	All	High school	\$ 285,192	0.000%
3	5	STEM extracurriculars	Yes	Schoolwide	All	Schoolwide	\$ -	0.000%