

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Goal Area One: We Demonstrate What is Possible.

Westlake Charter School will demonstrate what is possible by remaining nimble, responsive and innovative by modeling an Explorer's Mindset.

State and/or Local Priorities addressed by this goal:

Westlake Charter School believes it is important to demonstrate what is possible by remaining nimble, responsive and innovative by modeling an Explorer's Mindset.

State Priorities: 1, 2, 3, 7, 8

Annual Measurable Outcomes

Expected	Actual
Based on quantitative and qualitative metrics, the school continues to perform at or above substantially similar schools within our authorizing District within the context of this goal.	The school is performing at or above substantially similar schools within our authorizing District.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Westlake Charter School students will demonstrate social-emotional and academic readiness as global citizens by embracing inclusion, diversity, equity, and cultural competency.</p> <p>This element includes specific actions our language acquisition program provides to students, including professional development activities specific to English learners.</p>	<p>\$972,208 As of our 19/20 2nd Interim</p>	<p>\$945,185 As of our 19/20 Unaudited Actuals</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Budgeted funds we implemented and used to support students, families, teachers and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Westlake Charter School found success and challenges with each of the objectives below:

- 1: Westlake Charter School (WCS) will use creative methods to recruit, retain and continuously develop the highest quality board members, committee members, faculty and staff.
- 2: WCS will continually improve and support our shared-leadership model.
- 3: WCS will stay financially nimble, flexible, and continuously seek innovative ways to leverage resources.
- 4: WCS will be receptive to new ideas, innovations, and opportunities to continuously improve our programs.
- 5: WCS will demonstrate what is possible through stewardship within our local, greater-educational and global community.

6: WCS will expand our program through 12th grade and consider K-8 replication.

Goal 2

Goal Area Two: School and Community Collaboration

Westlake Charter School demonstrates that students are more successful when school and community collaborate. WCS will place collaboration at the center of the work that guides the organization. The WCS community will recognize that every voice is valued.

State and/or Local Priorities addressed by this goal:

Westlake Charter School believes it is important to demonstrate that students are more successful when school and community collaborate. WCS will place collaboration at the center of the work that guides the organization. The WCS community will recognize that every voice is valued.

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

Annual Measurable Outcomes

Expected	Actual
Based on quantitative and qualitative metrics, the school continues to perform at or above substantially similar schools within our authorizing District within the context of this goal.	The school is performing at or above substantially similar schools within our authorizing District.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Westlake Charter School demonstrates that students are more successful when school and community collaborate. WCS will place collaboration at the center of the work that guides the organization. The WCS community will recognize that every voice is valued.</p> <p>This element includes specific actions our language acquisition program provides to students, including professional development activities specific to English learners.</p>	<p>\$486,104 As of our 19/20 2nd Interim</p>	<p>\$472,593 As of our 19/20 Unaudited Actuals</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Budgeted funds we implemented and used to support students, families, teachers and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Westlake Charter School found success and challenges with each of the objectives below:

School Collaboration: WCS staff will develop high-functioning collaborative teams at each grade level and subject area to ensure the success of all students.

- 1: WCS staff will collaborate across all departments to integrate services that support student academic, social-emotional, and behavioral growth through the use of the Multi-Tiered System of Support (MTSS) Framework.
- 2: WCS staff will use the Professional Learning Communities (PLC) model of collaboration to ensure the academic and social-emotional readiness of all students.
- 3: WCS staff will design and implement vertically aligned academic and social-emotional assessments that are used to measure on-grade-level performance for all students.

Community Collaboration: WCS will expand opportunities for our students by demonstrating what is possible when school and community collaborate.

- 1: WCS will partner with the Westlake Association of Volunteer Explorers (WAVE) to connect parents to volunteer opportunities.
- 2: The WCS Board of Directors will seek to recruit directors and committee members who better reflect the diversity of the community in an effort to prioritize equity and access.
- 3: The WCS Development Committee will spearhead efforts to connect WCS programs with local and global community partners.
- 4: WCS will include student, staff and parent voices as key elements in strategic decision making.
- 5: WCS will bring together several stakeholder groups to create a broad scope of high-quality after-school expanded opportunities for all students.

Goal 3

Goal Area Three: Create Inspiring Adults with Academic Readiness

Westlake Charter School students will demonstrate academic readiness by showing continual growth toward personalized learning targets based on grade-level frameworks. WCS will commit to developing the most innovative and inclusive approaches to personalization in the areas of curriculum, instruction, and assessment that will lead to personalized academic growth for every student.

State and/or Local Priorities addressed by this goal:

Westlake Charter School believes it is important that students demonstrate academic readiness by showing continual growth toward personalized learning targets based on grade-level frameworks. WCS will commit to developing the most innovative and inclusive approaches to personalization in the areas of curriculum, instruction, and assessment that will lead to personalized academic growth for every student.

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

Annual Measurable Outcomes

Expected	Actual
Based on quantitative and qualitative metrics, the school continues to perform at or above substantially similar schools within our authorizing District within the context of this goal.	The school is performing at or above substantially similar schools within our authorizing District.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Westlake Charter School students will demonstrate academic readiness by showing continual growth toward personalized learning targets based on grade-level frameworks. WCS will commit to developing the most innovative and inclusive approaches to personalization in the areas of curriculum, instruction, and assessment that will lead to personalized academic growth for every student.</p> <p>This element includes specific actions our language acquisition program provides to students, including professional development activities specific to English learners.</p>	<p>\$3,888,831 As of our 19/20 2nd Interim</p>	<p>\$3,780,741 As of our 19/20 Unaudited Actuals</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Budgeted funds we implemented and used to support students, families, teachers and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Westlake Charter School found success and challenges with each of the objectives below:

- 1: WCS will blueprint its curriculum, instruction, and assessment practices to ensure the most successful methodologies and pedagogies are shared across the organization.
- 2: WCS Staff will develop vertically aligned common assessments, a shared grading philosophy, and standards based report cards.
- 3: WCS Staff will use multiple measures to demonstrate each student’s personalized academic readiness.
- 4: WCS will use the MTSS Framework to structure, support, and staff our programs. All students will receive tiered support to ensure academic readiness.

Goal 4

Goal Area Four: Create Inspiring Adults with Social-Emotional Readiness

Westlake Charter School students will demonstrate social-emotional readiness by showing continual growth toward personalized social-emotional learning (SEL) targets. WCS will commit to developing the most innovative and inclusive approaches to SEL..

State and/or Local Priorities addressed by this goal:

Westlake Charter School believes it is important that students demonstrate academic readiness by showing continual growth toward personalized learning targets based on grade-level frameworks. WCS will commit to developing the most innovative and inclusive approaches to personalization in the areas of curriculum, instruction, and assessment that will lead to personalized academic growth for every student.

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

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Westlake Charter School students will demonstrate social-emotional readiness by showing continual growth toward personalized social-emotional learning (SEL) targets. WCS will commit to developing the most innovative and inclusive approaches to SEL.</p> <p>This element includes specific actions our language acquisition program provides to students, including professional development activities specific to English learners.</p>	<p>\$3,888,831 As of our 19/20 2nd Interim</p>	<p>\$3,780,741 As of our 19/20 Unaudited Actuals</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Budgeted funds we implemented and used to support students, families, teachers and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Westlake Charter School found success and challenges with each of the objectives below:

- 1: WCS will align SEL outcomes with our Core Values to develop the self-awareness, social awareness, positive decision making, and digital citizenship competencies of all students.
- 2: WCS will develop a metric, to be included on the WCS report card, to measure and demonstrate the social-emotional readiness of each student.
- 3: WCS will use a cycle of continuous improvement to monitor, reflect upon, and improve our unique approach to social-emotional learning.
- 4: WCS will use the MTSS Framework to structure, support, and staff its programs. All students will receive tiered support to ensure social-emotional readiness.

Goal 5

Goal Area Five: Lead as Inspiring Global Citizens.

Westlake Charter School students will demonstrate social-emotional and academic readiness as global citizens by embracing inclusion, diversity, equity, and cultural competency.

State and/or Local Priorities addressed by this goal:

Westlake Charter School believes it is important that students demonstrate social-emotional and academic readiness as global citizens by embracing inclusion, diversity, equity, and cultural competency.

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

Annual Measurable Outcomes

Expected	Actual
Based on quantitative and qualitative metrics, the school continues to perform at or above substantially similar schools within our authorizing District within the context of this goal.	The school is performing at or above substantially similar schools within our authorizing District.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Westlake Charter School students will demonstrate social-emotional and academic readiness as global citizens by embracing inclusion, diversity, equity, and cultural competency.</p> <p>This element includes specific actions our language acquisition program provides to students, including professional development activities specific to English learners.</p>	<p>\$486,104 As of our 19/20 2nd Interim</p>	<p>\$472,593 As of our 19/20 Unaudited Actuals</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Budgeted funds we implemented and used to support students, families, teachers and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Westlake Charter School found success and challenges with each of the objectives below:

- 1: WCS will create a definition of what it means to lead as a global citizen and will apply this definition to the practices of the school.
- 2: WCS will be recognized for our Full-Inclusion Model of learning.
- 3: WCS will create opportunities for students and staff to build relationships in an effort to learn from others around the globe.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

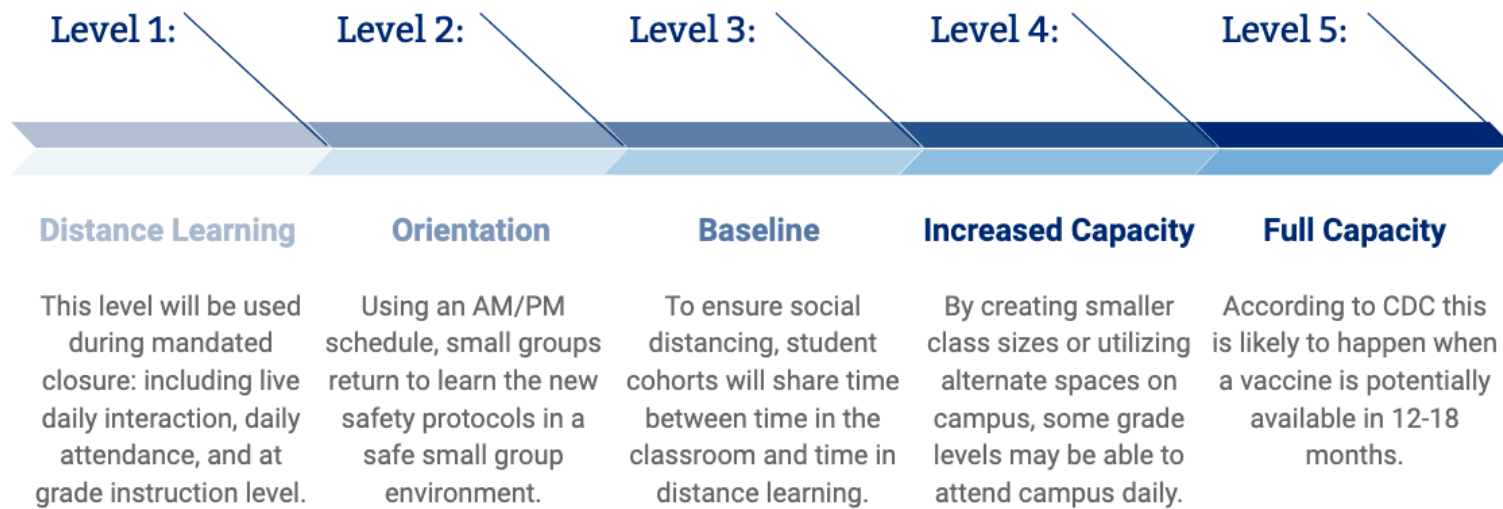
In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Westlake Charter School has worked tirelessly since the onset of the pandemic to plan for the eventual return of in-person instruction. This work has included providing small, cohort service to families, opening up our Before and After Explorer program to families, collaborating with staff and our community, developing safety protocols, memos and procedures, and notably, spending time working with our State, Regional and Local health departments.

Westlake Charter School is fortunate to have a supportive staff and parent community. In March, 2020, Westlake was able to pivot and launch our CDE-recognized Distance Learning platform in less than a week. During this same week, families were contacted about device-needs and internet connectivity; 100% of families were reached, and those who needed devices or access were able to receive it. The recognition of our Distance Learning capabilities went beyond the CDE, and was noted by nationally-recognized organizations including [EdSource](#), the [California Charter Schools Association](#), the law firm of [Atkinson, Andelson, Loya, Ruud & Romo](#), and the [Times of San Diego](#).

Through our collective efforts, and with the health & safety of staff, students and our community in mind, Westlake Charter School developed a Fall 2020 reopening plan that begins with Distance Learning, and increases student activity on campus, over time, until we are once again able to reach Full Capacity. A diagram of our reopening levels can be found below, and is further articulated in our Return to School: Fall 2020 Family Handbook:



The following is not an exhaustive list, rather a summary of anticipated expenditures as we enter 2020-21.

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Increasing certificated and classified instructional supports, including providing on-site Distance Learning Camps during the instructional day.	\$202,000	\$202,000	Y
Increasing academic and social-emotional supports including, but not limited to distance learning kits, increased instructional supplies, increased curriculum purchases and increased clearing protocols.	\$80,000	\$80,000	Y
Increasing expenditures related to campus supplies, personal protective equipment (PPE), implementing social-distancing protocols and clearing routines.	\$55,000	\$55,000	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

We continue to collaborate with our State, Regional and Local health officials, as well as our staff and community to plan for a successful return to in-person instruction.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

We had great success collaborating with our staff and community partners. Challenges included the often varied and inconsistent information and procedures that were released and updated by National, State, Regional and Local health agencies.

Distance Learning Program

Actions Related to the Distance Learning Program

Our instructional planning is focused on the way that we believe students learn best. We believe that learning is collaborative, creative, and involves communication and critical thinking. Whether we are designing instruction for in-class learning or distance learning, we are working hard to incorporate these learning values into our lessons. In alignment with our school's mission, we are designing instruction to meet the academic and social-emotional needs of our students, that moves students forward through grade level standards this year while also addressing the learning loss that may have happened since students were in school last.

The following is not an exhaustive list, rather a summary of anticipated expenditures as we enter 2020-21.

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Access to connective platforms (Presence Learning) and additional supplies; Professional Development to launch in Distance Learning.	\$20,000	\$20,000	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Westlake Charter School launched the year using Distance Learning kits – take home materials, projects and supplies made available to all grade-levels, for all subjects. Increased supply costs were managed within the existing overall budget. In addition, staff and vendor time was allocated to help assist with the distribution of materials and supplies throughout the school year.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

While there is work to be done to continually evolve in-class learning designs as well, we believe that it is important that we design our distance learning to reflect the values mentioned above. Our distance learning redesigns will include the opportunity to engage in live daily work with peers and staff, as well as the opportunity to access instruction at a time that is convenient for families. We also believe that distance learning must include different modes of learning, and not only those delivered digitally. Finally, distance learning must ensure instruction is comparable to in-class instruction to help students move forward through grade-level standards and expectations regardless of their mode of learning.

Access to Devices and Connectivity

Westlake Charter School conducted a parent survey in the Spring of 2020 to ensure that our families have the devices and internet connections necessary to participate in Distance Learning. Through our initial survey, 100% of families were contacted, and devices, including chrome books and hotspots were provided accordingly. Throughout the year families asked for connectivity/support, and we were glad to be able to partner with resources in Sacramento to provide additional hotspots and develop an internal Help Desk.

Pupil Participation and Progress

Participation while we were in Distance Learning was viewed through the lens of Instruction, Daily Live Interaction/Synchronous Learning, Asynchronous Learning, as well as Student Engagement. Each element was further articulated by instructional teams to ensure students and families were supported this year.

Distance Learning Professional Development

In the first weeks of mandated school closure, Westlake Charter School set the pace by quickly responding to the needs of our community. We focused primarily on keeping our community connected and offering daily opportunities for academic and social emotional lessons. These first two weeks of Distance Learning were founded on combating isolation. WCS committed to not introducing new material nor grading, to ensure that the focus stayed on engagement.

During this time teachers selflessly built daily Distance Learning lessons, including videos, so that students could see their teacher's face and hear their teacher's voice. Teachers have committed to the pillar of Teachers as Designers by constructing a daily academic and a daily SEL lesson for each classroom. This work helped get students logging in and families to stay connected to our school.

Staff Roles and Responsibilities

Staff across the organization have been nimble and flexible in response to COVID-19. Several teams of staff have assumed news responsibilities including: our Before and After School and yard duty staff are anticipated to provide direct Distance Learning support to

students of staff and community members during the academic day; some of our specialty teachers are going to provide direct classroom instruction for students; and some of our student support services staff will be conducting assessments and other needed-services remotely to ensure staff and student safety.

Support for Pupils with Unique Needs

WCS is committed to providing multi-tiered support to meet individual student needs and ensure academic, behavior, and social emotional growth. To assist in this work WCS schedules and facilitates hundreds of personalized meetings to collaborate with our families. This year, as we did in the spring of 2020, we will continue to hold these meetings virtually. Using video conferencing software will allow our teams to collaborate while ensuring the health of each participant.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Increased English Learner TOSA from 40% FTE to 60% FTE to increase support for English Language Learners and address English Learner learning loss	\$20,000	\$20,000	Y
Purchased Lexia & Freckle (digital curriculum) to support student mastery of math and ELA content standards during distance learning	\$21,300	\$21,300	Y
Staffing virtual learning labs and Distance Learning Camps to mitigate academic and social-emotional loss	\$360,000	\$360,000	Y
Professional development targeted towards learning loss; trauma informed practices	\$15,000	\$15,000	Y
Purchased Peardeck to support instructional delivery during distance learning	\$2,700	\$2,700	Y
Purchased Google Voice to support effective and timely communication. Employees will be working in varied locations and Google Voice allows employees to communicate via phone and text from any work location.	\$18,000	\$18,000	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The planned actions have largely been implemented according to our original goals. In a unique shift, our Dean of Students has been pushing into digital classrooms to maintain relationships with our students.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The responsiveness of staff and nimble nature of our program has allowed us to monitor student learning. Overall, data points to a progression in learning, and supports are in place to assist students in a targeted manner.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

We have seen an increase in the need for mental health services this year. Our mitigation layers including GoGuardian and similar monitoring tools have allowed us to respond to urgent needs. Our staff have done a fantastic job building tools and connecting families to needed mental health resources through this year.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

We have continued to keep students and families engaged in the school by facilitating spirit days, informal meetings and conducting student conferences. Although this year is unlike any other in terms of having students, families and visitors on campus, we're actively working to keep families engaged and connected to the school.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Nutrition services are provided by the Natomas Unified School District. NUSD staff are on-site daily, and have provided meals to our community throughout the year.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program	Staff from our High School Development team supported the launch of the 2020-21 school year.	\$10,000	\$10,000	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The school may need to purchase additional chromebooks as we head into the Spring. If needed, this purchase will follow our standard ordering protocols.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Westlake Charter School will continue to monitor staff, student, family and community needs as we head into 2021/22 and beyond. The full impact of Distance Learning may not be known for quite some time, but our organization is nimble and flexible, and will respond to the needs of our community.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Considering the increase in supports required for students seeking mental health services, we will continue to monitor learning gains and losses, as well as academic and social-emotional readiness. Supports required to respond to data will be included in our multi-year planning process.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Our anticipated actions and services have remained largely in-line with previous projections. Where needed, we have adjusted our supports are articulated throughout this document.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Our Strategic Plan and the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan are uniquely aligned. The Objectives, Goals and Actions in our Strategic Plan guide our work and will continue to do so for the foreseeable future.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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 lcf@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,

- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall [Analysis](#) of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019-20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures Table

				Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
				Totals	\$ 8,324,493	\$ 770,305	\$ 557,000	\$ 118,580	9,770,378	\$ 7,625,333	\$ 2,002,421

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Westlake Charter School will demonstrate w	All	\$ 832,449	\$ 77,029	\$ 55,700	\$ 11,850	\$ 977,028
2	1	Westlake Charter School demonstrates that	All	\$ 416,225	\$ 38,524	\$ 27,850	\$ 5,925	\$ 488,524
3	1	Westlake Charter School students will demo	All	\$ 3,329,797	\$ 308,114	\$ 222,800	\$ 47,440	\$ 3,908,151
4	1	Westlake Charter School students will demo	All	\$ 3,329,797	\$ 308,114	\$ 222,800	\$ 47,440	\$ 3,908,151
5	1	Westlake Charter School students will demo	All	\$ 416,225	\$ 38,524	\$ 27,850	\$ 5,925	\$ 488,524

Contributing Expenditure Table

				Totals by Type		Total LCFF Funds	Total Funds
				Total:		\$ 8,324,493	\$ 9,770,378
				LEA-wide Total:		\$ 8,324,493	\$ 9,770,378
				Limited Total:		\$ -	\$ -
				Schoolwide Total:		\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Westlake Charter School will demonstrate w	LEA-wide	All	Mabry	\$ 832,449	\$ 977,028
2	1	Westlake Charter School demonstrates that	LEA-wide	All	Mabry	\$ 416,225	\$ 488,524
3	1	Westlake Charter School students will demo	LEA-wide	All	Mabry	\$ 3,329,797	\$ 3,908,151
4	1	Westlake Charter School students will demo	LEA-wide	All	Mabry	\$ 3,329,797	\$ 3,908,151
5	1	Westlake Charter School students will demo	LEA-wide	All	Mabry	\$ 416,225	\$ 488,524

Annual Update Table Year 1					
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:	\$ 9,770,378	\$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved	Last Year's Total Planned	Total Estimated Actual Expenditure
1	1	Westlake Charter School will demonstrate what	Yes	\$ 977,028	
2	1	Westlake Charter School demonstrates that stu	Yes	\$ 488,524	
3	1	Westlake Charter School students will demonstr	Yes	\$ 3,908,151	
4	1	Westlake Charter School students will demonstr	Yes	\$ 3,908,151	
5	1	Westlake Charter School students will demonstr	Yes	\$ 488,524	

Data Entry Table: Inclusion as part of the LCAP Template is optional

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
1	1	Westlake Charter School will demonstrate what	All	Yes	LEA-wide	All	Mabry	Ongoing	\$ 762,533	\$ 200,237	\$ 832,449	\$ 77,029	\$ 55,700	\$ 11,850	\$ 977,028
2	1	Westlake Charter School demonstrates that stu	All	Yes	LEA-wide	All	Mabry	Ongoing	\$ 381,267	\$ 100,118	\$ 416,225	\$ 38,524	\$ 27,850	\$ 5,925	\$ 488,524
3	1	Westlake Charter School students will demonstr	All	Yes	LEA-wide	All	Mabry	Ongoing	\$ 3,050,133	\$ 800,974	\$ 3,329,797	\$ 308,114	\$ 222,800	\$ 47,440	\$ 3,908,151
4	1	Westlake Charter School students will demonstr	All	Yes	LEA-wide	All	Mabry	Ongoing	\$ 3,050,133	\$ 800,974	\$ 3,329,797	\$ 308,114	\$ 222,800	\$ 47,440	\$ 3,908,151
5	1	Westlake Charter School students will demonstr	All	Yes	LEA-wide	All	Mabry	Ongoing	\$ 381,267	\$ 100,118	\$ 416,225	\$ 38,524	\$ 27,850	\$ 5,925	\$ 488,524

Local Control and Accountability Plan

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

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

Plan Summary 2021/22

General Information

A description of the LEA, its schools, and its students.

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

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

We demonstrate readiness through continual growth: every student grows both academically and social-emotionally; every staff member grows professionally; and every stakeholder grows in connectedness within our community. We believe that students are inspired to continually grow when staff are continually growing as well. At Westlake Charter School, growth is both purposeful and organic.

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

It is our belief that the Social-Emotional Readiness of our students is as important as Academic Readiness, and that one cannot be fully developed without the other. Our Core Values offer a roadmap to the social-emotional competencies necessary for our students to lead

as global citizens. We demonstrate each of our Core Values through positive decision making, self-awareness, social awareness, and as digital citizens.

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

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Test Ensuring students demonstrate readiness both academically and social-emotionally is what helps make Westlake Charter School a success.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The LCAP summary and key features are best summarized in the work we do which is aligned to our Strategic Plan and summarized in our Mission: We demonstrate what is possible when school and community collaborate to create inspiring adults with the academic and social-emotional readiness to lead as Global Citizens.

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

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

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

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

A summary of the feedback provided by specific stakeholder groups.

Westlake Charter School believes that meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified in the statement above, is critical to the development of the Local Continuity and Attendance Plan (LCAP). Further, we understand that we are required to consult with students, families, educators, and other stakeholders who do not have internet or speak languages other than English as we develop the LCAP. In this section we will describe the process and events used to consult with the aforementioned groups to quantitatively and qualitatively inform the development of the LCAP.

Westlake Charter School believes strongly in collaborating with our school and parent community. This collaborative process is woven throughout activities which are held throughout the year. The activities listed below help our school gather qualitative and quantitative information to help align our strategic actions, LCAP, and budgetary priorities.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Aspects which were influenced by stakeholder input include, our focus on:

- Health & Safety
- Academic & Social Emotional Instruction
- Tiered Support
- Logistics & Operations, as well as
- Communications & Collaboration with our Community

Goals and Actions

Goal

Goal #	Description
1	Goal Area One: We Demonstrate What is Possible. Westlake Charter School will demonstrate what is possible by remaining nimble, responsive and innovative by modeling an Explorer’s Mindset.

An explanation of why the LEA has developed this goal.

Westlake Charter School believes it is important to demonstrate what is possible by remaining nimble, responsive and innovative by modeling an Explorer’s Mindset.
State Priorities: 1, 2, 3, 7, 8

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Based on quantitative and qualitative metrics, the school continues to perform at or above substantially similar schools within our authorizing District within the context of this goal.	The school is performing at or above substantially similar schools within our authorizing District.	This area intentionally left blank until the 2021-22 LCAP.	This area intentionally left blank until the 2022-23 LCAP.	This area intentionally left blank until the 2023-24 LCAP.	The school will have continued to perform at or above substantially similar schools within our authorizing District.

Actions

Action #	Title	Description	Total Funds	Contributing
1	<p>Westlake Charter School will demonstrate what is possible by remaining nimble, responsive and innovative by modeling an Explorer's Mindset.</p> <p>This element includes specific actions our language acquisition program provides to students, including professional development activities specific to English learners.</p>	<p>1: Westlake Charter School (WCS) will use creative methods to recruit, retain and continuously develop the highest quality board members, committee members, faculty and staff.</p> <p>2: WCS will continually improve and support our shared-leadership model.</p> <p>3: WCS will stay financially nimble, flexible, and continuously seek innovative ways to leverage resources.</p> <p>4: WCS will be receptive to new ideas, innovations, and opportunities to continuously improve our programs.</p> <p>5: WCS will demonstrate what is possible through stewardship within our local, greater-educational and global community.</p> <p>6: WCS will expand our program through 12th grade and consider K-8 replication.</p>	<p>\$1,017,968</p> <p>Est., as of 2nd Interim 20/21</p>	Y

Goal

Goal #	Description
2	<p>Goal Area Two: School and Community Collaboration</p> <p>Westlake Charter School demonstrates that students are more successful when school and community collaborate. WCS will place collaboration at the center of the work that guides the organization. The WCS community will recognize that every voice is valued.</p>

An explanation of why the LEA has developed this goal.

Westlake Charter School believes it is important to demonstrate that students are more successful when school and community collaborate. WCS will place collaboration at the center of the work that guides the organization. The WCS community will recognize that every voice is valued.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Based on quantitative and qualitative metrics, the school continues to perform at or above substantially similar schools within our authorizing District within the context of this goal.	The school is performing at or above substantially similar schools within our authorizing District.	This area intentionally left blank until the 2021-22 LCAP.	This area intentionally left blank until the 2022-23 LCAP.	This area intentionally left blank until the 2023-24 LCAP.	The school will have continued to perform at or above substantially similar schools within our authorizing District.

ACTIONS					
Action #	Title	Description	Total Funds	Contributing	

1	<p>Westlake Charter School demonstrates that students are more successful when school and community collaborate. WCS will place collaboration at the center of the work that guides the organization. The WCS community will recognize that every voice is valued.</p> <p>This element includes specific actions our language acquisition program provides to students, including professional development activities specific to English learners.</p>	<p>School Collaboration</p> <p>WCS staff will develop high-functioning collaborative teams at each grade level and subject area to ensure the success of all students.</p> <p>1: WCS staff will collaborate across all departments to integrate services that support student academic, social-emotional, and behavioral growth through the use of the Multi-Tiered System of Support (MTSS) Framework.</p> <p>2: WCS staff will use the Professional Learning Communities (PLC) model of collaboration to ensure the academic and social-emotional readiness of all students.</p> <p>3: WCS staff will design and implement vertically aligned academic and social-emotional assessments that are used to measure on-grade-level performance for all students.</p> <p>Community Collaboration</p> <p>WCS will expand opportunities for our students by demonstrating what is possible when school and community collaborate.</p> <p>1: WCS will partner with the Westlake Association of Volunteer Explorers (WAVE) to connect parents to volunteer opportunities.</p> <p>2: The WCS Board of Directors will seek to recruit directors and committee members who better reflect the diversity of the community in an effort to prioritize equity and access.</p> <p>3: The WCS Development Committee will spearhead efforts to connect WCS programs with local and global community partners.</p> <p>4: WCS will include student, staff and parent voices as key elements in strategic decision making.</p> <p>5: WCS will bring together several stakeholder groups to create a broad scope of high-quality after-school expanded opportunities for all students.</p>	<p>\$508,984</p> <p>Est., as of 2nd Interim 20/21</p>	<p>Y</p>
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Goal

Goal #	Description
3	<p>Goal Area Three: Create Inspiring Adults with Academic Readiness</p> <p>Westlake Charter School students will demonstrate academic readiness by showing continual growth toward personalized learning targets based on grade-level frameworks. WCS will commit to developing the most innovative and inclusive approaches to personalization in the areas of curriculum, instruction, and assessment that will lead to personalized academic growth for every student.</p>

An explanation of why the LEA has developed this goal.

Westlake Charter School believes it is important that students demonstrate academic readiness by showing continual growth toward personalized learning targets based on grade-level frameworks. WCS will commit to developing the most innovative and inclusive approaches to personalization in the areas of curriculum, instruction, and assessment that will lead to personalized academic growth for every student.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Based on quantitative and qualitative metrics, the school continues to perform at or above substantially similar schools within our authorizing District within the context of this goal.	The school is performing at or above substantially similar schools within our authorizing District.	This area intentionally left blank until the 2021-22 LCAP.	This area intentionally left blank until the 2022-23 LCAP.	This area intentionally left blank until the 2023-24 LCAP.	The school will have continued to perform at or above substantially similar schools within our authorizing District.

Actions

Action #	Title	Description	Total Funds	Contributing
1	<p>Westlake Charter School students will demonstrate academic readiness by showing continual growth toward personalized learning targets based on grade-level frameworks. WCS will commit to developing the most innovative and inclusive approaches to personalization in the areas of curriculum, instruction, and assessment that will lead to personalized academic growth for every student.</p> <p>This element includes specific actions our language acquisition program provides to students, including professional development activities specific to English learners.</p>	<p>1: WCS will blueprint its curriculum, instruction, and assessment practices to ensure the most successful methodologies and pedagogies are shared across the organization.</p> <p>2: WCS Staff will develop vertically aligned common assessments, a shared grading philosophy, and standards based report cards.</p> <p>3: WCS Staff will use multiple measures to demonstrate each student’s personalized academic readiness.</p> <p>4: WCS will use the MTSS Framework to structure, support, and staff our programs. All students will receive tiered support to ensure academic readiness.</p>	<p>\$4,071,873</p> <p>Est., as of 2nd Interim 20/21</p>	Y

Goal

Goal #	Description
4	<p>Goal Area Four: Create Inspiring Adults with Social-Emotional Readiness</p> <p>Westlake Charter School students will demonstrate social-emotional readiness by showing continual growth toward personalized social-emotional learning (SEL) targets. WCS will commit to developing the most innovative and inclusive approaches to SEL.</p>

An explanation of why the LEA has developed this goal.

Westlake Charter School believes it is important that students demonstrate social-emotional readiness by showing continual growth toward personalized social-emotional learning (SEL) targets. WCS will commit to developing the most innovative and inclusive approaches to SEL.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Based on quantitative and qualitative metrics, the school continues to perform at or above substantially similar schools within our authorizing District within the context of this goal.	The school is performing at or above substantially similar schools within our authorizing District.	This area intentionally left blank until the 2021-22 LCAP.	This area intentionally left blank until the 2022-23 LCAP.	This area intentionally left blank until the 2023-24 LCAP.	The school will have continued to perform at or above substantially similar schools within our authorizing District.

Actions

Action #	Title	Description	Total Funds	Contributing
1	<p>Westlake Charter School students will demonstrate social-emotional readiness by showing continual growth toward personalized social-emotional learning (SEL) targets. WCS will commit to developing the most innovative and inclusive approaches to SEL.</p> <p>This element includes specific actions our language acquisition program provides to students, including professional development activities specific to English learners.</p>	<p>1: WCS will align SEL outcomes with our Core Values to develop the self-awareness, social awareness, positive decision making, and digital citizenship competencies of all students.</p> <p>2: WCS will develop a metric, to be included on the WCS report card, to measure and demonstrate the social-emotional readiness of each student.</p> <p>3: WCS will use a cycle of continuous improvement to monitor, reflect upon, and improve our unique approach to social-emotional learning.</p> <p>4: WCS will use the MTSS Framework to structure, support, and staff its programs. All students will receive tiered support to ensure social-emotional readiness.</p>	<p>\$4,071,873</p> <p>Est., as of 2nd Interim 20/21</p>	Y

Goal

Goal #	Description
5	<p>Goal Area Five: Lead as Inspiring Global Citizens.</p> <p>Westlake Charter School students will demonstrate social-emotional and academic readiness as global citizens by embracing inclusion, diversity, equity, and cultural competency.</p>

An explanation of why the LEA has developed this goal.

Westlake Charter School believes it is important that students demonstrate social-emotional and academic readiness as global citizens by embracing inclusion, diversity, equity, and cultural competency.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Based on quantitative and qualitative metrics, the school continues to perform at or above substantially similar schools within our authorizing District within the context of this goal.	The school is performing at or above substantially similar schools within our authorizing District.	This area intentionally left blank until the 2021-22 LCAP.	This area intentionally left blank until the 2022-23 LCAP.	This area intentionally left blank until the 2023-24 LCAP.	The school will have continued to perform at or above substantially similar schools within our authorizing District.

Actions

Action #	Title	Description	Total Funds	Contributing
1	<p>Westlake Charter School students will demonstrate social-emotional and academic readiness as global citizens by embracing inclusion, diversity, equity, and cultural competency.</p> <p>This element includes specific actions our language acquisition program provides to students, including professional development activities specific to English learners.</p>	<p>1: WCS will create a definition of what it means to lead as a global citizen and will apply this definition to the practices of the school.</p> <p>2: WCS will be recognized for our Full-Inclusion Model of learning.</p> <p>3: WCS will create opportunities for students and staff to build relationships in an effort to learn from others around the globe.</p>	<p>\$508,984</p> <p>Est., as of 2nd Interim 20/21</p>	Y

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021/22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.09% (as of 2 nd Interim)	\$711,769 (as of 2 nd Interim)

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

- Action 1 - Westlake Charter School will demonstrate what is possible by remaining nimble, responsive and innovative by modeling an Explorer’s Mindset.
- Developing these skills across our entire student-community will help our all students as they make progress towards academic and social-emotional readiness.
- Action 2 - Westlake Charter School demonstrates that students are more successful when school and community collaborate. WCS will place collaboration at the center of the work that guides the organization. The WCS community will recognize that every voice is valued.
- Our school believes students are more successful when school and community collaborate. In an effort to meet this goal, we host meetings throughout the year where parents and staff can talk about issues which might be more related to our foster youth, English learners or low-income students. For example, ELPAC Information sessions for our community.
- Action 3 - Westlake Charter School students will demonstrate academic readiness by showing continual growth toward personalized learning targets based on grade-level frameworks. WCS will commit to developing the most innovative and inclusive approaches to personalization in the areas of curriculum, instruction, and assessment that will lead to personalized academic growth for every student.
- Our school believes students will demonstrate academic readiness by showing continual growth toward personalized learning targets based on grade-level frameworks. In an effort to make progress on this goal, we have implemented a robust academic framework which includes supportive structures. Our academic framework is supported by programs and staff who support all students, including our Director of Curriculum & Instruction, as well as Teachers on Special Assignment.

Action 4 - Westlake Charter School students will demonstrate social-emotional readiness by showing continual growth toward personalized social-emotional learning (SEL) targets. WCS will commit to developing the most innovative and inclusive approaches to SEL.

- Our school believes students will demonstrate social-emotional readiness by showing continual growth toward personalized social-emotional learning (SEL) targets. In an effort to make progress on this goal, we have implemented a Multi-Tiered System of Support (MTSS) where students of all abilities and background have access to social-emotional services. Our MTSS framework is supported by programs and staff, including our Director of Student Support Services, Psychologist, Counselor, Education Specialists, as well as Instructional Aides.

Action 5 - Westlake Charter School students will demonstrate social-emotional and academic readiness as global citizens by embracing inclusion, diversity, equity, and cultural competency.

- Our school believes students will demonstrate social-emotional and academic readiness as global citizens by embracing inclusion, diversity, equity, and cultural competency. In an effort to make progress on this goal, we are committed to teaching our learner community and weaving these important topics throughout our daily lives.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Westlake Charter School provides additional supports to foster youth, English learners and low-income students through a variety of means. As a brief example, we provide before-school targeted academic instruction (ROAR) before school, we provide professional development to certificated staff including Responsive Classroom frameworks, we have teachers on special assignment that assist in reviewing academic data, our Before and After School program is offered at a reduced rate, and a team supporting our MTSS system that, while designed to support all students, particularly supports students in this defined community. Collectively, these programs have either increased and/or improved the services requirement as noted in our Goals and Actions sections.

LCAP PLAN 2021-22 EXPENDITURES

Total Expenditures Table									
		Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
		Totals	\$ 8,493,295	\$ 1,305,278	\$ 440,000	\$ 118,500	10,357,073	\$ 7,870,700	\$ 2,307,982

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Westlake Charter School will demonstrate w	All	\$ 849,329	\$ 130,528	\$ 44,000	\$ 11,850	\$ 1,035,707
2	1	Westlake Charter School demonstrates that	All	\$ 424,665	\$ 65,264	\$ 22,000	\$ 5,925	\$ 517,854
3	1	Westlake Charter School students will demo	All	\$ 3,397,318	\$ 522,111	\$ 176,000	\$ 47,400	\$ 4,142,829
4	1	Westlake Charter School students will demo	All	\$ 3,397,318	\$ 522,111	\$ 176,000	\$ 47,400	\$ 4,142,829
5	1	Westlake Charter School students will demo	All	\$ 424,665	\$ 65,264	\$ 22,000	\$ 5,925	\$ 517,854

Contributing Expenditure Table				Totals by Type	Total LCFF Funds	Total Funds
				Total:	\$ 8,493,295	\$ 10,357,073
				LEA-wide Total:	\$ 5,095,977	\$ 6,214,244
				Limited Total:	\$ -	\$ -
				Schoolwide Total:	\$ 3,397,318	\$ 4,142,829

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Westlake Charter School will demonstrate w	LEA-wide	All	Mabry	\$ 849,329	\$ 1,035,707
2	1	Westlake Charter School demonstrates that	LEA-wide	All	Mabry	\$ 424,665	\$ 517,854
3	1	Westlake Charter School students will demo	Schoolwide	All	Mabry	\$ 3,397,318	\$ 4,142,829
4	1	Westlake Charter School students will demo	LEA-wide	All	Mabry	\$ 3,397,318	\$ 4,142,829
5	1	Westlake Charter School students will demo	LEA-wide	All	Mabry	\$ 424,665	\$ 517,854

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website:

<https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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.

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

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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

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

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

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

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.

- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **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.

Appendix
Budget Overview for Parents

The following budget overview was developed using estimates provided in the Governor's May Revise

LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) name:	Westlake Charter School
CDS code:	34752830108860
LEA contact information:	John Eick
Coming School Year:	2021 – 22
Current School Year:	2020 – 21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021 – 22 School Year		Amount
Total LCFF funds	\$	10,191,212
LCFF supplemental & concentration grants	\$	754,905
All other state funds	\$	921,162
All local funds	\$	423,140
All federal funds	\$	125,000
Total Projected Revenue	\$	11,660,514

Total Budgeted Expenditures for the 2021 – 22 School Year		Amount
Total Budgeted General Fund Expenditures	\$	11,273,786
Total Budgeted Expenditures in the LCAP	\$	11,273,786
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	754,905
Expenditures not in the LCAP	\$	-

Expenditures for High Needs Students in the 2020 – 21 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$	605,466
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$	605,466

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Westlake Charter School's strategic plan and LCAP are fully-aligned. Certain expenditures related to the ongoing response to COVID-19 may be brought into the budget over the fiscal year.

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Westlake Charter School

CDS Code: 34752830108860

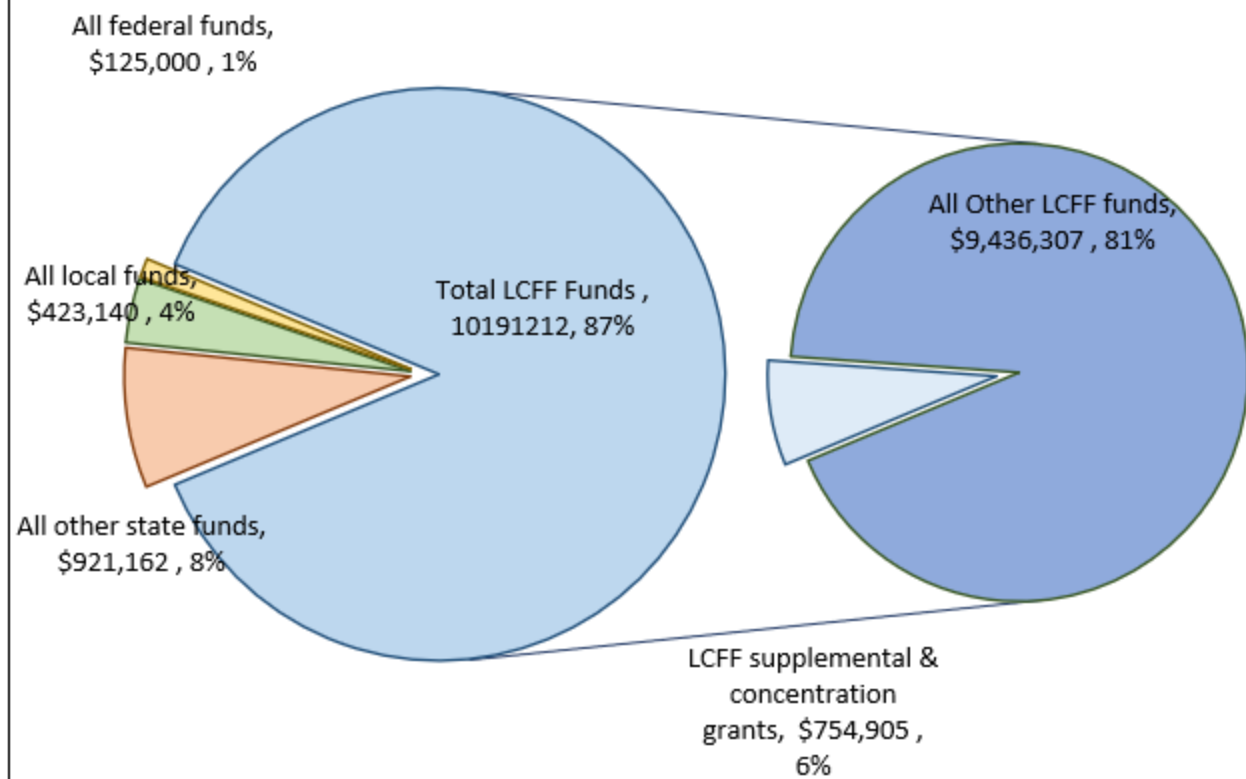
School Year: 2021 – 22

LEA contact information: John Eick

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 2021 – 22 School Year

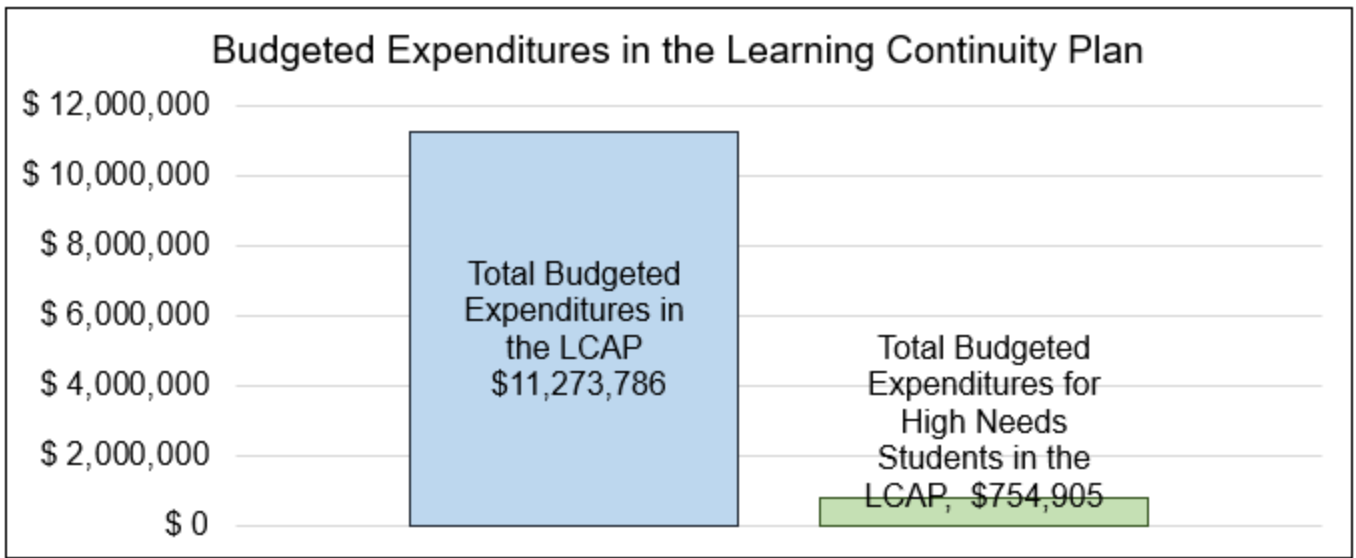
Projected Revenue by Fund Source



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

The total revenue projected for Westlake Charter School is \$11,660,514.00, of which \$10,191,212.00 is Local Control Funding Formula (LCFF), \$921,162.00 is other state funds, \$423,140.00 is local funds, and \$125,000.00 is federal funds. Of the \$10,191,212.00 in LCFF Funds, \$754,905.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



This chart provides a quick summary of how much Westlake Charter School plans to spend for planned actions and services in the Learning Continuity Plan for 2021 – 22 and how much of the total is tied to increasing or improving services for high needs students.

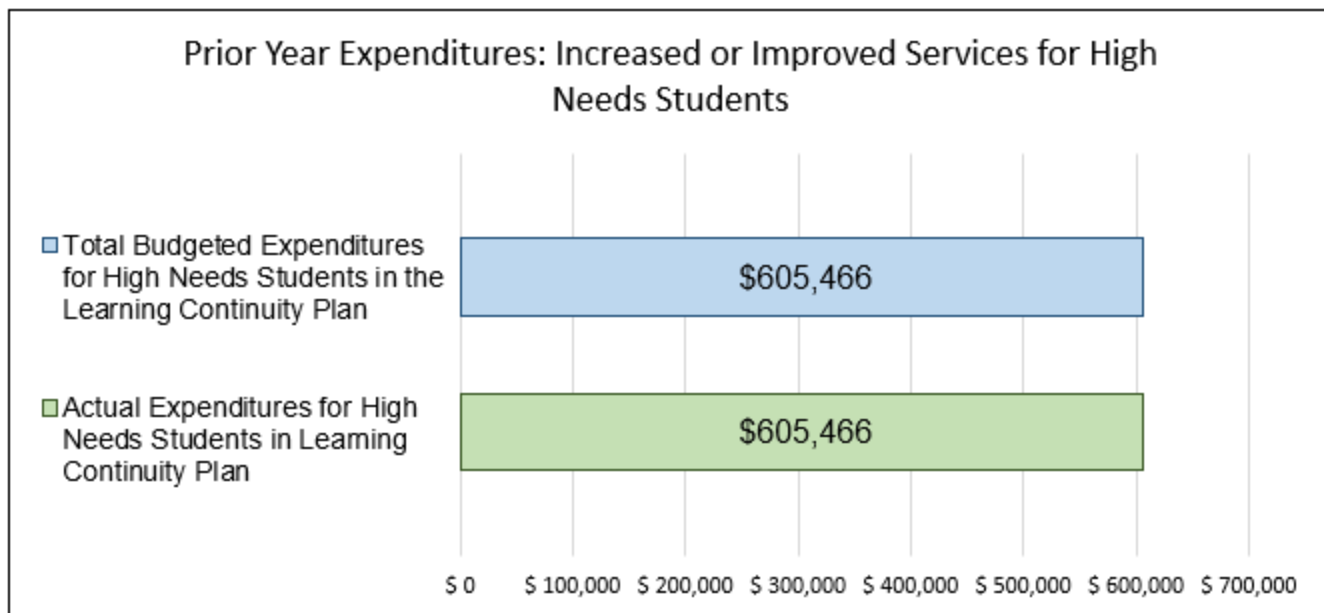
Westlake Charter School plans to spend \$11,273,786.00 for the 2021 – 22 school year. Of that amount, \$11,273,786.00 is tied to actions/services in the Learning Continuity Plan and \$0.00 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

Westlake Charter School's strategic plan and LCAP are fully-aligned. Certain expenditures related to the ongoing response to COVID-19 may be brought into the budget over the fiscal year.

Increased or Improved Services for High Needs Students in the Learning Continuity Plan for the 2021 – 22 School Year

In 2021 – 22, Westlake Charter School is projecting it will receive \$754,905.00 based on the enrollment of foster youth, English learner, and low-income students. Westlake Charter School must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Westlake Charter School plans to spend \$754,905.00 towards meeting this requirement, as described in the Learning Continuity Plan.

Update on Increased or Improved Services for High Needs Students in 2020 – 21



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

In 2020 – 21, Westlake Charter School's Learning Continuity Plan budgeted \$605,466.00 for planned actions to increase or improve services for high needs students. Westlake Charter School actually spent \$605,466.00 for actions to increase or improve services for high needs students in 2020 – 21.