

Posted June 22, 2026

# West Park Elementary School District

Board of Trustees  
Special Board Meeting

Music Room  
West Park School District  
2695 S. Valentine Ave.  
Fresno, CA 93706

Tuesday, June 23, 2026  
5:30 p.m.

**In compliance with the Americans with Disabilities Act**, if you need special assistance to access the meeting room or to otherwise participate in this meeting, including auxiliary aids or services, please contact Martha Fuentes at (559) 233-6501. Notification by noon on the Friday preceding the board meeting, or at least 48 hours prior to the meeting, will enable the Governing Board to make reasonable arrangements to ensure accessibility to the meeting.

Any writings or documents that are public records and are provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 2695 S. Valentine, Fresno, CA 93706, during normal business hours. Public writings related to regular meeting open session agenda items distributed less than 72 hours in advance of a board meeting will be made available to the public at the time the document is distributed to the majority of the board.

The District welcomes Spanish and other language speakers to Board meetings. Anyone planning to attend and needing an interpreter should call (559) 233-6501, 48 hours in advance of the meeting, so arrangements can be made for an interpreter. *El Distrito da la bienvenida a las personas que hablan español u otros idiomas a las juntas de la Mesa Directiva. Si planea asistir y necesita interpretación llame al (559) 233-6501, 48 horas antes de la junta, para poder hacer arreglos de interpretación.*

Community members have two opportunities to address the Board of Trustees. **While the Board's meeting will be available for the public to view live online to the full extent possible (absent technical difficulties), public comments during the Board meeting must be made in person.** If you wish to address the Board on an agenda item, please do so when that item is called. Presentations will be limited to a maximum of three (3) minutes. Time limitations are at the discretion of the President of the Board.

Individuals have an opportunity to address the Board during the Period for Public Discussion on topics within the subject matter jurisdiction of the Board **not** listed on this agenda. If you wish to speak on an item not on the agenda, please fill out a request form

and turn it in to the clerk prior to the meeting. You will be called upon to make your comments under "Comments from the Public". Comments will be limited to three (3) minutes, with a total of twenty (20) minutes designated for this portion of the agenda. If you have questions on school district issues, please submit them in writing. The Board will automatically refer requests to the Superintendent.

## **AGENDA**

### **I. OPENING BUSINESS**

- A. Call Public Session to Order
- B. Roll Call: Araceli Lopez \_\_\_\_ Aida Garcia \_\_\_\_  
Yaritza Astudillo \_\_\_\_ Michael Smith \_\_\_\_ Sylvia Higgins \_\_\_\_
- C. Pledge of Allegiance
- D. Adopt Agenda

### **II. PUBLIC COMMENT PERIOD**

Public Comment on any item of interest to the public that is within the Board's jurisdiction will be heard. The Board may limit comments to no more than three (3) minutes pursuant to Board Policy. Public comment will also be allowed on each specific agenda item prior to Board action thereon.

Norms:

We will be conducting this meeting with the following norms: we will

1. Communicate in a positive and appropriate manner
2. Be respectful in word and deed
3. Listen to understand
4. Be prepared to contribute and participate positively
5. Be supportive.

These are norms employed by our District and will be upheld to ensure a productive Meeting.

### **III. PUBLIC HEARING**

- A. Public Disclosure of the initial Sunshine Proposal for WPESD 2025-2028 school year agreement to CSEA Chapter #843 (Pursuant to Government Code Section 3547)

#### **IV. ACTION ITEMS**

1. APPROVAL: WPESD Sunshine proposal for 2025-2028 Successor Agreement with CSEA Chapter #843
2. APPROVAL: Interfund Transfers Resolution 2026-23-06
3. APPROVAL: Statement of Excess Reserve
4. APPROVAL: Authorized Signature Permit
5. APPROVAL: 2026-2027 LCAP West Park Elementary
6. APPROVAL: 2026-2027 LCAP West Park Charter
7. APPROVAL: 2026-2027 Local Performance Indicator Report - WPCA
8. APPROVAL: 2026-2027 Local Performance Indicator Report - WPE
9. APPROVAL: Fiscal Year 2026-2027 Budget Adoption
10. APPROVAL: School Psychologist Agreement - FCSS
11. APPROVAL: AmeriCorp/Ampact 2026 - 2027 Contract
12. APPROVAL: PLC/Professional Development - West Park Elementary and West Park Charter

#### **V. PUBLIC COMMENT PERIOD RE: CLOSED SESSION ITEMS**

General public comment on any closed session item that will be heard. The Board may limit comments to no more than three (3) minutes pursuant to Board policy. Following public comment on closed session agenda items, the Board will immediately recess into closed session.

#### **VI. CLOSED SESSION**

- A. PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT  
((Government Code Section 54975(b))

Title: SDC Mild/Moderate Special Education Teacher

- B. Conference with WPECA Negotiations  
(Government Code 54957.2)

#### **VII. REPORT OF ACTIONS TAKEN IN CLOSED SESSION**

**VIII. ADVANCED PLANNING**

A. Regular Board Meeting: Monday, July 13, 2026

**IX. ADJOURNMENT**



**PUBLIC  
COMMENT  
PERIOD**

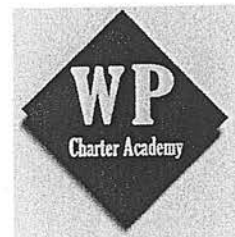


**PUBLIC  
HEARING**

# WEST PARK SCHOOL DISTRICT



2695 S Valentine Ave Fresno, CA 93706  
Tel 559-233-6501 Fax 559-497-1944  
www.westpark.k12.ca.us  
Tamita Boyd, Acting Superintendent



## **NOTICE OF PUBLIC HEARING OF THE WEST PARK ELEMENTARY SCHOOL DISTRICT**

The West Park Elementary School District gives notice that a Public Hearing will be held as follows:

**Date:** Tuesday, June 23rd, 2026  
**Time:** 5:30 p.m.  
**Location:** Hybrid (in-person and virtual)

This public hearing will be conducted in-person at the West Park Elementary School District Band Room, 2695 S. Valentine Ave, Fresno, ca 93706 and viewable online.

### **Topic of Hearing:**

- Consideration and Public Notice of the California School Employees Association (CSEA), Chapter #843 Re-opener proposal for 2025-2028 successor agreement with WPESD, Pursuant to Government Code Section 3547.

### **Agenda:**

The meeting agenda will be available on the District's website and posted outside of the district office (2) locations at least 24-hours prior to the meeting and will include information on how members of the public may observe and provide comments during the public meeting.

### **Questions:**

Acting Superintendent, Tamita Boyd  
West Park Elementary School District  
2695 S. Valentine Ave  
Fresno, Ca 93706  
Email: tamita\_b@wpsd.ws

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#### **BOARD OF TRUSTEES**

Araceli Lopez  
President

Yaritza Astudillo  
Clerk

Michael Smith  
County Representative

Aida García  
Board Member

Sylvia Higgins  
Board Member

# WEST PARK SCHOOL DISTRICT



2695 S Valentine Ave Fresno, CA 93706  
Tel 559-233-6501 Fax 559-497-1944  
www.westpark.k12.ca.us  
Tamita Boyd, Acting Superintendent



## **West Park Elementary School District Sunshine Proposal to CSEA Chapter 843 Successor Collective Bargaining Agreement**

Pursuant to Government Code Section 3547, the West Park Elementary School District hereby presents its initial proposal to the California School Employees Association (CSEA) Chapter 843 for negotiations regarding a successor collective bargaining agreement.

The District is committed to maintaining a collaborative relationship with CSEA Chapter 843 and seeks to negotiate provisions that support employees, students, and the District's operational and fiscal needs.

The District proposes to negotiate the following:

- Article 1 through Article 27
- Appendix 1
- Appendix 2

The District reserves the right to propose modifications, additions, deletions, and clarifications to any provision of the collective bargaining agreement during the course of negotiations.

The District looks forward to engaging in productive negotiations that support employee success, student achievement, and the continued effective operation of the District.

***Tamita Boyd***

**Acting Superintendent  
West Park School District  
2695 S. Valentine Ave  
Fresno, Ca 93706  
559-233-6501  
tamita\_b@wpesd.org**

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### BOARD OF TRUSTEES

Araceli Lopez	Yaritza Astudillo	Michael Smith	Aida García	Sylvia Higgins
President	Clerk	County Representative	Board Member	Board Member



**ACTION**

**ITEMS**

**ITEM:** WPESD Sunshine Proposal for 2025–2028

**PRESENTER:** Tamita Boyd. Acting Superintendent

**DATE:** 06/23/2026

**BOARD DECISION:** Request for Approval

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Seeking board approval of the initial Sunshine Agreement from West Park Elementary School District to California School Employee Association (CSEA) Chapter #843 for the 2025-2028 school year.

# WEST PARK SCHOOL DISTRICT



2695 S Valentine Ave Fresno, CA 93706  
Tel 559-233-6501 Fax 559-497-1944  
www.westpark.k12.ca.us  
Tamita Boyd, Acting Superintendent



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The District looks forward to engaging in productive negotiations that support employee success, student achievement, and the continued effective operation of the District.

***Tamita Boyd***  
**Acting Superintendent**  
**West Park School District**  
**2695 S. Valentine Ave**  
**Fresno, Ca 93706**  
**559-233-6501**  
**tamita\_b@wpesd.org**

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### BOARD OF TRUSTEES

Araceli Lopez	Yaritza Astudillo	Michael Smith	Aida García	Sylvia Higgins
President	Clerk	County Representative	Board Member	Board Member

**ITEM:** Interfund Transfers Resolution 2026-23-06

**PRESENTER:** Tamita Boyd. Acting Superintendent

**DATE:** 06/23/2026

**BOARD DECISION:** Request for Approval

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Each year, the District is required by California Education Code Section 42603 to authorize temporary transfers between funds. These transfers are typically used to meet payment obligations or provide short-term loans between funds until federal and state revenues are received.

**RESOLUTION OF THE GOVERNING BOARD OF  
WEST PARK ELEMENTARY SCHOOL DISTRICT**

*In the Matter of Establishing Temporary )  
Interfund Transfers of Special or Restricted )  
Fund Moneys )*

Resolution Number : **2026-23-07**

**ON MOTION** of Member \_\_\_\_\_, seconded by Member \_\_\_\_\_, the following resolution is hereby adopted:

**WHEREAS**, the governing board of any school district may direct that moneys held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations as authorized by Education Code Section 42603; and

**WHEREAS**, the transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account; and

**WHEREAS**, amounts transferred shall be repaid either in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year;

**NOW THEREFORE, BE IT RESOLVED** that the Governing Board of the \_\_\_\_\_ School District, in accordance with the provisions of Education Code Section 42603 adopts the following authorization for the **2026-2027** fiscal year to temporarily transfer moneys between the following funds provided that all transfers are approved by the Superintendent or designee;

**THE FOREGOING RESOLUTION WAS ADOPTED** upon the motion of \_\_\_\_\_, seconded by \_\_\_\_\_, at a regular meeting of the Governing Board on the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_ by the following vote:

Fund 0100- General Fund  
Fund 0900- Charter School Fund  
Fund 1200- Child Development  
Fund 1300- Cafeteria Fund  
Fund 3500 - County Schools Facilities Fund

**NAME OF BOARD MEMBER**

<u>Araceli Lopez</u>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Abstain	<input type="checkbox"/> Absent
<u>Aida Garcia</u>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Abstain	<input type="checkbox"/> Absent
<u>Yaritza Astudillo</u>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Abstain	<input type="checkbox"/> Absent
<u>Sylvia Higgins</u>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Abstain	<input type="checkbox"/> Absent
<u>Michael Smith</u>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Abstain	<input type="checkbox"/> Absent

\_\_\_\_\_  
Araceli Lopez, Board of Trustees

\_\_\_\_\_  
Yaritza Astudillo, Board of Trustees

\_\_\_\_\_  
Araceli Lopez

\_\_\_\_\_  
Yaritza Astudillo

Print Name

Print Name

**ITEM:** Statement of Excess Reserve  
**PRESENTER:** Tamita Boyd. Acting Superintendent  
**DATE:** 06/23/2026  
**BOARD DECISION:** Request for Approval

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In accordance with California Education Code Section 42127(a)(2)(B), we request Board approval of the District's ending fund balance in excess of the state-required reserve for economic uncertainties. The excess balance has been identified for specific purposes. Approval affirms the District's compliance with state regulations and supports fiscal transparency and responsibility.

District: West Park Elementary School District  
 CDS #: 1062539

**Adopted Budget**  
**2026-2027 Budget Attachment**  
**Balances in Excess of Minimum Reserve Requirements**

**Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves**

Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.

<b>Combined Assigned and Unassigned/unappropriated Fund Balances</b>			
Form	Fund	2026-27 Budget	Objects 9780/9789/9790
01	General Fund/County School Service Fund	\$2,639,085.29	Form 01
17	Special Reserve Fund for Other Than Capital Outlay Projects	\$802,015.50	Form 17
Total Assigned and Unassigned Ending Fund Balances		\$3,441,100.79	
District Standard Reserve Level		5%	Form 01CS Line 10B-4
Less District Minimum Reserve for Economic Uncertainties		\$380,873.80	Form 01CS Line 10B-7
Remaining Balance to Substantiate Need		\$3,060,226.99	

<b>Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties</b>			
Form	Fund	2024-25 Budget	Description of Need
01	General Fund/County School Service Fund	\$1,000,000.00	Gymnasium planning/construction match funds.
01	General Fund/County School Service Fund	\$1,258,211.49	Provide deferred maintenance projects such as re-roofing the school, adding an appropriate irrigation system to play yard, Shade structures, HVAC Replacement, Flooring, Electrical, Pre-k play area and fencing coverage.
17	Special Reserve Fund for Other Than Capital Outlay Projects	\$802,015.50	Board Fund Balance Policy requiring available reserves of at least 10% but not more than 25% of total general fund expenditures
Insert Lines above as needed			
Total of Substantiated Needs		\$3,060,226.99	

Remaining Unsubstantiated Balance \$0.00 Balance should be Zero

**Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally approve or disapprove a school district budget if the district does not provide for EC 42127 (a)(2)(B) public review and discussion at its public budget hearing.**

**ITEM:** Authorized Signature Permit

**PRESENTER:** Tamita Boyd. Acting Superintendent

**DATE:** 06/23/2026

**BOARD DECISION:** Request for Approval

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Request for board approval of Authorized Signature Permit and Mailing Permit. These documents specify authorized signers for West Park School District. The mailing permit names who will be receiving authorized mail from the District Financial Services Department, Fresno County Superintendent of Schools.



# Fresno County Superintendent of Schools

Dr. Michele Cantwell-Copher, Superintendent

## Authorized Signature Permit

Return to: Gabriel Halls, Senior Director  
District Financial Services  
Fresno County Superintendent of Schools  
1111 Van Ness Avenue  
Fresno, CA 93721-2000

Dear Mr. Halls:

Pursuant to Education Code Sections 42632 and 42633, at a regular meeting of the Governing Board of the  
West Park Elementary School District School District, held on 23rd day of  
June, 2026 :

1. The following person(s) who is/are an officer(s) or employee(s) of the above-referenced school district and whose signature(s) appear(s) opposite of his/her name below, was/were authorized to sign orders in the name of the said governing board:

Type or print here:	Position:	Signature:
Tamita Boyd	Superintendent	
Helen Bellonzi	Consultant	

2. A majority of the following members of the governing board of the above-referenced school district and whose signatures appear opposite of the corresponding names were authorized to sign orders in the name of the said governing board.

Type or print here:	Note President	Signature:
Araceli Lopez	<input checked="" type="checkbox"/>	
Aida Garcia	<input type="checkbox"/>	
Yaritza Astudillo	<input type="checkbox"/>	
Sylvia Higgins	<input type="checkbox"/>	
Michael Smith	<input type="checkbox"/>	
	<input type="checkbox"/>	
	<input type="checkbox"/>	

Rubber stamp signatures or machine signatures authorized for use on maintenance checks and/or registers Yes \_\_\_  
No X. Only such facsimile signatures may be used, which have met the requirements of Government Code 5501 (copy enclosed). I certify this requirement has been met.

Sample(s) of such signature: \_\_\_\_\_

By order of the Governing Board of West Park Elementary School District of Fresno County, California.

\_\_\_\_\_  
Clerk of the Board

\_\_\_\_\_  
Date

Rev. 05/15/24

### **EDUCATION CODE 42632**

Each order drawn on the funds of a school district shall be signed by at least a majority of the members of the governing board of the district, or by a person or persons authorized by the governing board to sign orders in its name. No person other than an officer or employee of the district shall be authorized to sign orders.

### **EDUCATION CODE 42633**

The governing board of each school district shall be responsible for filing or causing to be filed with the county superintendent of schools the verified signature of each person, including members of the governing board, authorized to sign orders in its name. Except for districts determined to be fiscally accountable pursuant to Section 42650, no order on the funds of any school district shall be approved by the county superintendent of schools unless the signatures are on file in his office and he is satisfied that the signatures on the order are those of persons authorized to sign the order.

### **GOVERNMENT CODE 5501**

Any authorized officer may, after filing with the Secretary of State his manual signature certified by him under oath, execute or cause to be executed with a facsimile signature in lieu of his manual signature:

- (a) Any public security, provided that at least one signature required or permitted to be placed thereon shall be manually subscribed; and
- (b) Any instrument of payment.

Upon compliance with this section by the authorized officer, his facsimile signature has the same legal effect as his manual signature.



fresno county  
superintendent of schools

Dr. Michele Cantwell-Copher, Superintendent

## Mailing Permit

All routine district finance mail will be directed to the district office at the address listed in the *Fresno County Schools Directory*, unless otherwise specified on a Mailing Permit. Mailing Permits remain valid until replaced with updated versions. Updated contact and mailing information may be submitted at any time during the school year.

If your district's contact or mailing information needs to be updated, please fill out the form below and mail the original to the District Financial Services Department, Fresno County Superintendent of Schools, 1111 Van Ness Avenue, Fresno, CA 93721. This form may also be downloaded at [www.fcoe.org/dfsdocs](http://www.fcoe.org/dfsdocs).

Please Send District Financial Mail to:		
Tamita Boyd	West Park Elementary SD	
Name	District	
2695 S. Valentine Ave.	Fresno	93706
Address	City	Zip Code
Governing Board Action Taken on:	06-23-2026	
	Date	
Signed:	Clerk of the Board	

**ITEM:** 2026-2027 LCAP West Park Elementary

**PRESENTER:** Tamita Boyd. Acting Superintendent

**DATE:** 06/23/2026

**BOARD DECISION:** Request for Approval

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Seeking board approval of the West Park Elementary 2026-2027 LCAP.



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: West Park Elementary School District

CDS Code: 10-62539-0000000

School Year: 2026-27

LEA contact information:

Tamita Boyd

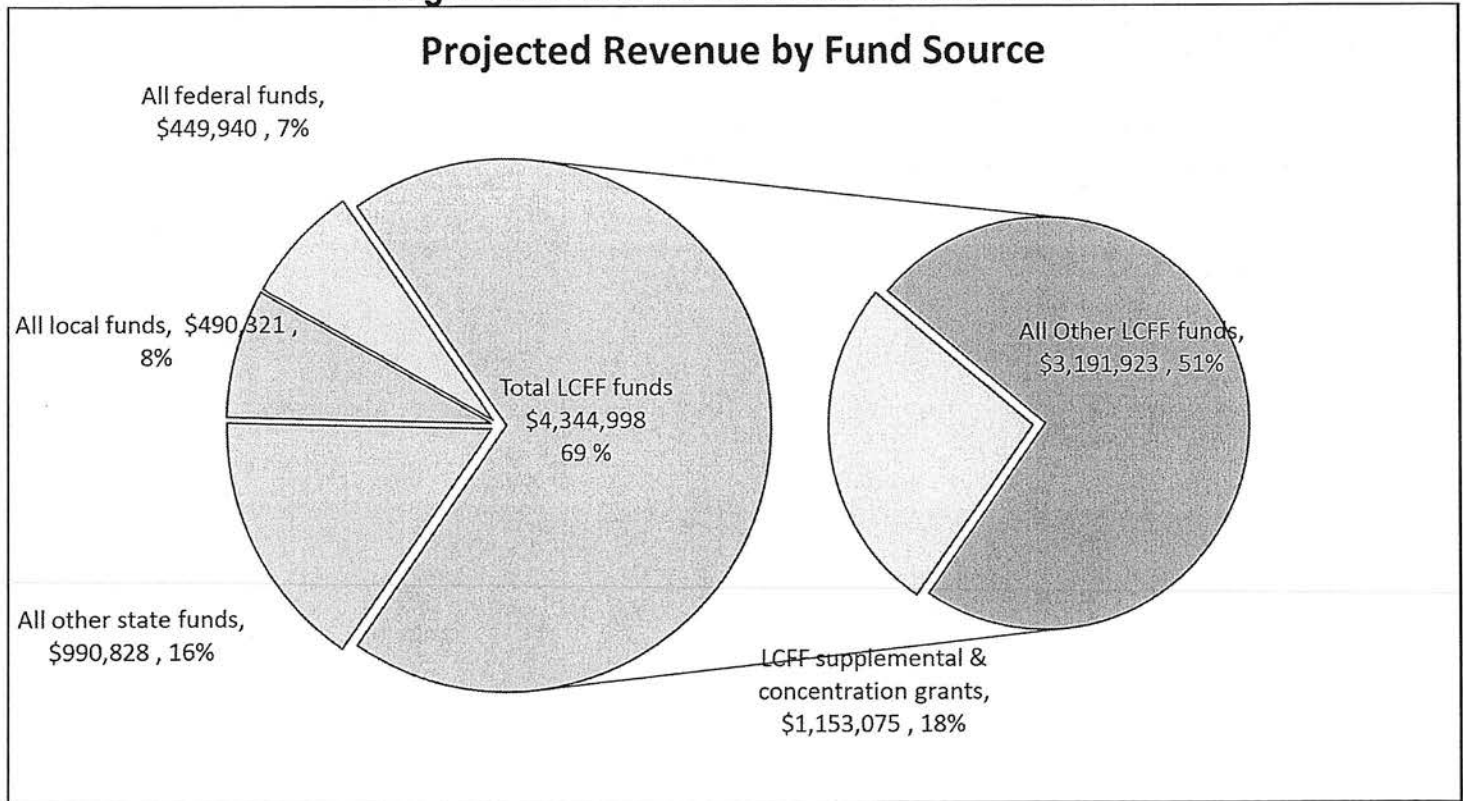
Acting Superintendent

tamita\_b@wpesd.org

(559) 233-6501

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

### Budget Overview for the 2026-27 School Year

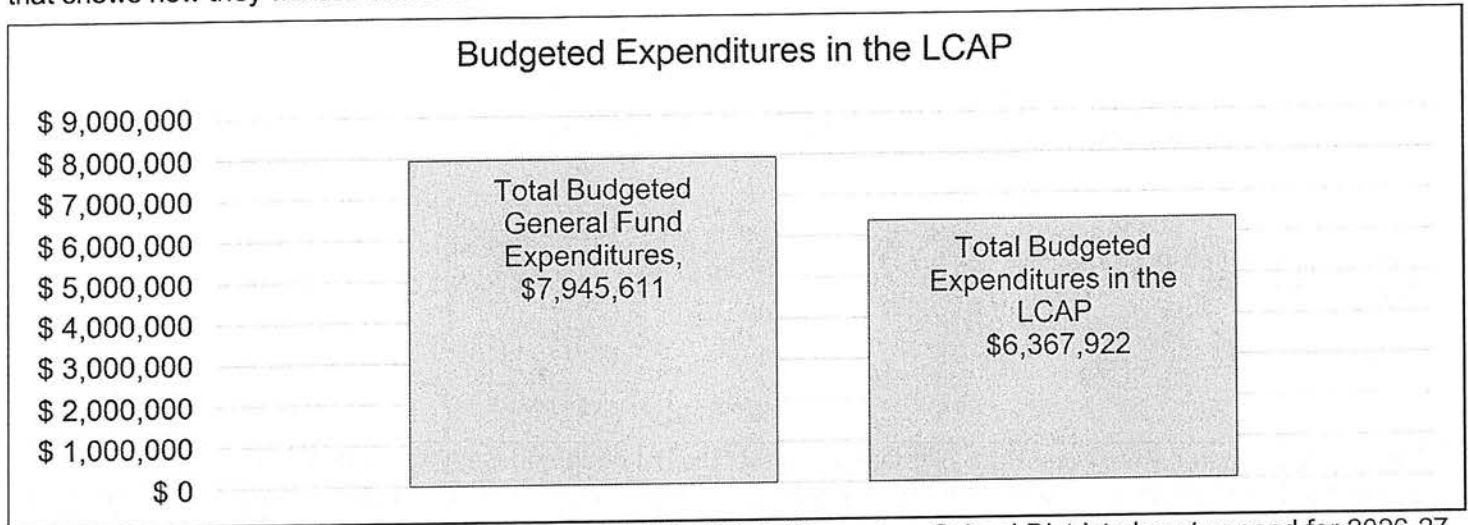


This chart shows the total general purpose revenue West Park Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for West Park Elementary School District is \$6,276,087, of which \$4,344,998.00 is Local Control Funding Formula (LCFF), \$990,828.00 is other state funds, \$490,321.00 is local funds, and \$449,940.00 is federal funds. Of the \$4,344,998.00 in LCFF Funds, \$1,153,075.00 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much West Park Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: West Park Elementary School District plans to spend \$7,945,611.00 for the 2026-27 school year. Of that amount, \$6,367,922.00 is tied to actions/services in the LCAP and \$1,577,689 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

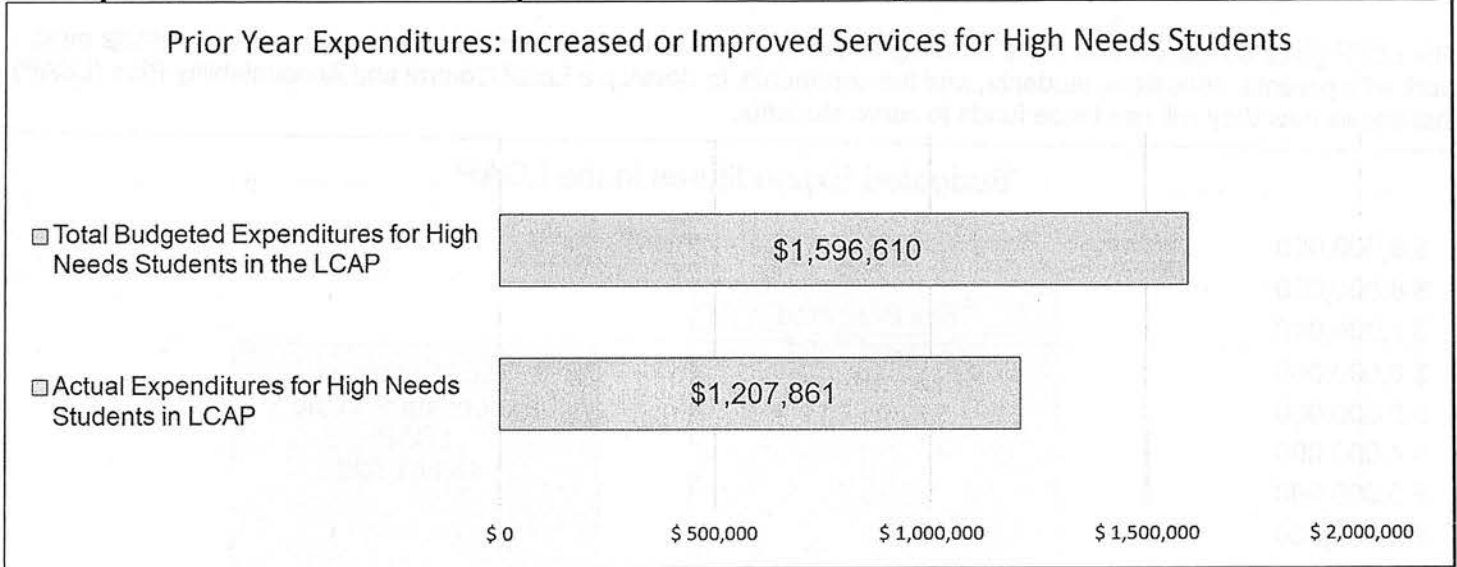
The total expenditures not included in the LCAP are related to district administration costs, utilities and other district operational costs.

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

In 2026-27, West Park Elementary School District is projecting it will receive \$1,153,075.00 based on the enrollment of Foster Youth, English learner, and low-income students. West Park Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. West Park Elementary School District plans to spend \$1,982,783.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, West Park Elementary School District's LCAP budgeted \$1,596,610.00 for planned actions to increase or improve services for high needs students. West Park Elementary School District actually spent \$1,207,861.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$388,749 had the following impact on West Park Elementary School District's ability to increase or improve services for high needs students:

The difference was primarily due to the inability to fill the reading and math coaching positions. In all other actions where differences occurred there was no impact on West Park Elementary School District's ability to increase or improve services for high needs students because the difference was covered by other funding sources.



# 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
West Park Elementary School District	Tamita Boyd Acting Superintendent	tamita_b@wpesd.org (559) 233-6501

## Plan Summary [2026-27]

### General Information

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

Serving students since 1885, West Park Elementary School District is committed to providing quality learning opportunities customized to the needs of each learner. The well-being and safety of each student and staff member is a priority. The West Park Elementary School District serves students in prekindergarten through Grade 8 at West Park Elementary School and is also the authorizer of West Park Charter Academy, a transitional kindergarten through Grade 12 public charter school. There are two charter school locations, one in Fresno and one in Hanford. West Park Elementary School and the district offices are located in a rural area spanning 25 square miles southwest of the City of Fresno. The West Park Elementary School District LCAP focuses exclusively on West Park Elementary School and is considered a single school district for state accountability and reporting. The West Park Charter Academy is required by state law to complete a separate LCAP specific to the needs and priorities of the charter school locations, which is approved annually by the authorizer.

West Park Elementary School has a student enrollment of 286 students. The student population is predominantly Hispanic/Latino (81%), with 12% Asian, 5% White, and 1% African American. Most students attending West Park Elementary School are from low-income families, 84% are identified as socio-economically disadvantaged. Approximately 37% of students are English learner students, 22% are students with disabilities, <1% are homeless youth, and <1% are foster youth. Data for student groups with fewer than 11 students will not be published to protect the privacy of those students.

West Park Elementary School engages all learners through a focus on equity, access, and academic rigor with inclusive practices in a variety of environments. Low student-teacher ratios and the support of additional adults on campus ensure personalized attention to the needs of each learner. The district is focused on equity through the integration of California's Social and Emotional Guiding Principles: 1) Whole child

development, 2) Commitment to equity, 3) Building capacity through an intentional focus on relationship-centered learning environments, 4) Partner with families and community partnerships, and 5) Learning and continuous improvement. Access to technology supports equitable learning opportunities by providing all students with an electronic device for use at both home and school. Teachers and student support staff are provided professional development and are encouraged to participate in learning opportunities that enhance student learning.

Over the past four years, West Park Elementary School has undergone targeted renovations to modernize its facilities. These improvements have created well-maintained, high-quality learning environments that better support instructional practices and daily operations, strengthening the overall functioning of the school community.

The LEA does not receive Equity Multiplier funding.

## **Reflections: Annual Performance**

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

### **REQUIRED ACTIONS - 2023 DASHBOARD**

A reflection on annual performance based on the 2023 California School Dashboard indicates several areas and student groups that necessitate required actions within the 2024-25 LCAP, 2025-26 LCAP, and 2026-27 LCAP.

- 1) The Academic Indicator in English Language Arts (ELA) is RED overall and for English learners, Hispanic students, and low-income students.
- 2) The Academic Indicator in math is RED overall and for English learners, Hispanic students, and low-income students.
- 3) The English Learner Progress Indicator is RED.
- 4) The Suspension Rate Indicator is RED for students with disabilities.

### **UPDATE - 2024 DASHBOARD**

Reflection on annual performance based on the 2024 California School Dashboard indicates growth in English Language Arts (ELA) overall and for each student group that received a RED status in 2023. Growth was also observed in mathematics overall and among each student group that received a RED in 2023. However, students with disabilities experienced a decline in math performance, resulting in a RED status in 2024. Additionally, the Chronic Absenteeism Indicator shifted to RED overall and for Hispanic students in 2024. Suspension rates decreased for students with disabilities in 2024 but increased for English learners and long-term English learners during the same period.

- 1) The Academic Indicator in math is RED for students with disabilities.
- 2) The Chronic Absenteeism Indicator is RED overall and for Hispanic students.
- 3) The Suspension Rate Indicator is RED for English Learners and Long-Term English Learners.

### **UPDATE - 2025 DASHBOARD**

Further analysis of annual performance from the 2025 California School Dashboard shows continued growth in ELA overall and among all

student groups that received a RED status in 2023, except English learners, whose percentage of students meeting or exceeding standards on the CAASPP declined from 9.6% in 2023 to 8.1% in 2025. Even with this decline, the English learner student group was ORANGE on the 2025 Dashboard. No student groups were RED in the area of ELA on the 2025 Dashboard. Hispanic students and low-income students also continued to show growth in 2025, with 21.0% of Hispanic students and 23.1% of low-income students meeting or exceeding standards in ELA in 2025.

In mathematics, annual performance based on the 2025 California School Dashboard indicates overall growth, including among all student groups that received a RED status in 2023. CAASPP proficiency scores showed improvement across all student groups. However, Dashboard results show that Hispanic students returned to RED status in 2025, despite a slight improvement in points below standard. This follows a shift from RED in 2023 to ORANGE in 2024, before declining again in 2025. Hispanic students demonstrated overall growth in proficiency, increasing from 9.3% meeting or exceeding standards in 2023 to 15.2% in 2025. English learner and low-income student groups also continued to show growth in 2025, reaching 9.4% and 23.1%, respectively.

- 1) The Academic Indicator in math is RED for Hispanic students.
- 2) The Chronic Absenteeism Indicator is RED overall and for English learners, long-term English learners, low-income students, Asian students, and Hispanic students.
- 3) The Suspension Rate Indicator is RED for English Learners, low-income, students with disabilities, and Hispanic students.

#### ACADEMIC INDICATORS IN ELA AND MATH

Student performance on the 2025 Smarter Balanced Assessment (SBAC) showed overall improvement in both English language arts (ELA) and mathematics. In ELA, the percentage of students meeting or exceeding standards increased from 15.9% in 2023 to 24.3% in 2025. In mathematics, student performance on the SBAC also increased from 2023 to 2025, with the percentage of students meeting or exceeding standards rising from 10.0% to 15.7%.

A comparison of performance to the overall performance of students in Fresno County continues to indicate a significant need to increase performance in both ELA and math. In 2024-25, 46.4% of Fresno County students met or exceeded English language arts standards compared to 24.3% at West Park Elementary School. In mathematics, 34.1% of Fresno County students met or exceeded standards compared to 15.7% at West Park Elementary School.

Students Meeting or Exceeding Standards in ELA: Percentage change from 2023 to 2025

- Overall: 15.9% (2023), 18.3% (2024), 24.3% (2025); Change from 2023 to 2025 is +8.4%
- Students with Disabilities: 6.3% (2023), 2.6% (2024), 7.7% (2025); Change from 2023 to 2025 is +1.4%
- Low-Income: 15.1% (2023), 17.3% (2024), 23.1% (2025); Change from 2023 to 2025 is +8.0%
- English Learners: 9.6% (2023), 11.7% (2024), 8.1% (2025); Change from 2023 to 2025 is -1.5%
- Long-Term English Learners: 0.0% (2023), 0.0% (2024), <11 students (2025); No change
- Asian: 23.8% (2023), 37.5% (2024), 44.4% (2025); Change from 2023 to 2025 is +20.6%

Hispanic: 14.8% (2023), 15.6% (2024), 21.0% (2025); Change from 2023 to 2025 is +6.2%  
White: 11.8% (2023), 17.7% (2024), 23.5% (2025); Change from 2023 to 2025 is +11.7%

Since 2023, student performance in ELA has increased overall by 8.4%. The performance of each significant student group also increased, except for English learners. The performance of students with disabilities in ELA increased from 6.3% to 7.7%, meeting or exceeding standards. Low-income student performance in ELA increased by 8.0%, and Hispanic students increased by 6.2%. However, a performance gap persists for English learners and long-term English learners compared to all students. There are fewer than 10 foster youth in the district, and for this reason, their scores are not reported.

Students Meeting or Exceeding Standards in Math: Percentage change from 2023 to 2025

Overall: 10.0% (2023), 12.7% (2024), 15.71% (2025); Change from 2023 to 2025 is +5.7%  
Students with Disabilities: 3.2% (2023), 2.6% (2024), 5.1% (2025); Change from 2023 to 2025 is +1.9%  
Low-Income: 7.6% (2023), 11.7% (2024), 14.6% (2025); Change from 2023 to 2025 is +7.0%  
English Learners: 6.0% (2023), 3.9% (2024), 9.4% (2025); Change from 2023 to 2025 is +3.4%  
Long-Term English Learners: 0.0% (2023), 0.0% (2024), <11 students (2025); No change  
Asian: 15.0% (2023), 25.0% (2024), 22.2% (2025); Change from 2023 to 2025 is +7.2%  
Hispanic: 9.3% (2023), 11.0% (2024), 15.2% (2025); Change from 2023 to 2025 is +5.9%  
White: 11.8% (2023), 5.9% (2024), 11.8% (1025); No change

Since 2023, student performance in mathematics has increased overall by 5.7%. The performance of each significant student group has also increased. Performance in math increased for students with disabilities by 1.9%, for low-income students by 7.0%, for English learners by 3.4%, and for Hispanic students by 5.9%. There are fewer than 10 foster youth in the district, and for this reason, their scores are not reported.

#### ENGLISH LEARNER PROGRESS INDICATOR

The English Learner Progress Indicator (ELPI) increased significantly in 2024 to 64.3% of English learners making progress toward English language proficiency compared to 17.1% in 2023. Then in 2025, the ELPI declined by 10.5% to 53.8% of English learners making progress toward English language proficiency. Since 2023, the ELPI has increased overall by 36.7%. For long-term English learners, in 2024, 88% were making progress toward English language proficiency. In 2025, the percentage decreased to 65.6%. For both English learners and long-term English learners, the percentage making progress toward English language proficiency exceeds the state and county percentages.

English Learners: 17.1% (2023), 64.3% (2024), 53.8% (2025); Change from 2023 to 2025 is +36.7%  
Long-term English Learners: N/A (2023), 88.0% (2024), 65.6% (2025); Change from 2024 to 2025 - 22.4%

#### CHRONIC ABSENTEEISM INDICATOR

Chronic absenteeism increased slightly overall from 33.9% in 2023 to 34.2% in 2024, and rose again to 41.0% in 2025. Since 2023, chronic absenteeism has increased across all student groups, except students with disabilities. Additionally, when compared to the 2025 rate for

Fresno County (21.8%), these data highlight the need for continued focus on the district's commitment to its educational partners, including strengthening two-way communication to support student engagement and attendance.

**Chronic Absenteeism Rate:**

Overall: 33.9% (2023), 34.2% (2024), 41.0% (2025); Change from 2023 to 2025 is +7.1%  
Low-Income: 34.7% (2023), 34.7% (2024), 42.9% (2025); Change from 2023 to 2025 is +8.2%  
English Learners: 27.2% (2023), 25.2% (2024), 33.9 (2025); Change from 2023 to 2025 is +6.7%  
Long-Term English Learners: 25.0% (2023), 23.3% (2024), 34.4% (2025); Change from 2023 to 2025 is +9.4%  
Hispanic: 35.6% (2023), 35.3% (2024), 44.4% (2025); Change from 2023 to 2025 is +8.8%  
White: 19.0% (2023), 37.5% (2024), 30.0% (2025); Change from 2023 to 2025 is + 11.0%  
Students with Disabilities 59.7% (2023), 51.4% (2024), 50% (2025); Change from 2023 to 2025 is -9.7%

**SUSPENSION RATE INDICATOR**

Suspensions increased from 4.0% in 2023 to 5.1% in 2024, and rose again to 8.5% in 2025. Since 2023, suspension rates have increased for all student groups except White students. Suspensions for English learners and long-term English learners rose to 7.3% and 18.6%, respectively, while rates for White students decreased from 4.5% in 2023 to 0% in 2025.

**Suspension Rate:**

Overall: 4.0% (2023), 5.1% (2024), 8.5% (2025); Change from 2023 to 2025 is +4.5%  
Low-Income: 4.5% (2023), 4.9% (2024), 9.4% (2025); Change from 2023 to 2025 is +5.0%  
English Learners: 4.2% (2023), 7.2% (2024), 11.5% (2025); Change from 2023 to 2025 is +7.3%  
Long-Term English Learners: 3.3% (2023), 23.3% (2024), 21.9% (2025); Change from 2023 to 2025 is +18.6%  
Hispanic: 4.3% (2023), 4.9% (2024), 10.0% (2025); Change from 2023 to 2025 is +5.7%  
White: 4.5% (2023), 12.5% (2024), 0% (2025); Change from 2023 to 2025 is -4.5%  
Students with Disabilities 7.1% (2023), 2.7% (2024), 11.3% (2025); Change from 2023 to 2025 is +4.2%

West Park Elementary School continues to face challenges with student engagement and culture, as reflected in the rise in chronic absenteeism and suspensions. Chronic absenteeism increased to 41.0%, and the suspension rate rose to 8.5%. Both rates remain high compared to Fresno County, where chronic absenteeism is 21.8%, and the suspension rate is 4.9%.

West Park Elementary School will continue to address the needs of student groups identified in the CAASPP assessments by implementing iReady Benchmark assessments to monitor and support student progress toward the California Content Standards. The first year of implementing new core adoptions in ELA/ELD and math during the 2024–25 school year marked an initial step toward ensuring equitable access for all students. As reported in the 2025 Dashboard, ELA and math proficiency continue to increase. In 2026-27, professional development for teachers, paraprofessionals, and administrators will continue to focus on differentiating instruction to meet the specific needs of English learner students, low-income students, and foster and homeless youth, as well as ensuring vertical alignment of instruction. Follow-up classroom coaching and feedback from instructional experts will support teachers in applying strategies learned during professional development.

The district has unexpended Learning Recovery Emergency Block Grant (LREBG) funds totaling \$321,678.50. The unexpended funds will be allocated to Goal 1, Action 8 (Reading Instructional Coach), and Goal 2, Action 5 (Counselor).

The actions are aligned with the allowable uses of LREBG funds, including instructional coaching and counseling services. Instructional coaching is an effective alternative to workshop-based professional development by providing teachers with customized support through one-on-one observation and feedback cycles. A meta-analysis conducted by Kraft, Blazar, and Hogan (2018), combining the results of 60 studies, indicated that coaching programs for teachers significantly improved both instructional practices and student achievement, with an average increase of 0.18 standard deviations in student achievement. This effect size is comparable to the performance gains seen from teachers in their first five to ten years of teaching. Academic and social-emotional counseling is also supported by research as an effective strategy to improve academic and social-emotional outcomes. According to a meta-analysis conducted by Durlak et al. (2011), students participating in Social-Emotional Learning (SEL) programs demonstrated a significant 11% improvement in academic performance, alongside improvements in social behaviors, reduced emotional distress, and fewer conduct problems compared to students who did not receive SEL instruction. The actions funded by LREBG funds are expected to meet the literacy and social-emotional needs of low-income students, Hispanic students, and long-term English learners. Based on the needs assessment, these student groups demonstrated the greatest needs in literacy, chronic absenteeism, and suspensions.

## **Reflections: Technical Assistance**

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

In 2025, West Park Elementary School District was eligible for Differentiated Assistance (DA) based on the following performance criteria:

English Learners: Chronic absenteeism and suspension rates  
Long-term English Learners: Chronic absenteeism, ELA, and math  
Low-Income Students: Chronic absenteeism and suspension rates  
Hispanic Students: Chronic absenteeism, suspension rates, and math

During the 2024-25 school year, West Park Elementary School District demonstrated improvement in overall student performance on the 2025 SBAC assessments in both English language arts (ELA) and mathematics. However, the district is eligible for differentiated assistance in 2025, mostly based on high and increasing chronic absenteeism and suspensions for nearly all student groups. The overall suspension rate increased from 4.0% in 2023 to 5.1% in 2024, and rose again to 8.5% in 2025. Since 2023, suspension rates have increased for all student groups except White students. Suspensions for English learners and long-term English learners rose to 7.3% and 18.6%, respectively, while rates for White students decreased from 4.5% in 2023 to 0% in 2025. Chronic absenteeism increased slightly overall from 33.9% in 2023 to 34.2% in 2024, and rose again to 41.0% in 2025. Since 2023, chronic absenteeism has increased across all student groups, except students with disabilities.

During the 2025-26 school year, West Park Elementary School District worked in partnership with the Fresno County Superintendent of Schools (FCSS) to receive technical assistance. During the 2025-26 school year, West Park Elementary School District's DA leadership

team engaged in multiple meetings with FCSS related to differentiated assistance. Additional meetings were held internally at West Park Elementary School District, including an action group.

The team began by reviewing existing assets and identifying the needs of the identified student groups, then established goals to improve outcomes by the end of the 2025–26 school year, with a primary focus on reducing suspension rates. The team assessed current practices related to behavioral interventions to better understand the root causes of current outcomes. These steps included conducting empathy interviews, analyzing data, and examining systems to deepen understanding of the factors influencing increasing suspension rates. Key findings showed that suspension rates have increased overall over the past two years for all student groups, except the white student group, partly due to incorrect data entry practices. As a result, training was immediately scheduled for all classified and certificated staff directly responsible for data collection to positively impact suspension rate outcomes by the end of the 2025-26 school year. Additionally, to strengthen the alignment between practices and the district's core goals, the team examined the use of alternatives to suspensions. Refocusing on alternatives is necessary to reduce the suspension rate because exclusionary discipline fails to address the root causes of student behavior and actively harms academic outcomes. West Park Elementary School District understands that when schools rely heavily on suspensions, they increase the likelihood of student alienation, chronic absenteeism, and future academic failure. By prioritizing effective alternatives, the district will keep students safely engaged in the learning environment, address behavioral issues with restorative practices, and foster a more equitable, successful school culture.

With regards to chronic absenteeism, the team reflected on patterns and questions related to absenteeism, including the role of incentives, teacher involvement, extracurricular participation, and communication practices with families. Potential improvement strategies included strengthening the SART and SARB processes, providing more student engagement rallies to address bullying and school culture, and conducting empathy interviews with students and families to better understand attendance barriers. The team agreed on the need for stronger attendance monitoring systems, including improved use of attendance reports, earlier intervention when students approach absence thresholds, and better communication with families. The team identified an immediate opportunity to intervene with students who were “in jeopardy” of becoming chronically absent during the final weeks of school.

Key recommendations included:

1. Conducting a needs assessment of staff capacity to run attendance reports.
2. Creating a process map for daily attendance procedures.
3. Providing student Aeries training and technical support to staff.
4. Developing an attendance early warning system.

## **Comprehensive Support and Improvement**

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

### **Schools Identified**

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

N/A

**Support for Identified Schools**

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

N/A

**Monitoring and Evaluating Effectiveness**

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

N/A

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	<p>Teachers were engaged in the development of the 2026-27 LCAP through weekly staff meetings held every Wednesday and the staff survey. The actions within the 2026-27 LCAP continue as they were designed in the 3-year LCAP during the 2023-24 school year, with additional investments in the AVID program in 2026-27, including more training at the site level, more student events, and additional student leadership roles. Professional development days on 10/2, 10/3, 1/8, 1/9, 4/9, and 4/10 provided teachers with the opportunity to discuss the effectiveness of the implementation of LCAP actions.</p> <p>Teachers report satisfaction with the new curriculum adoptions in ELA/ELD, math, and SEL, including supplemental materials and manipulatives to support differentiated learning opportunities, and continue to advocate for support with effective implementation and English learner needs. All three adoptions were made during the 2023-24 school year, and continued professional development actions will be included in the 2026-27 LCAP to support the effective implementation of the adoptions. Direct support to teachers will be provided through instructional coaches who will support teachers during PLC time, with lesson design and modeling of best practices in the classroom. In 2026-27, an instructional coach will be funded with Learning Recovery Emergency Block Grant (LREBG) funds.</p> <p>Teachers continue to advocate for an SEL block to ensure students receive direct SEL instruction on a routine basis. Teachers also</p>

Educational Partner(s)	Process for Engagement
Principal/Administrators	<p>continue to support student opportunities for music, art, hands-on learning experiences, and excursions.</p> <p>The principal and administrators were engaged in the development of the 2026-27 LCAP through weekly staff meetings, Senate Meetings held on 9/04, 10/30, 11/06, 12/18, 2/06, 3/06, 4/03, 4/30, and 5/7, and the staff survey.</p> <p>The principal and administrators continue to support the need for more highly qualified staff, including teachers, coaches, and paraprofessionals. The principal and administrators are advocating for more effective teacher PLCs that engage in common planning using regular benchmark assessment results. They continue to be focused on the implementation of the new curriculum adoptions supported by high-quality professional development for teachers and paraprofessionals in the areas of reading, math, and social-emotional learning.</p>
Certificated Bargaining Unit (WPECA)	<p>The Certificated Bargaining Unit (WPECA) met on 7/22/25, 4/28/26, and 5/28/26. WPECA continues to advocate for competitive salaries that support effective recruitment and retention of highly qualified certificated staff. Discussions also addressed stipends, teacher incentives, and benefits.</p>
Classified Bargaining Unit	<p>The Classified Bargaining Unit (CSEA) met on 8/21/25 and 5/28/26. In the 2025-26 school year, CSEA communicated interest in competitive salaries that support effective recruitment and retention of classified staff, and a review of job titles and job descriptions. Paraprofessionals also communicated the need for ongoing professional development to support the effective implementation of the newly adopted curriculum.</p>
Parents	<p>Parents were engaged in the development of the 2026-27 LCAP through informal discussions focused on students' needs and the expectations that parents have for the school during Coffee with Parents held on 8/12/25, 9/16/25, 10/14/25, 11/18/25, 1/20/26, 3/17/26, and 5/19/26. During the Open House and Resource Fair held on 3/25, parents engaged in the development of the plan through opportunities to provide input and feedback by completing the district survey. Also, data was presented, and parent feedback was collected during AVID Night held on 4/16 by participating in discussions, asking questions, and sharing feedback about their students' needs. Their</p>

Educational Partner(s)	Process for Engagement
	<p>perspectives helped inform school planning and supported efforts to align programs and services with the needs of students and families.</p> <p>Parents expressed ongoing support for recent facility investments while identifying several key areas for growth. Specifically, they advocate for increased classified staffing, specialized training to improve campus safety, and targeted efforts to reduce bullying. Additionally, families emphasized the need for enhanced communication, expanded counseling services to support students' academic and social-emotional well-being, and a broader selection of extracurricular clubs and activities.</p>
Students	<p>Students were engaged in the development of the 2026-27 LCAP through the family events listed above and the annual student survey. Students were also involved in the development of the 2026-27 LCAP through informal student-to-leader conversations with the Superintendent and Principal.</p> <p>Students expressed appreciation for athletic field investments, noting that these upgrades have positively impacted their overall experience at school. To build on this momentum, students continue to advocate for an expanded variety of extracurricular and social activities. Additionally, they requested an increase in field trips to further enrich their educational experience.</p>
SELPA	<p>Site leadership consulted with the SELPA on 8/19, 9/18, 10/30, 12/12, 1/27, 2/26, 4/30, and 5/29 to ensure the 2026-27 LCAP actions focused on students with disabilities are aligned with IEP goals and other improvement plans designed to improve outcomes for students with disabilities.</p>
Other School Personnel	<p>Other school personnel, including facilities, technology, and food services staff, were engaged in the development of the 2026-27 LCAP through the staff survey and Senate Committee meetings held on 9/04, 10/30, 11/06, 12/18, 2/06, 3/06, 4/03, 4/30, and 5/7. Other school personnel continued to express an interest in more materials and supplies to effectively maintain campus facilities. During 2025-26, an IT support tech was hired to support student technology.</p>
PAC, DELAC, Public Comment, Public Hearing, LCAP and Budget Adoption	<p>Parent Advisory Committee (PAC): The LCAP was presented to the parent advisory committee (PAC), in accordance with Education Code</p>

Educational Partner(s)	Process for Engagement
	<p>section 52062(a)(1), on June 1, 2026. The PAC includes parents/guardians of students of low-income, English learners, foster youth, students with disabilities, and two middle school students. No questions were submitted that required the Superintendent to respond in writing.</p> <p>District English Learner Advisory Committee (DELAC): The LCAP was presented to the DELAC, in accordance with Education Code section 52062(a)(2), on June 1, 2026. No questions were submitted that required the Superintendent to respond in writing.</p> <p>Public Comment: In accordance with Education Code section 42062(a)(3), the public comment period, including notification to members of the public of the opportunity to submit comments, occurred from June 15 to June 23, 2026.</p> <p>Public Hearing: In accordance with Education Code section 42062(a)(3), the public hearing date was held on June 15, 2026.</p> <p>Adoption by the Governing Board: In accordance with Education Code section 52062(b)(2), the governing board adopted the LCAP in a public meeting on June 23, 2026. The governing board adopted the budget, and the LEA presented the Local Indicator Report: Progress on Local Indicators at the same meeting as the LCAP adoption.</p> <p>Midyear Report: The LCAP Midyear Report was presented to the governing board on February 10, 2026.</p>

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

The 2026-27 LCAP was influenced by the feedback provided by educational partners in the following ways:

Parent feedback gathered during advisory committee meetings and parent engagement events highlighted the importance of preparing students for college and career success. As a result, the district continued to expand AVID implementation, career exploration opportunities, and college readiness activities. These priorities were reflected in Action 1.4, which is designed to increase student access to rigorous coursework and postsecondary planning resources. Parent feedback highlighted the need for increased student support services and a stronger focus on school safety and social-emotional well-being. In response, the district expanded counseling services and increased the presence of campus supervisors to provide additional supervision and support across school sites. This is reflected in Actions 2.2 and 2.5.

The PBIS school team, which includes counselors and campus supervisors, will continue to provide coordinated social and emotional supports for students.

Students expressed appreciation for improvements to athletic fields, sharing a sense of greater school pride. The district is focused on continuing efforts to improve the campus, which is reflected in Action 3.1. Students also requested more extracurricular and social activities, as well as additional field trips to support hands-on learning. These interests are reflected in Actions 1.1 and 1.4. Additionally, access to counselors is valued by students. They have helped students work through small conflicts with peers, build positive relationships, and develop good decision-making skills. Many students appreciate that counselors listen to them, help solve problems, and make school feel like a caring and welcoming place. The district continues to prioritize counselor support as reflected in Action 2.5.

Teachers expressed a desire for continued and expanded implementation of the AVID program. They noted that AVID instructional strategies provide consistent supports that improve student engagement and independence. Teachers shared that these practices help students develop the skills needed for success in advanced coursework and future college and career pathways. The district continues to prioritize AVID as reflected in Action 1.4. Additionally, teachers requested ongoing and protected time for PLCs to collaborate, analyze student data, share effective instructional strategies, and coordinate targeted interventions to meet student needs. The district continues to prioritize PLC release time through Action 1.2. CSEA continues to advocate for competitive salaries and reduced class sizes, which are provided through Actions 1.1 and 1.12.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Improve student academic achievement for all students, including English learners, foster youth, low-income students, and students with exceptional needs.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 1 was developed to articulate our commitment to student academic progress through equitable access to programs and services that meet the needs of all students, particularly the unique needs, conditions, and circumstances of low-income students, English learner students, and foster youth. This goal demonstrates a dedication to continuous improvement through evidence-based practices that effectively support equitable student learning and outcomes.

Student performance on the 2025 SBAC showed overall improvement in both ELA and mathematics. In ELA, the percentage of students meeting or exceeding standards increased from 15.9% in 2023 to 24.3% in 2025. In mathematics, student performance on the SBAC also increased from 2023 to 2025, with the percentage of students meeting or exceeding standards rising from 10.0% to 15.7%.

A comparison of performance to the overall performance of students in Fresno County continues to indicate a significant need to increase performance in both ELA and math. In 2024-25, 46.4% of Fresno County students met or exceeded English language arts standards compared to 24.3% at West Park Elementary School. In mathematics, 34.1% of Fresno County students met or exceeded standards compared to 15.7% at West Park Elementary School.

Students Meeting or Exceeding Standards in ELA: Percentage change from 2023 to 2025

Overall: 15.9% (2023), 18.3% (2024), 24.3% (2025); Change from 2023 to 2025 is +8.4%  
 Students with Disabilities: 6.3% (2023), 2.6% (2024), 7.7% (2025); Change from 2023 to 2025 is +1.4%  
 Low-Income: 15.1% (2023), 17.3% (2024), 23.1% (2025); Change from 2023 to 2025 is +8.0%  
 English Learners: 9.6% (2023), 11.7% (2024), 8.1% (2025); Change from 2023 to 2025 is -1.5%  
 Long-Term English Learners: 0.0% (2023), 0.0% (2024), <11 students (2025); No change  
 Asian: 23.8% (2023), 37.5% (2024), 44.4% (2025); Change from 2023 to 2025 is +20.6%  
 Hispanic: 14.8% (2023), 15.6% (2024), 21.0% (2025); Change from 2023 to 2025 is +6.2%

White: 11.8% (2023), 17.7% (2024), 23.5% (2025); Change from 2023 to 2025 is +11.7%

Since 2023, student performance in ELA has increased overall by 8.4%. The performance of each significant student group also increased, except for English learners. The performance of students with disabilities in ELA increased from 6.3% to 7.7%, meeting or exceeding standards. Low-income student performance in ELA increased by 8.0%, and Hispanic students increased by 6.2%. However, a performance gap persists for English learners and long-term English learners compared to all students. There are fewer than 10 foster youth in the district, and for this reason, their scores are not reported.

Students Meeting or Exceeding Standards in Math: Percentage change from 2023 to 2025

Overall: 10.0% (2023), 12.7% (2024), 15.71% (2025); Change from 2023 to 2025 is +5.7%  
Students with Disabilities: 3.2% (2023), 2.6% (2024), 5.1% (2025); Change from 2023 to 2025 is +1.9%  
Low-Income: 7.6% (2023), 11.7% (2024), 14.6% (2025); Change from 2023 to 2025 is +7.0%  
English Learners: 6.0% (2023), 3.9% (2024), 9.4% (2025); Change from 2023 to 2025 is +3.4%  
Long-Term English Learners: 0.0% (2023), 0.0% (2024), <11 students (2025); No change  
Asian: 15.0% (2023), 25.0% (2024), 22.2% (2025); Change from 2023 to 2025 is +7.2%  
Hispanic: 9.3% (2023), 11.0% (2024), 15.2% (2025); Change from 2023 to 2025 is +5.9%  
White: 11.8% (2023), 5.9% (2024), 11.8% (1025); No change

Since 2023, student performance in mathematics has increased overall by 5.7%. The performance of each significant student group has also increased. Performance in math increased for students with disabilities by 1.9%, for low-income students by 7.0%, for English learners by 3.4%, and for Hispanic students by 5.9%. There are fewer than 10 foster youth in the district, and for this reason, their scores are not reported.

Students Meeting or Exceeding Standards in Science: Percentage change from 2023 to 2025

Overall: 15.6% (2023), 9.5% (2024), 7.7% (2025); Change from 2023 to 2025 is -7.9%  
Students with Disabilities: <11 students (2024), 0% (2025); No change  
Low-Income: 12.2% (2023), 10.5% (2024), 7.3% (2025); Change from 2023 to 2025 is -4.9%  
English Learners: 3.6% (2023), 3.7% (2024), 0% (2025); Change from 2023 to 2025 is -3.6%  
Long-Term English Learners: <11 students  
Asian: <11 students  
Hispanic: 11.1% (2023), 8.3% (2024), 7.8% (2025); Change from 2023 to 2025 is -3.3%  
White: <11 students

Since 2023, the California Science Test (CAST) results show an overall decline in progress of 7.9%, including a decline for each significant student group.

The actions in Goal 1 are designed to ensure continuous improvement in student academic achievement over time. The Smarter Balanced Assessment in ELA and mathematics showed positive growth overall in 2024 and 2025, a trend in the right direction. In science, however,

student achievement has declined over the past two years. For this reason, the 2026-27 LCAP will continue with the course of improvement for actions focused on ELA and math performance. Over the past several years, there have been challenges in securing a qualified and fully credentialed candidate for the 8th-grade science position. For the 2026-2027 school year, the position will be posted and filled by a new teacher who meets all the necessary credentialing requirements and is committed to teaching the California Next Generation Science Standards.

The English Learner Progress Indicator (ELPI) increased significantly in 2024 to 64.3% of English learners making progress toward English language proficiency compared to 17.1% in 2023. Then in 2025, the ELPI declined by 10.5% to 53.8% of English learners making progress toward English language proficiency. Since 2023, the ELPI has increased overall by 36.7%. For long-term English learners, in 2024, 88% were making progress toward English language proficiency. In 2025, the percentage decreased to 65.6%. For both English learners and long-term English learners, the percentage making progress toward English language proficiency exceeds the state and county percentages. The actions focused on English learner students are obtaining the desired results. For this reason, the 2026-27 LCAP will continue the course of improvement for English learners.

English Learners: 17.1% (2023), 64.3% (2024), 53.8% (2025); Change from 2023 to 2025 is +36.7%  
 Long-term English Learners: N/A (2023), 88.0% (2024), 65.6% (2025); Change from 2024 to 2025 - 22.4%

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately Assigned and Fully Credentialed Teachers	Misassignments: 4% Vacancies: 9%  Data Year: 2023-24 Data Source: HR Department	Misassignments: 0% Vacancies: 13%  Data Year: 2024-25 Data Source: HR Department	Misassignments: 5% Vacancies: 10%  Data Year: 2025-26 Data Source: HR Department	Misassignments: 0% Vacancies: 0%  Data Year: 2026-27 Data Source: HR Department	Misassignments: +1% Vacancies: +1%
1.2	Access to Standards-Aligned Instructional Materials	Core materials aligned: 100% Students with access: 100%  Data Year: 2023-24 Data Source: Annual Williams Act Inspection Reported to Governing Board June 11, 2024	Core materials aligned: 100% Students with access: 100%  Data Year: 2024-25 Data Source: Annual Williams Act Inspection	Core materials aligned: 100% Students with access: 100%  Data Year: 2025-26 Data Source: Annual Williams Act Inspection	Core materials aligned: 100% Students with access: 100%  Data Year: 2026-27 Data Source: Annual Williams Act Inspection	Core materials aligned: No difference Students with access: No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Implementation of State Standards for All Students and Enable EL Access to CCSS and ELD Standards	Standards-aligned materials implemented in 100% of classrooms, including ELD standards for ELs to enable access to the state standards and core curriculum.  The District has a rating of 3 on a scale of 1 to 5 on the state's self-reflection tool for implementation of state standards.  Data Year: 2023-24 Data Source: Local Teacher Survey Reported to Governing Board June 11, 2024	Reported to Governing Board June 23, 2025  Standards-aligned materials implemented in 100% of classrooms, including ELD standards for ELs to enable access to the state standards and core curriculum.  The District has a rating of 3 on a scale of 1 to 5 on the state's self-reflection tool for implementation of state standards.  Data Year: 2024-25 Data Source: Local Teacher Survey Reported to Governing Board June 23, 2025	Reported to Governing Board June 23, 2026  Standards-aligned materials implemented in 100% of classrooms, including ELD standards for ELs to enable access to the state standards and core curriculum.  The District has a rating of 3 on a scale of 1 to 5 on the state's self-reflection tool for implementation of state standards.  Data Year: 2025-26 Data Source: Local Teacher Survey Reported to Governing Board June 23, 2026	Standards-aligned materials implemented in 100% of classrooms, including ELD standards for ELs to enable access to the state standards and core curriculum.  The District has a rating of 5 on a scale of 1 to 5 on the state's self-reflection tool for implementation of state standards.  Data Year: 2026-27 Data Source: Local Teacher Survey	Standards-aligned materials: No difference
1.4	Smarter Balanced ELA	Students Meeting or Exceeding Standards in ELA  Overall 15.9% SWD 6.3% Low-Income 15.1%	Students Meeting or Exceeding Standards in ELA  Overall 18.3% SWD 2.6% Low-Income	Students Meeting or Exceeding Standards in ELA  Overall 24.3% SWD 7.7% Low-Income	Students Meeting or Exceeding Standards in ELA  Overall 35.0% SWD 15.0%	Students Meeting or Exceeding Standards in ELA  Overall +8.4% Students with Disabilities: +1.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Smarter Balanced Math	<p>English Learners 9.6% LTELs 0% Asian 23.8% Hispanic 14.8% Low-Income Hispanic: 16.2% White 11.8%</p> <p>Data Year: 2022-23 Data Source: DataQuest</p>	<p>17.3% English Learners 11.7% LTELs 0% Foster &lt;11 students Asian 37.5% Hispanic 15.6% Low-Income Hispanic: 15.4% White 11.7%</p> <p>Data Year: 2023-24 Data Source: DataQuest</p>	<p>23.1% English Learners 8.1% LTELs &lt;11 students Foster &lt;11 students Asian 44.4% Hispanic 21.0% Low-Income Hispanic: 34.8% White 61.8%</p> <p>Data Year: 2024-25 Data Source: DataQuest</p>	<p>Low-Income 30.0% English Learners 20.0% LTELs 20.0% Asian 40.0% Hispanic 35.0% Low-Income Hispanic 35.0% White 35.0%</p> <p>Data Year: 2025-26 Data Source: DataQuest</p>	<p>Low-Income: +8.0% English Learners: -1.5% LTELs: &lt;11 students Foster &lt;11 students Asian: +20.6% Hispanic: +6.2% Low-Income Hispanic: +18.6% White: +50.0%</p>
		<p>Students Meeting or Exceeding Standards in Math</p> <p>Overall 10.0% SWD 3.2% Low-Income English Learners 6.0% LTELs 0% Asian 15.0% Hispanic 9.3% Low-Income Hispanic 7.8% White 11.8%</p> <p>Data Year: 2022-23 Data Source: DataQuest</p>	<p>Students Meeting or Exceeding Standards in Math</p> <p>Overall 12.7% SWD 5.3% Low-Income English Learners 11.7% LTELs 0% Foster &lt;11 students Asian 25.0% Hispanic 11.0% Low-Income Hispanic 9.8% White 5.9%</p> <p>Data Year: 2023-24</p>	<p>Students Meeting or Exceeding Standards in Math</p> <p>Overall 15.7% SWD 5.1% Low-Income English Learners 14.6% LTELs &lt;11 students Foster &lt;11 students Asian 22.2% Hispanic 15.2% Low-Income Hispanic 14.4% White 11.8%</p>	<p>Students Meeting or Exceeding Standards in Math</p> <p>Overall 25.0% SWD 10.0% Low-Income English Learners 15.0% Long-term English Learners 15.0% Asian 25.0% Hispanic 20.0% Low-Income Hispanic 20.0% White 20.0%</p> <p>Data Year: 2025-26</p>	<p>Students Meeting or Exceeding Standards in Math</p> <p>Overall: +5.7% Students with Disabilities: +1.9% Low-Income: +7.0% English Learners: +3.4% LTELs: &lt;11 students Foster &lt;11 students Asian: +7.2% Hispanic: +5.9% Low-Income Hispanic: +6.6% White: No change</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	California Science Test	<p>Students Meeting or Exceeding Standards in Science</p> <p>Overall 15.6%  SWD &lt;11 students  Low-Income 12.2%  English Learners 3.8%  LTEs &lt;11 students  Asian &lt;11 students  Hispanic 11.1%  Low-Income Hispanic 11.4%  White &lt;11 students</p> <p>Data Year: 2022-23  Data Source: DataQuest</p>	<p>24  Data Source: DataQuest</p> <p>Students Meeting or Exceeding Standards in Science</p> <p>Overall 9.5%  SWD &lt;11 students  Low-Income 10.5%  English Learners 3.7%  LTEs &lt;11 students  Foster &lt;11 students  Asian &lt;11 students  Hispanic 8.3%  Low-Income Hispanic 8.9%  White &lt;11 students</p> <p>Data Year: 2023-24  Data Source: DataQuest</p>	<p>Data Year: 2024-25  Data Source: DataQuest</p> <p>Students Meeting or Exceeding Standards in Science</p> <p>Overall 7.7%  SWD 0%  Low-Income 7.3%  English Learners 0%  LTEs &lt;11 students  Foster &lt;11 students  Asian &lt;11 students  Hispanic 8.3%  Low-Income Hispanic 9.1%  White &lt;11 students</p> <p>Data Year: 2024-25  Data Source: DataQuest</p>	<p>Data Source: DataQuest</p> <p>Students Meeting or Exceeding Standards in Science</p> <p>Overall 25.0%  SWD 10.0%  Low-Income 20.0%  English Learners 15.0%  Long-term English Learners 15.0%  Asian 25.0%  Hispanic 20.0%  Low-Income Hispanic 20.0%  White 20.0%</p> <p>Data Year: 2025-26  Data Source: DataQuest</p>	<p>Students Meeting or Exceeding Standards in Science</p> <p>Overall: -7.9%  Students with Disabilities: &lt;11 students in Baseline  Low-Income: -4.9%  English Learners: -3.8%  LTEs: &lt;11 students  Foster &lt;11 students  Asian: &lt;11 students  Hispanic: -2.8%  Low-Income Hispanic -2.3%  White: &lt;11 students</p> <p>+36.7% Making progress toward English language proficiency</p>
1.7	English Learner Students Making Progress toward English Language Proficiency	<p>17.1% Making progress toward English language proficiency</p> <p>Data Year: 2022-23</p>	<p>64.3% Making progress toward English language proficiency</p> <p>Data Year: 2023-24</p>	<p>53.8% Making progress toward English language proficiency</p> <p>Data Year: 2024-25</p>	<p>35.0% Making progress toward English language proficiency</p> <p>Data Year: 2025-26</p>	<p>+36.7% Making progress toward English language proficiency</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	English Learner Reclassification Rate	Source: 2023 California School Dashboard English Learner Progress Indicator (ELPI) English Learner Reclassification Rate 8.0% Data Year: 2023-24 Data Source: Local Data	Data Year: 2023-24 Source: 2024 California School Dashboard English Learner Progress Indicator (ELPI) English Learner Reclassification Rate 3.0%	Data Year: 2024-25 Source: 2025 California School Dashboard English Learner Progress Indicator (ELPI) English Learner Reclassification Rate 13.3%	Data Year: 2025-26 Source: 2026 California School Dashboard English Learner Progress Indicator (ELPI) English Learner Reclassification Rate 15.0%	English Learner Reclassification Rate +5.3%
1.9	Access to a Broad Course of Study	100% of students have access to a broad course of study. Data Year: 2023-24 Data Source: State self-reflection tool Reported to Governing Board June 11, 2024	100% of students have access to a broad course of study. Data Year: 2024-25 Data Source: Local Data	100% of students have access to a broad course of study. Data Year: 2025-26 Data Source: Local Data	100% of students have access to a broad course of study. Data Year: 2026-27 Data Source: State self-reflection tool	Access to a broad course of study: No difference
1.10	Other Pupil Outcomes: Local Benchmark Assessment Reading	Students Above or On Grade Level in Reading Overall 31.1% K-2 47.6% 3-5 20.1% 6-8 26.1% Low-Income 32.2% Low-Income Hispanic: 34.0%	Students Above or On Grade Level in Reading Overall 34.8% K-2 50.0% 3-5 32.4% 6-8 23.6% Low-Income 40.7%	Students Above or On Grade Level in Reading Overall 39.0% K-2 51.0% 3-5 32.7% 6-8 34.5% Low-Income: 48.4%	Students Above or On Grade Level in Reading Overall 45.0% K-2 55.0% 3-5 35.0% 6-8 35.0% Low-Income 40.0%	Students Above or On Grade Level in Reading Overall +7.9% K-2 +3.4% 3-5 +12.6% 6-8 +8.4% Low-Income +16.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Other Pupil Outcomes: Local Benchmark Assessment Math	<p>English Learners 20.9% Foster Youth 0%</p> <p>Data Year: Spring Semester 2024 Data Source: iReady</p>	<p>Low-Income Hispanic 15.9% English Learners 26.9% Foster Youth &lt;11 students</p> <p>Data Year: Spring Semester 2025 Data Source: iReady</p>	<p>Low-Income Hispanic: 21.3% English Learners: 40.0% Foster Youth &lt;11 students</p> <p>Data Year: Spring Semester 2026 Data Source: iReady</p>	<p>Low-Income Hispanic 40.0% English Learners 30.0% Foster Youth 20.0%</p> <p>Data Year: Spring Semester 2027 Data Source: iReady</p>	<p>Low-Income Hispanic -12.7% English Learners +19.1% Foster Youth &lt;11 students</p>
		<p>Students Above or On Grade Level in Math</p> <p>Overall 26.7% K-2 34.0% 3-5 20.4% 6-8 24.2% Low-Income 26.6% Low-Income Hispanic 27.8% English Learners 18.2% Foster Youth &lt; 11 students</p> <p>Data Year: Spring Semester 2024 Data Source: iReady</p>	<p>Students Above or On Grade Level in Math</p> <p>Overall 32.3% K-2 44.9% 3-5 17.1% 6-8 34.4% Low-Income: 35.5% Low-Income Hispanic: 15.5% English Learners (EL): 25.7% Foster Youth &lt;11 students</p> <p>Data Year: Spring Semester 2026 Data Source: iReady</p>	<p>Students Above or On Grade Level in Math</p> <p>Overall 40.0% K-2 50.0% 3-5 30.0% 6-8 30.0% Low-Income 35.0% Low-Income Hispanic 35.0% English Learners 25.0% Foster Youth 40.0%</p> <p>Data Year: Spring Semester 2027 Data Source: iReady</p>	<p>Students Above or On Grade Level in Math</p> <p>Overall +5.6% K-2 +10.9% 3-5 -3.3 6-8 +10.2 Low-Income +8.9% Low-Income Hispanic -2.1% English Learners +7.5% Foster Youth &lt;11 students</p>	

## Goal Analysis [2025-26]

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

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

**Action 1.1 Access to a Broad Course of Study including programs and services for unduplicated pupils and students with exceptional needs**  
Implementation Level: 3 - Fully Implemented  
Description:

Action 1.1 provided general education teachers who ensure all students have access to a broad course of study within the core educational program. Personnel costs associated with this program also include administrative expenses necessary to support its effective implementation. The 2025–26 school year marked the second year of implementing the new English language arts and mathematics curricula, which have contributed to an improved core educational program. However, there have been ongoing challenges with fully aligning curriculum implementation, partly due to varying levels of teacher engagement with job-embedded professional development designed to support its effective implementation. Additionally, securing fully credentialed teachers continued to be a challenge, including an English teacher at the middle school. Other elements of this action include providing clubs, athletics, motivational programs, and other co-curricular activities to help students feel connected to the school community. Student clubs were operational during the 2025-26 school year, including AVID Ambassadors in grades 4 and 5, and AVID leadership in grades 6-8.

**Action 1.2 Professional Development for Teachers and Paraprofessionals**  
Implementation Level: 2 - Partially Implemented

Description:

Action 1.2 provided comprehensive teacher and support staff professional development alongside weekly common planning time. This action was partially implemented, utilizing contracted curriculum-based professional developers for ELA, math, and i-Ready, with targeted, classroom-embedded coaching from the English Learner Coordinator to strengthen integrated ELD practices. However, implementation consistency was impacted by varying levels of teacher engagement in coaching opportunities and ongoing teacher retention challenges.

**Action 1.3 Integrated and Designated ELD**  
Implementation Level: 3 - Fully Implemented

Description:

Action 1.3 continued to provide an English Learner Coordinator to ensure all English learners received high-quality, designated, and integrated English Language Development (ELD). The Coordinator supported the ongoing implementation of the annual English Learner Master Plan. The action was implemented as planned, with the coordinator, who was recruited in 2024–25, serving during both the 2024–25 and 2025–26 school years. The Coordinator conducted informal walkthroughs, provided teachers with feedback, supported DELAC meetings, and supported the English learner reclassification process. The action also included expenditures on necessary supplementary supplies and technology, including hotspots, software programs, and Chromebooks. Updated Chromebooks were purchased during the 2025-26 school year. These elements were implemented as planned. All English learners had access to supplementary supplies and technology to support their learning both at school and at home.

**Action 1.4 Supplemental Instructional and Assessment Resources**  
Implementation Level: 3 - Partially Implemented

**Description:**

Action 1.4 provided supplemental resources to support the growth of low-income and English learner students' ELA, math, and science performance. During the 2025–26 school year, this action continued to be implemented as planned, with Renaissance Reading and Math and iReady administered each quarter, providing teachers with online instructional resources to target and support the learning needs of students. AVID continues to grow at West Park Elementary, with an increasing number of classrooms incorporating AVID strategies into daily instruction. Teachers in grades 5–8 have regularly implemented AVID practices, helping students develop critical thinking, organization, collaboration, and college- and career-readiness skills. A success of this action has been the use of benchmark assessment results during teacher common planning time. Art and music instruction were not fully implemented during the 2025–26 school year due to the resignation of the music teacher within the first three weeks of school. As a result, classroom teachers were responsible for integrating art and music activities into daily instruction. West Park continues to face challenges in recruiting and retaining a music teacher. Additionally, ensuring that all teachers consistently and effectively use benchmark assessment data to inform and adjust instruction on a regular basis remains an area of focus for continuous improvement.

**Action 1.5 Supplemental Supports**

**Implementation Level: 3 - Fully Implemented**

**Description:**

Action 1.5 provided supplemental academic support programs, including Reading Corps and Math Corps, to address skill sets that allow low-income, English learner, and foster youth students to access enrichment activities and interests. It also provided supplemental materials, supplies, and resources for staff to effectively differentiate lessons within the core instructional program and deliver well-rounded, contextualized activities that enhance learning for low-income, English learner students and foster youth, building upon and connecting learning experiences to the contexts of students' lives. The Reading Corps and Math Corps programs were implemented as planned. The efforts of Reading Corps staff were utilized at all grade levels

**Action 1.6 Student Tutorial Support**

**Implementation Level: 2 - Partially Implemented**

**Description:**

Action 1.6 aimed to offer supplemental instructional support, including opportunities for qualified staff to assist low-income and English learner students, as well as their families, outside of regular school hours. This need was addressed through tutoring services provided by the California Teaching Fellows Foundation. However, this action was only partially implemented as planned, as classroom teachers did not participate in providing the intended after-school academic support. Recruiting teachers for after-school tutoring services has remained an ongoing challenge in fully implementing this action.

**Action 1.7 Intersessions**

**Implementation Level: 2 - Partially Implemented**

**Description:**

Action 1.7 included instructional intersessions during the fall, spring, and summer breaks, with plans to offer a winter intersession, which was never implemented. While the action was partially implemented as planned, an ongoing challenge was that, although more students could have participated, only about half of the student population joined in. However, the number of participants has continued to increase each year, including in summer school, where additional support was provided.

**Action 1.8 Reading and Math Instructional Coaches**  
**Implementation Level: 2 - Partially Implemented**

**Description:**

Action 1.8 allocated resources for a math and an ELA instructional coach with the goal of providing co-planning during PLC time, supporting lesson design, offering real-time instructional coaching and modeling best practices in the classroom, and integrating instructional rounds to enhance the effectiveness of all teachers. The action was partially implemented as planned, with a math instructional coach hired during the 2024-25 school year. However, the coach left mid-year. Additionally, a qualified ELA instructional coach was not identified or hired during the 2025-26 school year. The district plans to post both positions in the 2026-27 school year.

**Action 1.9 Paraprofessional Support for Students**  
**Implementation Level: 2 - Partially Implemented**

**Description:**

Action 1.9 provided funding for ten (10) paraprofessionals to offer direct instructional support to low-income and English learner students in the classroom, under the supervision of qualified teachers. The success of this action was that seven (7) paraprofessionals, who are dedicated to the students and teachers at West Park Elementary School, were able to deliver these services as planned. However, the challenge was that three (3) positions remained unfilled due to a lack of qualified candidates. For the 2026-27 school year, the target number of paraprofessionals has been adjusted to eight (8), reflecting the changing needs caused by declining enrollment.

**Action 1.10 Technology and Infrastructure to Support Student Learning**  
**Implementation Level: 2 - Partially Implemented**

**Description:**

Action 1.10 provided supplemental technology resources and support to ensure equitable access for low-income students, English learner students, and foster youth to 21st-century content standards. This action was implemented as planned and continues to exceed expectations, thanks to input from teachers. All teachers now have current laptops and the necessary technology to support 21st-century learning environments. Every classroom is equipped with interactive Promethean boards, and all students, including preschoolers, are provided with tablets. Additionally, teachers continue to receive training to support the effective use of this technology. The action continues to be successfully implemented, with the technology replenishment plan effectively replacing outdated equipment with new devices. Moving into the 2026-27 school year, the key challenge remains ensuring the consistent and effective use of these resources to fully leverage the diverse tools of 21st-century education for both teachers and students.

**Action 1.11 Support to Students with Disabilities**  
**Implementation Level: 2 - Partially Implemented**

**Description:**

Action 1.11 continued to provide students with disabilities with specialized and targeted support as outlined in their Individualized Education Plans (IEPs). This action was implemented as planned in 2025-26 with the hiring and retention of a qualified Resource Teacher at the beginning of the 2024-25 school year. A Special Day Class teacher was also hired and retained during the 2025-26 school year. The implementation of the program for students with disabilities continues to face challenges, particularly in ensuring that general education teachers fully understand and effectively apply IEP requirements, accommodations, and evidence-based strategies tailored to specific disabilities within inclusive classroom settings.

Action 1.12 Class Size Reduction  
Implementation Level: 3 - Fully Implemented

Description:

Action 1.12 provided additional teachers to support reduced class sizes and smaller staff-to-student ratios, thereby offering more targeted support to students. This action was implemented as planned, with small class sizes maintained. The success of this action lies in the fact that teachers effectively implemented more targeted small group lessons. However, a challenge remains in continuing to deepen teachers' skills in using differentiated strategies to fully capitalize on the benefits of reduced class sizes. In the 2026-27 school year, reduced class sizes will continue, although the structure will be adjusted due to declining enrollment.

Action 1.13 School Instructional Leadership  
Implementation Level: 2 - Partially Implemented

Description:

Action 1.13 provided for a dedicated instructional leader at the elementary school campus. While this action was partially implemented with the appointment of a leader, the new leader left mid-year. The previously retired principal was hired back to fill the position for the remainder of the year. Ongoing challenges persist in building the capacity, expertise, and knowledge necessary for effective leadership. These leadership transitions impacted the continuity of support and development needed for fostering a high-performing instructional environment.

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

- Action 1.1: Planned expenditures were greater than estimated actuals because the district hired later in the year for multiple positions, open positions, and substitutes.
- Action 1.2: Planned expenditures were greater than estimated actuals because fewer teachers participated, and professional development services were embedded in the curriculum costs.
- Action 1.4: Planned expenditures were greater than estimated actuals because staff did not attend the summer institute as originally planned. Alternatively, the services will be provided in-house in October for a lower cost.
- Action 1.5: Planned expenditures were greater than estimated actuals because Reading Corp received more grants, resulting in lower contract obligations.
- Action 1.6: Planned expenditures were greater than estimated actuals because teachers did not provide after-school tutoring as originally planned.
- Action 1.8: Planned expenditures were greater than estimated actuals because the position of ELA Coach was not filled during the 2025-26 school year, and the Math Coach position was only filled for two months.
- Action 1.10: Planned expenditures were less than estimated actuals because there was a need to buy more chromebooks than originally anticipated.
- Action 1.11: Planned expenditures were less than estimated actuals because salary costs were lower than estimated due to the hiring of an intern teacher.
- Action 1.13: Planned expenditures were greater than estimated actuals because the principal left midyear and the district later hired back a retiree on an interim basis.

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

**Action 1.1: Access to a Broad Course of Study including programs and services for unduplicated pupils and students with exceptional needs**  
**Effectiveness of Action: 2 - Partially Effective**

**Metrics: Smarter Balanced assessments overall in ELA and math, access to a broad course of study**  
**Analysis Statement:**

Overall, the percentage of students meeting or exceeding standards in ELA and math, as measured by statewide assessments, increased from 2023 through 2025. In ELA, the overall percentage of students meeting or exceeding standards rose from 15.9% in 2023, to 18.3% in 2024, and to 24.3% in 2025. In math, the overall percentage increased from 10.0% in 2023, to 12.7% in 2024, and to 15.7% in 2025. Results were mixed for unduplicated pupils in ELA. Low-income student performance in ELA increased from 15.1% in 2023, to 17.3% in 2024, and to 23.1% in 2025. For English learners, performance in ELA rose from 9.6% in 2023 to 11.7% in 2024, but declined to 8.1% in 2025. In math, unduplicated pupils demonstrated positive gains: low-income student performance increased from 7.6% in 2023, to 11.7% in 2024, and to 14.6% in 2025, while English learner performance increased from 6.0% in 2023 to 9.4% in 2025. All students, including unduplicated pupils and students with exceptional needs, continued to have access to a broad course of study. The overall gains in ELA and math, as measured by statewide assessments, demonstrate the effectiveness of personnel costs associated with the core educational program. Continued academic growth is anticipated through the maintenance of these personnel costs and ongoing support from the Academic Leadership Team.

**Action 1.2: Professional Development for Teachers and Paraprofessionals**

**Effectiveness of Action: 2 - Partially Effective**

**Metrics: Smarter Balanced ELA and Math, California Science Test, Local Assessment Reading and Math (iReady)**  
**Analysis Statement:**

The goal of professional development is to improve teaching effectiveness, which in turn leads to better student outcomes. Overall, the percentage of students meeting or exceeding standards in ELA and math, as measured by statewide assessments, increased from 2023 to 2025. In ELA, the overall percentage of students meeting or exceeding standards rose from 15.9% in 2023, to 18.3% in 2024, and to 24.3% in 2025. In math, the overall percentage increased from 10.0% in 2023, to 12.7% in 2024, and to 15.7% in 2025. Results were mixed for unduplicated pupils in ELA. Low-income student performance in ELA increased from 15.1% in 2023, to 17.3% in 2024, and to 23.1% in 2025. For English learners, performance in ELA rose from 9.6% in 2023 to 11.7% in 2024, but declined to 8.1% in 2025. In math, unduplicated pupils demonstrated positive gains: low-income student performance increased from 7.6% in 2023, to 11.7% in 2024, and to 14.6% in 2025, while English learner performance increased from 6.0% in 2023 to 9.4% in 2025.

Results on the California Science Test continue to indicate the need for a new curriculum and an increased focus on this subject area. Performance on the California Science Test decreased from 15.6% meeting or exceeding standards in 2023 to 9.5% meeting or exceeding standards in 2025, and decreased again in 2026 to 7.7%.

The local assessments (iReady) in reading and math further support the overall effectiveness of these actions, with gains in both reading and math overall. In 2024, 31.1% of students were at or above grade level in reading. In 2025, this percentage increased to 34.8%. In 2026, the percentage increased again to 39.0%. In the area of math in 2026, 32.3% of students were at or above grade level, an increase from 34.8% in 2025 and 28.2% in 2024. The percentage of students at or above grade level in all grades, except 3-5 in math, increased from 2024 to

2026.

The effectiveness of professional development is evidenced by overall gains on statewide and local assessments in ELA and math. While professional development was effective in supporting teachers with the implementation of new curriculum in ELA and math, the decreases in student performance in science indicate the need to also focus professional development in this area.

**Action 1.3: Integrated and Designated ELD Effectiveness of Action: 3 - Partially Effective**

**Metrics:** ELPI, Smarter Balanced assessment in ELA for English learners, Local Assessment Reading (iReady), Reclassification Rate Analysis Statement:

The English Language Development (ELD) program demonstrated partial effectiveness, as evidenced by mixed outcomes across state and local assessments. On statewide ELA assessments, English learner (EL) proficiency experienced a net decline, moving from 9.6% in 2023 up to 11.7% in 2024, before dropping to 8.1% in 2025. The reclassification rate also showed an overall increase from 2024 to 2026, beginning at 8.0% in 2024, decreasing to 3.0% in 2025, and then increasing again to 13.3% in 2026. Also, local iReady reading data showed steady growth, with ELs meeting grade-level standards rising from 20.9% in 2024 to 26.9% in 2025, and hitting 40.0% in 2026. Furthermore, the English Language Proficiency Indicator (ELPI) marked a substantial net gain, surging from 17.1% making progress in 2023 to 64.3% in 2024, before settling at 53.8% in 2025. These gains validate the impact of the English Learner Coordinator in ensuring consistent, daily designated and integrated ELD instruction. Further growth is anticipated as the district refines its English Learner Master Plan.

**Action 1.4: Supplemental Instructional and Assessment Resources, Action 1.5: Supplemental Supports, Action 1.6: Student Tutorial Support, Action: 1.7: Intersessions**

**Effectiveness of Action: 2 - Partially Effective**

**Metrics:** Smarter Balanced ELA and Math, California Science Test, Local Assessment Reading and Math (iReady) Analysis Statement:

These actions worked together to provide the supplemental resources needed to provide timely and targeted interventions and support to increase academic achievement overall while closing the achievement gaps for low-performing student groups. These supplemental resources include supplemental instructional materials and supplies, AVID, the arts, tutors, and intersessions.

The effectiveness of these actions is demonstrated by overall gains on statewide and local assessments in ELA and math. Overall, the percentage of students meeting or exceeding standards in ELA and math, as measured by statewide assessments, increased from 2023 to 2025. In ELA, the overall percentage of students meeting or exceeding standards rose from 15.9% in 2023, to 18.3% in 2024, and to 24.3% in 2025. In math, the overall percentage increased from 10.0% in 2023, to 12.7% in 2024, and to 15.7% in 2025. Results were mixed for unduplicated pupils in ELA. Low-income student performance in ELA increased from 15.1% in 2023, to 17.3% in 2024, and to 23.1% in 2025. For English learners, performance in ELA rose from 9.6% in 2023 to 11.7% in 2024, but declined to 8.1% in 2025. In math, unduplicated pupils demonstrated positive gains: low-income student performance increased from 7.6% in 2023, to 11.7% in 2024, and to 14.6% in 2025, while English learner performance increased from 6.0% in 2023 to 9.4% in 2025.

**Performance on the California Science Test decreased from 15.6% meeting or exceeding standards in 2023 to 9.5% meeting or exceeding**

standards in 2025, and decreased again in 2026 to 7.7%.

The local assessments (iReady) in reading and math further support the overall effectiveness of these actions, with gains in both reading and math overall. In 2024, 31.1% of students were at or above grade level in reading. In 2025, this percentage increased to 34.8%. In 2026, the percentage increased again to 39.0%. In the area of math in 2026, 32.3% of students were at or above grade level, an increase from 34.8% in 2025 and 28.2% in 2024. The percentage of students at or above grade level in all grades, except 3-5 in math, increased from 2024 to 2026. An analysis of local assessment data by student group also indicates that these actions were effective in narrowing the achievement gap for most groups. The performance of low-income students in the area of reading increased from 32.2% to 48.4%, and in math, performance increased from 27.8% in 2024 to 35.5% in 2026. The trend was the same for English learners, with 20.9% at or above grade level in reading in 2024, increasing to 40.0% in 2026. In math, English learner performance increased from 18.2% in 2024 to 25.7% in 2026. However, the performance for low-income Hispanic students decreased in reading from 34.0% in 2024 to 21.3% in 2026, and in math from 27.8% in 2024 to 15.5% in 2026.

#### Action 1.8: Reading and Math Instructional Coaches

Effectiveness of Action: 2 - Partially Effective

Metrics: Smarter Balanced assessments overall in ELA and math, Local Assessment Reading and Math (iReady), ELPI  
Analysis Statement:

Implementation of this action was heavily impacted by vacancies; the reading coach position remained empty all year, and the math coach was filled for just two months. As a result, the action did not meaningfully contribute toward the goal. While math scores improved on state and local assessments, this upward trend is likely a result of other factors rather than coaching support. On the statewide math assessment, the overall percentage of students who met or exceeded standards increased from 10.0% in 2023, to 12.7% in 2024, and to 15.7% in 2025. The local assessments (iReady) in math also showed improvement. In 2026, 32.3% of students were at or above grade level, an increase from 34.8% in 2025 and 28.2% in 2024. The percentage of students at or above grade level in all grades, except 3-5 in math, increased from 2024 to 2026.

#### Action 1.9: Paraprofessional Support for Students

Effectiveness of Action: 2 - Partially Effective

Metrics: Smarter Balanced ELA and Math, California Science Test, Local Assessment Reading and Math (iReady)  
Analysis Statement:

Paraprofessionals support student learning and assist teachers in creating an inclusive, well-organized, and effective classroom environment. They provided direct support to both students and educators, especially in classrooms with diverse learning needs. By helping to differentiate instruction, reinforce academic skills, and address social-emotional needs, paraprofessionals contribute directly to improved outcomes for all students.

Overall, the percentage of students meeting or exceeding standards in ELA and math, as measured by statewide assessments, increased from 2023 to 2025. In ELA, the overall percentage of students meeting or exceeding standards rose from 15.9% in 2023, to 18.3% in 2024, and to 24.3% in 2025. In math, the overall percentage increased from 10.0% in 2023, to 12.7% in 2024, and to 15.7% in 2025. Results were mixed for unduplicated pupils in ELA. Low-income student performance in ELA increased from 15.1% in 2023, to 17.3% in 2024, and to

23.1% in 2025. For English learners, performance in ELA rose from 9.6% in 2023 to 11.7% in 2024, but declined to 8.1% in 2025. In math, unduplicated pupils demonstrated positive gains: low-income student performance increased from 7.6% in 2023, to 11.7% in 2024, and to 14.6% in 2025, while English learner performance increased from 6.0% in 2023 to 9.4% in 2025.

Performance on the California Science Test decreased from 15.6% meeting or exceeding standards in 2023 to 9.5% meeting or exceeding standards in 2025, and decreased again in 2026 to 7.7%.

The local assessments (iReady) in reading and math further support the overall effectiveness of these actions, with gains in both reading and math overall. In 2024, 31.1% of students were at or above grade level in reading. In 2025, this percentage increased to 34.8%. In 2026, the percentage increased again to 39.0%. In the area of math in 2026, 32.3% of students were at or above grade level, an increase from 34.8% in 2025 and 28.2% in 2024. The percentage of students at or above grade level in all grades, except 3-5 in math, increased from 2024 to 2026. The direct support of paraprofessionals in the classroom had a positive impact on student outcomes, as evidenced by the metrics used to measure their effectiveness.

#### Action 1.10: Technology and Infrastructure to Support Student Learning

Effectiveness of Action: 2 - Partially Effective

Metrics: Smarter Balanced ELA and Math, California Science Test, Local Assessment Reading and Math (iReady)  
Analysis Statement:

The purpose of current technology and a robust infrastructure is to provide the foundational systems, tools, and resources that enable students and educators to effectively access and engage with standards-aligned curriculum. West Park's technology infrastructure supported teaching and learning and positively impacted improved student outcomes.

Overall, the percentage of students meeting or exceeding standards in ELA and math, as measured by statewide assessments, increased from 2023 to 2025. In ELA, the overall percentage of students meeting or exceeding standards rose from 15.9% in 2023, to 18.3% in 2024, and to 24.3% in 2025. In math, the overall percentage increased from 10.0% in 2023, to 12.7% in 2024, and to 15.7% in 2025. Results were mixed for unduplicated pupils in ELA. Low-income student performance in ELA increased from 15.1% in 2023, to 17.3% in 2024, and to 23.1% in 2025. For English learners, performance in ELA rose from 9.6% in 2023 to 11.7% in 2024, but declined to 8.1% in 2025. In math, unduplicated pupils demonstrated positive gains: low-income student performance increased from 7.6% in 2023, to 11.7% in 2024, and to 14.6% in 2025, while English learner performance increased from 6.0% in 2023 to 9.4% in 2025.

California Science Test decreased from 15.6% meeting or exceeding standards in 2023 to 9.5% meeting or exceeding standards in 2025, and decreased again in 2026 to 7.7%.

The local assessments (iReady) in reading and math further support the overall effectiveness of these actions, with gains in both reading and math overall. In 2024, 31.1% of students were at or above grade level in reading. In 2025, this percentage increased to 34.8%. In 2026, the percentage increased again to 39.0%. In the area of math in 2026, 32.3% of students were at or above grade level, an increase from 34.8% in 2025 and 28.2% in 2024. The percentage of students at or above grade level in all grades, except 3-5 in math, increased from 2024 to 2026. The effectiveness of the district's technology is evidenced by overall gains on statewide and local assessments in ELA and math.

**Action 1.11: Support to Students with Disabilities Effectiveness of Action: 2 - Partially Effective**

Metrics: Smarter Balanced assessments in ELA and math for students with disabilities, access to a broad course of study, suspension rate for students with disabilities  
Analysis Statement:

Retaining a full-time Special Day Class (SDC) teacher and implementing targeted professional development helped drive notable growth for students with disabilities in ELA, with state test scores rising from 2.6% in 2024 to 7.7% in 2025. However, this academic success did not carry over into mathematics, where proficiency decreased slightly from 5.3% in 2024 to 5.1% in 2025, highlighting a need for stronger math interventions. On a behavioral level, counseling strategies proved ineffective, as evidenced by a steep increase in the suspension rate for students with disabilities, which grew from 2.7% in 2024 to 11.3% by 2025.

**Action 1.12: Class Size Reduction**

Effectiveness of Action: 3 - Partially Effective

Metrics: Smarter Balanced ELA and Math, California Science Test, Local Assessment Reading and Math (iReady)

Analysis Statement:

The goal of class size reduction is to improve student learning outcomes by creating a more manageable and personalized classroom environment where teachers can more effectively meet the diverse needs of all students.

Overall, the percentage of students meeting or exceeding standards in ELA and math, as measured by statewide assessments, increased from 2023 to 2025. In ELA, the overall percentage of students meeting or exceeding standards rose from 15.9% in 2023, to 18.3% in 2024, and to 24.3% in 2025. In math, the overall percentage increased from 10.0% in 2023, to 12.7% in 2024, and to 15.7% in 2025. Results were mixed for unduplicated pupils in ELA. Low-income student performance in ELA increased from 15.1% in 2023, to 17.3% in 2024, and to 23.1% in 2025. For English learners, performance in ELA rose from 9.6% in 2023 to 11.7% in 2024, but declined to 8.1% in 2025. In math, unduplicated pupils demonstrated positive gains: low-income student performance increased from 7.6% in 2023, to 11.7% in 2024, and to 14.6% in 2025, while English learner performance increased from 6.0% in 2023 to 9.4% in 2025.

Performance on the California Science Test decreased from 15.6% meeting or exceeding standards in 2023 to 9.5% meeting or exceeding standards in 2025, and decreased again in 2026 to 7.7%.

The local assessments (iReady) in reading and math further support the overall effectiveness of these actions, with gains in both reading and math overall. In 2024, 31.1% of students were at or above grade level in reading. In 2025, this percentage increased to 34.8%. In 2026, the percentage increased again to 39.0%. In the area of math in 2026, 32.3% of students were at or above grade level, an increase from 34.8% in 2025 and 28.2% in 2024. The percentage of students at or above grade level in all grades, except 3-5 in math, increased from 2024 to 2026. The effectiveness of class size reduction is evident in the increased student academic performance in ELA and math. The effectiveness of this action is having the intended impact on student learning and differentiated support to high-need students.

**Action 1.13: School Instructional Leadership**

Effectiveness of Action: 2 - Partially Effective

**Metrics: Smarter Balanced ELA and Math, California Science Test, Local Assessment Reading and Math (iReady) Analysis Statement:**

The instructional leadership model ensures that a portion of the school leader's time (.5 FTE) is spent collaborating with teacher leaders and working alongside teachers to provide support and guidance in establishing best instructional practices in the classroom, specifically instructional practices that meet the unique needs of low-income students, English learner students, and foster and homeless youth. The goal is that the instructional leader will have a direct impact on student academic outcomes. Although the new principal left midway and the retired principal returned, they both had a positive impact on student outcomes as evidenced by increases in CAASPP ELA and math results.

Overall, the percentage of students meeting or exceeding standards in ELA and math, as measured by statewide assessments, increased from 2023 to 2025. In ELA, the overall percentage of students meeting or exceeding standards rose from 15.9% in 2023, to 18.3% in 2024, and to 24.3% in 2025. In math, the overall percentage increased from 10.0% in 2023, to 12.7% in 2024, and to 15.7% in 2025. Results were mixed for unduplicated pupils in ELA. Low-income student performance in ELA increased from 15.1% in 2023, to 17.3% in 2024, and to 23.1% in 2025. For English learners, performance in ELA rose from 9.6% in 2023 to 11.7% in 2024, but declined to 8.1% in 2025. In math, unduplicated pupils demonstrated positive gains: low-income student performance increased from 7.6% in 2023, to 11.7% in 2024, and to 14.6% in 2025, while English learner performance increased from 6.0% in 2023 to 9.4% in 2025.

Performance on the California Science Test decreased from 15.6% meeting or exceeding standards in 2023 to 9.5% meeting or exceeding standards in 2025, and decreased again in 2026 to 7.7%.

The local assessments (iReady) in reading and math further support the overall effectiveness of these actions, with gains in both reading and math overall. In 2024, 31.1% of students were at or above grade level in reading. In 2025, this percentage increased to 34.8%. In 2026, the percentage increased again to 39.0%. In the area of math in 2026, 32.3% of students were at or above grade level, an increase from 34.8% in 2025 and 28.2% in 2024. The percentage of students at or above grade level in all grades, except 3-5 in math, increased from 2024 to 2026. The effectiveness of the instructional leadership model is evident in the increased student academic performance in ELA and math.

**2025 DATA ANALYSIS SUMMARY**

Students Meeting or Exceeding Standards in ELA: Percentage change from 2023 to 2025  
Overall: 15.9% (2023), 18.3% (2024), 24.3% (2025); Change from 2023 to 2025 is +8.4%  
Students with Disabilities: 6.3% (2023), 2.6% (2024), 7.7% (2025); Change from 2023 to 2025 is +1.4%  
Low-Income: 15.1% (2023), 17.3% (2024), 23.1% (2025); Change from 2023 to 2025 is +8.0%  
English Learners: 9.6% (2023), 11.7% (2024), 8.1% (2025); Change from 2023 to 2025 is -1.5%  
Long-Term English Learners: 0.0% (2023), 0.0% (2024), <11 students (2025); No change  
Asian: 23.8% (2023), 37.5% (2024), 44.4% (2025); Change from 2023 to 2025 is +20.6%  
Hispanic: 14.8% (2023), 15.6% (2024), 21.0% (2025); Change from 2023 to 2025 is +6.2%  
White: 11.8% (2023), 17.7% (2024), 23.5% (2025); Change from 2023 to 2025 is +11.7%

Students Meeting or Exceeding Standards in Math: Percentage change from 2023 to 2025

Overall: 10.0% (2023), 12.7% (2024), 15.71% (2025); Change from 2023 to 2025 is +5.7%  
Students with Disabilities: 3.2% (2023), 2.6% (2024), 5.1% (2025); Change from 2023 to 2025 is +1.9%  
Low-Income: 7.6% (2023), 11.7% (2024), 14.6% (2025); Change from 2023 to 2025 is +7.0%  
English Learners: 6.0% (2023), 3.9% (2024), 9.4% (2025); Change from 2023 to 2025 is +3.4%  
Long-Term English Learners: 0.0% (2023), 0.0% (2024), <11 students (2025); No change  
Asian: 15.0% (2023), 25.0% (2024), 22.2% (2025); Change from 2023 to 2025 is +7.2%  
Hispanic: 9.3% (2023), 11.0% (2024), 15.2% (2025); Change from 2023 to 2025 is +5.9%  
White: 11.8% (2023), 5.9% (2024), 11.8% (1025); No change

Students Meeting or Exceeding Standards in Science: Percentage change from 2023 to 2025

Overall: 15.6% (2023), 9.5% (2024), 7.7% (2025); Change from 2023 to 2025 is -7.9%  
Students with Disabilities: <11 students (2024), 0% (2025); No change  
Low-Income: 12.2% (2023), 10.5% (2024), 7.3% (2025); Change from 2023 to 2025 is -4.9%  
English Learners: 3.6% (2023), 3.7% (2024), 0% (2025); Change from 2023 to 2025 is -3.6%  
Long-Term English Learners: <11 students  
Asian: <11 students  
Hispanic: 11.1% (2023), 8.3% (2024), 7.8% (2025); Change from 2023 to 2025 is -3.3%  
White: <11 students

English Learner Students Making Progress toward English Language Proficiency: Percentage change from 2023 to 2025

English Learners: 17.1% (2023), 64.3% (2024), 53.8% (2025); Change from 2023 to 2025 is +36.7%  
Long-term English Learners: N/A (2023), 88.0% (2024), 65.6% (2025); Change from 2024 to 2025 - 22.4%

Students at or above grade level in Reading as measured by iReady: Percentage change from 2024 to 2026

Overall: 31.1% (2024), 34.8% (2025), 39.0% (2026); Change from 2024 to 2026 is +7.9%  
K-2 47.6% (2024), 50.0% (2025), 51.0% (2026); Change from 2024 to 2026 is +3.4%  
3-5 20.1% (2024), 32.4% (2025), 32.7% (2026); Change from 2024 to 2026 is +12.6%  
6-8 26.1% (2024), 23.6% (2025), 34.5% (2026); Change from 2024 to 2026 is +8.4%  
Low-Income 32.2% (2024), 40.7% (2025), 48.4% (2026); Change from 2024 to 2026 is +16.2%  
Low-Income Hispanic: 34.0% (2024), 15.9% (2025), 21.3% (2026); Change from 2024 to 2026 is -12.7%  
English Learners: 20.9% (2024), 26.9% (2025), 40.0% (2026); Change from 2024 to 2026 is +19.1%  
Foster Youth: 0% (2024), <11 students (2025), <11 students (2026); N/A

Students at or above grade level in Math as measured by iReady: Percentage change from 2024 to 2026

Overall: 28.2% (2024), 34.8% (2025), 32.3% (2026); Change from 2024 to 2026 is +5.6%

K-2 34.0% (2024), 47.2% (2025), 44.9% (2026); Change from 2024 to 2026 is +10.9%  
3-5 20.4% (2024), 22.3% (2025), 17.1% (2026); Change from 2024 to 2026 is -3.3%  
6-8 24.2% (2024), 17.4% (2025), 34.4% (2026); Change from 2024 to 2026 is +10.2%  
Low-Income 26.6% (2024), 35.9% (2025), 35.5% (2026); Change from 2024 to 2026 is +8.9%  
Low-Income Hispanic: 27.8% (2024), 13.8% (2025), 15.5% (2026); Change from 2024 to 2026 is -2.1%  
English Learners: 18.2% (2024), 20.4% (2025), 25.7% (2026); Change from 2024 to 2026 is +7.5%  
Foster Youth: <11 students (2024), <11 students (2025), <11 students (2026); N/A

The percentage of students meeting or exceeding standards on the SBAC assessment in ELA increased by 2.4% from 2023 to 2025, while math proficiency rose by 5.7% over the same period. ELA proficiency improved for all significant student groups except English learners, whose performance declined by 1.5%. In contrast, math proficiency increased overall and across all significant student groups. Science scores declined overall and across each significant student group, with the exception of students with disabilities, whose performance remained unchanged at 0%. Although results across ELA, math, and science are mixed, the overall gains in ELA and math suggest that the actions implemented are effective in supporting progress toward Goal 1. The percentage of English learner students making progress toward English language proficiency, as measured by the ELPAC Summative Assessment and the English Learner Progress Indicator (ELPI), increased significantly from 17.1% in 2023 to 64.3% in 2024, before declining to 53.8% in 2025. Overall, this represents a substantial gain of 36.7 percentage points from 2023 to 2025. For long-term English learners, data were not available in 2023; however, 88.0% made progress in 2024, followed by a decrease to 65.6% in 2025, representing a decline of 22.4 percentage points. Despite this decrease, progress for both English learners and long-term English learners remains above state and county averages and continues to serve as an important indicator of the effectiveness of Actions 1.3 and 1.8.

Local assessments measured student performance using the iReady assessments in reading and math. Comparisons to last year showed gains overall in both reading and math. At the end of the 2024-25 school year, the percentage of students performing at or above grade level in reading increased to 34.8% from 31.1% in 2023-24, then increased again to 39.0% in 2025-26. The highest performance in reading was at K-2, with 51.0% of students reading at or above grade level. The greatest growth was in grades 3-5. In 2024-25, 32.4% of students in grades 3-5 were reading at or above grade level compared to 20.1% in 2023-24, increasing again in 2025-26 to 32.7%. In grades 6-8, there was also a significant increase in 2025-26 in the percentage of students reading at or above grade level. In 2024-25, 23.6% of students in grades 6-8 were reading at or above grade level compared to 26.1% in 2023-24. Yet in 2025-26, this percentage increased to 34.5% reading at or above grade level. At the end of the 2025-26 school year, the percentage of students performing at or above grade level in math also increased to 32.3% in 2025-26 from 28.1% in 2024-25 and 26.7% in 2023-24.

The highest performance in math was at K-2, with 44.9% at or above grade level. This was a slight decline from 47.2% of students at or above grade level in 2024-25, but an overall gain compared to 2023, with 34.0% of students at or above grade level in math. The greatest growth was also in grades K-2. In 2023-24, 34.0% of students at K-2 were at or above grade level in math. In 2024-25, the percentage increased for students at K-2 to 44.9% and in 2025-26, performance for students in grades 3-5 declined to 17.1% at or above grade level. In 2024-25, 22.3% of students in grades 3-5 were at or above grade level in math compared to 20.4% in 2023-24. In grades 6-8, there was an increase in the percentage of students performing at or above grade level in math. In 2025-26, 34.4% of students in grades 6-8 were at or above grade level in math compared to 17.4% in 2024-25 and 24.2% in 2023-24. Growth in reading and math during the 2025-26 school year, as measured by the iReady assessments, indicates the effectiveness of the contributing actions grouped above. However, material differences in the planned and actual expenditures for Actions 1.6 and 1.8 indicate that more growth could have been

achieved had they been fully implemented during the 2025-26 school year. A continued focus on filling unfilled positions, a major reason for the material differences, is necessary to realize the full potential of the actions as designed.

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

Action 1.2 was revised to include a renewed focus in 2026-27.

Action 1.8 is not a contributing action. Only LREBG funds will be used. The action was revised to include only a reading coach in 2026-27.

Action 1.9 was revised with fewer paraprofessionals due to declining enrollment.

Action 1.11 was revised to include a description of collaborative differentiated assistance activities.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Access to a Broad Course of Study including programs and services for unduplicated pupils and students with exceptional needs	<p>All students have access to a broad course of study. Low-income, English learner students, foster and homeless youth, and students with exceptional needs have access to additional support through increased staffing and supplemental instructional materials to ensure equitable access to the California content standards.</p> <p>General education teachers are responsible for ensuring all students have access to a broad course of study as part of the core educational program. Personnel costs associated with the core educational program also include administrative costs associated with implementing the core educational program. Teachers and administrators work in collaboration with supplemental team members who provide additional support for English learner students, low-income students, Hispanic students, and foster youth, including the English Learner Coordinator (Action 1.3), bilingual paraprofessionals (Action 1.9), and a reading instructional coach (Action 1.8). Beyond the core instructional program, the Academic Leadership Team will serve as teacher leaders to support a quality instructional program that is accessible to all learners through peer mentorship and support during collaborative teacher planning time.</p> <p>District educational partners believe in the importance of programs and activities that enhance the core curriculum to encourage students' active</p>	\$2,485,170.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>engagement in school. The district will provide clubs, athletics, motivational programs, and other co-curricular activities to help students feel connected to the school community.</p> <p>This action is a <b>REQUIRED ACTION</b> to address the 2023 Dashboard RED Academic Indicator in ELA for Hispanic students.</p> <p>This action is a <b>REQUIRED ACTION</b> to address the 2023 Dashboard RED Academic Indicator in math for Hispanic students.</p>		
1.2	Professional Development for Teachers and Paraprofessionals	<p>The Academic Leadership Team will work collaboratively with district leadership to identify and select specific professional learning opportunities provided by content experts for all teachers and classroom support staff to support the continuous improvement of instructional practices that effectively meet the learning needs of low-income students, English learner students, low-income Hispanic students, and foster youth. Deepening teacher knowledge and skill of the California Content Standards remains a priority with a continued focus on English language arts and English language development. Professional learning opportunities will be provided to all teachers and paraprofessionals.</p> <p>A continued and strengthened approach to this action involves prioritizing the effective implementation of the district's new core adoptions in ELA/ELD and math. The professional development will continue to focus on differentiated lessons that meet the specific needs of English learner students, long-term English learners, low-income students, low-income Hispanic students, and foster and homeless youth. It will also focus on the vertical alignment of instruction. Follow-up, in-classroom coaching, and feedback will be provided by instructional experts throughout the year to support teachers with the implementation of what they learned through professional development courses. Providing ongoing professional learning and coaching support to our staff will provide low-income students, English learner students, low-income Hispanic students, and foster youth with greater access to the California Content Standards. Professional development activities and classroom-based support for teachers and paraprofessionals will continue until significant growth in academic achievement for low-income students, English learner students, long-term</p>	\$213,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>English learners, low-income Hispanic students, and foster youth in the areas of ELA, ELD, math, and science is realized.</p> <p>Weekly common teacher planning time brings teachers together to learn from one another and collaborate on continuous improvement projects focused on the needs of low-income students, English learner students, long-term English learners, low-income Hispanic students, and foster youth, which will lead to improvements in lesson quality, instructional effectiveness, and student achievement.</p> <p>In 2025–26, the district intended to strengthen weekly common planning time by emphasizing administrative oversight to ensure consistent scheduling, protect collaboration from interruptions, and align activities with school plans and academic goals. However, administrative mid-year staffing disruptions, specifically the departure of the principal and subsequent return of a retired administrator, resulted in inconsistent Professional Learning Community (PLC) implementation. For 2026–27, the district will strengthen this action by refocusing on this objective, utilizing principal oversight to reinforce expectations around data-driven instruction.</p> <p>This action is a REQUIRED ACTION to address the 2023 Dashboard RED Academic Indicator in ELA for the following groups: Overall performance, English learner students, Hispanic students, and low-income students. This action is a REQUIRED ACTION to address the 2023 Dashboard RED Academic Indicator in math for the following groups: Overall performance, English learner students, Hispanic students, and low-income students. This action is a REQUIRED ACTION to address the 2023 Dashboard RED English Learner Progress Indicator.</p>	\$149,815.00	Yes
1.3	Integrated and Designated ELD	Designated and integrated English Language Development (ELD) will be provided to all English learner students. It will be taught by appropriately credentialed teachers and supported by qualified bilingual paraprofessionals. The English Learner Coordinator will ensure the development and implementation of an annual English Learner Master Plan. Designated and integrated ELD will be provided daily with designated instruction provided in small-group settings with a certificated teacher and a paraprofessional's support. The Coordinator will provide direct support to		

Action #	Title	Description	Total Funds	Contributing
		<p>teachers and students to ensure high-quality designated ELD is provided daily for all English learner students and integrated ELD strategies are masterfully implemented in all core academic areas.</p> <p>The program will focus attention on the differences in instructional needs of long-term English learners (LTELs) versus newcomers or younger students. A continued focus of teacher professional development will be on enhancing integrated ELD instruction across core academic subjects, with particular attention to supporting English learners who have plateaued at the intermediate level of English proficiency. Professional development will prioritize academic language including English syntax, grammar, and vocabulary. Writing instruction will also be a focus of English learner students including LTELs. The professional development for upper- and middle-grade teachers is particularly important to help long-term English learners reading below grade level who are struggling with content areas that require literacy.</p> <p>This action includes expenditures on necessary supplementary supplies and technology including hotspots, software programs, and Chromebooks, all focused on meeting the needs of English learner students in Level 1 and Level 2.</p> <p>This action is a <b>REQUIRED ACTION</b> to address the needs of long-term English learner (LTEL) students.</p>	\$201,499.00	Yes
1.4	Supplemental Instructional and Assessment Resources	<p>The district will implement the Advancement Via Individual Determination (AVID) program in all classrooms to support student readiness for college and career. AVID aims to increase the number of students who enroll in and succeed in advanced coursework, and to build student academic and organizational skills. AVID strategies will strengthen student's writing, inquiry, collaboration, organization, and reading (WICOR) skills. Finally, AVID will help to create a college-going culture.</p> <p>The district will integrate arts and music to support academic, social, and emotional development in ways that are often unavailable outside of school for under-resourced communities.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>The district will provide supplemental resources that provide the assessment data needed to support effective instruction for low-income students, English learner students, and foster youth through differentiated strategies, leveled reading, and guided and independent practice. These resources include, but are not limited to, Renaissance Reading and Math and iReady online instructional and assessment resources, and Frog Street, a comprehensive early childhood education program to support TK students.</p>		
<b>1.5</b>	Supplemental Supports	<p>Supplemental materials, supplies, and resources will be provided to staff to support effective differentiated lessons within the core instructional program and well-rounded, contextualized activities that enhance learning for low-income, English learner students, and foster youth, building upon and connecting the learning experiences to the contexts of their student's life experiences.</p> <p>The district will also provide supplemental academic support programs including Reading Corps and Math Corps that address skill sets that will allow low-income, English learner, and foster youth students to access enrichment activities and interests. Using these resources, teachers design project-based and experiential learning opportunities, blended subject lessons, interventions, differentiated lessons, and extended lessons to deliver enhanced lessons supporting base skills, cultural knowledge, career interest, world experiences, health and nutrition, visual and performing arts, social responsibilities, and self-worth. These lessons will incorporate supplemental text, resources, realia, and presenters from the community.</p>	\$201,247.00	Yes
<b>1.6</b>	Student Tutorial Support	<p>To meet this need for supplemental instructional support for low-income students, English learner students, foster youth, and low-income Hispanic students, the district will provide the opportunity for qualified staff to provide academic support to students and their families after school hours. This need will be met through tutoring services provided by district teachers, the California Teaching Fellows Foundation, and via phone and web-based platforms.</p>	\$280,660.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>This action is a REQUIRED ACTION to address the 2023 Dashboard RED Academic Indicator in ELA for the following groups: Overall performance, English learner students, low-income, and Hispanic students.</p> <p>This action is a REQUIRED ACTION to address the 2023 Dashboard RED Academic Indicator in math for the following groups: Overall performance, English learner students, low-income, and Hispanic students.</p>		
1.7	Intersessions	In collaboration with the Academic Leadership Team, district leadership will plan and offer instructional intersessions during fall, winter, and spring breaks, and during the summer to increase student learning time and improve student outcomes for traditionally underserved youth including low-income students, English learner students, and foster youth.	\$198,509.00	Yes
1.8	Reading and Math Instructional Coaches	<p>The district will provide a Reading Instructional Coach who will provide direct support to teachers and identified students, particularly English learner students, by ensuring well-designed, content-rich, lessons that support English language development in ELA are delivered in a pedagogically sound and effective manner using effective integrated English language development strategies. This support will consist of co-planning with teachers during PLC time, providing support with lesson design; real-time instructional coaching, and modeling of best practices in the classroom, and the incorporation of instructional rounds into classrooms to improve the effectiveness of all teachers.</p> <p>LREBG funds will be used to fund the Reading Instructional Coach to support teachers in addressing the learning gaps of the highest-need students identified by the needs assessment. The highest-need student groups include long-term English learners, Hispanic youth, and low-income students. The metric used to measure the effectiveness of this action will be Metric 1.4 - Smarter Balanced ELA, Metric 1.7 - ELPI, and Metric 1.10 - Local Assessment Reading (iReady). Instructional coaching is an effective alternative to workshop-based professional development by providing teachers with customized support through one-on-one observation and feedback cycles. A meta-analysis conducted by Kraft, Blazar, and Hogan (2018), combining the results of 60 studies, indicated that coaching programs for teachers significantly improved both instructional practices</p>	\$251,154.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>and student achievement, with an average increase of 0.18 standard deviations in student achievement. This effect size is comparable to the performance gains seen from teachers in their first five to ten years of teaching.</p> <p>This action is a <b>REQUIRED ACTION</b> to address the 2023 Dashboard RED Academic Indicator in math for English learner students.</p> <p>This action is a <b>REQUIRED ACTION</b> to address the 2023 Dashboard RED English Learner Progress Indicator.</p>		
<b>1.9</b>	Paraprofessional Support for Students	The district will invest in eight (8) paraprofessionals to provide direct instructional support to low-income students, English learner students, and foster youth in the classroom under the supervision and guidance of appropriately credentialed teachers.	\$447,213.00	Yes
<b>1.10</b>	Technology and Infrastructure to Support Student Learning	The district will provide supplemental technology resources and support to ensure equitable access for low-income students, English learner students, and foster youth to 21st-century content standards. With current technology, teachers are able to provide current and relevant learning opportunities aligned with the content standards. Technology will provide for improved communication and partnerships between educators and the families of low-income students, English learner students, and foster youth. The district will continue to maintain and replace technology and the related infrastructure to ensure effective learning opportunities that include equitable access for low-income, English learners, and foster youth.	\$50,000.00	Yes
<b>1.11</b>	Support To Students With Disabilities	Students with disabilities will be provided specialized and targeted support as outlined in their Individualized Education Plans (IEPs). Students with disabilities will have access to specialized academic instruction and other designated instructional services as outlined in their IEP to ensure equitable access to free and appropriate public education. Services provided to students with disabilities will be aligned with all district programs to ensure students achieve their highest academic potential and all social-emotional needs are met.	\$255,109.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Students with disabilities at West Park Elementary had disproportionately higher suspension rates compared to all students during the 2022-23 school year, resulting in a RED Suspension Rate Indicator for students with disabilities. In 2024-25, the suspension rate for students with disabilities increased again and remains RED on the Dashboard. Students with intellectual disabilities are at increased risk of developing challenging behavior.</p> <p>During the 2025-26 school year, the district partnered with Fresno County Superintendent of Schools (FCSS) experts to conduct a comprehensive root cause analysis. This initiative examined the underlying factors driving the increase in suspension rates and analyzed the specific behaviors leading to these disciplinary actions. A primary focus of this analysis is to identify where student behaviors directly intersect with or relate to their identified disabilities.</p> <p>This action is a REQUIRED ACTION to address the 2023 Dashboard RED Suspension Rate Indicator for students with disabilities</p>		
1.12	Class Size Reduction	West Park Elementary School is committed to ensuring lower class sizes in grades K-6 beyond statutory requirements to ensure teachers can effectively differentiate their support to provide increased attention to students in need of additional support including low-income students, English learner students, foster and homeless youth. These identified students are traditionally underserved students who are provided equitable access to core learning opportunities through individualized and personalized instruction and support within all learning environments.	\$285,000.00	Yes
1.13	School Instructional Leadership	West Park Elementary School District will continue to refine the instructional leadership model with a dedicated instructional leader at the elementary school campus and will continue the role of the Academic Leadership Team. Instructional leadership is a model of school leadership in which the administrator spends the majority of their time (.5 FTE) collaborating with teacher leaders and working alongside teachers to provide support and guidance in establishing best instructional practices in the classroom, specifically instructional practices that meet the unique	\$172,640.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>needs of low-income students, English learner students, and foster and homeless youth. Instructional leaders communicate with staff and set clear goals related to student achievement together with teachers. The instructional leader is an expert teacher who possesses the skills to provide coaching and mentoring to teachers, as well as professional learning opportunities that allow teachers to explore best practices in teaching. The instructional leader will also provide support and oversight of professional learning communities where teachers share best practices and brainstorm innovative ways to improve learning and drive student achievement. The goal of the instructional leadership model is to increase student academic achievement by developing reflective educators who are equipped to provide timely and targeted interventions and supports in the classroom when and where they are needed.</p>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Sustain a school culture in which organizational communication is valued, parent involvement is encouraged, student discipline is effective, staff and students are recognized, and student activities and supports result in positive outcomes.	Broad Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Goal 2 was developed to articulate our commitment to our educational partners to strengthen parent and family engagement, re-establish the district's vision and mission, improve our routines and procedures, and demonstrate efficacy and consistency of routines and procedures that promote high levels of student engagement and a love for learning.

Chronic absenteeism increased slightly from 33.9% in 2023 to 34.2% in 2024, followed by a significant rise to 41.0% in 2025. District efforts to engage families and strengthen students' sense of connection to school contributed to a notable decrease in chronic absenteeism in 2023 and for most student groups in 2024, except the White student group, which experienced a significant increase in 2024. In contrast, in 2025-26, chronic absenteeism increased overall and across nearly all significant student groups, except for students with disabilities. However, chronic absenteeism among students with disabilities remains disproportionately high at 50%, more than double the county and state rates of 21.8% and 17.1%, respectively. The greatest challenge in reducing chronic absenteeism is maintaining schoolwide consistency in the implementation of strategies. Efforts have varied, and not all staff members have engaged in a consistent or aligned approach to support these efforts. Additionally, changes in site leadership have contributed to a lack of continuity, creating instability in implementation and follow-through.

The overall suspension rate more than doubled from 2023 to 2025, increasing from 4.0% in 2023 to 5.1% in 2024 and rising again to 8.5% in 2025. During this same period, suspension rates increased for all student groups except White students, with the largest increases observed among long-term English learners. The district's suspension rate also exceeds the overall rate for the county, which is 4.6%.

The attendance rate decreased slightly in 2024-25 to 91.0% from 93.0% in 2023-24. In 2025-26, the attendance rate remained unchanged at 91.0%.

Chronic Absenteeism Rate Percentage Change from 2023 to 2025:

Overall: 33.9% (2023), 34.2% (2024), 41.0% (2025); Change from 2023 to 2025 is +7.1%

Low-Income: 35.7% (2023), 34.7% (2024), 42.9% (2025); Change from 2023 to 2025 is +7.2%

English Learners: 27.2% (2023), 25.2% (2024), 33.9% (2025); Change from 2023 to 2025 is +6.7%  
 Hispanic: 35.6% (2023), 35.3% (2024), 44.4% (2025); Change from 2023 to 2025 is +8.8%  
 White: 19.0% (2023), 37.5% (2024), 30.0% (2025); Change from 2023 to 2025 is +11.0%  
 Students with Disabilities 59.7% (2023), 51.4% (2024), 50.0% (2025); Change from 2023 to 2025 is -9.7%

Suspension Rate Percentage Change from 2023 to 2025:

Overall: 4.0% (2023), 5.1% (2024), 8.5% (2025); Change from 2023 to 2025 is +4.5%  
 Low-Income: 4.5% (2023), 4.9% (2024), 9.4% (2025); Change from 2023 to 2025 is +4.9%  
 English Learners: 4.2% (2023), 7.2% (2024), 11.5% (2025); Change from 2023 to 2025 is +7.3%  
 Long-Term English Learners: 3.3% (2023), 23.3% (2024), 21.9% (2025); Change from 2023 to 2025 is +18.6%  
 Hispanic: 4.3% (2023), 4.9% (2024), 10.0% (2025); Change from 2023 to 2025 is +5.7%  
 White: 4.5% (2023), 12.5% (2024), 0.0% (2025); Change from 2023 to 2025 is -4.5%  
 Students with Disabilities 7.1% (2023), 2.7% (2024), 11.3% (2025); Change from 2023 to 2025 is +4.2%

Goal 2 Analysis: The actions outlined in Goal 2 focus on cultivating a positive school culture and supporting the social-emotional well-being of students, families, and staff. While the district invested significantly over the past two years in critical resources, including additional counseling staff, a new Social-Emotional Learning (SEL) curriculum, and restorative practices, local data indicate these actions have not yet realized their full intended impact. Specifically, chronic absenteeism rose from 33.9% in 2023 to 41.0% in 2025, and the overall suspension rate increased from 4.0% to 8.5% over the same period. A primary barrier to consistent implementation has been administrative leadership turnover, which has impacted the systemic coordination and implementation of these initiatives. These trends highlight a critical opportunity to stabilize leadership in the upcoming cycle, ensuring staff are fully supported to effectively organize, motivate, and engage the school community.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Seek Parent Input and Promote Parental Participation in Programs for Unduplicated Students and Students with Exceptional Needs	The District had a rating of 3 on a scale of 1 to 5 on the state's self-reflection tool for implementation of state standards. Parents that feel they have input and participation: 71.4% Data Year: 2023-24	The District had a rating of 3.5 on a scale of 1 to 5 on the state's self-reflection tool for implementation of state standards. Parents that feel they have input and participation: 79.2%	The District had a rating of 3.0 on a scale of 1 to 5 on the state's self-reflection tool for implementation of state standards. Parents that feel they have input and participation: 63.2%	The District had a rating of 5 on a scale of 1 to 5 on the state's self-reflection tool for implementation of state standards. Parents that feel they have input and participation: 80%	Self-reflection tool for implementation of state standards: -0.5% Parents that feel they have input and participation: -8.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Attendance Rate	Data Source: Local Parent Survey Reported to Governing Board June 11, 2024  Attendance Rate: 93.0%  Data Year: 2023-24 Data Source: SIS P2	Data Year: 2024-25 Data Source: Local Parent Survey Reported to Governing Board June 23, 2025 Attendance Rate: 91.0%  Data Year: 2024-25 Data Source: SIS P2	Data Year: 2025-26 Data Source: Local Parent Survey Reported to Governing Board June 23, 2026 Attendance Rate: 91.0%  Data Year: 2025-26 Data Source: SIS P2	Data Year: 2026-27 Data Source: Local Parent Survey Attendance Rate: 98.0%  Data Year: 2026-27 Data Source: SIS P2	Attendance Rate: -2%
2.3	Chronic Absenteeism Rate	Chronic Absenteeism Rate: Overall 33.9% Low-Income 35.7% English Learners 27.2% Hispanic 35.6% White 19.0% Students with Disabilities 59.7% Foster Youth < 11 students  Data Year 2022-23 Data Source: California School Dashboard	Chronic Absenteeism Rate: Overall 34.2% Low-Income 34.7% English Learners 25.2% LTEL 23.3% Hispanic 35.3% White 37.5% Students with Disabilities 51.4% Foster Youth < 11 students  Data Year 2023-24 Data Source: California School Dashboard	Chronic Absenteeism Rate: Overall 41.0% Low-Income 42.9% English Learners 33.9% LTEL 34.4% Hispanic 44.4% White 30.0% Students with Disabilities 50.0% Foster Youth < 11 students  Data Year 2024-25 Data Source: California School Dashboard	Chronic Absenteeism Rate: Overall 15.0% Low-Income 15.0% English Learners 15.0% LTEL 15.0% Hispanic 15.0% White 15.0% Students with Disabilities 20.0% Foster Youth 20.0%  Data Year 2025-26 Data Source: California School Dashboard	Chronic Absenteeism Rate: Overall +7.1% Low-Income +7.2% English Learners +6.7% LTEL +11.1% Hispanic +8.8% White +11.0% Students with Disabilities -9.7% Foster Youth < 11 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Suspension Rate	<p>Suspension Rate:</p> <p>Overall 4.0%  Low-Income 4.5%  English Learners 4.2%  LTEL 3.3%  Hispanic 4.3%  White 4.5%  Students with Disabilities 7.1%  Foster Youth &lt; 11 students</p> <p>Data Year 2022-23  Data Source: California School Dashboard</p>	<p>Suspension Rate:</p> <p>Overall 5.1%  Low-Income 4.9%  English Learners 7.2%  LTEL 23.3%  Hispanic 4.9%  White 12.5%  Students with Disabilities 2.7%  Foster Youth &lt; 11 students</p> <p>Data Year 2023-24  Data Source: California School Dashboard</p>	<p>Suspension Rate:</p> <p>Overall 8.5%  Low-Income 9.4%  English Learners 11.5%  LTEL 21.9%  Hispanic 10.0%  White 0.0%  Students with Disabilities 11.3%  Foster Youth &lt; 11 students</p> <p>Data Year 2024-25  Data Source: California School Dashboard</p>	<p>Suspension Rate:</p> <p>Overall 3.0%  Low-Income 3.0%  English Learners 3.0%  LTEL 3.0%  Hispanic 3.0%  White 3.0%  Students with Disabilities 3.0%  Foster Youth &lt; 10 students</p> <p>Data Year 2025-26  Data Source: California School Dashboard</p>	<p>Suspension Rate:</p> <p>Overall +4.5%  Low-Income +4.9%  English Learners +7.3%  LTEL +18.6%  Hispanic +5.7%  White -4.5%  Students with Disabilities +4.2%  Foster Youth &lt; 11 students</p>
2.5	Expulsion Rate	<p>Expulsion Rate: 0%</p> <p>Data Year 2023-24  Data Source: Local Data</p>	<p>Expulsion Rate: 0%</p> <p>Data Year 2024-25  Data Source: Local Data</p>	<p>Expulsion Rate: 0%</p> <p>Data Year 2025-26  Data Source: Local Data</p>	<p>Expulsion Rate: 0%</p> <p>Data Year 2026-27  Data Source: Local Data</p>	<p>Expulsion Rate:  No difference</p>
2.6	Middle School Dropout Rate	<p>Middle School Dropout Rate: 0%</p> <p>Data Year 2023-24  Data Source: Local Data</p>	<p>Middle School Dropout Rate: 0%</p> <p>Data Year 2024-25  Data Source: Local Data</p>	<p>Middle School Dropout Rate: 0%</p> <p>Data Year 2025-26  Data Source: Local Data</p>	<p>Middle School Dropout Rate: 0%</p> <p>Data Year 2026-27  Data Source: Local Data</p>	<p>Middle School Dropout Rate: No difference</p>
2.7	Sense of Safety and School Connectedness	<p>40.7% of students agree they feel safe at school  50.4% of students agree they feel connected to school</p>	<p>51.4% of students agree they feel safe at school  65.7% of students agree they feel connected to school</p>	<p>80.8% of students agree they feel safe at school  71.2% of students agree they feel connected to school</p>	<p>90% of students reported feeling safe at school  90% of students feel connected to school</p>	<p>Students agree they feel safe at school: +40.1%  Students agree they feel connected to school: +20.8%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>71.4% of parents agree their child feels safe at school</p> <p>68.4% of parents agree the school builds trusting and respectful relationships with families</p> <p>75% of staff feel our school is a safe place for students</p> <p>50% of staff agree the district provides them support to build trusting and respectful relationships with families</p> <p>Data Year 2023-24 Data Source: Local student, parent, and staff surveys</p> <p>Reported to Governing Board June 11, 2024</p>	<p>96.0% of parents agree their child feels safe at school</p> <p>84.0% of parents agree the school builds trusting and respectful relationships with families</p> <p>73.9% of staff feel our school is a safe place for students</p> <p>59.1% of staff agree the district provides them support to build trusting and respectful relationships with families</p> <p>Data Year 2024-25 Data Source: Local student, parent, and staff surveys</p> <p>Reported to Governing Board June 23, 2025</p>	<p>84.2% of parents agree their child feels safe at school</p> <p>78.9% of parents agree the school builds trusting and respectful relationships with families</p> <p>57.1% of staff feel our school is a safe place for students</p> <p>64.2% of staff agree the district provides them support to build trusting and respectful relationships with families</p> <p>Data Year 2025-26 Data Source: Local student, parent, and staff surveys</p> <p>Reported to Governing Board June 23, 2026</p>	<p>90% of parents agree their child feels safe at school</p> <p>90% of parents agree the school builds trusting and respectful relationships with families</p> <p>90% of staff feel our school is a safe place for students</p> <p>90% of staff agree the district provides them support to build trusting and respectful relationships with families</p> <p>Data Year 2026-27 Data Source: Local student, parent, and staff surveys</p>	<p>Parents agree their child feels safe at school: +12.8%</p> <p>Parents agree the school builds trusting and respectful relationships with families: +10.5%</p> <p>Staff feel our school is a safe place for students: -17.9%</p> <p>Staff agree the district provides them support to build trusting and respectful relationships with families: +14.2%</p>

## Goal Analysis [2025-26]

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

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

### Actions 2.1 Students and Parents: Positive Attendance Support and 2.4 Parent and Family Engagement

Implementation Level: 2 - Partially Implemented

Description:

Actions 2.1 and 2.4 provided a Pupil Services Specialist to address the needs of foster youth, low-income, and English learner students who faced barriers contributing to chronic absenteeism. This support was delivered through Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) processes focused on family support, ongoing communication regarding attendance, recognition of positive student engagement, and the provision of wraparound services to improve attendance outcomes. These actions were partially implemented as planned. The SART process was fully implemented, while the SARB process was not fully carried out. In addition, communication with families was not consistently maintained across all levels of the organization, with opportunities to strengthen consistency at both the teacher and administrative levels. The Pupil Services Specialist, however, maintained regular communication with families, including frequent home visits. The Pupil Services Specialist also contributed to a comprehensive family engagement communication plan, which included a parent workshop presented by FCSS focused on computer literacy, a math night, and a resource fair connecting families with community supports. The resource fair featured organizations such as Big Brothers Big Sisters and Workforce Connection. The implementation of a schoolwide plan to reduce chronic absenteeism was deferred in 2025–26 as the campus navigated mid-year leadership changes and interim administrative coverage. Entering the 2026–27 school year, the district is prioritizing leadership stability to effectively put this targeted attendance plan into action. This plan centers on a unified campus effort where all staff members participate in attendance interventions. Importantly, teachers will utilize immediate and personalized family outreach strategies to strengthen student connectedness and quickly mitigate absenteeism.

The greatest challenge in implementing these actions continues to be consistency as a schoolwide priority in which all adults are actively focused on reducing chronic absenteeism. Additionally, an analysis of the data entry process revealed that teachers and site staff were not consistently updating attendance records, which led to inaccurate student absences and the initiation of the SARB process in situations where it should not have occurred. These actions will continue in 2026-27 to reduce the chronic absenteeism rate and improve future academic outcomes through a strengthened approach that emphasizes shared ownership across the school, establishes clear expectations for all staff, provides targeted training, and incorporates monitoring strategies to ensure consistent implementation.

### Actions 2.2 Positive Behavioral Interventions and Supports (PBIS) and 2.5 Mental Health Support

Implementation Level: 2 - Partially Implemented

Description:

Actions 2.2 and 2.5 established key members of a PBIS school team to support ongoing improvement of the PBIS system while developing individualized student support plans. This included two counselors at West Park Elementary School who provided social-emotional support to students. The counselors led the Student Study Team process, conducted regular check-ins and check-outs, facilitated social-emotional learning opportunities during lunch, held one-on-one sessions, and met with parents. Efforts to increase student engagement also included career workshops featuring local professionals such as police officers, doctors, and professors, as well as college tours to UC Merced and Fresno State. School safety was further supported through the addition of a new yard supervisor in December and another in spring 2026.

These actions were partially implemented as planned; however, the desired outcomes, a reduction in chronic absenteeism and suspensions, were not achieved. One contributing factor to the increase in suspensions was inconsistent implementation of discipline practices at the site level, including the use of suspensions by site leadership in situations where alternative interventions were intended. In addition, the system lacked clear checks and balances to ensure that decisions aligned with established PBIS practices and were applied consistently.

### Actions 2.3 Two-Way Communication with Families Implementation Level: 2 - Partially Implemented

#### Description:

Action 2.3 provided resources to support effective two-way communication with families of low-income students, English learner students, and foster youth. While the planned investment in ParentSquare was fully implemented, inconsistent use of the platform by teachers and site administrators resulted in the action being only partially implemented. Approximately half of the teachers regularly use ParentSquare. Additionally, an analysis of the data revealed that some contact information, including phone numbers and emails, is not current, which prevented messages from reaching many families. This action will continue in 2026-27, with new processes in place to ensure that contact information is up to date and communication is more consistent. A slight increase from the previous year, 78.9% of parents (up from 72.0%) reported in the annual survey that they agree or strongly agree with the statement, "My child's school supports multiple opportunities to engage in accessible and understandable 2-way communication between educators and families."

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

Action 2.1: Planned expenditures were less than estimated actuals because of increasing salary and benefits costs.

Action 2.2: Planned expenditures were greater than estimated actuals because fewer student events took place than originally planned, and assemblies were not contracted out.

Action 2.3: Planned expenditures were less than estimated actuals because an IT tech was hired.

Action 2.4: Planned expenditures were greater than estimated actuals because guest speaker and childcare costs were less than anticipated, no costs to the family classes.

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

Action 2.1: Students and Parents: Positive Attendance Support

Effectiveness of Action: 2 - Partially Effective

Metrics: Chronic Absenteeism Rate, Local Assessment in ELA, Local Assessment in Math  
Analysis Statement:

The goal of positive attendance support for students and their families, particularly low-income students, English learner students, and foster youth, is to remove any potential barriers they may be experiencing that are interfering with their child's engagement in school.

Action 2.1 was partially effective as evidenced by the increases in the local assessments in reading and math for students in grades K-5. The local assessments (iReady) in reading and math showed gains in both reading and math overall. In 2024, 31.1% of students were at or above grade level in reading. In 2025, this percentage increased to 34.8%. In 2026, the percentage increased again to 39.0%. In the area of

math in 2026, 32.3% of students were at or above grade level, an increase from 34.8% in 2025 and 28.2% in 2024. The percentage of students at or above grade level in all grades, except 3-5 in math, increased from 2024 to 2026.

Based on the overall increase in the chronic absenteeism rate and for nearly all significant student groups from 2023 to 2025, this action was not effective. In 2024, the chronic absenteeism rate decreased for low-income students from 35.7% in 2023 to 34.7% in 2024, and for English learners from 27.2% in 2023 to 25.2% in 2024. However, chronic absenteeism increased slightly overall to 34.2% in 2024 from 33.9% the previous year. The increase was due to a significant increase in chronic absenteeism for White students from 19.0% in 2023 to 37.5% in 2024. Then, in 2025, chronic absenteeism increased to 41% overall and across most student groups, except White students and students with disabilities. Overall, between 2023 and 2025, chronic absenteeism declined for only one student group, White students, indicating that the intended outcomes of these actions have not yet been consistently realized across student populations. It is also important to explain that a recent analysis of data entry processes through the differentiated assistance process revealed that teachers and site staff were not consistently updating daily attendance records, leading to an overreporting of chronic absenteeism.

#### Action 2.2: Positive Behavioral Interventions and Supports (PBIS)

Effectiveness of Action: 2 - Partially Effective

Metrics: Suspension Rate, Expulsion Rate, Chronic Absenteeism Rate, Student survey results measuring student connectedness to school, Student survey results measuring school safety

Analysis Statement:

PBIS is designed to create a positive, safe, and supportive school environment that promotes good behavior, improves academic outcomes, and reduces disciplinary issues. It focuses on teaching and reinforcing expected behaviors, using data to guide decisions, and building a consistent, school-wide system that helps all students succeed both socially and academically. The effectiveness of this action was measured with multiple metrics, including student survey data. Based on the data, this action was not effective in meeting the goal. The reason for this decline appears to be a lack of consistent commitment to PBIS strategies at West Park Elementary. When PBIS practices are not fully implemented or reinforced across classrooms, students do not consistently receive the support, structure, and positive reinforcement designed to guide behavior and engagement. This inconsistency has affected students' experiences, contributed to higher suspension rates, and made it more difficult to maintain a positive school climate.

Action 2.2 was shown to be effective, evidenced by the student survey. The percentage of students who agree they feel safe at school increased over the past three years from 40.7% in 2024, to 51.4% in 2025, and 80.8% in 2026. The percentage of students who agree they feel connected to school also increased to 71.2% in 2025, from 65.7% in 2024, and 50.4% in 2025.

The chronic absenteeism rate demonstrated that this action was not effective. In 2024, the chronic absenteeism rate decreased for low-income students from 35.7% in 2023 to 34.7% in 2024, and for English learners from 27.2% in 2023 to 25.2% in 2024. However, chronic absenteeism increased slightly overall to 34.2% in 2024 from 33.9% the previous year. The increase was due to a significant increase in chronic absenteeism for White students from 19.0% in 2023 to 37.5% in 2024. Then, in 2025, chronic absenteeism increased to 41% overall and across most student groups, except White students and students with disabilities. Overall, between 2023 and 2025, chronic absenteeism declined for only one student group, White students.

In 2025, the suspension rate also rose significantly to 8.5%, more than double the 2023 rate of 4.0%. Suspensions increased across all major

student groups except for White students. Since 2023, the most notable increase occurred among long-term English learners, whose suspension rate reached 21.9% in 2025. Other groups with disproportionately high suspension rates included English learners at 11.5%, Hispanic students at 10.0%, and students with disabilities at 11.3%. One contributing factor to the increase in suspensions was inconsistent implementation of discipline practices at the site level, including the use of suspensions by site leadership in situations where alternative interventions were intended. In addition, the system lacked clear checks and balances to ensure that decisions aligned with established PBIS practices and were applied consistently. The expulsion rate remains 0%.

**Action 2.3: Two-Way Communication with Families, Action 2.4: Parent and Family Engagement Effectiveness of Action: 2 - Partially Effective**

**Metrics:** Chronic Absenteeism, Parent survey results measuring parent input in decision making, Parent survey results measuring parent connectedness to school, Student survey results measuring student connectedness to school  
**Analysis Statement:**

Actions 2.3 and 2.4 worked together to engage families and provide them with resources to support their learning and development. These actions were expected to improve engagement and foster a sense of school connectedness among educational partners, low-income students, English learners, and foster youth, as reflected in survey data and feedback.

These actions were partially effective, as evidenced by the surveys. The percentage of parents who feel they have input and participation decreased to 63.2% in 2026 from 79.2% in 2025, lower than the 71.4% who agreed in 2024. In contrast, more parents agree that the school is building trusting and respectful relationships with families. In 2026, the percentage of parents who agree increased to 64.2%, from 59.1% in 2025 and 50.0% in 2024. These actions were partially effective, as evidenced by the parent and student surveys measuring connectedness to school. The percentage of students who agree they feel safe at school increased to 80.8% in 2026, from 51.4% in 2025 and 40.7% in 2024. The percentage of students who agree they feel connected to school also increased to 71.2% in 2026 from 65.7% in 2025 and 50.4% in 2024. In contrast, fewer parents feel that school is safe. In 2026, 84.2% of parents agreed their child feels safe at school compared to 96.0% in 2025 and 71.4% in 2024.

These actions were not effective, however, as measured by the chronic absenteeism rate. In 2023, the chronic absenteeism rate decreased significantly to 33.9%, down from 53.5% in the previous year. In 2024, the chronic absenteeism rate decreased for low-income students from 35.7% in 2023 to 34.7% in 2024, and for English learners from 27.2% in 2023 to 25.2% in 2024. However, chronic absenteeism increased slightly overall to 34.2% in 2024 from 33.9% the previous year. The increase was due to a significant increase in chronic absenteeism for White students from 19.0% in 2023 to 37.5% in 2024. Then, in 2025, chronic absenteeism increased to 41% overall and increased for all significant student groups, except White students and students with disabilities. Overall, between 2023 and 2025, chronic absenteeism declined for only one student group, White students, indicating that the intended outcomes of these actions have not yet been consistently realized across student populations.

**Action 2.5: Mental Health Support**

**Effectiveness of Action: 2 - Partially Effective**

**Metrics:** Chronic Absenteeism Rate, Suspension Rate, Surveys of students and parents measuring school safety, Surveys of students and parents measuring connectedness to school  
**Analysis Statement:**

Mental health support in schools is designed to promote students' emotional well-being, identify and address mental health challenges early, and create a safe, supportive learning environment. It aims to help students manage stress, build resilience, improve behavior and academic performance, and reduce barriers to learning by providing access to counseling, resources, and mental health education.

The effectiveness of this action was measured with multiple metrics, including student and parent survey data. Action 2.5 was shown to be effective, evidenced by the student survey.

The percentage of students who agree they feel safe at school increased to 80.8% in 2026, from 51.4% in 2025 and 40.7% in 2024. The percentage of students who agree they feel connected to school also increased to 71.2% in 2026 from 65.7% in 2025 and 50.4% in 2024. In contrast, the parent survey showed mixed results. Fewer parents feel that school is safe. In 2026, 84.2% of parents agreed their child feels safe at school compared to 96.0% in 2025 and 71.4% in 2024. Furthermore, fewer parents agree that the school is building trusting and respectful relationships with families. In 2026, 78.9% of parents agree compared to 84% in 2025 and 68.4% in 2024.

The chronic absenteeism rate demonstrated that this action was not effective. In 2024, the chronic absenteeism rate decreased for low-income students from 35.7% in 2023 to 34.7% in 2024, and for English learners from 27.2% in 2023 to 25.2% in 2024. However, chronic absenteeism increased slightly overall to 34.2% in 2024 from 33.9% the previous year. The increase was due to a significant increase in chronic absenteeism for White students from 19.0% in 2023 to 37.5% in 2024. Then, in 2025, chronic absenteeism increased to 41% overall and increased for all significant student groups, except White students and students with disabilities. Overall, between 2023 and 2025, chronic absenteeism declined for only one student group, White students.

The Suspension Rate also did not support the effectiveness of this action, with a suspension rate of 8.5% in 2025. Since 2023, the most notable increase occurred among long-term English learners, whose suspension rate reached 21.9% in 2025. Other groups with disproportionately high suspension rates included English learners at 11.5%, Hispanic students at 10.0%, and students with disabilities at 11.3%. One contributing factor to the increase in suspensions was inconsistent implementation of discipline practices at the site level, including the use of suspensions by site leadership in situations where alternative interventions were intended. In addition, the system lacked clear checks and balances to ensure that decisions aligned with established PBIS practices and were applied consistently. The expulsion rate remains 0%.

#### 2025 DATA ANALYSIS SUMMARY

Chronic Absenteeism Rate Percentage Change 2023 to 2025:

Overall: 33.9% (2023), 34.2% (2024), 41.0% (2025); Change from 2023 to 2025 is +7.1%

Low-Income: 35.7% (2023), 34.7% (2024), 42.9% (2025); Change from 2023 to 2025 is +7.2%

English Learners: 27.2% (2023), 25.2% (2024), 33.9% (2025); Change from 2023 to 2025 is +6.7%

Hispanic: 35.6% (2023), 35.3% (2024), 44.4% (2025); Change from 2023 to 2025 is +8.8%

White: 19.0% (2023), 37.5% (2024), 30.0% (2025); Change from 2023 to 2025 is +11.0%

Students with Disabilities 59.7% (2023), 51.4% (2024), 50.0% (2025); Change from 2023 to 2025 is -9.7%

Suspension Rate Percentage Change from 2023 to 2025:

Overall: 4.0% (2023), 5.1% (2024), 8.5% (2025); Change from 2023 to 2025 is +4.5%

Low-Income: 4.5% (2023), 4.9% (2024), 9.4% (2025); Change from 2023 to 2025 is +4.9%

English Learners: 4.2% (2023), 7.2% (2024), 11.5% (2025); Change from 2023 to 2025 is +7.3%

Long-Term English Learners: 3.3% (2023), 23.3% (2024), 21.9% (2025); Change from 2023 to 2025 is +18.6%

Hispanic: 4.3% (2023), 4.9% (2024), 10.0% (2025); Change from 2023 to 2025 is +5.7%

White: 4.5% (2023), 12.5% (2024), 0.0% (2025); Change from 2023 to 2025 is -4.5%

Students with Disabilities 7.1% (2023), 2.7% (2024), 11.3% (2025); Change from 2023 to 2025 is +4.2%

From 2023 to 2025, CHRONIC ABSENTEEISM at West Park Elementary has shown concerning trends. In 2024, there was a sharp increase in absenteeism among White students, rising from 19.0% in 2023 to 37.5%. By 2025, overall chronic absenteeism increased to 41%, with rises observed in all major student groups except for White students and students with disabilities. Looking at specific groups in 2025, chronic absenteeism was highest among low-income students at 42.9%, Hispanic students at 44.4%, long-term English learners at 34.4%, and English learners at 33.9%. The rate for students with disabilities decreased slightly to 50.0%, but remains comparatively high. Overall, White students were the only group to see an overall decline in chronic absenteeism between 2023 and 2025. Notably, the chronic absenteeism rates for all student groups at West Park Elementary exceed both county and statewide averages. Two key factors are contributing to the high rates of chronic absenteeism at West Park Elementary. First, an analysis of data entry processes revealed that teachers and site staff were not consistently updating daily attendance records, which led to an overreporting of chronic absenteeism. Second, information gathered through the SARB process indicates that students frequently cite negative student-to-student interactions as a reason for their absences.

In 2025, the SUSPENSION RATE rose again to 8.5%, more than double the 2023 rate, highlighting the need for a thorough examination of where the PBIS system is breaking down. While the two counselors are committed to these strategies, inconsistent implementation of discipline practices at the site level, including the use of suspensions by site leadership in situations where alternative interventions were intended, has contributed to the increase. Additionally, the system lacks clear checks and balances to ensure that decisions align with established PBIS practices and are applied consistently. Despite these challenges, the expulsion rate remains at 0%.

The PARENT SURVEY indicated an increased sense of safety and connectedness to school among students, but not parents. In 2025-26, 84.2% of parents (19 respondents) agree or strongly agree their child feels safe at school, compared to 96.0% in 2024-25 and 71.4% in 2023-24. In 2025-26, the percentage of parents who agree that the school builds trusting and respectful relationships with families is also down slightly to 78.9% compared to 84.0% in 2024-25 and 68.4% in 2023-24. Additionally, the percentage of parents who feel they have input and participation decreased to 63.2% in 2026 from 79.2% in 2025, lower than the 71.4% who agreed in 2024.

The STUDENT SURVEY showed an increase in the percentage of students who feel safe at school from 40.7% in 2024 to 51.4% in 2025, and to 80.8% in 2026. The percentage of students who feel connected to school also increased from 50.4% in 2024 to 65.7% in 2025 and to 71.2% in 2026. These data indicate Actions 2.3 and 2.4 were successful in making progress toward Goal 2.

Students at or above grade level in Reading as measured by iReady: Percentage change from 2024 to 2026

Overall: 31.1% (2024), 34.8% (2025), 39.0% (2026); Change from 2024 to 2026 is +7.9%

K-2 47.6% (2024), 50.0% (2025), 51.0% (2026); Change from 2024 to 2026 is +3.4%  
3-5 20.1% (2024), 32.4% (2025), 32.7% (2026); Change from 2024 to 2026 is +12.6%  
6-8 26.1% (2024), 23.6% (2025), 34.5% (2026); Change from 2024 to 2026 is +8.4%  
Low-Income 32.2% (2024), 40.7% (2025), 48.4% (2026); Change from 2024 to 2026 is +16.2%  
Low-Income Hispanic: 34.0% (2024), 15.9% (2025), 21.3% (2026); Change from 2024 to 2026 is -12.7%  
English Learners: 20.9% (2024), 26.9% (2025), 40.0% (2026); Change from 2024 to 2026 is +19.1%  
Foster Youth: 0% (2024), <11 students (2025), <11 students (2026); N/A

Students at or above grade level in Math as measured by iReady: Percentage change from 2024 to 2026

Overall: 28.2% (2024), 34.8% (2025), 32.3% (2026); Change from 2024 to 2026 is +5.6%  
K-2 34.0% (2024), 47.2% (2025), 44.9% (2026); Change from 2024 to 2026 is +10.9%  
3-5 20.4% (2024), 22.3% (2025), 17.1% (2026); Change from 2024 to 2026 is -3.3%  
6-8 24.2% (2024), 17.4% (2025), 34.4% (2026); Change from 2024 to 2026 is +10.2%  
Low-Income 26.6% (2024), 35.9% (2025), 35.5% (2026); Change from 2024 to 2026 is +8.9%  
Low-Income Hispanic: 27.8% (2024), 13.8% (2025), 15.5% (2026); Change from 2024 to 2026 is -2.1%  
English Learners: 18.2% (2024), 20.4% (2025), 25.7% (2026); Change from 2024 to 2026 is +7.5%  
Foster Youth: <11 students (2024), <11 students (2025), <11 students (2026); N/A

The LOCAL ASSESSMENTS measured student performance using the iReady assessments in reading and math. Comparisons to the last two years showed gains overall in both reading and math.

At the end of the 2025-26 school year, the percentage of students performing at or above grade level in reading increased to 39.0% from 34.8% in 2024-25 and 31.1% in 2023-24. The highest performance in reading was at K-2, with 51.0% of students reading at or above grade level. The greatest growth was in grades 3-5. In 2024-25, 32.4% of students in grades 3-5 were reading at or above grade level compared to 20.1% in 2023-24. In 2025-26, the percentage of students in grades 3-5 increased slightly again to 32.7%. In grades 6-8, while there was a decrease in the percentage of students reading at or above grade level in 2024-25, there was an overall increase from 2024 to 2026. In 2024-25, 23.6% of students in grades 6-8 were reading at or above grade level compared to 26.1% in 2023-24. In 2025-26, the percentage of students in grades 6-8 reading at or above grade level increased to 34.5%.

In the area of math at the end of the 2025-26 school year, the percentage of students performing at or above grade level in math increased to 32.3% compared to 28.2% in 2023-24. The highest performance in math was at K-2, with 44.9% of students at or above grade level. The greatest growth was also in grades K-2, compared to 2023-24 when 34.0% of students at K-2 were at or above grade level in math. Students in grades 3-5 decreased in proficiency in 2025-26, with 17.1% of students at or above grade level in math compared to 20.4% in 2023-24. However, in grades 6-8, there was also an increase in the percentage of students performing at or above grade level in math. In 2025-26, 34.4% of students in grades 6-8 were at or above grade level in math compared to 24.2% in 2023-24.

Based on this analysis, the actions in Goal 2 are determined to be partially effective overall. The increases in chronic absenteeism and suspension rates do not support the effectiveness of the actions in Goal 2. A primary barrier to consistent implementation and positive data trends has been administrative leadership turnover, which has impacted the systemic coordination and implementation of these initiatives.

These trends highlight a critical opportunity to strengthen the approach through stabilized leadership in the upcoming cycle, ensuring staff are fully supported to effectively organize, motivate, and engage the school community. Entering the 2026–27 school year, the district is prioritizing leadership stability to effectively put this targeted attendance plan into action. This plan centers on a unified campus effort where all staff members participate in attendance interventions. Importantly, teachers will utilize immediate and personalized family outreach strategies to strengthen student connectedness and quickly mitigate absenteeism. In 2026-27, Action 2.2 will also be strengthened by adding more campus supervisors who will support the work with the PBIS team to provide more opportunities for organized play and general campus supervision.

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

- Action 2.1 was revised to include a strengthened approach in 2026-27.
- Action 2.2 was revised to include more campus supervisors.
- Action 2.4 was revised to include a strengthened approach in 2026-27.
- Action 2.5 was revised to include two counselors.

**A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.**

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Students and Parents: Positive Attendance Support	<p>To ensure our low-income students, English learners, and foster youth are attending school and actively learning, supplemental supports designed to monitor student attendance and intervene early will be provided promptly and on a routine basis to assist in the removal of any potential barriers the families of our low-income students, English learner students, and foster youth may be experiencing that is interfering with their child's regular attendance and active engagement in school.</p> <p>To provide this increased support principally directed to these families, the district will provide a Pupil Services Specialist to implement an effective Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) processes that focus on supporting families, engage in regular communication with families regarding attendance and absences, and provide frequent positive recognition of positive student engagement in school. Regular attendance at school for both students and staff is a priority of the district. For this reason, students will be recognized</p>	\$121,634.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>for regular attendance at school through strategies such as Wolf Bucks to purchase school supplies.</p> <p>In 2025–26, the district intended to strengthen this action by leveraging site leadership to create a schoolwide plan to reduce chronic absenteeism. However, administrative mid-year staffing disruptions, specifically the departure of the principal and subsequent return of a retired administrator, resulted in no site-wide plan and inconsistent implementation of strategies to reduce chronic absenteeism. Additionally, a recent analysis of data entry processes through the differentiated assistance process revealed that teachers and site staff were not consistently updating daily attendance records, leading to an overreporting of chronic absenteeism. For 2026–27, the district will strengthen this action to secure long-term stability and data integrity by hiring a principal to provide oversight, deliver targeted staff professional development on attendance recording procedures, establish clear site-wide operational expectations, and embed routine monitoring protocols to ensure consistent implementation and cultivate a campus-wide culture of shared accountability.</p>	\$110,000.00	Yes
2.2	Positive Behavioral Interventions and Supports (PBIS)	<p>The PBIS school team will continue to support the implementation of and improve the schoolwide PBIS system based on the identified needs of the staff needs assessment. Professional development will continue to focus on alternatives to suspensions. The development and rollout of a comprehensive student discipline matrix, initially planned for the 2024–25 school year to guide appropriate student interventions, was subsequently deferred to 2025–26. Due to ongoing administrative leadership transitions at the site level, full implementation has been re-aligned to the 2026–27 school year. Moving forward, the district is prioritizing leadership stability as a foundational step to successfully put a restorative discipline framework into action, ensuring staff are fully supported to implement consistent and equitable student interventions.</p> <p>The PBIS school team which includes the counselors at West Park Elementary School will continue to provide social and emotional support for students. These supports are particularly important in addressing the needs and circumstances of foster youth who commonly experience</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>greater levels of trauma and low-income students who may not otherwise have access to mental health services.</p> <p>The PBIS philosophy is student-centered and focused on character development and consistent positive reinforcement, providing structured, positive learning environments that our foster youth, low-income, and English learner students need. Implementation of the PBIS philosophy includes stipends for the additional work and meetings, the cost of supplemental materials and supplies, branding and messaging, substitute teacher costs, and educational incentives for low-income and English learner students.</p> <p>In 2026-27, this action will be further strengthened by adding more campus supervisors who will support the work with the PBIS team to provide more opportunities for organized play and general campus supervision.</p>		
<b>2.3</b>	Two-Way Communication with Families	Electronic two-way communication systems such as automated phone calling systems, Google platform communication and outreach tools, Parent Square, Zoom, etc. enhance communication with parents and support the implementation of annual district surveys. District staff assist parents and other staff to enhance the effective use of technology.	\$93,195.00	Yes
<b>2.4</b>	Parent and Family Engagement	<p>Parent and family engagement will be supported through planned activities such as workshops with guest speakers, family nights, back-to-school night, open house, academic awards ceremonies, technology classes, English classes, and a parent club. Parent classes will focus on technology, literacy, anti-bullying, attendance, and supporting students academically. The Pupil Services Specialist (Action 2.1) will provide additional resources necessary to provide a robust family engagement plan that meets the unique needs of low-income families, English learner families, and foster youth. There is a continued need to build the capacity of the district to provide high-quality family engagement opportunities.</p> <p>The action was strengthened in 2024-25 by increasing the supplemental materials and supplies budget to ensure parents and families have the resources they need to effectively engage in personal learning and</p>	\$26,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>development. The development of a collaborative site-leadership plan for family engagement, initially scheduled for 2025–26, is postponed to 2026–27 due to mid-year administrative restructuring. Under a stabilized site leadership model for the upcoming school year, this action will move forward with enhanced oversight and a distributed framework for staff responsibility. The district will continue administering its annual parent surveys to track metrics related to safety, satisfaction, and community participation.</p>		
<b>2.5</b>	Mental Health Support	<p>West Park Elementary School District is committed to ensuring the physical and mental health of low-income students, English learner students, and foster youth by providing two counselors and contracted services (All 4 Youth) to provide mental health support for students and families. Mental health support is an important resource, especially in addressing the needs and circumstances of foster youth who typically experience greater levels of trauma and low-income students who may not otherwise have access to mental health services.</p> <p>In 2024-25, this action included plans for one counselor. However, the need to add a second counselor was identified during the 2024-25 school year. This action will continue in 2026-27 with the strengthened approach of providing two counselors.</p> <p>LREBG funds will be used to fund a second counselor (\$97,628) to support the social-emotional needs of the students identified by the needs assessment. The highest-need student groups include long-term English learners, Hispanic youth, and low-income students, as reflected in the chronic absenteeism rates and the suspension rates. The metrics used to measure the effectiveness of this action are Metric 2.3 - Chronic Absenteeism Rate and Metric 2.4 - Suspension Rate. Academic and social-emotional counseling is supported by research as an effective strategy to improve academic and social-emotional outcomes. According to a meta-analysis conducted by Durlak et al. (2011), students participating in Social-Emotional Learning (SEL) programs demonstrated a significant 11% improvement in academic performance, alongside improvements in social behaviors, reduced emotional distress, and fewer conduct problems compared to students who did not receive SEL instruction.</p>	\$270,756.00	Yes

Action #	Title	Description	Total Funds	Contributing

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Provide effective school operations to improve school attendance, support labor, maintain transportation services, sustain facilities and infrastructure, practice sound purchasing/acquisition protocols, provide food services, and secure appropriate operation/service agreements.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal underscores the importance of providing all students and staff with safe, clean facilities conducive to learning thereby allowing teachers to teach and students to learn at the highest levels. The metrics are based on the district's FIT report and local survey results and will be used to ensure that all of West Park Elementary facilities are in good repair, and are well-kept (clean). Each school year, school staff will provide the community with facility updates, needs, concerns, etc. In addition, all educational partners will have ongoing opportunities to comment and share concerns on the District's website, as well as at meetings throughout the school year.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facilities Maintained in Good Repair	Facilities in good repair: 100% Data Year: 2023-24 Data Source: FIT Report	Facilities in good repair: 100% Data Year: 2024-25 Data Source: FIT Report	Facilities in good repair: 100% Data Year: 2025-26 Data Source: FIT Report	Facilities in good repair: 100% Data Year: 2026-27 Data Source: FIT Report	no difference
3.2	Other Pupil Outcomes: Local Benchmark Assessment Reading	Students Above or On Grade Level in Reading Overall 31.1% K-2 47.6% 3-5 20.1% 6-8 26.1%	Students Above or On Grade Level in Reading Overall 34.8% K-2 50.0% 3-5 32.4%	Students Above or On Grade Level in Reading Overall 39.0% K-2 51.0% 3-5 32.7%	Students Above or On Grade Level in Reading Overall 45.0% K-2 55.0% 3-5 35.0%	Students Above or On Grade Level in Reading Overall +7.9% K-2 +3.4% 3-5 +12.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Other Pupil Outcomes: Local Benchmark Assessment Math	<p>Low-Income 32.2% Low-Income Hispanic: 34.0% English Learners 20.9% Foster Youth 0%</p> <p>Data Year: Spring Semester 2024 Data Source: iReady</p>	<p>6-8 23.6% Low-Income 40.7% Low-Income Hispanic 15.9% English Learners 26.9% Foster Youth &lt;11 students</p> <p>Data Year: Spring Semester 2025 Data Source: iReady</p>	<p>6-8 34.5% Low-Income: 48.4% Low-Income Hispanic: 21.3% English Learners: 40.0% Foster Youth &lt;11 students</p> <p>Data Year: Spring Semester 2026 Data Source: iReady</p>	<p>6-8 35.0% Low-Income 40.0% Low-Income Hispanic 40.0% English Learners 30.0% Foster Youth 20.0%</p> <p>Data Year: Spring Semester 2027 Data Source: iReady</p>	<p>6-8 +8.4% Low-Income +16.2% Low-Income Hispanic -12.7% English Learners +19.1% Foster Youth &lt;11 students</p>
		<p>Students Above or On Grade Level in Math</p> <p>Overall 26.7% K-2 34.0% 3-5 20.4% 6-8 24.2% Low-Income 26.6% Low-Income Hispanic 27.8% English Learners 18.2% Foster Youth 100%</p> <p>Data Year: Spring Semester 2024 Data Source: iReady</p>	<p>Students Above or On Grade Level in Math</p> <p>Overall 28.1% K-2 47.2% 3-5 22.3% 6-8 17.4% Low-Income 35.9% Low-Income Hispanic 13.8% English Learners 20.4% Foster Youth &lt;11 students</p> <p>Data Year: Spring Semester 2025 Data Source: iReady</p>	<p>Students Above or On Grade Level in Math</p> <p>Overall 32.3% K-2 44.9% 3-5 17.1% 6-8 34.4% Low-Income: 35.5% Low-Income Hispanic: 15.5% English Learners (EL): 25.7% Foster Youth &lt;11 students</p> <p>Data Year: Spring Semester 2026 Data Source: iReady</p>	<p>Students Above or On Grade Level in Math</p> <p>Overall 40.0% K-2 50.0% 3-5 30.0% 6-8 30.0% Low-Income 35.0% Low-Income Hispanic 35.0% English Learners 25.0% Foster Youth 40.0%</p> <p>Data Year: Spring Semester 2027 Data Source: iReady</p>	<p>Students Above or On Grade Level in Math</p> <p>Overall +5.6% K-2 +10.9% 3-5 -3.3 6-8 +10.2 Low-Income +8.9% Low-Income Hispanic -2.1% English Learners +7.5% Foster Youth &lt;11 students</p>

## Goal Analysis [2025-26]

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

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

Action 3.1 provided for the expansion of outdoor learning environments/areas that can be utilized for student instruction of core academic areas through project-based, hands-on learning opportunities. The action also provided for improvements to outdoor play spaces to provide an inviting and safe place for students to socialize and deepen their connection to school. This action was implemented as planned, with improvements to the elementary play structure during the 2025-26 school year. Plans are in place to improve the preschool structure during the 2026-27 school year. One of the greatest challenges in implementing this action has been supporting teachers in fully integrating the outdoor learning spaces into their instructional practices, as many have not yet adjusted lesson plans to intentionally incorporate the use of these environments.

Action 3.2 was not fully implemented as planned, as additional improvements to the security system were not completed during the 2025-26 school year.

Action 3.3 provided for custodians to maintain the cleanliness and safety of our educational facilities, allowing students, staff, and families to enjoy a clean and secure environment for learning activities. This action was implemented as planned. There were no notable challenges with the implementation of this action.

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

Action 3.1: Planned expenditures were greater than estimated actuals because the district did not procure a bid for projects during 2025-26. They have been postponed to 2026-27. Also, the action was changed to a non-contributing action.

Action 3.2: Planned expenditures were greater than estimated actuals because investments in security systems enhancements were postponed to 2026-27.

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

Action 3.1: Expanded Learning Environments  
Effectiveness of Action: 2 - Partially Effective

Metrics: Local Assessments in reading and math, Chronic Absenteeism Rate, Attendance Rate, Student survey results measuring student connectedness to school, Parent survey results measuring parent connectedness to school  
Analysis Statement:

Action 3.1 was effective as evidenced by increases in reading and math performance on state and local assessments. However, it was not effective in meeting the goal as measured by increases in chronic absenteeism. The original aim of this action was to create engaging outdoor spaces that would help students feel a stronger sense of connection and belonging at school. By fostering a more welcoming and positive school environment, the intention was to improve student attendance and reduce chronic absenteeism. Increased attendance would provide students with more opportunities for consistent instruction and learning, which was expected to contribute to improved academic

achievement and higher test scores. Another goal of this action was to develop outdoor learning spaces that would allow teachers to extend instruction beyond the traditional classroom setting. These spaces were intended to support hands-on, experiential learning opportunities that increase student engagement, foster deeper understanding of content, and ultimately contribute to improved academic performance and higher test scores. However, due to rising rates of chronic absenteeism and student suspensions, the district has determined that supplemental and concentration funds should be redirected to actions that have demonstrated a greater impact on student outcomes. As a result, this action will be reclassified as a non-contributing action for the 2026–27 school year.

Overall, the percentage of students meeting or exceeding standards in ELA and math, as measured by statewide assessments, increased from 2023 through 2025. In ELA, the overall percentage of students meeting or exceeding standards rose from 15.9% in 2023, to 18.3% in 2024, and to 24.3% in 2025. In math, the overall percentage increased from 10.0% in 2023, to 12.7% in 2024, and to 15.7% in 2025. Results were mixed for unduplicated pupils in ELA. Low-income student performance in ELA increased from 15.1% in 2023, to 17.3% in 2024, and to 23.1% in 2025. For English learners, performance in ELA rose from 9.6% in 2023 to 11.7% in 2024, but declined to 8.1% in 2025. In math, unduplicated pupils demonstrated positive gains: low-income student performance increased from 7.6% in 2023, to 11.7% in 2024, and to 14.6% in 2025, while English learner performance increased from 6.0% in 2023, to 3.9% in 2024, and to 9.4% in 2025.

The local assessments (iReady) in reading and math further support the overall effectiveness of this action, with gains in both reading and math overall. In 2024, 31.1% of students were at or above grade level in reading. In 2025, this percentage increased to 34.8%. In 2026, the percentage increased again to 39.0%. In the area of math in 2026, 32.3% of students were at or above grade level, an increase from 34.8% in 2025 and 28.2% in 2024. The percentage of students at or above grade level in all grades, except 3-5 in math, increased from 2024 to 2026.

However, the chronic absenteeism rate demonstrated that this action was not effective. In 2024, the chronic absenteeism rate decreased for low-income students from 35.7% in 2023 to 34.7% in 2024, and for English learners from 27.2% in 2023 to 25.2% in 2024. However, chronic absenteeism increased slightly overall to 34.2% in 2024 from 33.9% the previous year. The increase was due to a significant increase in chronic absenteeism for White students from 19.0% in 2023 to 37.5% in 2024. Then, in 2025, chronic absenteeism increased to 41% overall and increased for all significant student groups, except White students and students with disabilities. Overall, between 2023 and 2025, chronic absenteeism declined for only one student group, White students. Additionally, the attendance rate remained the same at 91.0%.

The parent survey indicated an increased sense of connectedness to school among students, but not parents. In 2025-26, the percentage of parents who agree that the school builds trusting and respectful relationships with families is down slightly to 78.9% compared to 84.0% in 2024-25 and 68.4% in 2023-24. Additionally, the percentage of parents who feel they have input and participation decreased to 63.2% in 2026 from 79.2% in 2025, lower than the 71.4% who agreed in 2024.

The student survey showed an increase in the percentage of students who feel connected to school from 50.4% in 2024 to 65.7% in 2025 and to 71.2% in 2026. These data indicate Action 3.1 was partially successful in making progress toward Goal 3.

Action 3.2: Facility Monitoring, Action 3.3: Clean and Safe Schools

Effectiveness of Action: 2 - Partially Effective

Metrics: Student survey results measuring school safety and cleanliness, Parent survey results measuring school safety and cleanliness.  
Analysis Statement:

These actions were partially effective, as evidenced by the student and parent surveys. Although the planned expansion of the security system was not completed during the 2025–26 school year, the existing system continues to function effectively and provides ongoing support for maintaining a safe and secure learning environment. The percentage of students who agree they feel safe at school increased to 54.2% in 2025-26 from 51.4% in 2024-25. However, only 18.8% of students agree or strongly agree that the school is clean. Also, fewer parents feel that school is safe. In 2025-26, 84.2% of parents agreed or strongly agreed their child feels safe at school compared to 96.0% in 2024-25. The student survey indicated an increased sense of safety, but not the parent survey. In 2025-26, 84.2% of parents (19 respondents) agree or strongly agree their child feels safe at school, compared to 96.0% in 2024-25 and 71.4% in 2023-24. The student survey showed an increase in the percentage of students who feel safe at school from 40.7% in 2024 to 51.4% in 2025, and to 80.8% in 2026.

#### 2026 DATA ANALYSIS SUMMARY

Students at or above grade level in Reading as measured by iReady: Percentage change from 2024 to 2026

Overall: 31.1% (2024), 34.8% (2025), 39.0% (2026); Change from 2024 to 2026 is +7.9%  
K-2 47.6% (2024), 50.0% (2025), 51.0% (2026); Change from 2024 to 2026 is +3.4%  
3-5 20.1% (2024), 32.4% (2025), 32.7% (2026); Change from 2024 to 2026 is +12.6%  
6-8 26.1% (2024), 23.6% (2025), 34.5% (2026); Change from 2024 to 2026 is +8.4%  
Low-Income 32.2% (2024), 40.7% (2025), 48.4% (2026); Change from 2024 to 2026 is +16.2%  
Low-Income Hispanic: 34.0% (2024), 15.9% (2025), 21.3% (2026); Change from 2024 to 2026 is -12.7%  
English Learners: 20.9% (2024), 26.9% (2025), 40.0% (2026); Change from 2024 to 2026 is +19.1%  
Foster Youth: 0% (2024), <11 students (2025), <11 students (2026); N/A

Students at or above grade level in Math as measured by iReady: Percentage change from 2024 to 2026

Overall: 28.2% (2024), 34.8% (2025), 32.3% (2026); Change from 2024 to 2026 is +5.6%  
K-2 34.0% (2024), 47.2% (2025), 44.9% (2026); Change from 2024 to 2026 is +10.9%  
3-5 20.4% (2024), 22.3% (2025), 17.1% (2026); Change from 2024 to 2026 is -3.3%  
6-8 24.2% (2024), 17.4% (2025), 34.4% (2026); Change from 2024 to 2026 is +10.2%  
Low-Income 26.6% (2024), 35.9% (2025), 35.5% (2026); Change from 2024 to 2026 is +8.9%  
Low-Income Hispanic: 27.8% (2024), 13.8% (2025), 15.5% (2026); Change from 2024 to 2026 is -2.1%  
English Learners: 18.2% (2024), 20.4% (2025), 25.7% (2026); Change from 2024 to 2026 is +7.5%  
Foster Youth: <11 students (2024), <11 students (2025), <11 students (2026); N/A

Chronic Absenteeism Rate Percentage Change from 2023 to 2025:

Overall: 33.9% (2023), 34.2% (2024), 41.0% (2025); Change from 2023 to 2025 is +7.1%  
Low-Income: 35.7% (2023), 34.7% (2024), 42.9% (2025); Change from 2023 to 2025 is +7.2%  
English Learners: 27.2% (2023), 25.2% (2024), 33.9% (2025); Change from 2023 to 2025 is +6.7%

Hispanic: 35.6% (2023), 35.3% (2024), 44.4% (2025); Change from 2023 to 2025 is +8.8%  
White: 19.0% (2023), 37.5% (2024), 30.0% (2025); Change from 2023 to 2025 is +11.0%  
Students with Disabilities 59.7% (2023), 51.4% (2024), 50.0% (2025); Change from 2023 to 2025 is -9.7%

Suspension Rate Percentage Change from 2023 to 2025:

Overall: 4.0% (2023), 5.1% (2024), 8.5% (2025); Change from 2023 to 2025 is +4.5%  
Low-Income: 4.5% (2023), 4.9% (2024), 9.4% (2025); Change from 2023 to 2025 is +4.9%  
English Learners: 4.2% (2023), 7.2% (2024), 11.5% (2025); Change from 2023 to 2025 is +7.3%  
Long-Term English Learners: 3.3% (2023), 23.3% (2024), 21.9% (2025); Change from 2023 to 2025 is +18.6%  
Hispanic: 4.3% (2023), 4.9% (2024), 10.0% (2025); Change from 2023 to 2025 is +5.7%  
White: 4.5% (2023), 12.5% (2024), 0.0% (2025); Change from 2023 to 2025 is -4.5%  
Students with Disabilities 7.1% (2023), 2.7% (2024), 11.3% (2025); Change from 2023 to 2025 is +4.2%

Attendance Rate Percentage Change from 2023 to 2025:

Overall 93.0% (2024), 91.0% (2025), and 91.0% (2026); Change from 2024 to 2026 is -2.0%

From 2023 to 2025, CHRONIC ABSENTEEISM at West Park Elementary has shown concerning trends. In 2024, there was a sharp increase in absenteeism among White students, rising from 19.0% in 2023 to 37.5%. By 2025, overall chronic absenteeism increased to 41%, with rises observed in all major student groups except for White students and students with disabilities. Looking at specific groups in 2025, chronic absenteeism was highest among low-income students at 44.4%, Hispanic students at 42.9%, long-term English learners at 34.4%, and English learners at 33.9%. The rate for students with disabilities decreased slightly to 50.0%, but remains comparatively high. Overall, White students were the only group to see an overall decline in chronic absenteeism between 2023 and 2025. Notably, the chronic absenteeism rates for all student groups at West Park Elementary exceed both county and statewide averages. Two key factors are contributing to the high rates of chronic absenteeism at West Park Elementary. First, an analysis of data entry processes revealed that teachers and site staff were not consistently updating daily attendance records, which led to an overreporting of chronic absenteeism. Second, information gathered through the SARB process indicates that students frequently cite negative student-to-student interactions as a reason for their absences.

The PARENT SURVEY indicated an increased sense of safety and connectedness to school among students, but not parents. In 2025-26, 84.2% of parents (19 respondents) agree or strongly agree their child feels safe at school, compared to 96.0% in 2024-25 and 71.4% in 2023-24. In 2025-26, the percentage of parents who agree that the school builds trusting and respectful relationships with families is also down slightly to 78.9% compared to 84.0% in 2024-25 and 68.4% in 2023-24. Additionally, the percentage of parents who feel they have input and participation decreased to 63.2% in 2026 from 79.2% in 2025, lower than the 71.4% who agreed in 2024.

The STUDENT SURVEY showed an increase in the percentage of students who feel safe at school from 40.7% in 2024 to 51.4% in 2025, and to 80.8% in 2026. The percentage of students who feel connected to school also increased from 50.4% in 2024 to 65.7% in 2025 and to 7.2% in 2026. These data indicate Actions 2.3 and 2.4 were successful in making progress toward Goal 2.

LOCAL ASSESSMENTS measured student performance using the iReady assessments in reading and math. Comparisons to last year showed gains overall in both reading and math. At the end of the 2024-25 school year, the percentage of students performing at or above

grade level in reading increased to 34.8% from 31.1% in 2023-24, then increased again to 39.0% in 2025-26. The highest performance in reading was at K-2, with 51.0% of students reading at or above grade level. The greatest growth was in grades 3-5. In 2024-25, 32.4% of students in grades 3-5 were reading at or above grade level compared to 20.1% in 2023-24, increasing again in 2025-26 to 32.7%. In grades 6-8, there was also a significant increase in 2025-26 in the percentage of students reading at or above grade level. In 2024-25, 23.6% of students in grades 6-8 were reading at or above grade level compared to 26.1% in 2023-24. Yet in 2025-26, this percentage increased to 34.5% reading at or above grade level. At the end of the 2025-26 school year, the percentage of students performing at or above grade level in math also increased to 32.3% in 2025-26 from 28.1% in 2024-25 and 26.7% in 2023-24.

The highest performance in math was at K-2, with 44.9% at or above grade level. This was a slight decline from 47.2% of students at or above grade level in 2024-25, but an overall gain compared to 2023, with 34.0% of students at or above grade level in math. The greatest growth was also in grades K-2. In 2023-24, 34.0% of students at K-2 were at or above grade level in math. In 2024-25, the percentage increased for students at K-2 to 44.9% and in 2025-26, performance for students in grades 3-5 declined to 17.1% at or above grade level. In 2024-25, 22.3% of students in grades 3-5 were at or above grade level in math compared to 20.4% in 2023-24. In grades 6-8, there was an increase in the percentage of students performing at or above grade level in math. In 2025-26, 34.4% of students in grades 6-8 were at or above grade level in math compared to 17.4% in 2024-25 and 24.2% in 2023-24. Growth in reading and math during the 2025-26 school year, as measured by the iReady assessments, indicates the effectiveness of the contributing actions grouped above.

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

Action 3.1 was changed to a non-contributing action moving forward. The title and description of the action were also changed to reflect a focus on outdoor spaces designed for recreation, play, and athletics.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Expanded Learning Environments	To increase student engagement and strengthen students' connection to school, the district will improve outdoor spaces designed for recreation, play, and athletics. Enhanced outdoor environments will provide students with safe, inviting areas to socialize, participate in physical activity, and engage in structured and unstructured play throughout the school day.  Improvements to outdoor play spaces and athletic areas create welcoming environments that encourage student participation, school connectedness, and regular attendance. By providing opportunities for recreation and physical activity that align with students' interests outside of academics,	\$342,619.00	No

Action #	Title	Description	Total Funds	Contributing
		these spaces may increase students' motivation to attend and engage in school activities.		
<b>3.2</b>	Facility Monitoring	West Park Elementary School is located in an area where response and monitoring off-hours require more manpower than it can afford. The intent of this action is to decrease vandalism and to increase the supervision of areas that have low supervision. Perimeter protection and storage capacity will be increased, and coverage extended for delayed reporting of incidents. This will also provide data through automated electronic monitoring. The action will increase server capacity to allow for the expansion of the security system.	\$20,000.00	No
<b>3.3</b>	Clean and Safe Schools	West Park Elementary School District custodians serve the important role of maintaining the cleanliness and safety of our educational facilities, allowing students, staff, and families to enjoy a clean and secure environment for learning activities. Proper cleaning and maintenance can make a meaningful impact on educational success for both young learners and teachers. Research supports a positive correlation between facility cleanliness, air quality, and academic performance.	\$191,702.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$51,153,075.00	\$152,297.00

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
36.125%	13.121%	\$373,961.09	49.246%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p><b>Action:</b> Professional Development for Teachers and Paraprofessionals</p> <p><b>Need:</b> The 2023 California Assessments of Student Performance and Progress (CAASPP) show results for our low-income students, English learner students, and foster youth are performing significantly below their peers throughout the county and state on the</p>	<p>Research and educational best practices provide evidence that well-prepared teachers and paraprofessionals have a significant positive impact on student learning. The district's professional development will continue to focus on differentiated lessons that meet the specific needs of English learner students, low-income students, and foster and homeless youth. It will also focus on the vertical alignment of instruction. Follow-up, in-classroom coaching, and feedback will be provided by instructional experts throughout the</p>	<p>Smarter Balanced ELA Smarter Balanced Math California Science Test Local Assessment Reading (iReady) Local Assessment Math (iReady)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>CAASPP English language arts, mathematics, and science assessments. We further disaggregated our data and examined the needs of low-income Hispanic students. Approximately three-quarters (75.6%) of Hispanic students in the district come from low-income households.</p> <p>In 2024, the CAASPP results showed growth overall, and for low-income students and English learners, except in the area of math. However, the achievement gaps persist compared to the county and state. Low-income Hispanic students demonstrated a slight decrease in English language arts and an increase in math. In the area of science, there were decreases overall and for all student groups.</p> <p>In 2025, the CAASPP results again showed growth overall, and growth for low-income students and low-income Hispanic students. English learners, however, showed growth in math, but performance decreased in English language arts. In the area of science, there was another overall decrease and decreases for all student groups.</p> <p>Local assessments administered during the 2024 school year indicate growth in student performance in reading and math. The local assessments in 2025 again show growth in both reading and math overall. In 2026, the local assessments showed growth overall in both reading and math, and growth for all</p>	<p>year to support teachers with the implementation of what they learned through professional development courses.</p> <p>With a strengthened approach of focusing on the effective implementation of the district's new adoptions through the consistent support of content experts and the commitment of the Academic Leadership Team, improved performance of low-income students, English learner students, foster youth, and low-income Hispanic students in all academic areas is expected as measured by the selected metrics.</p> <p>This action is provided on an LEA-wide basis because all students, including Hispanic students, benefit from highly effective teachers, however, low-income students, including low-income Hispanic students, English learners, and foster youth will benefit most from teachers who are skilled at providing differentiated instruction and in-class interventions that will work to close the achievement gap.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>student groups, except low-income Hispanic students in both reading and math.</p> <p>In our experience, skilled teachers are needed to provide differentiated instruction within the instructional day to meet the intervention needs of low-performing students, including low-income students and foster youth, and the integrated language development needs of English learner students.</p> <p><b>Scope:</b> Schoolwide</p>		
1.4	<p><b>Action:</b> Supplemental Instructional and Assessment Resources</p> <p><b>Need:</b> The 2023 California Assessments of Student Performance and Progress (CAASPP) show the results for our low-income students, English learner students, and foster youth are performing significantly below their peers throughout the county and state on the CAASPP English language arts, mathematics, and science assessments. Performance in ELA decreased overall, but performance in math increased overall. Local assessments administered during the 2024 school year indicate growth in student performance in the core content areas, which indicates student performance on the 2024 CAASPP assessments should also show growth.</p>	<p>The district will provide an AVID program to increase the number of students who enroll in and succeed in advanced coursework, help students build academic and organizational skills, strengthen writing, inquiry, collaboration, organization, and reading (WICOR) skills, and create a college-going culture.</p> <p>The district will provide art and music programs to create engaging learning environments that build student confidence and self-expression, encourage collaboration, and provide a safe space for learning. The programs will provide access and equity to resources otherwise out of reach for many students and their families.</p> <p>The district will invest in supplemental resources that provide the assessment data needed to support effective instruction for low-income students, English learner students, and foster youth through differentiated strategies, leveled reading, and guided and independent practice.</p>	<p>Smarter Balanced ELA Smarter Balanced Math California Science Test Local Assessment Reading (iReady) Local Assessment Math (iReady)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The 2024 CAASPP results for our low-income students and English learner students showed growth in the areas of English language arts and math, but a decrease in the area of science. Furthermore, the district's students performed below their peers throughout the county and state. Local assessments administered during the 2025 school year indicate further growth in student performance in the core content areas.</p> <p>In 2025, the CAASPP results again showed growth overall, and growth for low-income students and low-income Hispanic students. English learners, however, showed growth in math, but performance decreased in English language arts. In the area of science, there was another overall decrease and decreases for all student groups. In 2026, the local assessments also showed growth overall in both reading and math, and growth for all student groups, except low-income Hispanic students in both reading and math.</p> <p>These positive, but somewhat mixed, outcomes justify expanding AVID through increased investments and the integration of arts and music. Concurrently, a rigorous analysis of local assessment data in early reading, ELA, math, and science will continue to identify and address student needs.</p> <p>In our experience, socioeconomic challenges, such as food insecurity, poverty, and personal instability, create significant learning barriers for our low-income students and foster youth,</p>	<p>These resources include but are not limited to Renaissance Reading and Math and iReady online instructional and assessment resources.</p> <p>The district will also provide supplemental academic support programs including Reading Corps and Math Corps that address skill sets that will allow low-income, English learner, and foster youth students to access enrichment activities and interests. Using these resources, teachers design project-based and experiential learning opportunities, blended subject lessons, interventions, differentiated lessons, and extended lessons to deliver enhanced lessons supporting base skills, cultural knowledge, career interest, world experiences, health and nutrition, visual and performing arts, social responsibilities, and self-worth. These lessons will incorporate supplemental text, resources, realia, and presenters from the community.</p> <p>These supplemental resources will help to mitigate the impact of the barriers that result in achievement gaps for unduplicated students by providing project-based and experiential learning opportunities that re-engage them in school and help them focus on learning rather than feeling distracted. The use of Reading Corps and Math Corps tutors also helps to mitigate the impact of the barriers that result in achievement gaps for unduplicated students by working with students one-on-one to learn missing skills.</p> <p>Using supplemental instructional and assessment resources in supporting instruction and learning can have a significant positive impact on the</p>	

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	<p>contributing to academic achievement gaps and school disengagement. These student groups also face limited external access to arts and music programs, and typically represent first-generation college-goers or populations historically underrepresented in postsecondary education.</p> <p>Our English learners experience language acquisition delays that interfere with learning the core content. For these reasons, this action is principally directed to meet the unique needs of unduplicated students.</p> <p><b>Scope:</b> Schoolwide</p>	<p>instructional quality of teacher's lessons and the learning outcomes of their students because they allow the teacher to effectively differentiate lessons that are targeted to meet the specific needs of individual students through in-class targeted interventions and supports, making student learning more effective and relevant.</p> <p>This action is provided on an LEA-wide basis because all students benefit from effective instructional practices such as differentiated lessons, however, low-income students, English learners, and foster youth will benefit most from teachers who are skilled at providing differentiated instruction and in-class interventions that will work to close the achievement gap.</p>	
1.5	<p><b>Action:</b> Supplemental Supports</p> <p><b>Need:</b> Consistent input from teachers, parents, and students collected through the needs assessment indicates the need to invest in learning opportunities beyond traditional classroom teaching practices to effectively engage students in learning and provide them with hands-on learning opportunities they may not otherwise experience due to barriers such as limited family resources and language barriers that prevent low-income students, English learner students, and foster youth from learning the California Content Standards outside of the regular school day. Project-based and experiential learning opportunities</p>	<p>Supplemental materials, supplies, and resources will be provided to staff to support effective differentiated lessons within the core instructional program and well-rounded, contextualized activities that enhance learning for low-income, English learner students, and foster youth, building upon and connecting the learning experiences to the contexts of their student's life experiences.</p> <p>The district will also provide supplemental academic support programs including Reading Corps and Math Corps that address skill sets that will allow low-income, English learner, and foster youth students to access enrichment activities and interests. Using these resources, teachers design project-based and experiential learning opportunities, blended subject lessons, interventions, differentiated lessons, and extended lessons to deliver enhanced lessons supporting</p>	<p>Smarter Balanced ELA Smarter Balanced Math California Science Test Local Assessment Reading (iReady) Local Assessment Math (iReady)</p>

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	<p>help to deepen student learning and increase the relevance of classroom instruction. These opportunities provide greater equity and access for low-income students, English learner students, and foster youth who may experience less access to learning experiences outside of the classroom due to limited resources and time.</p> <p>The 2023 California Assessments of Student Performance and Progress (CAASPP) show the results for our low-income students, English learner students, and foster youth are performing significantly below their peers throughout the county and state on the CAASPP English language arts, mathematics, and science assessments. Performance in ELA decreased overall, but performance in math increased overall. Local assessments administered during the 2024 school year indicate growth in student performance in the core content areas which indicates student performance on the 2024 CAASPP assessments will also show growth.</p> <p>The 2024 CAASPP results for our low-income students and English learner students show growth in the areas of English language arts and math, but a decrease in the area of science. Furthermore, our students continue to perform below their peers throughout the county and state. Local assessments administered during the 2025 school year indicate further growth in student performance in the core content areas.</p>	<p>base skills, cultural knowledge, career interest, world experiences, health and nutrition, visual and performing arts, social responsibilities, and self-worth. These lessons will incorporate supplemental text, resources, realia, and presenters from the community.</p> <p>In our experience, low-income students, English learner students, and foster and homeless youth need to experience learning opportunities that are relevant to their daily lives and build upon their prior experiences. This opportunity can be achieved, at least partially, through lessons that integrate hands-on and/or project-based learning opportunities using supplemental materials that enhance student learning.</p> <p>Low-income and English learner students who are provided instructional activities that are relevant to their interests and comprehensible help them maintain engaged learning. Elements of self-worth are developed through the confidence of knowledge and subject awareness that can provide critical thinking avenues for depth of knowledge understanding leading to increased state and local assessment performance for the English learner, low-income, and foster youth students.</p> <p>The action is provided on an LEA-wide basis because all students benefit from enrichment activities, project-based learning, and experiential learning opportunities, however, this action is principally directed to low-income students, English learner students, and foster youth who may experience less access to learning</p>	

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1.6	<p>In 2025, the CAASPP results again showed growth overall, and growth for low-income students and low-income Hispanic students. English learners, however, showed growth in math, but performance decreased in English language arts. In the area of science, there was another overall decrease and decreases for all student groups. In 2026, the local assessments also showed growth overall in both reading and math, and growth for all student groups, except low-income Hispanic students in both reading and math.</p> <p>These early indicators of success suggest further investment in this action with a continued emphasis on early reading skills and vocabulary development for English learner students.</p> <p><b>Scope:</b> Schoolwide</p>	<p>experiences outside of the classroom due to limited resources and time.</p>	<p>Smarter Balanced ELA Smarter Balanced Math California Science Test Local Assessment Reading (iReady) Local Assessment Math (iReady)</p>
2026-27 Local Control and Accountability Plan for West Park Elementary School District	<p><b>Action:</b> Student Tutorial Support</p> <p><b>Need:</b> The 2023 California Assessments of Student Performance and Progress (CAASPP) show the results for our low-income students, English learner students, and foster youth are performing significantly below their peers throughout the county and state on the CAASPP English language arts, mathematics, and science assessments. We further disaggregated our data and examined the</p>	<p>To meet this need for supplemental instructional support for low-income students, English learner students, foster youth, and Hispanic youth, the district will provide the opportunity for qualified staff to provide academic support to students and their families after school hours. This need will be met through tutoring services provided by district teachers, the California Teaching Fellows Foundation, and via phone and web-based platforms.</p> <p>Increased instructional support is intended to help low-income students, English learner students,</p>	<p>Smarter Balanced ELA Smarter Balanced Math California Science Test Local Assessment Reading (iReady) Local Assessment Math (iReady)</p>

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	<p>needs of low-income Hispanic students. 61.4% of our Hispanic students come from low-income households. Our findings revealed a common need among these groups--tutoring services provided by credentialed teachers. Performance in ELA decreased overall, but performance in math increased overall. Local assessments administered during the 2024 school year indicate growth in student performance in the core content areas, which indicates student performance on the 2024 CAASPP assessments will also show growth.</p> <p>The 2024 CAASPP results for our low-income students and English learner students show growth in the areas of English language arts and math, but a decrease in the area of science. Furthermore, our students continue to perform below their peers throughout the county and state. Local assessments administered during the 2025 school year indicate further growth in student performance in the core content areas.</p> <p>In 2025, the CAASPP results again showed growth overall, and growth for low-income students and low-income Hispanic students. English learners, however, showed growth in math, but performance decreased in English language arts. In the area of science, there was another overall decrease and decreases for all student groups. In 2026, the local assessments also showed growth overall in both reading and math, and growth for all student groups, except low-income Hispanic students in both reading and math.</p>	<p>foster youth, and Hispanic youth with independent practice of the skills and concepts learned each day, support the growth of low-income and English Learner students in ELA and math, and support increased parental participation in their child's learning.</p> <p>This action is intended to improve English learner student, low-income student, foster youth, and Hispanic student academic performance in ELA, math, and science on the CAASPP assessments in ELA, math, and science, or local assessments.</p> <p>This action is provided on an LEA-wide basis because all students, including Hispanic students, will benefit from tutoring services, however, priority will be given to low-income students, including low-income Hispanic students, English learner students, and foster youth to eliminate the achievement gap.</p>	

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	<p>These early indicators of success suggest further investment in this action with a continued focus on supporting basic reading, writing, and math skills for the student groups (English learner students, low-income students, and Hispanic students) that were RED on the 2023 Dashboard in the areas of ELA and math.</p> <p>Parent and student requests, in addition to assessment data, indicate that supplemental tutorial support from fully credentialed teachers could increase the academic performance of low-income students and English learner students.</p> <p><b>Scope:</b> Schoolwide</p>		
1.7	<p><b>Action:</b> Intersessions</p> <p><b>Need:</b> The 2023 California Assessments of Student Performance and Progress (CAASPP) show the results for our low-income students, English learner students, and foster youth are performing significantly below their peers throughout the county and state on the CAASPP English language arts, mathematics, and science assessments. Performance in ELA decreased overall, but performance in math increased overall. Local assessments administered during the 2024 school year indicate growth in student performance in the</p>	<p>In collaboration with the Academic Leadership Team, district leadership will plan and offer instructional intersessions during fall, winter, and spring breaks, and during the summer to increase student learning time and improve student outcomes for traditionally underserved youth including low-income students, English learner students, and foster youth.</p> <p>Research confirms that students from low-income families lose ground in learning over the summer compared to their more affluent peers. Research also shows that students with high attendance in voluntary summer learning programs experience educationally meaningful benefits in math and reading.</p>	<p>Smarter Balanced ELA Smarter Balanced Math California Science Test Local Assessment Reading (iReady) Local Assessment Math (iReady)</p>

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	<p>core content areas which indicates student performance on the 2024 CAASPP assessments will also show growth.</p> <p>The 2024 CAASPP results for our low-income students and English learner students show growth in the areas of English language arts and math, but a decrease in the area of science. Furthermore, our students continue to perform below their peers throughout the county and state. Local assessments administered during the 2025 school year indicate further growth in student performance in the core content areas.</p> <p>In 2025, the CAASPP results again showed growth overall, and growth for low-income students and low-income Hispanic students. English learners, however, showed growth in math, but performance decreased in English language arts. In the area of science, there was another overall decrease and decreases for all student groups. In 2026, the local assessments also showed growth overall in both reading and math, and growth for all student groups, except low-income Hispanic students in both reading and math.</p> <p>These early indicators of success suggest further investment in this action with a continued focus that supports intensive remediation in basic reading, writing, and math skills.</p> <p>Requests from educational parents, which are supported by low academic performance,</p>	<p>Providing supplemental instructional time will provide low-income students and foster youth with meaningful instruction during the summer, a time when they commonly experience learning loss. The anticipated result of supplemental instructional time during the summer and intersessions is both an increase in the performance of low-income students and a closing of the achievement gap on the CAASPP assessments in ELA, math, science, or local assessments.</p> <p>This action is provided on an LEA-wide basis because intersessions will be available to all students, however, priority will be given to low-income students, English learner students, and foster youth to eliminate the achievement gap.</p>	

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	<p>indicate that supplemental instructional support from fully credentialed teachers could increase low-income and English learner student learning and achievement. Intersession instructional sessions will bridge regular instructional sessions will bridge instructional gaps, keep low-income and English learner students actively engaged in the learning process, and provide opportunities for significant intensive remediation, as needed, based on individualized needs.</p> <p><b>Scope:</b> Schoolwide</p>		
1.9	<p><b>Action:</b> Paraprofessional Support for Students</p> <p><b>Need:</b> The 2023 California Assessments of Student Performance and Progress (CAASPP) show the results for our low-income students, English learner students, and foster youth are performing significantly below their peers throughout the county and state on the CAASPP English language arts, mathematics, and science assessments. Performance in ELA decreased overall, but performance in math increased overall. Local assessments administered during the 2024 school year indicate growth in student performance in the core content areas which indicates student performance on the 2024 CAASPP assessments will also show growth.</p>	<p>The district will invest in eight (8) paraprofessionals to provide direct instructional support to low-income students, English learner students, and foster youth in the classroom under the supervision and guidance of appropriately credentialed teachers.</p> <p>Research and experience provide evidence that students benefit significantly from small group and individualized instruction focused on each student's specific needs, especially for English learner students, students from low-income backgrounds, and other underserved students, where additional support is needed to create equitable learning environments.</p> <p>Paraprofessionals will help to reduce achievement gaps for unduplicated students by providing students with one-on-one instructional support in the classroom. Paraprofessionals will help</p>	<p>Smarter Balanced ELA Smarter Balanced Math California Science Test Local Assessment Reading (iReady) Local Assessment Math (iReady)</p>

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	<p>The 2024 CAASPP results for our low-income students and English learner students show growth in the areas of English language arts and math, but a decrease in the area of science. Furthermore, our students continue to perform below their peers throughout the county and state. Local assessments administered during the 2025 school year indicate further growth in student performance in the core content areas. The English Learner Progress Indicator increased significantly from 17.1% in 2023 to 64.3% in 2024.</p> <p>In 2025, the CAASPP results again showed growth overall, and growth for low-income students and low-income Hispanic students. English learners, however, showed growth in math, but performance decreased in English language arts. In the area of science, there was another overall decrease and decreases for all student groups. In 2026, the local assessments also showed growth overall in both reading and math, and growth for all student groups, except low-income Hispanic students in both reading and math.</p> <p>These early indicators of success suggest continued investment in this action with an even more strengthened approach to recruit and retain qualified applicants for the unfilled positions at local job fairs and on multiple social media platforms.</p> <p>In our experience, our low-income students and foster youth experience greater barriers to learning, such as food insecurity, poverty, and</p>	<p>students stay on task and engage more in their learning by redirecting students' attention and interacting with students who need support to refocus on learning. Paraeducators will work directly with English learner students to help them build on their background knowledge, learn new vocabulary, and practice their language skills with their peers in a less formal, lower-risk setting.</p> <p>We expect that the state or local achievement data in the areas of ELA, math, and science for foster youth, low-income, and English learners will increase, and English language development for English learner students will increase, as paraprofessionals will provide the additional direct support that unduplicated students need to have equitable access to the content.</p> <p>The action is provided on an LEA-wide basis because all students benefit from small group support, however, this action is principally directed to low-income students, English learner students, and foster youth who may have greater need for individualized instruction to close the achievement gap.</p>	

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1.10	<p>instability in their personal lives, which can cause them to feel distracted, unfocused, and even disengaged from school, that can result in achievement gaps. Our English learner students experience language acquisition delays that interfere with learning the core content. For these reasons, this action is principally directed to meet the unique needs of unduplicated students.</p> <p><b>Scope:</b> Schoolwide</p>	<p>The district will provide supplemental technology resources and support to ensure equitable access for low-income students, English learner students, and foster youth to 21st-century content standards. With current technology, teachers are able to provide current and relevant learning opportunities aligned with the content standards. Technology will provide for improved communication and partnerships between educators and the families of low-income students, English learner students, and foster youth. The district will continue to maintain and replace technology and the related infrastructure to ensure effective learning opportunities that include equitable access for low-income, English learners, and foster youth.</p> <p>Access to technology resources both in school and at home will directly address the needs of low-income students, English learner students, and foster youth. An additional need to address the learning of low-income students, English learner students, and foster youth is to ensure teachers</p>	<p>Smarter Balanced ELA Smarter Balanced Math California Science Test Local Assessment Reading (iReady) Local Assessment Math (iReady)</p>

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	<p>growth in the areas of English language arts and math, but a decrease in the area of science. Furthermore, our students continue to perform below their peers throughout the county and state. Local assessments administered during the 2025 school year indicate further growth in student performance in the core content areas. The English Learner Progress Indicator increased significantly from 17.1% in 2023 to 64.3% in 2024.</p> <p>In 2025, the CAASPP results again showed growth overall, and growth for low-income students and low-income Hispanic students. English learners, however, showed growth in math, but performance decreased in English language arts. In the area of science, there was another overall decrease and decreases for all student groups. In 2026, the local assessments also showed growth overall in both reading and math, and growth for all student groups, except low-income Hispanic students in both reading and math.</p> <p>These early indicators of success suggest continued investment in this action with a continued focus on following the new technology replacement plan.</p> <p>A condition of low-income families is a lack of access to digital devices at home to support the completion of school work, including research and writing assignments. Additionally, access to the internet is a problem in rural Fresno County, which is well-documented by local and state research.</p>	<p>also have access to the necessary technology to deliver the curriculum that is designed to leverage 21-st century learning opportunities including visual instructional supports, virtual classrooms, and access to resources that are only available electronically.</p> <p>Providing these additional technology resources will support the implementation of current 21st-century technology-embedded teaching and learning structures that are standard best practices, ensuring equitable access for low-income students and foster youth whose financial circumstances may not allow for access to the latest technological resources. By maintaining and upgrading technology for teachers and the identified students to ensure continued electronic access to learning and teaching, the academic achievement of English Learners and low-income students will increase year over year, as measured by CAASPP assessments in ELA, math, and science, or local assessments.</p> <p>This action is provided on an LEA-wide basis because all students need access to technology, however, it is principally directed to the circumstances of low-income students, English learner students, and foster youth who may otherwise have no access to technology.</p>	

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1.12	<p><b>Scope:</b> Schoolwide</p> <p><b>Action:</b> Class Size Reduction</p> <p><b>Need:</b> The 2023 California Assessments of Student Performance and Progress (CAASPP) show the results for our low-income students, English learner students, and foster youth are performing significantly below their peers throughout the county and state on the CAASPP English language arts, mathematics, and science assessments. Performance in ELA decreased overall, but performance in math increased overall. Local assessments administered during the 2024 school year indicate growth in student performance in the core content areas which indicates student performance on the 2024 CAASPP assessments will also show growth.</p> <p>The 2024 CAASPP results for our low-income students and English learner students show growth in the areas of English language arts and math, but a decrease in the area of science. Furthermore, our students continue to perform below their peers throughout the county and state. Local assessments administered during the 2025 school year indicate further growth in student performance in the core content areas. The English Learner Progress Indicator increased significantly from 17.1% in 2023 to 64.3% in 2024.</p>	<p>West Park Elementary School is committed to ensuring lower class sizes in grades K-6 beyond statutory requirements to ensure teachers can effectively differentiate their support to provide increased attention to students in need of additional support including low-income students, English learner students, foster and homeless youth. These identified students are traditionally underserved students who are provided equitable access to core learning opportunities through individualized and personalized instruction and support within all learning environments.</p> <p>Evidence and experience demonstrate that students perform better when they have access to more effective teaching and more focused learning. In a reduced class size setting, more teacher-to-student and student-to-teacher interactions allow teachers to recognize the needs of individual students and customize instruction and support. Teachers know their students on a more individual basis and can more easily identify learning needs early, when early intervention has the greatest impact on student growth. In a small class setting, the environment supports more student connection and greater social and emotional student health.</p> <p>By continuing to sustain additional teachers, the district will make it possible for a smaller staff-to-student ratio to be able to provide this targeted support. Maintaining a commitment to smaller</p>	Smarter Balanced ELA Smarter Balanced Math California Science Test Local Assessment Reading (iReady) Local Assessment Math (iReady)

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	<p>In 2025, the CAASPP results again showed growth overall, and growth for low-income students and low-income Hispanic students. English learners, however, showed growth in math, but performance decreased in English language arts. In the area of science, there was another overall decrease and decreases for all student groups. In 2026, the local assessments also showed growth overall in both reading and math, and growth for all student groups, except low-income Hispanic students in both reading and math.</p> <p>These early indicators of success suggest continued investment in this action with a strengthened approach through additional investments in teacher professional development focused on AVID strategies and a continued focus on the effective implementation of the newly adopted curriculum.</p> <p><b>Scope:</b> Schoolwide</p>	<p>class sizes has the potential to impact individual student learning in the core academic areas and increase English learner students' language proficiency levels as evidenced in the CAASPP results or local measures. We expect that the state or local achievement data in the areas of ELA , math, and science for foster youth, low-income and English learners will increase as the program is designed to meet the learning needs and experiences most associated with these specific student groups. However, because we expect that all students struggling academically will benefit, this action is provided on a school-wide basis.</p> <p>This action is provided on an LEA-wide basis because all students benefit from reduced class size, however, it is principally directed to meet the needs of low-income students, English learner students, and foster youth who will experience increased equitable access to the content standards including ELD standards for English learner students.</p>	
1.13	<p><b>Action:</b> School Instructional Leadership</p> <p><b>Need:</b> The 2023 California Assessments of Student Performance and Progress (CAASPP) show the results for our low-income students, English learner students, and foster youth are performing significantly below their peers throughout the county and state on the</p>	<p>A dedicated instructional leader at the elementary school campus will address the achievement gaps of low-income students, English learner students, and foster youth by ensuring teachers are utilizing instructional practices in the classroom including differentiated learning, targeted in-class interventions, and regular progress monitoring and feedback. The instructional leader will accomplish this by mentoring teachers and providing</p>	<p>Smarter Balanced ELA Smarter Balanced Math California Science Test Local Assessment Reading (iReady) Local Assessment Math (iReady)</p>

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	<p>CAASPP English language arts, mathematics, and science assessments. Performance in ELA decreased overall, but performance in math increased overall. Local assessments administered during the 2024 school year indicate growth in student performance in the core content areas which indicates student performance on the 2024 CAASPP assessments will also show growth.</p> <p>The 2024 CAASPP results for our low-income students and English learner students show growth in the areas of English language arts and math, but a decrease in the area of science. Furthermore, our students continue to perform below their peers throughout the county and state. Local assessments administered during the 2025 school year indicate further growth in student performance in the core content areas. The English Learner Progress Indicator increased significantly from 17.1% in 2023 to 64.3% in 2024.</p> <p>In 2025, the CAASPP results again showed growth overall, and growth for low-income students and low-income Hispanic students. English learners, however, showed growth in math, but performance decreased in English language arts. In the area of science, there was another overall decrease and decreases for all student groups. In 2026, the local assessments also showed growth overall in both reading and math, and growth for all student groups, except low-income Hispanic students in both reading and math.</p>	<p>guidance on how to establish best instructional practices in the classroom. The instructional leader will communicate and set clear goals related to student achievement together with teachers. The instructional leader will serve as an expert teacher who possesses the skills to provide coaching and mentoring to teachers, as well as professional learning opportunities that allow teachers to explore best practices in teaching. The instructional leader will also provide support and oversight of professional learning communities where teachers share best practices and brainstorm innovative ways to improve learning and drive student achievement. The goal of the instructional leadership model is to increase student academic achievement of low-income students, English learner students, and foster youth by developing reflective educators who are equipped to provide timely and targeted interventions and supports in the classroom when and where they are needed.</p> <p>The instructional leader will help to mitigate barriers for low-income students such as food insecurity by monitoring student school meal usage and conducting outreach efforts to encourage families to take advantage of this resource. Efforts to help students experiencing greater childhood traumas include monitoring and ensuring equitable student access to counseling services and helping families with access to public mental health services. Language barriers impacting English learner students will be addressed by the instructional leader through routine monitoring of classroom instructional strategies such as effective integrated English</p>	

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	<p>These early indicators of success suggest continued investment in this action with a strengthened approach for professional learning communities where all members are aligned and committed to a common vision of success.</p> <p>Low-income students and foster youth experience an achievement gap due to a variety of barriers that impact learning compared to their peers. Examples of these barriers for low-income students and foster youth include fewer resources outside of school, increased hunger, and greater childhood traumas. For English learners, a significant barrier is varying language abilities and limited academic vocabulary.</p> <p><b>Scope:</b> Schoolwide</p>	<p>language development, use of scaffolds to increase productive language, and frequent use of student-to-student interactions.</p> <p>The instructional leader has a great deal of responsibility to low-income students, English learner students, foster youth, teachers, parents, and the community. They are supportive, motivating, and knowledgeable about student learning, including academic and social-emotional learning. Together, the instructional leader and instructional leadership team communicate a clear vision for classroom practices and communicate expectations for teachers and students through a supportive, mentoring approach.</p> <p>The impact of an instructional leadership model is to continuously improve equity and access to high-quality learning experiences and improved academic outcomes for all students with an emphasis on closing achievement gaps. By implementing this action as described, we expect the achievement of low-income students, English learner students, and foster youth will increase on both state and local assessments in ELA, math, and science.</p> <p>This action is provided on an LEA-wide basis because all students will have access to the instructional leader and all students will benefit from improved instructional strategies. However, this action is principally directed toward low-income students, English learner students, and foster youth who may disproportionately experience circumstances such as childhood</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	<p><b>Action:</b> Students and Parents: Positive Attendance Support</p> <p><b>Need:</b> Chronic absenteeism rates for low-income students and English learners are high and are increasing. Back in 2022-23, the chronic absenteeism rate decreased to 33.9% from 53.5% in the previous year. And in 2023-24, the chronic absenteeism rate decreased for low-income students from 35.7% in 2023 to 34.7% in 2024, and for English learners from 27.2% in 2023 to 25.2% in 2024. However, in 2024-25, chronic absenteeism rates increased for low-income students to 42.9%, for English learners to 33.9%, and for long-term English learners to 34.4%. These rates all exceed county and state rates.</p> <p>Our chronically absent students are not only missing out on school and opportunities to learn, but they are at the greatest risk of falling behind academically and socially-emotionally, which disproportionately impacts our low-income students, English learner students, and foster youth who are already experiencing lower achievement levels compared to all students. Research also shows that chronic absenteeism is an early predictor of high school dropout. For this reason, chronic absenteeism disproportionately impacts low-income students, English learners, and foster youth since it has the potential to accelerate</p>	<p>trauma, hunger, and/or language barriers that result in an achievement gap.</p> <p>To ensure our low-income students, English learners, and foster youth are attending school and actively learning, supplemental supports designed to monitor student attendance and intervene early will be provided promptly and on a routine basis to assist in the removal of any potential barriers the families of our low-income students, English learner students, and foster youth may be experiencing that is interfering with their child's regular attendance and active engagement in school.</p> <p>To provide this increased support principally directed to these families, the district will provide a Pupil Services Specialist to implement an effective Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) processes that focus on supporting families, engage in regular communication with families regarding attendance and absences, and provide frequent positive recognition of positive student engagement in school. Regular attendance at school for both students and staff is a priority of the district. For this reason, students will be recognized for regular attendance at school through strategies such as Wolf Bucks to purchase school supplies.</p> <p>Supplemental supports focused on high levels of student engagement in school are designed to support the families of our low-income students, English learner students, and foster youth by assisting with the removal of barriers that may interfere with regular attendance at school and</p>	<p>Chronic Absenteeism Rate Local Assessment Reading (iReady) Local Assessment Math (iReady)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>achievement gaps and compound other factors impacting academic achievement.</p> <p><b>Scope:</b> Schoolwide</p>	<p>affect them disproportionately such as transportation needs, medical needs, or other circumstances that make it difficult to ensure their child is in school, on-time, every day.</p> <p>This action will address the need to reduce chronic absenteeism by monitoring student attendance and intervening early with support on a prompt and routine basis to assist in the removal of any potential barriers the families of our low-income students, English learner students, and foster youth may be experiencing that are interfering with their child's regular attendance at school.</p> <p>In 2025-26, the district intended to strengthen this action by leveraging site leadership to create a schoolwide plan to reduce chronic absenteeism. However, administrative mid-year staffing disruptions, specifically the departure of the principal and subsequent return of a retired administrator, resulted in no site-wide plan and inconsistent implementation of strategies to reduce chronic absenteeism. Additionally, a recent analysis of data entry processes through the differentiated assistance process revealed that teachers and site staff were not consistently updating daily attendance records, leading to an overreporting of chronic absenteeism. For 2026-27, the district will strengthen this action to secure long-term stability and data integrity by hiring a principal to provide oversight, deliver targeted staff professional development on attendance recording procedures, establish clear site-wide operational expectations, and embed routine monitoring protocols to ensure consistent implementation and</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>cultivate a campus-wide culture of shared accountability.</p> <p>This action is being provided on an LEA-wide basis because monitoring student attendance and intervening early is beneficial for all students. However, this action is designed to target the needs of low-income, English learner students, and foster youth so that chronic absenteeism does not affect them disproportionately.</p> <p>We expect that this action, through continuously improved implementation over time, will result in decreased chronic absenteeism, thereby increasing academic outcomes in reading and math.</p>	
2.2	<p><b>Action:</b> Positive Behavioral Interventions and Supports (PBIS)</p> <p><b>Need:</b> Disproportionate suspension rates, high chronic absenteeism, and low student connectedness to school persist.</p> <p>Looking back, in 2022-23, the suspension rate increased to 4.0% from 3.5% in 2021-22 and is proportionally higher for low-income students (4.5%). However, the suspension rate for English learners declined from 2021-22 to 2022-23, from 4.7% to 4.2%. In 2023-24, the suspension rate increased again to 5.1% from 4.0% in 2022-23. The rate for English learners increased significantly from 4.2% in 2023 to 7.2% in 2024. Then in 2025, the suspension rate increased significantly to</p>	<p>The PBIS school team will continue to improve the schoolwide PBIS system based on the identified needs of the staff needs assessment. Professional development will continue to focus on alternatives to suspensions. Counselors (funded in Action 2.5) will provide the expertise needed to effectively understand the student behaviors of low-income students and foster youth, support staff, and develop individual student plans, which will result in healthier students who are more engaged in school and able to more effectively access core academic content. Expenditures on engagement strategies such as student excursions, assemblies, and rallies exceeded planned expenditures in 2024-25. Strategies to strengthen the action in 2025-26 will become the focus again in 2026-27, including the addition of campus supervision to support the work with the PBIS team to provide more opportunities for organized play and general campus supervision. Also, the development of a</p>	<p>Suspension Rate Expulsion Rate Chronic Absenteeism Rate Student survey results measuring student connectedness to school Student survey results measuring school safety</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>8.5% overall, to 9.4% for low-income students, to 11.5% for English learners, to 21.9% for long-term English learners.</p> <p>Chronic absenteeism rates for low-income students and English learners are high and are increasing. Back in 2022-23, the chronic absenteeism rate decreased to 33.9% from 53.5% in the previous year. And in 2023-24, the chronic absenteeism rate decreased for low-income students from 35.7% in 2023 to 34.7% in 2024, and for English learners from 27.2% in 2023 to 25.2% in 2024. However, in 2024-25, chronic absenteeism rates increased for low-income students to 42.9%, for English learners to 33.9%, and for long-term English learners to 34.4%. These rates all exceed county and state rates.</p> <p>A local needs assessment continues to support the need for a structured, consistently implemented, positive schoolwide behavior system that will provide the support needed to help foster youth, low-income, and English learner students actively engage in school and contribute to a healthy school environment. Research shows that effectively implementing a system of Positive Behavioral Interventions and Supports (PBIS) in schools has a significant positive impact on lowering suspension and expulsion rates, increasing student engagement in school, and improving staff morale and perceptions of school climate. PBIS is a whole-school framework for establishing consistent positive discipline practices across all staff, students, and</p>	<p>discipline matrix will support appropriate student interventions</p> <p>In 2026-27, this action will be strengthened by adding more campus supervisors who will support the work with the PBIS team to provide more opportunities for organized play and general campus supervision. Supervisors will play a key role in providing more structured opportunities for organized play during recess and lunch, as well as improving overall campus supervision. Their presence will support positive behavior, reduce incidents of conflict, and create safer, more inclusive spaces where all students can feel connected and supported throughout the school day.</p> <p>This action is provided on an LEA-wide basis because timely and appropriate social and emotional support is beneficial to all students. However, the action is principally focused on the needs and circumstances of foster youth who commonly experience greater levels of trauma and low-income students who may not otherwise have access to mental health services.</p> <p>The implementation of the PBIS system with integrity should result in decreases in office referrals, suspensions, and chronic absenteeism, improved survey results indicating student connectedness to school, and increases in attendance rates for our low-income students, English learner students, and foster youth.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	<p>settings. It is a multi-tiered system of prevention that establishes a foundation for a healthy school environment. The model emphasizes teaching and acknowledging students for meeting behavioral expectations and providing consistent and corrective responses for problem behavior. The focus of PBIS is prevention, not punishment.</p> <p>To date, this action has not been fully implemented due to leadership instability and an unsupported shared belief in and commitment to PBIS strategies. However, this does not diminish the need for this action. Moving forward, the district is prioritizing leadership stability as a foundational step to successfully put a restorative discipline framework into action, ensuring staff are fully supported to implement consistent and equitable student interventions. In 2026-27, this action will be further strengthened by adding more campus supervisors who will support the work with the PBIS team to provide more opportunities for organized play and general campus supervision.</p> <p><b>Scope:</b> Schoolwide</p>	<p>The district will provide electronic two-way communication systems such as automated phone calling systems, Google platform communication and outreach tools, Parent Square, Zoom, etc. to enhance communication with parents and support the implementation of annual district surveys.</p>	<p>Chronic Absenteeism Parent survey results measuring parent input in decision making Parent survey results measuring parent connectedness to school</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>accessible district communications regarding learning, safety, engagement, and other important topics due to challenges such as accessible language and translation. In our experience, low-income families often cannot meet school staff or attend events where information is provided because of work hours or lack of transportation. They may not have adequate opportunities to provide input in decision-making or feel disconnected from school. Parents and families who don't speak English as their primary language may face additional barriers to receiving and understanding district communications. Chronic absenteeism persists at higher than desirable levels and must decrease for students to be in school to learn. A shared understanding between educators and families about the importance of regular attendance in school is possible through effective two-way communication.</p> <p><b>Scope:</b> Schoolwide</p>	<p>District staff assist parents and other staff to enhance the effective use of technology.</p> <p>Communication gaps are minimized with district technology. Technology and resources that increase access to information benefit our families and students. Access to important information facilitates and expands the opportunities of the families of our low-income students, English learner students, and foster youth. It improves their overall experience as an educational partner and improves their ability to provide valuable input regarding their child's educational needs which impacts their academic, social, emotional, and behavioral success at school.</p> <p>In our experience, the effective use of two-way communication tools increases parent involvement in decision-making and the active engagement of foster youth, low-income, and English learner students in school. For this reason, we expect a reduction in the chronic absenteeism rate and an increase in the percentage of parents who feel they have more input in decision making and a greater connectedness to school.</p> <p>This action is provided on an LEA-wide basis because all families need to be included in regular communications with the school, however, a focused effort on outreach to families that are marginalized or disengaged from school such as the families of low-income students, English learner students, or foster youth will help create an inclusive culture that values all voices and results in the academic and social-emotional success of</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.4	<p><b>Action:</b> Parent and Family Engagement</p> <p><b>Need:</b> Based on parent educational partner input and survey data, parents and families continue to show interest in a parent club, volunteer opportunities, and parent classes that help parents know how to support their child's learning at home such as basic technology skills. Continued family engagement opportunities will support a more positive school climate and increase student engagement in school.</p> <p>In our experience, providing family engagement opportunities principally directed to the families of low-income students, English learner students, and foster youth helps to address the circumstances that impact student learning like the ability of non-English speaking families to support their child's learning at home and understanding how to access community resources such as health care and mental health services.</p> <p><b>Scope:</b> Schoolwide</p>	<p>low-income students, English learner students, and foster youth.</p> <p>Parent and family engagement will be supported through planned activities such as workshops with guest speakers, family nights, back-to-school night, open house, academic awards ceremonies, technology classes, English classes, and a parent club. Parent classes will focus on literacy, anti-bullying, attendance, and supporting students academically. There is a continued need to build the capacity of the district to provide high-quality family engagement opportunities. The action will be strengthened in 2024-25 by increasing the supplemental materials and supplies budget to ensure parents and families have the resources they need to effectively engage in personal learning and development.</p> <p>The development of a collaborative site-leadership plan for family engagement, initially scheduled for 2025–26, is postponed to 2026–27 due to mid-year administrative restructuring. Under a stabilized site leadership model for the upcoming school year, this action will move forward with enhanced oversight and a distributed framework for staff responsibility. The intent is to foster a more welcoming and inclusive school culture where families feel valued, informed, and empowered to be active participants in their child's education. The plan will also include targeted outreach strategies for historically underserved families, culturally responsive practices, and more engagement opportunities such as workshops, family nights, and classroom visits. Surveys will continue to be administered annually to assess parental participation, engagement, safety, and</p>	<p>Student survey results measuring student connectedness to school</p> <p>Parent survey results measuring parent connectedness to school</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>satisfaction. The district will continue administering its annual parent surveys to track metrics related to safety, satisfaction, and community participation.</p> <p>This action is provided on an LEA-wide basis because research supports that the opportunities for parents and families are positively correlated with increased engagement of their children in school. The Family Engagement Framework, a California Department of Education publication acknowledges that "family engagement is one of the single most important factors in helping students succeed in school. Parents, families, and other caring adults provide the primary educational environment for children early in life and can reinforce classroom learning throughout the school years."</p> <p>This action is expected to improve engagement and a sense of school connectedness for our educational partners, low-income students, English learner students, and foster youth as reported in the survey data and educational partner feedback.</p>	
2.5	<p><b>Action:</b> Mental Health Support</p> <p><b>Need:</b> Chronic absenteeism rates for low-income students and English learners are high and are increasing. Back in 2022-23, the chronic absenteeism rate decreased to 33.9% from 53.5% in the previous year. And in 2023-24, the chronic absenteeism rate decreased for low-income students from 35.7% in 2023 to</p>	<p>West Park Elementary School District is committed to ensuring the physical and mental health of low-income students and English learner students by providing two counselors and contracted services with a non-profit, clinic-level mental health agency to provide mental health support for students and families, as needed. The counselors will provide SEL lessons, engage students in restorative practices, and meet with students in groups and individually to provide mental health counseling. Mental health support is an important resource,</p>	<p>Chronic Absenteeism Rate Suspension Rate Student and parent survey results measuring school safety Surveys of students and parents measuring connectedness to school</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>34.7% in 2024, and for English learners from 27.2% in 2023 to 25.2% in 2024. However, in 2024-25, chronic absenteeism rates increased for low-income students to 42.9%, for English learners to 33.9%, and for long-term English learners to 34.4%. These rates all exceed county and state rates.</p> <p>Looking back, in 2022-23, the suspension rate increased to 4.0% from 3.5% in 2021-22 and is disproportionately higher for low-income students (4.5%). However, the suspension rate for English learners declined from 2021-22 to 2022-23, from 4.7% to 4.2%. In 2023-24, the suspension rate increased again to 5.1% from 4.0% in 2022-23. The rate for English learners increased significantly from 4.2% in 2023 to 7.2% in 2024. Then in 2025, the suspension rate increased significantly to 8.5% overall, to 9.4% for low-income students, to 11.5% for English learners, to 21.9% for long-term English learners.</p> <p>A survey of students and parents indicates that continued attention needs to be given to the emotional well-being of students. The insecurities of income stability and the need for a stronger sense of community at school indicate an intentional and immediate response is needed to provide the interventions and support low-income students, English learner students, and foster youth need to re-engage in school.</p> <p>Research demonstrates, and our own experience confirms, that students who</p>	<p>especially in addressing the needs and circumstances of foster youth who typically experience greater levels of trauma and low-income students who may not otherwise have access to mental health services.</p> <p>This action is expected to improve the mental health of low-income students, foster youth, and English learner students as reported in the survey data and educational partner feedback. It is anticipated that with increased mental health support, both chronic absenteeism and suspensions will decrease.</p> <p>This action is provided on an LEA-wide basis because all students benefit from mental health supports, however, the action is principally directed to meet the needs and circumstances of low-income students, English learner students, and foster youth who may experience disproportionately higher rates of childhood trauma and food scarcity that can contribute to or trigger mental health challenges and concerns.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>receive social, emotional, mental health, and behavior support achieve better academically. School climate, classroom behavior, engagement in learning, and students' sense of connectedness and well-being all improve as well. According to the U.S. Department of Health and Human Services, one in five children and adolescents experience mental health problems during their school years. Examples include stress, anxiety, bullying, family problems, depression, learning disability, and alcohol and substance abuse. Serious mental health problems, such as self-injurious behaviors and suicide, are on the rise, particularly among youth. Unfortunately, many children and youth do not receive the help they need, and disparities in access to care exist among low-income communities.</p> <p><b>Scope:</b> Schoolwide</p>		

**Limited Actions**

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	<p><b>Action:</b> Integrated and Designated ELD</p> <p><b>Need:</b></p>	Designated and integrated English Language Development (ELD) will be provided to all English learner students. It will be taught by appropriately credentialed teachers and supported by qualified	<p>ELPI</p> <p>Smarter Balanced ELA</p> <p>Local Assessment</p> <p>Reading (iReady)</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>The district's English learners (ELs) experienced a significant decline in English language proficiency as measured by the 2023 ELPAC summative assessment of English language acquisition and the 2023 English Learner Progress Indicator (ELPI). According to the 2023 ELPI, 49.6% were making progress in 2022. However, in 2023, only 17.1% made progress toward English language proficiency. Long-term English learners (LTELs) showed slightly higher performance on the 2023 ELPAC summative assessment compared to all ELs.</p> <p>As measured by the 2024 ELPAC summative assessment of English learner acquisition and the 2024 ELPI, the district's ELs experienced a significant increase in English language proficiency. In 2023, 17.1% of ELs made progress toward English language proficiency. In 2024, the percentage increased to 64.3%.</p> <p>Then, in 2025, as measured by the 2025 ELPAC summative assessment and reported in the 2025 ELPI, ELs, including LTELs, experienced a slight decline in progress toward English language proficiency to 53.8% and 65.5%, respectively. Even with the decrease, however, these percentages exceed statewide averages.</p> <p>The district continues to need expert staff on-site to maintain English learner success and to help teachers with the effective implementation of integrated ELD instructional strategies. Staff is also needed to provide</p>	<p>bilingual paraprofessionals. The English Learner Coordinator will ensure the development and implementation of an annual English Learner Master Plan. Designated and integrated ELD will be provided daily with designated instruction provided in small-group settings with a certificated teacher and a paraprofessional's support. The Coordinator will provide direct support to teachers and students to ensure high-quality designated ELD is provided daily for all English learner students and integrated ELD strategies are masterfully implemented in all core academic areas.</p> <p>This action will be strengthened by the recruitment of an English Learner Coordinator through local job fairs and multiple social media platforms. It will be further strengthened by focusing attention on the differences in instructional needs of long-term English learners (LTELs) versus newcomers or younger students. Professional development to support effective integrated ELD in the core academic areas, especially for English learner students stuck at the intermediate levels of English proficiency, will be a new focus of teacher learning opportunities. Professional development will prioritize academic language including English syntax, grammar, and vocabulary. Writing instruction will also be a focus of English learner students including LTELs. The professional development for upper- and middle-grade teachers is particularly important to help long-term English learners reading below grade level who are struggling with content areas that require literacy.</p>	<p>Reclassification Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>designated English language development instruction to all English learners, including long-term English learners. The expertise of an English Learner Coordinator is needed to meet the unique needs of LTELs, such as the lack of oral and literacy skills needed for academic success.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>This action includes expenditures on necessary supplementary supplies and technology including hotspots, software programs, and Chromebooks, all focused on meeting the needs of English learner students in Level 1 and Level 2.</p> <p>Designated and integrated ELD taught using evidence-based instructional best practices is intended to support English learners' language acquisition which will lead to increased ELPAC scores for English learner students including LTELs and improved performance of English learner students in all academic areas. Evidence of English learner student growth is anticipated as measured by the listed metrics.</p>	

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

N/A

### Additional Concentration Grant Funding

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

The district will use concentration grant add-on funds to fund one of the two counselors (Goal 2, Action 5). West Park Elementary School District is committed to ensuring the physical and mental health of low-income students, English learner students, and foster youth and their families. Mental health support is an important resource, especially in addressing the needs and circumstances of foster youth who typically experience greater levels of trauma and low-income students who may not otherwise have access to mental health services.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

# 2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$3,191,923.00	\$1,153,075.00	36.125%	13.121%	49.246%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,645,064.00	\$2,241,295.00	\$99,546.00	\$382,017.00	\$6,367,922.00	\$4,921,700.00	\$1,446,222.00

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	Total Personnel	Total Non-personnel
1	1.1	Access to a Broad Course of Study including programs and services for unduplicated pupils and students with exceptional needs	All	No	Schoolwide		Specific Schools: WPES	Ongoing	\$2,460,286.00	\$24,884.00	\$1,450,579.00	\$935,045.00	\$99,546.00	\$2,485,170.00	\$2,485,170.00		
1	1.2	Professional Development for Teachers and Paraprofessionals	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	Ongoing	\$27,074.00	\$186,426.00	\$198,194.00			\$15,306.00	\$213,500.00		0.00
1	1.3	Integrated and Designated ELD	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: WPES	Ongoing	\$133,495.00	\$16,320.00	\$134,815.00			\$15,000.00	\$149,815.00		0.00
1	1.4	Supplemental Instructional and Assessment Resources	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	Ongoing	\$0.00	\$201,499.00	\$179,592.00	\$21,907.00		\$201,499.00	\$201,499.00		0.00
1	1.5	Supplemental Supports	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	Ongoing	\$146,247.00	\$55,000.00	\$55,000.00			\$146,247.00	\$201,247.00		0.00
1	1.6	Student Tutorial Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	Ongoing	\$26,000.00	\$254,660.00	\$26,000.00	\$254,660.00		\$280,660.00	\$280,660.00		0.00
1	1.7	Intersessions	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	Ongoing	\$193,459.00	\$5,050.00	\$5,050.00	\$193,459.00		\$198,509.00	\$198,509.00		0.00
1	1.8	Reading and Math Instructional Coaches	All	No			All Schools Specific Schools: WPES	Ongoing	\$251,154.00	\$0.00		\$251,154.00		\$251,154.00	\$251,154.00		0.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Paraprofessional Support for Students	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	Ongoing	\$447,213.00	\$0.00	\$308,059.00	\$69,501.00		\$69,653.00	\$447,213.00	0.00
1	1.10	Technology and Infrastructure to Support Student Learning	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	Ongoing	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	0.00
1	1.11	Support To Students With Disabilities	Students With Disabilities	No			Specific Schools: WPES	Ongoing	\$201,193.00	\$53,916.00		\$162,298.00		\$92,811.00	\$255,109.00	
1	1.12	Class Size Reduction	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	Ongoing	\$285,000.00	\$0.00	\$285,000.00				\$285,000.00	0.00
1	1.13	School Instructional Leadership	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	Ongoing	\$170,911.00	\$1,729.00	\$172,640.00				\$172,640.00	0.00
2	2.1	Students and Parents: Positive Attendance Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	Ongoing	\$119,847.00	\$1,787.00	\$121,634.00				\$121,634.00	0.00
2	2.2	Positive Behavioral Interventions and Supports (PBIS)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	Ongoing	\$0.00	\$110,000.00	\$62,500.00			\$27,500.00	\$110,000.00	0.00
2	2.3	Two-Way Communication with Families	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	Ongoing	\$74,695.00	\$18,500.00	\$93,195.00				\$93,195.00	0.00
2	2.4	Parent and Family Engagement	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	Ongoing	\$0.00	\$26,500.00	\$26,500.00				\$26,500.00	0.00
2	2.5	Mental Health Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	Ongoing	\$193,424.00	\$77,332.00	\$244,604.00	\$10,652.00		\$15,500.00	\$270,756.00	0.00
3	3.1	Expanded Learning Environments	All	No			All Schools	Ongoing	\$0.00	\$342,619.00				\$342,619.00	0.00	
3	3.2	Facility Monitoring	All	No			Specific Schools: WPES	Ongoing	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
3	3.3	Clean and Safe Schools	All	No			Specific Schools: WPES	Ongoing	\$191,702.00	\$0.00	\$191,702.00				\$191,702.00	

# 2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$3,191,923.00	\$1,153,075.00	36.125%	13.121%	49.246%	\$1,982,783.00	0.000%	62.119 %	Total:	\$1,982,783.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$134,815.00
								Schoolwide Total:	\$1,847,968.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Professional Development for Teachers and Paraprofessionals	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	\$198,194.00	0.00
1	1.3	Integrated and Designated ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: WPES	\$134,815.00	0.00
1	1.4	Supplemental Instructional and Assessment Resources	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	\$179,592.00	0.00
1	1.5	Supplemental Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	\$55,000.00	0.00
1	1.6	Student Tutorial Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	\$26,000.00	0.00
1	1.7	Intersessions	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	\$5,050.00	0.00
1	1.8	Reading and Math Instructional Coaches			English Learners Foster Youth Low Income	Specific Schools: WPES		0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Paraprofessional Support for Students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	\$308,059.00	0.00
1	1.10	Technology and Infrastructure to Support Student Learning	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	\$50,000.00	0.00
1	1.12	Class Size Reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	\$285,000.00	0.00
1	1.13	School Instructional Leadership	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	\$172,640.00	0.00
2	2.1	Students and Parents: Positive Attendance Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	\$121,634.00	0.00
2	2.2	Positive Behavioral Interventions and Supports (PBIS)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	\$82,500.00	0.00
2	2.3	Two-Way Communication with Families	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	\$93,195.00	0.00
2	2.4	Parent and Family Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	\$26,500.00	0.00
2	2.5	Mental Health Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	\$244,604.00	0.00

# 2025-26 Annual Update Table

Totals		Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)		
Totals		\$6,757,326.42	\$5,365,668.00		
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Access to a Broad Course of Study including programs and services for unduplicated pupils and students with exceptional needs	No	\$3,521,593.00	\$2,876,299.00
1	1.2	Professional Development for Teachers and Paraprofessionals	Yes	\$216,636.00	\$126,622.00
1	1.3	Integrated and Designated ELD	Yes	\$148,800.00	\$146,966.00
1	1.4	Supplemental Instructional and Assessment Resources	Yes	\$200,806.00	\$99,511.00
1	1.5	Supplemental Supports	Yes	\$171,723.00	\$134,924.00
1	1.6	Student Tutorial Support	Yes	\$258,093.00	\$272,355.00
1	1.7	Intersessions	Yes	\$196,285.00	\$178,693.00
1	1.8	Reading and Math Instructional Coaches	Yes	\$275,442.00	\$20,434.00
1	1.9	Paraprofessional Support for Students	Yes	\$246,905.00	\$251,592.00
1	1.10	Technology and Infrastructure to Support Student Learning	Yes	\$61,000.00	\$111,544.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Support To Students With Disabilities	No	\$246,624.00	\$218,677.00
1	1.12	Class Size Reduction	Yes	\$121,754.00	\$125,796.00
1	1.13	School Instructional Leadership	Yes	\$116,320.00	\$86,824.00
2	2.1	Students and Parents: Positive Attendance Support	Yes	\$82,188.42	\$103,217.00
2	2.2	Positive Behavioral Interventions and Supports (PBIS)	Yes	\$117,131.00	\$92,038.00
2	2.3	Two-Way Communication with Families	Yes	\$55,810.00	\$92,384.00
2	2.4	Parent and Family Engagement	Yes	\$24,250.00	\$1,349.00
2	2.5	Mental Health Support	Yes	\$266,768.00	\$271,056.00
3	3.1	Expanded Learning Environments	Yes	\$275,000.00	\$37,721.00
3	3.2	Facility Monitoring	No	\$30,000.00	\$0
3	3.3	Clean and Safe Schools	No	\$124,198.00	\$117,666.00

# 2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)	
1,194,886.00	\$1,596,610.42	\$1,207,861.00	\$388,749.42	0.000%	0.000%	0.000%	
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Professional Development for Teachers and Paraprofessionals	Yes	\$202,436.00	\$104,671.00	0.00	
1	1.3	Integrated and Designated ELD	Yes	\$103,720.00	\$135,677.00	0.00	
1	1.4	Supplemental Instructional and Assessment Resources	Yes	\$200,806.00	\$55,296.00	0.00	
1	1.5	Supplemental Supports	Yes	\$108,500.00	\$29,060.00	0.00	
1	1.6	Student Tutorial Support	Yes	\$10,685.00	\$4,864.00	0.00	
1	1.7	Intersessions	Yes	\$50,000.00	\$1,989.00	0.00	
1	1.8	Reading and Math Instructional Coaches	Yes	\$137,721.00	\$20,434.00	0.00	
1	1.9	Paraprofessional Support for Students	Yes	\$60,905.00	\$160,885.00	0.00	
1	1.10	Technology and Infrastructure to Support Student Learning	Yes	\$61,000.00	\$111,544.00	0.00	
1	1.12	Class Size Reduction	Yes	\$121,754.00	\$125,796.00	0.00	
1	1.13	School Instructional Leadership	Yes	\$116,320.00	\$86,824.00	0.00	
2	2.1	Students and Parents: Positive Attendance Support	Yes	\$82,188.42	\$103,218.00	0.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.2	Positive Behavioral Interventions and Supports (PBIS)	Yes	\$82,131.00	\$75,697.00	0.00	
2	2.3	Two-Way Communication with Families	Yes	\$55,810.00	\$92,384.00	0.00	
2	2.4	Parent and Family Engagement	Yes	\$24,250.00	\$916.00	0.00	
2	2.5	Mental Health Support	Yes	\$153,384.00	\$98,606.00	0.00	
3	3.1	Expanded Learning Environments	Yes	\$25,000.00	\$0	0.00	

# 2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,850,148.00	1,194,886.00	13.576%	55.500%	\$1,207,861.00	0.000%	42.379%	\$373,961.09	13.121%

# Local Control and Accountability Plan Instructions

## Plan Summary

### Engaging Educational Partners

### Goals and Actions

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

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in EC Section 32526(c)(2); and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by EC Section 32526(d).
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
      - Actions may be grouped together for purposes of these explanations.
      - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

**Reflections: Technical Assistance**

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

#### **Schools Identified**

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

- Identify the schools within the LEA that have been identified for CSI.

#### **Support for Identified Schools**

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

#### **Monitoring and Evaluating Effectiveness**

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## **Engaging Educational Partners**

### **Purpose**

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

### **Requirements**

#### **Requirements**

**School districts and COEs:** EC Section 52060(g) and EC Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** EC Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see Education Code Section 52062;
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of EC Section 52062(a).
- For COEs, see Education Code Section 52068; and
- For charter schools, see Education Code Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## ***Instructions***

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

## **Goals and Actions**

### ***Purpose***

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

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

### ***Requirements and Instructions***

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

#### **Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

#### **Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

#### Baseline

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

#### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

#### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

**Target for Year 3 Outcome**

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

**Current Difference from Baseline**

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

**Actions:**

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

Action #	Title	Description
<ul style="list-style-type: none"> <li>• Enter the action number.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a short title for the action. This title will also appear in the action tables.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a brief description of the action.               <ul style="list-style-type: none"> <li>○ For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.</li> <li>○ As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.</li> <li>○ These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.</li> </ul> </li> </ul>

**Total Funds**

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.
- Contributing**
- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

## **Required Actions**

### **For English Learners and Long-Term English Learners**

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

### **For Technical Assistance**

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

### **For Lowest Performing Dashboard Indicators**

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

### **For LEAs With Unexpended LREBG Funds**

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of EC Section 32627(d).

- o School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in EC Section 32526(c)(2).
- o LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

### **Purpose**

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

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

### **Statutory Requirements**

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (EC Section 42238.07[a][1], EC

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

### **LEA-wide and Schoolwide Actions**

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

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

### **For School Districts Only**

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

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

## **Requirements and Instructions**

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants  
2026-27 Local Control and Accountability Plan for West Park Elementary School District

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

**Projected Additional 15 percent LCFF Concentration Grant**

- Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.
- Projected Percentage to Increase or Improve Services for the Coming School Year**

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

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

**LCFF Carryover — Dollar**

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

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

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

**Required Descriptions:**

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## **Metric(s) to Monitor Effectiveness**

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

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

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

## **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

Complete the table as follows:

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

## Action Tables

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

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

2026-27 Local Control and Accountability Plan for West Park Elementary School District

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

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

### **Total Planned Expenditures Table**

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.
- See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.*

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.  
 For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## **Contributing Actions Table**

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

## **Annual Update Table**

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

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

## **Contributing Actions Annual Update Table**

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

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

## **LCFF Carryover Table**

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

### ***Calculations in the Action Tables***

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

#### **Contributing Actions Table**

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

#### **Contributing Actions Annual Update Table**

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

California Department of Education  
November 2024

**ITEM:** 2026-2027 LCAP West Park Charter Academy

**PRESENTER:** Tamita Boyd. Acting Superintendent

**DATE:** 06/23/2026

**BOARD DECISION:** Request for Approval

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Seeking board approval of the West Park Charter Academy 2026-2027 LCAP.



# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: West Park Charter Academy

CDS Code: 10-62539-6112387

School Year: 2026-27

LEA contact information:

Tamita Boyd

Acting Superintendent

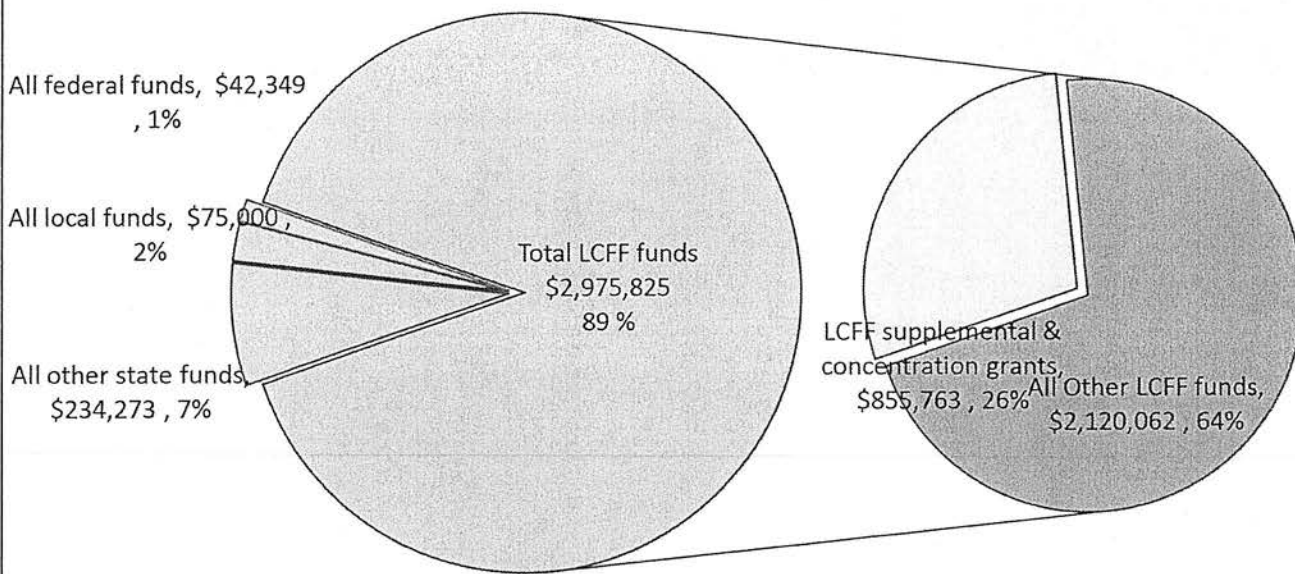
tamita\_b@wpesd.org

(559) 233-6501

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

## Budget Overview for the 2026-27 School Year

### Projected Revenue by Fund Source

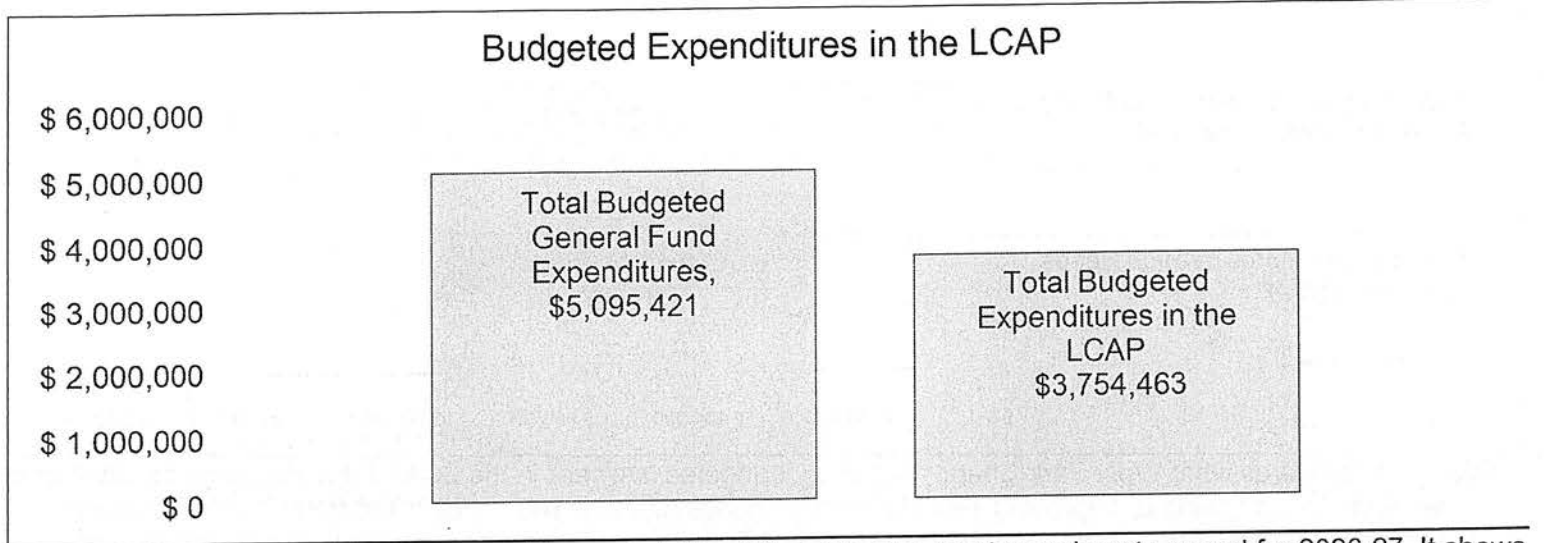


This chart shows the total general purpose revenue West Park Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for West Park Charter Academy is \$3,327,447, of which \$2,975,825.00 is Local Control Funding Formula (LCFF), \$234,273.00 is other state funds, \$75,000.00 is local funds, and \$42,349.00 is federal funds. Of the \$2,975,825.00 in LCFF Funds, \$855,763.00 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: West Park Charter Academy plans to spend \$5,095,421.00 for the 2026-27 school year. Of that amount, \$3,754,462.50 is tied to actions/services in the LCAP and \$1,340,958.5 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The total expenditures not included in the LCAP are related to district administration costs, utilities and other district operational costs.

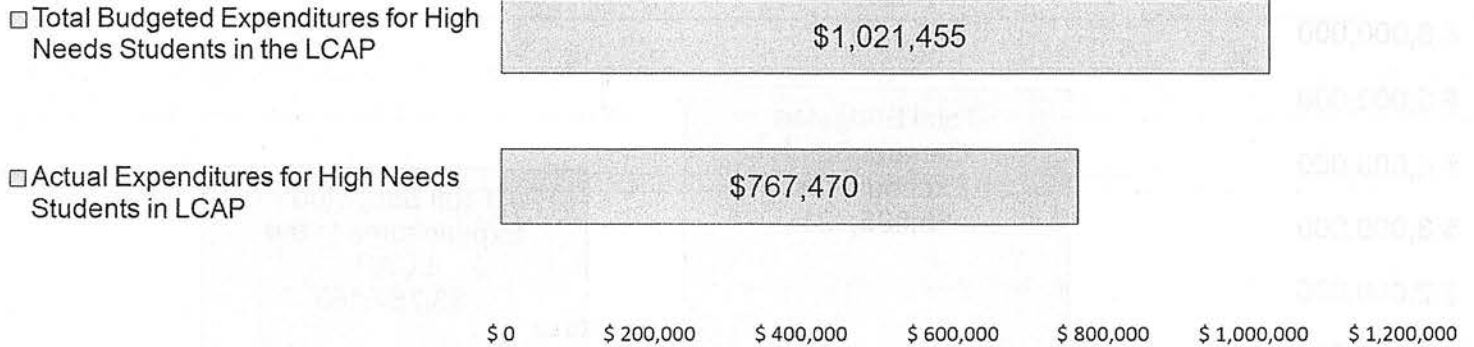
## Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, West Park Charter Academy is projecting it will receive \$855,763.00 based on the enrollment of Foster Youth, English learner, and low-income students. West Park Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. West Park Charter Academy plans to spend \$1,000,680.50 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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

The text description of the above chart is as follows: In 2025-26, West Park Charter Academy's LCAP budgeted \$1,021,455.00 for planned actions to increase or improve services for high needs students. West Park Charter Academy actually spent \$767,470.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$253,985 had the following impact on West Park Charter Academy's ability to increase or improve services for high needs students:

Professional development and school leadership were not fully funded with S&C funds as planned. Professional development was funded with other state funds and the school leader was not appointed until late in the year. Otherwise, there was no impact on West Park Charter's ability to increase or improve services for high needs students.



# 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
West Park Charter Academy	Tamita Boyd Acting Superintendent	tamita_b@wpesd.org (559) 233-6501

## Plan Summary [2026-27]

### General Information

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

West Park Charter Academy (WPCA) is a TK-12 independent study program with two learning centers located in the heart of the Central San Joaquin Valley (Fresno and Hanford, CA). The program serves students throughout Fresno and the surrounding communities. Students at WPCA meet with their teacher for at least one hour each week. In addition, many students regularly visit the learning centers for required labs and classes, tutoring, technology access, and other academic supports beyond their weekly appointment. WPCA ensures that all students have access to both print and digital core and supplemental curriculum, as well as the devices needed to support their learning.

WPCA serves students with a wide range of educational backgrounds, experiences, academic proficiency levels, and social-emotional needs. Some students are drawn to the program's independence, flexibility, and college-like environment, while others enroll to recover credits or because they have not found success in a traditional school setting. During the 2025–26 school year, WPCA served 183 students. Of those, 89% were from low-income families, 66% identified as Hispanic, 11% were English learners, 2% homeless, and 0% were foster youth.

WPCA's teachers, counselors, and support staff are dedicated to advancing the program's mission and vision by supporting each student in reaching their academic and personal potential and preparing them for success in the 21st-century workforce. All staff members are committed to continuous professional growth and participate in ongoing learning opportunities throughout the school year. This continued training strengthens staff capacity to effectively serve students and contributes to improved academic outcomes. Ultimately, WPCA aims to ensure that all students graduate prepared for postsecondary pathways, including college, vocational programs, military service, or entry into the workforce.

The charter school does not receive Equity Multiplier funding.

## Reflections: Annual Performance

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

The California School Dashboard is designed to help parents and educators identify strengths and areas for improvement. The Dashboard reports how schools and student groups are performing as measured by state and local indicators aligned to the state priorities. The state priority areas reflect the belief that many factors can positively impact student success. The priorities are grouped into the following three categories: 1) conditions for learning, 2) engagement, and 3) student outcomes.

### REQUIRED ACTION AREAS BASED ON THE 2023 DASHBOARD:

The following data indicate a need to increase the graduation rate overall, particularly for low-income students. Additionally, there is a need to improve academic performance in math overall, especially for low-income students and Hispanic youth, as measured by statewide assessments. The 2026-27 LCAP includes required actions to address the 2023 Dashboard performance areas in RED outlined below.

Graduate Rate Indicator - RED - Overall, low-income students  
Math Academic Indicator - RED - Overall, low-income students, Hispanic youth

### 2024 DASHBOARD UPDATE:

Based on the 2024 California School Dashboard, school performance for the identified areas above (graduation rate and math performance) improved. The graduation rate for West Park Charter Academy grew significantly from 66% in 2022-23 to 88% in 2023-24. Performance in math also increased slightly in 2023-24, and the Math Academic Indicator is ORANGE on the 2024 Dashboard. Although the areas marked as RED on the 2023 Dashboard showed improvement on the 2024 Dashboard, a new area of concern has emerged. The College/Career Indicator was RED on the 2024 Dashboard due to only 6.5% of graduates being prepared for college and career.

In 2023-24, chronic absenteeism was 3.8% as reported on the 2024 Dashboard. This rate is significantly lower than most schools throughout California during the 2023-24 school year. The independent study design of the program likely contributed to low chronic absenteeism since students do not physically attend school except for a required weekly one-hour meeting with teachers at the learning centers and other optional visits to the learning centers to participate in meetings or in-person learning opportunities. The design of West Park Charter Academy's program also contributes to lower suspension and expulsion rates as students do not frequently interact without adult supervision or in non-academic environments. As reported in the 2024 California School Dashboard, there were no suspensions during the 2023-24 school year. Also, a survey of students during the 2024-25 school year revealed high levels of respect between students and teachers, further positively impacting high engagement levels. Nearly all students in grades 9-12 responded to the survey, 97% believe their teacher wants them to succeed in school, and 87% believe the teachers and adults at school treat students fairly. Most students (92%) and their parents agree that students feel safe while attending the learning centers.

## 2025 DASHBOARD UPDATE:

Based on the 2025 California School Dashboard, the graduation rate appears to have dropped from 88% in 2023-24 to 0% in 2024-25; however, this does not reflect actual outcomes. The verified graduation rate for 2025 was 96%, with 24 of 25 students graduating. District leadership is currently investigating the source of the discrepancy in the California Longitudinal Pupil Achievement Data System (CALPADS) in partnership with Fresno County Superintendent of Schools (FCSS). Math performance declined slightly from 4.81% meeting or exceeding standards in 2023-24 to 3.95% in 2024-25. The Math Academic Indicator changed from ORANGE on the 2024 Dashboard to RED on the 2025 Dashboard. Student academic performance in math, which was highlighted on the 2023 Dashboard, remains an area of concern based on student performance in 2024-25. Other areas of concern based on the 2025 Dashboard include English language arts performance, which decreased from 32.54% meeting or exceeding standards in 2023-24 to 26.73% in 2024-25. Student performance in science also decreased from 12.8% meeting or exceeding standards in 2023-24 to 9.84% in 2024-25.

In 2024-25, chronic absenteeism was 6.3%, an increase from 3.8% in the previous year. Although there was an increase, WPCA chronic absenteeism continues to be lower than most schools throughout California during the 2024-25 school year due to the nature of the independent study program design. The design of West Park Charter Academy's program also continues to result in lower suspension and expulsion rates. There were no suspensions and no expulsions in the 2024-25 school year. An updated school survey in 2025-26 continues to show high levels of respect between students and teachers, further positively impacting high engagement levels. Thirty-six percent (36%) of students in grades 9-12 responded to the survey. Of the respondents, 98% believe their teacher wants them to succeed in school, and 98% believe the teachers and adults at school treat students fairly. Most students (98.1%) and their parents agree that students feel safe while attending the learning centers.

## ENGLISH LANGUAGE ARTS

Students Meeting or Exceeding Standards in ELA: Percentage change from 2024 to 2025

Overall: 32.54 (2024), 26.73 (2025); Change from 2024 to 2025 is -5.81

EL: 7.69 (2024), 0.0 (2025); Change from 2024 to 2025 is -7.69

Long-term EL: <11 students

SWD: <11 students (2024), 0.0% (2025); Change from 2024 to 2025 is NA

SED: 30.55 (2024), 24.72 (2025); Change from 2024 to 2025 is -5.83

Hispanic: 26.78 (2024), 25.72 (2025); Change from 2024 to 2025 is -1.06

White: 36.84 (2024); 23.81 (2025); Change from 2024 to 2025 is -13.03

## MATH

Students Meeting or Exceeding Standards in Math: Percentage change from 2024 to 2025

Overall: 4.81 (2024), 3.96 (2025); Change from 2024 to 2025 is -0.85

EL: 0.0 (2024), 0.0 (2025); Change from 2024 to 2025 is 0

Long-term EL: <11 students  
SWD: <11 students (2024), 0.0% (2025); Change from 2024 to 2025 is NA  
SED: 4.17 (2024), 4.49 (2025); Change from 2024 to 2025 is +0.32  
Hispanic: 1.79 (2024), 4.29 (2025); Change from 2024 to 2025 is +2.5  
White: 5.26 (2024); 4.76 (2025); Change from 2024 to 2025 is -0.5

## SCIENCE

Students Meeting or Exceeding Standards in Science: Percentage change from 2024 to 2025

Overall: 12.8 (2024), 9.84 (2025); Change from 2024 to 2025 is -2.96  
EL: <11 students  
Long-term EL: <11 students  
SWD: <11 students (2024), 0.0% (2025); Change from 2024 to 2025 is NA  
SED: 14.71 (2024), 5.56 (2025); Change from 2024 to 2025 is -9.15  
Hispanic: 3.57 (2024), 11.11 (2025); Change from 2024 to 2025 is +7.54  
White: <11 students (2024), 5.88 (2025); Change from 2024 to 2025 is NA

## ENGLISH LEARNER PROGRESS

Fewer than 30 English learners

## SUSPENSION RATE

Overall: 0.0 (2024), 0.0 (2025), No Change

## CHRONIC ABSENTEEISM RATE

Overall: 3.8 (2024), 6.3 (2025); Change from 2024 to 2025 is +2.5  
EL: 7.7 (2024), <11 students (2025); Change from 2024 to 2025 is NA  
Long-term EL: <11 students  
SED: 4.5 (2024), 7.0 (2025); Change from 2024 to 2025 is +2.5  
Hispanic: 5.3 (2024), 7.4 (2025); Change from 2024 to 2025 is +2.1  
White: 0.0 (2024), 0.0 (2025); No Change

## GRADUATION RATE

Overall: 88.0 (2024), 96.0 (2025); Change from 2024 to 2025 is +8.0  
EL: <11 students  
Long-term EL: <11 students

SED: 87.2 (2024), 96.0 (2025); Change from 2024 to 2025 is +8.8  
Hispanic: 94.9 (2024), 100.0 (2025); Change from 2024 to 2025 is +5.1  
White: 74.6 (2024), 88.9 (2025); Change from 2024 to 2025 is +14.3

#### COLLEGE/CAREER READINESS

All: 6.5 (2024), 0.0 (2025); Change from 2024 to 2025 is -6.5

EL: <11 students

Long-term EL: <11 students

SED: 4.7 (2024), 0.0 (2025); Change from 2024 to 2025 is -4.7

Hispanic: 5.7 (2024), 0.0 (2025); Change from 2024 to 2025 is -5.7

White: <11 students

#### LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)

West Park Charter Academy has \$473,854 unexpended LREBG funds. The unexpended funds will be allocated to Goal 1, Action 2, to provide students access to academic counselors to support students' academic progress, graduation planning, and college and career readiness. Responsibilities will include monitoring credits and attendance, assisting with course selection, coordinating interventions and supports, communicating with families, and connecting students to academic and social-emotional resources. The counselors will help re-engage students and support individualized learning and transition plans. The action is aligned with the allowable uses of LERBG funds in that it supports learning recovery efforts, including improving academic progress, credit recovery, attendance, student engagement, and college and career readiness. The counselors will also help coordinate interventions and supports to address unfinished learning and the impacts of disrupted instruction.

### Reflections: Technical Assistance

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

Not Applicable

### Comprehensive Support and Improvement

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

#### Schools Identified

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

Not Applicable

**Support for Identified Schools**

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

Not Applicable

**Monitoring and Evaluating Effectiveness**

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

Not Applicable

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, administrators, and other school staff	Teachers provided feedback/input on the LCAP throughout the 2025-26 school year during staff meetings, monthly public board meetings, parent and community luncheons, and ELAC meetings. All staff members provided their perspectives on various aspects of the LCAP, such as priorities, challenges, and areas for improvement through districtwide surveys.
Parents	Parents provided feedback/input on the LCAP throughout the 2025-26 school year through ELAC meetings, parent and community luncheons, and informal discussions during events like coffee with the principal and Back to School night. Parents also provided their perspectives on various aspects of the LCAP, such as priorities, challenges, and areas for improvement through districtwide surveys.
Students	Student surveys were administered to gather their perspectives on various aspects of the LCAP, such as educational experiences, areas of improvement, and suggestions for enhancing support services. Students were also engaged through student leadership opportunities.
SELPA	Site leadership consulted with the SELPA on 8/19, 9/18, 10/30, 12/12, 1/27, 2/26, 4/30, and 5/29 to ensure the 2026-27 LCAP actions focused on students with disabilities are aligned with IEP goals and other improvement plans designed to improve outcomes for students with disabilities.
Public Comment, Public Hearing, LCAP and Budget Adoption	Public Comment: In accordance with Education Code section 42062(a)(3), the public comment period, including notification to

Educational Partner(s)

Process for Engagement

members of the public of the opportunity to submit comments, occurred from June 15 to June 23, 2026.

Public Hearing: In accordance with Education Code section 42062(a)(3), the public hearing date was held on June 15, 2026.  
Adoption by the Governing Board: In accordance with Education Code section 52062(b)(2), the governing board adopted the LCAP in a public meeting on June 23, 2026. The governing board adopted the budget, and the LEA presented the Local Indicator Report: Progress on Local Indicators at the same meeting as the LCAP adoption.

Midyear Report: The LCAP Midyear Report was presented to the governing board on February 10, 2026.

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

In developing the LCAP, WPCA gathered input from educational partners through surveys and on-campus engagement opportunities. This feedback informed the development of goals and actions across several priority areas. For example, educational partners identified a need to strengthen college and career readiness. In response, WPCA expanded counseling services and plans to sustain these supports in the 2026–27 school year. The expansion of additional CTE pathways also remains a priority, along with the continued need for bilingual staff to support students and families.

Educational partner input also highlighted the importance of addressing academic achievement gaps, which led to the implementation of targeted interventions and the addition of supplemental supports and resources. In addition, partners emphasized the importance of supporting students' social-emotional well-being. This feedback guided enhancements to SEL supports and contributed to the development of a positive, supportive school climate across WPCA learning centers.

By incorporating educational partner feedback into the LCAP development process, WPCA aligned its goals, actions, and services with the identified needs of the school community and continued its commitment to providing a supportive and inclusive environment in which all students can thrive.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	All students at West Park Charter Academy will increase in achievement and proficiency levels in ELA, ELD, and Math, and be prepared for postsecondary opportunities.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed to meet the needs of all our students including unduplicated pupils to increase academic achievement and be prepared for postsecondary opportunities.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned and fully credentialed teachers	0% Misassignments 9% Vacancies Data Year: 2023-24 Data Source: HR Department	0% Misassignments 9% Vacancies Data Year: 2024-25 Data Source: HR Department	0% Misassignments 0% Vacancies Data Year: 2025-26 Data Source: HR Department	100% of teachers appropriately assigned and properly credentialed Data Year: 2026-27 Data Source: HR Department	Misassignments: no difference Vacancies: -9%
1.2	Access to standards-aligned instructional materials	100% Access Data Year: 2023-24 Data Source: Internal Review	100% Access Data Year: 2024-25 Data Source: Internal Review	100% Access Data Year: 2024-25 Data Source: Internal Review	100% Access Data Year: 2026-27 Data Source: Internal Review	no difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Implementation of standards for all students including EL access to CCSS and ELD standards	Standards-aligned materials implemented in 100% of classrooms, including ELD standards for English Learners to enable access to the state standards and core curriculum.  The charter academy had a rating of 2 on a scale of 1 to 5 on the state's self-reflection tool for implementation of state standards.  Data Year: 2023-24 Data Source: 2024 Teacher Survey and Priority 2 Self-Reflection Tool	Standards-aligned materials implemented in 100% of classrooms, including ELD standards for English Learners to enable access to the state standards and core curriculum.  The charter academy had a rating of 2 on a scale of 1 to 5 on the state's self-reflection tool for implementation of state standards.  Data Year: 2024-25 Data Source: 2025 Teacher Survey and Priority 2 Self-Reflection Tool	Standards-aligned materials implemented in 100% of classrooms, including ELD standards for English Learners to enable access to the state standards and core curriculum.  The charter academy had a rating of 2 on a scale of 1 to 5 on the state's self-reflection tool for implementation of state standards.  Data Year: 2025-26 Data Source: 2026 Teacher Survey and Priority 2 Self-Reflection Tool	Standards-aligned materials implemented in 100% of classrooms, including ELD standards for English Learners to enable access to the state standards and core curriculum.  The charter academy had a rating of 3 on a scale of 1 to 5 on the state's self-reflection tool for implementation of state standards.  Data Year: 2023-27 Data Source: 2027 Teacher Survey and Priority 2 Self-Reflection Tool	no difference
1.4	Smarter Balanced ELA	Met or Exceeded Standards in ELA: All: 32.3% Low Income: 29.1% EL: 5.0% LTELs: 9.0% SWD: 0% Data Year: 2022-23	Met or Exceeded Standards in ELA: All: 32.5% Low Income: 30.5% EL: 7.7% LTELs: <11 students SWD: <11	Met or Exceeded Standards in ELA: All: 26.7% Low Income: 24.7% EL: 0.0% LTELs: <11 students SWD: 0.0%	Met or Exceeded Standards in ELA: All: 40% Low Income: 40% EL: 40% LTELs: 40% SWD: 30% Data Year: 2025-26	Met or Exceeded Standards in ELA: All: -5.8% Low Income: -5.6% EL: -5.0% LTELs: NA SWD: no difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Smarter Balanced Math	Data Source: DataQuest Met or Exceeded Standards in Math: All: 6.8% Low-Income: 6.1% EL: 0.0% LTEs: < 11 students SWD: 0% Data Year: 2022-23 Data Source: DataQuest	students Data Year: 2023-24 Data Source: DataQuest Met or Exceeded Standards in Math: All: 4.8% Low-Income: 4.2% EL: 0.0% LTEs: <11 students SWD: <11 students Data Year: 2023-24 Data Source: DataQuest	Data Year: 2024-25 Data Source: DataQuest Met or Exceeded Standards in Math: All: 30% Low Income: 30% EL: 30% LTEs: 30% SWD: 20% Data Year: 2025-26 Data Source: DataQuest	Data Source: DataQuest	Met or Exceeded Standards in Math: All: -2.8% Low-Income: -1.6% EL: no difference LTEs: NA SWD: NA
1.6	A-G Completion Rate	0% Data Year: 2022-23 Data Source: Dashboard	0% Data Year: 2023-24 Data Source: Dashboard	0% Data Year: 2024-25 Data Source: Dashboard	20% Data Year: 2025-26 Data Source: Dashboard	no difference
1.7	CTE Pathway Completion Rate	0% Data Year: 2022-23 Data Source: Dashboard	0% Data Year: 2023-24 Data Source: Dashboard	0% Data Year: 2024-25 Data Source: Dashboard	20% Data Year: 2025-26 Data Source: Dashboard	no difference
1.8	EL students making progress towards English Proficiency	45.2% making progress towards English language proficiency Data Year: 2022-23 Data Source: Dashboard	31.6% making progress towards English language proficiency Data Year: 2023-24	22.2% making progress towards English language proficiency Data Year: 2024-25	50% making progress towards English language proficiency Data Year: 2025-26	-23.0% making progress towards English language proficiency

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	EL Reclassification Rate	25% Data Year: 2023-24 Data Source: Internal Data	9% Data Year: 2024-25 Data Source: Internal Data	12.5% Data Year: 2025-26 Data Source: Internal Data	Data Source: Dashboard 25% Data Year: 2025-26 Data Source: Internal Data	-12.5%
1.10	Middle School Dropout Rate	0% Data Year: 2022-23 Data Source: CALPADS	0% Data Year: 2023-24 Data Source: CALPADS	0% Data Year: 2024-25 Data Source: CALPADS	0% Data Year: 2025-26 Data Source: CALPADS	no difference
1.11	High School Dropout Rate	33.3% Data Year: 2022-23 Data Source: DataQuest	13.3% Data Year: 2023-24 Data Source: DataQuest	4.0% Data Year: 2024-25 Data Source: DataQuest	3% Data Year: 2025-26 Data Source: DataQuest	-29.3%
1.12	High School Graduation Rate	66.7% Data Year: 2022-23 Data Source: DataQuest	86.7% Data Year: 2023-24 Data Source: DataQuest	96.0% Data Year: 2024-25 Data Source: DataQuest	96% Data Year: 2025-26 Data Source: DataQuest	+29.3%
1.13	College Career Readiness	5.9% Data Year: 2022-23 Data Source: Dashboard	6.5% Data Year: 2023-24 Data Source: Dashboard	0.0% Data Year: 2024-25 Data Source: Dashboard	50% Data Year: 2025-26 Data Source: Dashboard	-5.9
1.14	Suspension Rate	0% Data Year: 2022-23 Data Source: DataQuest	0% Data Year: 2023-24 Data Source: DataQuest	0% Data Year: 2024-25 Data Source: DataQuest	0% Data Year: 2025-26 Data Source: DataQuest	no difference
1.15	Expulsion Rate	0% Data Year: 2022-23 Data Source: DataQuest	0% Data Year: 2023-24 Data Source: DataQuest	0% Data Year: 2024-25 Data Source: DataQuest	0% Data Year: 2025-26 Data Source: DataQuest	no difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.16	Broad Course of Study	100% Data Year: 2023-24 Data Source: Internal Data	100% Data Year: 2024-25 Data Source: Internal Data	100% Data Year: 2025-26 Data Source: Internal Data	100% Data Year: 2026-27 Internal Data	no difference
1.17	California Science Test	Met or Exceeded Standards in Science: All: 16.2% Low Income: 15.6% EL: 0% LTELS: 0% SWD: 12.5% Data Year: 2022-23 Data Source: DataQuest	Met or Exceeded Standards in Science: All: 12.8% Low Income: 14.7% EL: <11 students LTELS: <11 students SWD: <11 students Data Year: 2023-24 Data Source: DataQuest	Met or Exceeded Standards in Science: All: 9.8% Low Income: 5.6% EL: <11 students LTELS: <11 students SWD: 0.0% Data Year: 2024-25 Data Source: DataQuest	Met or Exceeded Standards in Science: All: 25% Low Income: 25% EL: 25% LTELS: 25% SWD: 20% Data Year: 2022-23 Data Source: DataQuest	Met or Exceeded Standards in Science: All: -6.4% Low Income: -10.0% EL: NA LTELS: NA SWD: -12.5%
1.18	A-G completion and CTE pathway completion rate			0% Data Year: 2024-25 Data Source: Dashboard	20% Data Year: 2025-26 Data Source: Dashboard	NA
1.19	AP passage rate			0% Data Year: 2024-25 Data Source: Dashboard	20% Data Year: 2025-26 Data Source: Dashboard	NA
1.20	EAP ELA			11th Grade Met or Exceeded Standards in ELA: All 40.0%	11th Grade Met or Exceeded Standards in ELA: All: 40%	11th Grade Met or Exceeded Standards in ELA: All: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.21	EAP Math			<p>Low Income: 42.9%</p> <p>EL: &lt;11 students</p> <p>LTELS: &lt;11 students</p> <p>SWD: &lt;11 students</p> <p>Data Year 2024-25</p> <p>Data Source: DataQuest</p>	<p>Low Income: 40%</p> <p>EL: 40%</p> <p>LTELS: 40%</p> <p>SWD: 30%</p> <p>Data Year: 2025-26</p> <p>Data Source: DataQuest</p>	<p>Low Income: NA</p> <p>EL: NA</p> <p>LTELS: NA</p> <p>SWD: NA</p>
1.22	Other Pupil Outcomes: Student Survey			<p>11th Grade Met or Exceeded Standards in Math: All 4.0%</p> <p>Low Income: 4.8%</p> <p>EL: &lt;11 students</p> <p>LTELS: &lt;11 students</p> <p>SWD: &lt;11 students</p> <p>Data Year 2024-25</p> <p>Data Source: DataQuest</p> <p>Students feel excited to learn: 52.0%</p> <p>Data Year: 2025-26</p> <p>Data Source: Local Parent Survey</p>	<p>11th Grade Met or Exceeded Standards in Math: All: 30%</p> <p>Low Income: 30%</p> <p>EL: 30%</p> <p>LTELS: 30%</p> <p>SWD: 20%</p> <p>Data Year: 2025-26</p> <p>Data Source: DataQuest</p> <p>Students feel excited to learn: 80.0%</p> <p>Data Year: 2025-26</p> <p>Data Source: Local Parent Survey</p>	<p>11th Grade Met or Exceeded Standards in Math: All: NA</p> <p>Low Income: NA</p> <p>EL: NA</p> <p>LTELS: NA</p> <p>SWD: NA</p> <p>Students feel excited to learn: NA</p>

## Goal Analysis [2025-26]

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

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

Actions 1.1, 1.2, 1.3, and 1.4 work in tandem to provide a comprehensive, multi-tiered system of educational support. This includes highly qualified certificated and classified staff, supplemental instructional materials, targeted professional development, and progress monitoring resources.

Action 1.1 invests in teachers and paraprofessionals. This action was implemented as planned, with 0% teacher misassignments and 11% teacher vacancies (1 out of 9 teachers) reported during the 2025-26 school year. Teacher vacancy was a problem in 2025-26 and required a contract with Edgenuity to provide science instruction.

Action 1.2 provides supplemental curriculum and instructional resources to enhance standards-aligned instruction and support differentiated learning. The action also provided an academic counselor. This action was implemented as planned, with no significant challenges reported. A success of this action is the quality of one-on-one academic support that students are provided.

Action 1.3 supports professional development and the implementation of professional learning communities (PLCs). Professional development opportunities were provided, and dedicated time for PLCs was protected, supporting collaboration, strengthening instructional practices, and promoting more consistent, data-driven decision-making. The WASC Action Plan also guided professional learning opportunities for staff, including targeted professional development with FCSOS focused on analyzing CAASPP and ELPAC summative assessment and benchmark data to inform instruction. Building on this work, the action will be strengthened in 2026-27 by expanding learning opportunities for teachers to deepen their use of CAASPP and ELPAC Interim Assessments, enabling more timely analysis of student performance, more precise identification of learning needs, and stronger alignment between assessment results and daily instructional practices. Scheduled for 2026-27 is a two-year WASC visit to verify WPCA has addressed any deficiencies identified during the WASC Four-Year Progress Report. WPCA will need to demonstrate that it has successfully implemented its action plan to improve student outcomes.

Action 1.4 provides progress-monitoring tools and resources to help teachers, support staff, and administrators identify students' areas for growth through formative assessment. Teachers used the Renaissance Star Assessments to monitor student progress in reading and math, providing timely and actionable data throughout the year. During the 2025-26 school year, these assessments were administered twice, once at the beginning of the year or upon initial enrollment to establish a baseline, and again during the third quarter to measure growth. Results were analyzed by teachers and PLC teams to identify student strengths and areas of need, inform grouping and targeted interventions, and adjust instruction to better support student learning. This ongoing use of assessment data helped ensure that instructional decisions were responsive and aligned to student progress.

Action 1.5 provides the necessary devices, equipment, and technology needed to provide students with a 21st-Century learning environment and ensure equitable access to grade-level standards for all students. This action was successfully implemented as planned, with both teachers and students having access to the latest technology.

Action 1.6 provides a dedicated instructional leader who works collaboratively with teachers to provide support and guidance in establishing best instructional practices, specifically instructional practices that meet the unique needs of traditionally underserved students including low-income, English learner students, and foster and homeless youth. Instructional leaders communicate with staff and set clear goals related to student achievement together with teachers. This action was implemented as planned with an effective instructional leader in place during the 2025-26 school year.

Action 1.7 provides students with opportunities to prepare for college and career, including support from academic/guidance counselors. This action was not fully implemented as planned, as the school lost the CTE counselor mid-year. This gap has since been addressed with the position now filled, allowing the school to resume planned supports for students. This action will be strengthened in 2026-27 as the CTE counselor collaborates with site leadership to expand pathway opportunities, establish apprenticeships with local businesses, and develop partnerships with local colleges to increase access to dual enrollment opportunities.

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

Action 1.1 budgeted expenditures were less than estimated actuals because of increased salary and benefits costs.

Action 1.2 budgeted expenditures were more than estimated actuals because it was necessary to purchase Edgenuity contract due to teacher shortages in science, social science, and math.

Action 1.3 budgeted expenditures were more than estimated actuals because fewer teachers participated in professional development than previously anticipated.

Action 1.4 budgeted expenditures were less than estimated actuals because of unanticipated contract increases.

Action 1.5 budgeted expenditures were less than estimated actuals because more investments were needed in outdated technology than originally anticipated.

Action 1.7 estimated expenditures were more than estimated actuals because student trips were not as expensive as originally anticipated.

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

Students Meeting or Exceeding Standards in ELA: Percentage change from 2024 to 2025

#### ENGLISH LANGUAGE ARTS

Students Meeting or Exceeding Standards in ELA: Percentage change from 2024 to 2025

Overall: 32.54 (2024), 26.73 (2025); Change from 2024 to 2025 is -5.81

EL: 7.69 (2024), 0.0 (2025); Change from 2024 to 2025 is -7.69

Long-term EL: <11 students

SWD: <11 students (2024), 0.0% (2025); Change from 2024 to 2025 is NA

SED: 30.55 (2024), 24.72 (2025); Change from 2024 to 2025 is -5.83

Hispanic: 26.78 (2024), 25.72 (2025); Change from 2024 to 2025 is -1.06

White: 36.84 (2024); 23.81 (2025); Change from 2024 to 2025 is -13.03

#### MATH

Students Meeting or Exceeding Standards in Math: Percentage change from 2024 to 2025

Overall: 4.81 (2024), 3.96 (2025); Change from 2024 to 2025 is -0.85  
EL: 0.0 (2024), 0.0 (2025); Change from 2024 to 2025 is 0

Long-term EL: <11 students

SWD: <11 students (2024), 0.0% (2025); Change from 2024 to 2025 is NA

SED: 4.17 (2024), 4.49 (2025); Change from 2024 to 2025 is +0.32

Hisp.: 1.79 (2024), 4.29 (2025); Change from 2024 to 2025 is +2.5

White: 5.26 (2024); 4.76 (2025); Change from 2024 to 2025 is -0.5

## SCIENCE

Students Meeting or Exceeding Standards in Science: Percentage change from 2024 to 2025

Overall: 12.8 (2024), 9.84 (2025); Change from 2024 to 2025 is -2.96

EL: <11 students

Long-term EL: <11 students

SWD: <11 students (2024), 0.0% (2025); Change from 2024 to 2025 is NA

SED: 14.71 (2024), 5.56 (2025); Change from 2024 to 2025 is -9.15

Hisp.: 3.57 (2024), 11.11 (2025); Change from 2024 to 2025 is +7.54

White: <11 students (2024), 5.88 (2025); Change from 2024 to 2025 is NA

Non-Contributing Action 1.1 and Contributing Actions 1.2, 1.3, and 1.4 were all designed to improve academic outcomes for students, particularly English learners, low-income students, and foster youth, as measured by CAASPP assessments in English Language Arts (ELA), mathematics, and science, as well as local assessments. Action 1.1 was not effective in advancing the goal as measured by statewide assessments. Statewide assessment results in 2025 showed overall decreases in ELA, math, and science. ELA performance among low-income students declined from 30.5% meeting or exceeding standards in 2024 to 24.7% in 2025, and English learner performance also declined from 7.7% to 0%. In math, low-income student performance decreased from 4.2% meeting or exceeding standards in 2024 to 4.5% in 2025. Science scores also showed decreases for all student groups except Hispanic students. Hispanic student performance in science increased from 3.6% meeting or exceeding standards in 2024 to 11.1% in 2025. Similarly, Contributing Actions 1.2, 1.3, and 1.4 were not effective. The 2025 CAASPP results revealed decreases in all content areas. Overall, student proficiency in ELA decreased by 5.8%, math proficiency declined by 0.8%, and science proficiency decreased by 2.9%.

Non-Contributing Action 1.5 was effective in ensuring that all students and staff had access to up-to-date, 21st-century technology.

Contributing Actions 1.6 and 1.7 did not demonstrate measurable progress toward the goal, as reflected by the College/Career Indicator on the 2025 Dashboard. Action 1.6 aimed to strengthen instructional leadership by providing a dedicated leader responsible for setting clear program goals and supporting teacher effectiveness. Action 1.7 was designed to expand student access to a variety of college-level courses through the school's Career Technical Education (CTE) pathways, dual enrollment, and the High School Enrichment (HSE) Program. Despite these efforts, the College/Career Indicator remained at RED on the 2025 Dashboard, indicating insufficient progress. Specifically, no (0%) graduates were identified as college/career prepared. This data suggests that the intended outcomes of Actions 1.6 and 1.7 were not effectively realized during the implementation period. It should be noted that WPCA students visited several post-secondary schools during the 2025-26 school year, including Fresno State, Reedley College, and College of the Sequoias in Hanford.

In 2025-26, the district strengthened these actions by hiring another academic counselor to improve outcomes. During the 2026-27 academic year, WPCA will have two (2) counselors at the high school level and one (1) counselor at the K-8 level. Additionally, WPCA is currently negotiating a dual enrollment/AA degree with Clovis Community College.

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

Metrics 1.18, 1.19, 1.20, 1.21 were added as required by ed code.  
 Action 1.4 was revised to include the Renaissance Star Assessments.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teaching and Supporting Staff	WPCA provides highly-qualified certificated and classified staff to reach the desired academic goals. Students have access to teachers and support staff who are committed to increasing their capacity and are lifelong learners who learn through professional development and professional learning communities (PLCs). Students have access to high-quality instruction and academic support to improve in academic achievement. The overall effectiveness of this action is measured by ongoing progress monitoring of the metrics listed above, as well as through educational partner feedback.	\$2,379,219.00	No
1.2	Supplemental Curriculum and Resources	All students at WPCA have access to the California Content Standards, including English Language Development (ELD) Standards for English learner students. WPCA will invest in supplemental curriculum and resources to provide additional standards-aligned resources to differentiate instruction to meet the unique needs of English learner students and other historically underrepresented youth who may struggle to attain grade-level standards.  Funded by LREBG funds (totaling \$473,854), WPCA will fund two academic counselors to support students' academic progress, graduation planning, and college and career readiness. Responsibilities will include	\$188,292.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>monitoring credits and attendance, assisting with course selection, coordinating interventions and supports, communicating with families, and connecting students to academic and social-emotional resources. The counselors will also coordinate individualized learning and transition plans. The effectiveness of this action will be measured by CAASPP results and CTE pathway completion.</p>		
<b>1.3</b>	Professional Development, Learning and Support	<p>WPCA teaching and support staff will engage in ongoing professional development, professional learning communities, support, and academic coaching to build personal capacity and enhance the full implementation of the California Content Standards, ELD Standards, and ensure that students are prepared for college and career.</p> <p>Student assessment data, staff input, the WASC Action Plan, and other qualitative data will be used to drive professional learning opportunities for staff. Ongoing reviews and program monitoring will be conducted to ensure that program needs are addressed.</p> <p>This action is a required action to address the RED Academic Indicator in math for low-income and Hispanic students.</p>	\$387,241.00	Yes
<b>1.4</b>	Progress-Monitoring Resources and Tools	<p>WPCA will support students' academic needs by providing progress monitoring tools and resources, including the Renaissance Star Assessments. These tools enable teachers, support staff, and administrators to identify areas of growth through formative assessment and use that information to guide instruction. This approach supports the full implementation of the California Content Standards in ELA and Math, ELD Standards, and the Next Generation Science Standards. Ongoing review and program monitoring will ensure that student and program needs are addressed.</p>	\$46,490.00	Yes
<b>1.5</b>	Technology/Devices Needed for Teaching and Learning	<p>WPCA staff and students will be provided with the necessary devices, equipment, and technology needed to provide students with a 21st-Century learning environment and ensure equitable access to grade-level standards for all students. To achieve this end, teachers and support staff</p>	\$92,537.00	Yes

Action # Title	Description	Total Funds	Contributing
	<p>are provided with a laptop, iPad, and Apple Pencil. Students are provided with a Chromebook. The district's IT department provides troubleshooting and technical support, updates, and other assistance to staff and students. In providing the necessary technology/devices, effective, standards-based instruction and learning can be achieved.</p>		
<p><b>1.6</b> School Instructional Leadership</p>	<p>WPCA is committed to increasing the academic progress of all students through a dedicated instructional leader who will work collaboratively with teachers to provide support and guidance in establishing best instructional practices, specifically instructional practices that meet the unique needs of traditionally underserved students including low-income, English learner students, and foster and homeless youth. Instructional leaders communicate with staff and set clear goals related to student achievement together with teachers. The instructional leader is an expert teacher who possesses the skills to provide coaching and mentoring to teachers, as well as professional learning opportunities that allow teachers to explore best practices in teaching. The goal is to increase student academic achievement and college and career readiness by developing reflective educators who are equipped to provide timely and targeted interventions and supports when and where they are needed.</p>	<p>\$139,594.00</p>	<p>Yes</p>
<p><b>1.7</b> College and Career Readiness</p>	<p>WPCA will provide students with opportunities to prepare themselves for college and career. Students will tour local colleges. Students will benefit from the support they receive from WPCA's CTE and academic/guidance counselors as well as the program's partnership with local community colleges (Fresno City College and Clovis Community College). Students will also tour 4-year universities.</p> <p>Students will have access to a wide range of courses at local community colleges through the school's Career Technical Education (CTE) programs, dual-enrollment programs, or High School Enrichment Program (HSE). This ensures that all students have access to courses and materials/supplies that will prepare them for postsecondary opportunities. The College/Career Indicator on the CA Dashboard will reflect the program's effectiveness in implementing this action.</p>	<p>\$274,368.00</p>	<p>Yes</p>

Action # Title	Description	Total Funds	Contributing
	This action is a required action to address the RED College/Career Indicator for low-income students.		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	West Park Charter Academy will continually improve its positive school culture and climate.	Broad Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed to continue to build and sustain a positive school culture and climate.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate	92% Data Year: 2023-24 Data Source: P-2	98.1% Data Year: 2024-25 Data Source: P-2	99.1% Data Year: 2025-26 Data Source: P-2	95% Data Year: 2026-27 Data Source: P-2	+7.1%
2.2	Sense of School Safety	91.4% Data Year: 2023-24 Data Source: Local Student Survey	92.0% Data Year: 2024-25 Data Source: Local Student Survey	98.1% Data Year: 2025-26 Data Source: Local Student Survey	95% Data Year: 2026-27 Data Source: Local Student Survey	+6.7%
2.3	Sense of School Connectedness	81.8% Data Year: 2023-24 Data Source: Local Student Survey	63.2% Data Year: 2024-25 Data Source: Local Student Survey	92.3% Data Year: 2025-26 Data Source: Local Student Survey	95% Data Year: 2026-27 Data Source: Local Student Survey	+10.5%
2.4	Chronic Absenteeism Rate	1% Data Year: 2022-23 Data Source: Dashboard	3.8% Data Year: 2023-24	6.3% Data Year: 2024-25	1% Data Year: 2025-26	+5.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Seek Parent Input and Promote Parental Participation in Programs for Unduplicated Students and Students with Exceptional Needs		Data Source: Dashboard The LEA had a rating of 3.5 on a scale of 1 to 5 on the state's self-reflection tool for implementation of state standards. Parents that feel they have input and participation: 85.7%	Data Source: Dashboard The LEA had a rating of 5 on a scale of 1 to 5 on the state's self-reflection tool for implementation of state standards. Parents that feel they have input and participation: 80%	Data Source: Dashboard The LEA had a rating of 5 on a scale of 1 to 5 on the state's self-reflection tool for implementation of state standards. Parents that feel they have input and participation: 80%	Self-reflection tool for implementation of state standards: NA Parents that feel they have input and participation: NA

### Goal Analysis [2025-26]

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

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

Action 2.1 supports student attendance and family engagement by providing transportation and connection with needed wrap-around services. A challenge with the implementation of this action is ensuring wrap-around services are provided to students and families in need due to inconsistent leadership. There will be an increased focus on negotiating contracts with outside providers to provide necessary wrap-around services. Another challenge is for students taking the train to the learning centers. The train schedules are not always aligned to student's needs.

Action 2.2 offers co-curricular and extracurricular opportunities designed to enhance student and parent/guardian engagement while fostering a stronger sense of school connectedness. During the 2024–25 school year, there was a decrease in extracurricular activities, and

challenges arose in securing student participation in the afternoon enrichment programs. For the 2025–26 school year, improving site leadership and better coordinating co-curricular and extracurricular activities will be a key focus to increase participation and overall engagement.

Action 2.3 focuses on recognizing and celebrating students to foster a positive school culture and climate. During the 2025–26 school year, this action was implemented as planned, with quarterly ceremonies held to honor students' academic achievements.

Action 2.4 prioritizes effective parent communication by improving accessibility to the district's website, grading and attendance systems, and other communication platforms. This action was implemented as planned with no significant challenges or successes.

Action 2.5 provides students with healthy snacks, breakfast, and lunch. This action was implemented as planned with no significant challenges or successes.

Action 2.6 provides mental health support to students and families. There continued to be challenges in the 2025-26 school year with securing contracts with outside partners to provide Tier III mental health support.

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

Action 2.1 budgeted expenditures were more than estimated actuals because fewer supplies and materials were needed than originally planned.

Action 2.2 budgeted expenditures were less than estimated actuals because more activities were implemented than originally planned.

Action 2.3 budgeted expenditures were less than estimated actuals because more recognition excursions were taken than originally planned.

Action 2.4 budgeted expenditures were more than estimated actuals because the services cost less than originally anticipated.

Action 2.5 budgeted expenditures were less than estimated actuals because food costs were greater than anticipated.

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

Non-Contributing Action 2.1 supports student attendance and family engagement by providing transportation and connection with needed wrap-around services. This action was effective in making progress toward the goal as evidenced in the increase in the attendance rate from 98.1% in 2024-25 to 99.1% in 2025-26. In 2025-26, there were more family events and the use of social media efforts to increase enrollment. The school began the year with 145 students and ended the year with 205.

Contributing Actions 2.2, 2.3, and 2.4, activities, recognition, and communication, work together to strengthen student and family engagement and foster a greater sense of school connectedness. These actions were effective in making progress toward the goal as evidenced in the survey responses of students who report 94.2% agree their parents feel welcome to participate at school. The majority (86%) of parents agree the school supports multiple opportunities to engage in understandable and accessible 2-way communication between families and educators.

Contributing Action 2.5 provides students with healthy snacks, breakfast, and lunch. This action was effective in making progress toward the goal as evidenced in the increase in the attendance rate from 98.1% in 2024-25 to 99.1% in 2025-26.

Contributing Action 2.6 provides mental health support to students and families. This action was effective in making progress toward the goal as evidenced by a suspension rate of 0%. Also, 96% of students stated they agree that teachers or adults at school care about them, and 90% of students are happy to be at WPCA.

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

Metric 2.5 was added as required by ed code.

Action 2.3 was revised to be student centered, removing any references to staff.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Support Student Attendance	Support student engagement in rural areas by addressing barriers related to attendance and transportation, with a target of maintaining a 95% annual attendance rate. By providing transportation passes, students are better able to access weekly instructional appointments, labs, classes, tutoring sessions, and counseling services. To further strengthen attendance and engagement, program staff will work directly with students and families to connect them with the resources needed for consistent school participation. Teachers, counselors, administrators, and district office staff will collaborate to monitor attendance and engagement trends throughout the school year.	\$119,822.50	Yes
2.2	Opportunities for Student and Parent/Guardian Engagement	Provide co-curricular and extracurricular opportunities for students and their parents/guardians to strengthen engagement and foster a greater sense of school connectedness. Program and district office staff will collaborate to plan and implement a variety of on-site and off-site engagement events throughout the school year.	\$5,000.00	Yes
2.3	Student Recognition	Recognize and celebrate student academic achievement, progress, and attendance that align with the program's mission and vision. Recognition will include honor roll certificates, 4.0 GPA medals, perfect attendance	\$28,661.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Support Parent/Guardian Communication	<p>awards, and items for graduation and promotion ceremonies, among other acknowledgments. These efforts aim to foster a sense of pride, motivation, and belonging among students, contributing positively to the overall school culture and climate.</p> <p>Sustain effective parent communication by improving accessibility to the district's website, grading and attendance systems, and other communication platforms. By providing parents and guardians with access to free communication tools, the program ensures that student progress, updates, and important information are shared in a timely and effective manner.</p>	\$9,791.00	Yes
2.5	Healthy Snacks and Lunches for Students	Provide students with healthy snacks, breakfast, and lunch during on-site instructional days. Ensuring access to nutritious meals supports both student attendance and their ability to focus and learn effectively. To maintain consistent availability, the main office will monitor food inventory on an ongoing basis.	\$5,000.00	Yes
2.6	Mental Health Support	Ensure the physical and mental health of all students by providing mental health support to students and families. Mental health and support is an important resource, especially in addressing the needs and circumstances of foster youth who typically experience greater levels of trauma and low-income students who may not otherwise have access to mental health services.	\$28,050.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	West Park Charter Academy will provide all educational partners with safe learning facilities and support effective operations to ensure 21st Century learning takes place.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed to meet the needs of all students and make sure they have access to a safe learning environment for learning.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facilities maintained in good repair	All facilities met good repair Data Year: 2023-24 Data Source: Maintenance Department	All facilities met good repair Data Year: 2024-25 Data Source: Maintenance Department	All facilities met good repair Data Year: 2025-26 Data Source: Maintenance Department	All facilities met good repair Data Year: 2023-24 Data Source: Maintenance Department	No difference
3.2	Sense of School Facilities Well-Kept	All facilities well-kept Students: 94.8% Parents: 71.4% Staff: 66.6% Data Year: 2023-24 Data Source: Local Survey	All facilities well-kept Students: 92.1% Parents: 84.0% Staff: 60.0% Data Year: 2024-25 Data Source: Local Survey	All facilities well-kept Students: 86.5% Parents: 78.6% Staff: 75.0% Data Year: 2025-26 Data Source: Local Survey	All facilities well-kept Students: 85% Parents: 85% Staff: 85% Data Year: 2026-27 Data Source: Local Survey	Students: -8.3% Parents: +7.2% Staff: +8.4%

## Goal Analysis [2025-26]

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

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

Action 3.1 and 3.3 work together to provide safe and clean facilities. This action was implemented as planned.

Action 3.2 provides for furniture and equipment for the learning centers. This action was implemented as planned.

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

Action 3.2 budgeted expenditures were more than estimated actuals because there were fewer investments in new furniture and equipment than originally planned.

Action 3.3 budgeted expenditures were less than estimated actuals because the higher costs for security equipment were not anticipated.

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

Non-Contributing Actions 3.1, 3.2, and 3.3 aim to provide safe, clean facilities equipped with quality furniture and necessary equipment.

These actions have been effective in progressing toward the goal, as reflected in the FIT report rating of "good" and surveys from students, parents, and staff, which indicate that the facilities are well-maintained. Additionally, the student survey reveals that 98.1% of students feel safe at school.

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

There were no changes to the goal, metrics, target outcomes, or actions.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Safe and Clean Facilities	WPCA is committed to providing safe and clean facilities to support a positive learning environment. To achieve this, both learning centers and the main office will be inspected monthly and cleaned five days per week. Maintaining clean, well-monitored facilities ensures that students and staff can focus on teaching and learning in a safe and supportive environment.	\$30,397.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Furniture and Equipment for the Program's Learning Centers and Offices	WPCA will maintain and/or replace furniture and equipment at the learning centers and offices, which will support learning and the program's operations. Ongoing maintenance and replacement of chairs, desks, tables, shelving units, etc. ensures that staff, students, and parents/guardians have a physical atmosphere conducive to teaching and learning. Stakeholder feedback and survey results will provide program administration with information needed for any maintenance and/or replacement of furniture.	\$15,000.00	No
3.3	Security and Safety Equipment for the Program's Learning Centers and Offices	There is a need to maintain the security and safety equipment/technology at WPCA's learning centers and offices. This action ensures that the program's assets (devices, curriculum, materials, etc.) are protected each day, which in turn, supports instruction and learning. The effectiveness of this action will be determined by the number of incidents at learning centers and offices. Educational partner's feedback and survey results will also help to determine the effectiveness of this action.	\$5,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$855,763.00	\$82,927

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
40.365%	15.769%	\$303,464.00	56.134%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p><b>Action:</b> Supplemental Curriculum and Resources</p> <p><b>Need:</b> There is a need for unduplicated student groups to have access to intervention support and have access to standards-aligned curriculum and resources.</p> <p><b>Scope:</b></p>	<p>This action ensures that all students requiring additional academic interventions and support have access to standards-aligned supplemental curriculum and resources. The program is designed to benefit foster youth, English learners, and low-income students by providing access to both print and digital materials tailored to their academic needs and diverse learning styles and modalities—such as graphic organizers, rubrics, instructional video clips, and visual aids. To implement this action, staff will: 1) Identify</p>	<p>CAASPP ELA CAASPP Math CAASPP Science Access to standards-aligned instructional materials</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	<p>curriculum needs; 2) Review and evaluate curricular materials; 3) Discuss the benefits of implementation; 4) Develop an implementation plan; and 5) Schedule progress monitoring activities, including surveys and reports, in collaboration with educational partners.</p> <p>Ongoing review, stakeholder feedback, and local performance indicators will be used to evaluate the effectiveness of this action. Any necessary adjustments or additional curricular needs aligned with this plan will be addressed accordingly.</p>	
1.3	<p><b>Action:</b> Professional Development, Learning and Support</p> <p><b>Need:</b> There is a need for teachers to have continuous professional development opportunities to better serve their unduplicated student groups.</p> <p><b>Scope:</b> Schoolwide</p>	<p>Professional Development, Learning, and Support: This action ensures that all teaching and support staff have access to ongoing professional development, learning, and support. These opportunities are intended to enhance academic instruction, teaching practices, student learning activities/projects, and provide staff with strategies/activities/practices to support the social-emotional well-being of all students. The professional development opportunities are principally directed to meet the learning needs of English learner students, and low-income and foster youth who may be experiencing barriers that impact learning. Training and one-on-one coaching sessions will be utilized throughout each school year. Professional development will be provided by the Fresno County Superintendent of Schools (FCSS) in the areas of ELA, Math, Technology, Visual &amp; Performing Arts (VAPA). The overall focus of this support will be determined, guided, and assessed for effectiveness by student assessment results, educational partner feedback/input, and the program's WASC Action Plan.</p>	<p>CAASPP ELA CAASPP Math CAASPP Science Implementation of standards including ELs access to CCSS and ELD</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	<p><b>Action:</b> Progress-Monitoring Resources and Tools</p> <p><b>Need:</b> There is a need for teachers to have access to progress monitoring tools so that they can make the best academic decisions for their unduplicated student groups.</p> <p><b>Scope:</b> Schoolwide</p>	<p>This action supports the ongoing academic progress monitoring of the program's foster youth, English learners, and low-income students throughout the school year. Tools such as Renaissance (STAR Reading and STAR Math), ESGI, Illuminate, and School Pathways (SIS) provide essential data that enable teachers, support staff, and administrators to closely track student growth in literacy and math.</p> <p>Student performance data is regularly reviewed and analyzed by district and program administrators, teachers, and counselors during professional learning communities (PLCs), staff meetings, and other collaborative sessions. This continuous review process allows staff to identify trends—both strengths and areas for improvement—among unduplicated student groups and respond with timely, targeted interventions.</p> <p>The effectiveness of this action will be measured by the consistent access and use of these progress-monitoring tools by instructional staff, as well as by improvements in student academic performance.</p>	<p>CAASPP ELA CAASPP Math CAASPP Science</p>
1.5	<p><b>Action:</b> Technology/Devices Needed for Teaching and Learning</p> <p><b>Need:</b> There is a need for teachers and students to have access to technology for teaching and learning.</p> <p><b>Scope:</b></p>	<p>This action ensures that foster youth, English learners, and low-income students within the program have equitable access to the devices necessary for learning. Feedback from educational partners continues to highlight the ongoing need to provide students with Chromebooks. By supplying these devices, students are able to access both print and digital core and elective curricula, as well as online supplemental programs focused on literacy and math.</p>	<p>CAASPP ELA CAASPP Math CAASPP Science</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	<p>In addition to student support, teachers and support staff are also provided with the necessary instructional technology, including a laptop, iPad, and Apple Pencil for each staff member. To evaluate the effectiveness of this action and ensure it meets the needs of unduplicated student groups, district administration will review and analyze ongoing partner input and feedback regarding technology and device needs.</p>	
1.6	<p><b>Action:</b> School Instructional Leadership</p> <p><b>Need:</b> There is a need for administrative coaching to guide the administrator with the development of the program.</p> <p><b>Scope:</b> Schoolwide</p>	<p>This action reflects WPCA's commitment to increase the academic progress of all students while focusing on providing the necessary support to teachers so they are successful in meeting the unique needs of their English learner students, low-income students, and foster youth. A dedicated school instructional leader is an expert teacher who possesses the skills to provide coaching and mentoring to teachers, as well as professional learning opportunities that allow teachers to explore best practices. Their support and guidance will establish best instructional practices, especially instructional practices that meet the unique needs of traditionally underserved students. The goal is to increase student academic achievement, close the achievement gap, and prepare students for college and career by developing reflective educators who are equipped to provide timely and targeted interventions and supports when and where they are needed.</p>	CAASPP ELA CAASPP Math CAASPP Science
1.7	<p><b>Action:</b> College and Career Readiness</p> <p><b>Need:</b></p>	<p>WPCA has been identified for Comprehensive Support and Intervention due to its low graduation rate, making it crucial to focus on preparing students for college and careers. To support this, the work of the Career Technical Education (CTE) and academic counselors will be enhanced by</p>	College/Career Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>There is a need to provide access to college and dual-enrollment courses for all our students .</p> <p><b>Scope:</b> Schoolwide</p>	<p>implementing a progress monitoring system. This system will ensure that each student has an individualized plan that is actively monitored by a dedicated team throughout the year. This approach will enable timely and targeted interventions such as academic, emotional, or behavioral to be put in place to keep students on track for graduation.</p> <p>Additionally, the program's partnership with local community colleges (Fresno City College and West Hills College) will be strengthened by a new, dedicated instructional leader. This partnership will provide English learners, low-income students, and foster youth who often face barriers to postsecondary opportunities guaranteed access to a broad range of courses through the school's CTE programs, dual-enrollment options, and the High School Enrichment Program (HSEP).</p>	
2.1	<p><b>Action:</b> Support Student Attendance</p> <p><b>Need:</b> There is a need to ensure and support student engagement in rural regions through attendance and transportation by maintaining 95% annual attendance.</p> <p><b>Scope:</b> Schoolwide</p>	<p>There is a need to ensure and support student engagement in rural regions through attendance and transportation by maintaining 92% annual attendance. Providing students with passes for transportation to and from school, they are able to attend weekly instructional appointments, labs, classes, tutoring, and counseling sessions. Program staff will provide direct support to students and families to help families access the resources they need to sustain high levels of attendance and engagement in school. The program's teachers, counselors, administrators, and district office staff will monitor students' attendance trends throughout the school year. This progress monitoring is essential in making sure students are 1) utilizing their</p>	Attendance Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	<p><b>Action:</b> Opportunities for Student and Parent/Guardian Engagement</p> <p><b>Need:</b> There is a need to provide students and parents with co-curricular opportunities.</p> <p><b>Scope:</b> Schoolwide</p>	<p>access to transportation, 2) attending weekly instructional appointments, labs, classes, etc.</p> <p>There is a need to provide WPCA's students and parents/guardians with co-curricular and extra-curricular opportunities and increase opportunities for engagement and school connectedness. The program and district office staff will work cooperatively to plan and carry out various on and off-site engagement opportunities throughout the school year. The overall effectiveness of this action will be dependent on the participation, feedback, surveys, etc.</p>	<p>Survey - Sense of School Safety and Connectedness</p>
2.3	<p><b>Action:</b> Student Recognition</p> <p><b>Need:</b> There is a need to recognize WPCA's students' academic achievement, progress, and attendance, as well as the staff's recognition that supports the program's Mission and Vision.</p> <p><b>Scope:</b> Schoolwide</p>	<p>This recognition will come in the form of honor roll certificates, 4.0 medals, perfect attendance certificates, items for graduation/promotion ceremonies, etc. By doing so, students will feel a sense of pride and achievement, as well as increase the program's culture and climate.</p>	<p>Survey - Sense of School Connectedness</p>
2.4	<p><b>Action:</b> Support Parent/Guardian Communication</p> <p><b>Need:</b> There is a need to increase parent communication Through improved accessibility to the district.</p>	<p>WPCA will increase its parent communication through improved accessibility to the district's website, grading and attendance systems, and other platforms. Providing WPCA's parents/guardians with access to free communications tools will ensure that student progress, updates, etc. can be communicated in a timely and effective manner. The effectiveness of this action will depend on stakeholder feedback,</p>	<p>Chronic Absenteeism Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p><b>2.5</b></p>	<p><b>Scope:</b> Schoolwide</p> <p><b>Action:</b> Healthy Snacks and Lunches for Students</p> <p><b>Need:</b> There is a need to provide students at WPCA with healthy snacks, breakfast and lunch when on-site.</p>	<p>Doing so will support both student attendance and their ability to learn. To ensure that there are sufficient snacks and lunches, the Machado Office (main office) will monitor the inventory on an ongoing basis. The overall effectiveness will depend on stakeholder feedback and survey results.</p>	<p>Attendance Chronic Absenteeism</p>
<p><b>2.6</b></p>	<p><b>Action:</b> Mental Health Support</p> <p><b>Need:</b> There is need for mental health services for students and parents</p> <p><b>Scope:</b> Schoolwide</p>	<p>WPCA ensures the physical and mental health of all students by providing mental health support to students and families. Mental health and support is an important resource, especially in addressing the needs and circumstances of foster youth who typically experience greater levels of trauma and low-income students who may not otherwise have access to mental health services.</p>	<p>Suspension rate Chronic absenteeism</p>

**Limited Actions**

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

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

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

There are no limited actions.

**Additional Concentration Grant Funding**

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

WPCA will increase the number of staff providing direct services to low-income students by adding mental health professionals through contracted services. Mental health support is an important resource, especially in addressing the needs and circumstances of foster youth who typically experience greater levels of trauma and low-income students and foster youth who may not otherwise have access to mental health services.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

# 026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,120,062.00	855,763.00	40.365%	15.769%	56.134%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,736,225.50	\$845,499.00	\$67,381.00	\$38,461.00	\$3,754,462.50	\$3,374,118.50	\$380,344.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Non-personnel	Planned Percentage of Improv Services
1	1.1	Teaching and Supporting Staff	All	No	Schoolwide	English Learners Foster Youth Low Income	All Schools		\$2,379,219.00	\$1,752,044.00	\$521,333.00	\$67,381.00	\$38,461.00	\$2,379,219.00	\$0.00	0.00%
1	1.2	Supplemental Curriculum and Resources	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA		\$133,792.00	\$66,896.00	\$121,396.00			\$188,292.00	\$54,500.00	0.00%
1	1.3	Professional Development, Learning and Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA		\$296,521.00	\$296,521.00	\$90,720.00			\$387,241.00	\$90,720.00	0.00%
1	1.4	Progress-Monitoring Resources and Tools	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA		\$33,640.00	\$46,490.00				\$46,490.00	\$12,850.00	0.00%
1	1.5	Technology/Devices Needed for Teaching and Learning	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA		\$74,662.00	\$92,537.00				\$92,537.00	\$17,875.00	0.00%
1	1.6	School Instructional Leadership	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA		\$139,594.00	\$139,594.00				\$139,594.00	\$0.00	0.00%
1	1.7	College and Career Readiness	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA		\$204,368.00	\$162,318.00	\$112,050.00			\$274,368.00	\$70,000.00	0.00%
2	2.1	Support Student Attendance	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA		\$112,322.50	\$119,822.50				\$119,822.50	\$7,500.00	0.00%
2	2.2	Opportunities for Student and Parent/Guardian Engagement	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA		\$0.00	\$5,000.00				\$5,000.00	\$5,000.00	0.00%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Student Recognition	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA		\$0.00	\$28,661.00	\$28,661.00				\$28,661.00	0.00%
2	2.4	Support Parent/Guardian Communication	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA		\$0.00	\$9,791.00	\$9,791.00				\$9,791.00	0.00%
2	2.5	Healthy Snacks and Lunches for Students	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA		\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	0.00%
2	2.6	Mental Health Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA		\$0.00	\$28,050.00	\$28,050.00				\$28,050.00	0.00%
3	3.1	Safe and Clean Facilities	All	No			All Schools		\$0.00	\$30,397.00	\$30,397.00				\$30,397.00	
3	3.2	Furniture and Equipment for the Program's Learning Centers and Offices	All	No			All Schools		\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
3	3.3	Security and Safety Equipment for the Program's Learning Centers and Offices	All	No			All Schools		\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	0.00%

# 2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage from Prior Year	Total Percentage Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,120,062.00	855,763.00	40.365%	15.769%	56.134%	\$1,000,680.50	0.000%	47.201%	Total:	\$1,000,680.50
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$1,000,680.50
Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)	
1	1.2	Supplemental Curriculum and Resources	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA	\$66,896.00	0.00%	
1	1.3	Professional Development, Learning and Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA	\$296,521.00	0.00%	
1	1.4	Progress-Monitoring Resources and Tools	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA	\$46,490.00	0.00%	
1	1.5	Technology/Devices Needed for Teaching and Learning	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA	\$92,537.00	0.00%	
1	1.6	School Instructional Leadership	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA	\$139,594.00	0.00%	
1	1.7	College and Career Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA	\$162,318.00	0.00%	
2	2.1	Support Student Attendance	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: WPCA	\$119,822.50	0.00%	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Opportunities for Student and Parent/Guardian Engagement	Yes	Schoolwide	Low Income English Learners Foster Youth Low Income	Specific Schools: WPCA	\$5,000.00	0.00%
2	2.3	Student Recognition	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA	\$28,661.00	0.00%
2	2.4	Support Parent/Guardian Communication	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA	\$9,791.00	0.00%
2	2.5	Healthy Snacks and Lunches for Students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA	\$5,000.00	0.00%
2	2.6	Mental Health Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA	\$28,050.00	0.00%

# 2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)			
Totals	\$3,124,578.00	\$2,714,584.00			
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teaching and Supporting Staff	No	\$1,673,336.00	\$2,082,047.00
1	1.2	Supplemental Curriculum and Resources	Yes	\$350,646.00	\$117,833.00
1	1.3	Professional Development, Learning and Support	Yes	\$356,040.00	\$41,466.00
1	1.4	Progress-Monitoring Resources and Tools	Yes	\$77,783.00	\$85,545.00
1	1.5	Technology/Devices Needed for Teaching and Learning	Yes	\$60,875.00	\$14,191.00
1	1.6	School Instructional Leadership	Yes	\$154,091.00	\$42,531.00
1	1.7	College and Career Readiness	Yes	\$213,280.00	\$179,898.00
2	2.1	Support Student Attendance	Yes	\$123,527.00	\$107,649.00
2	2.2	Opportunities for Student and Parent/Guardian Engagement	Yes	\$5,000.00	\$1,238.00
2	2.3	Student and Staff Recognition	Yes	\$24,000.00	\$18,135.00
2	2.4	Support Parent/Guardian Communication	Yes	\$10,000.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Healthy Snacks and Lunches for Students	Yes	\$5,000.00	\$1,023.00
2	2.6	Mental Health Support	Yes	\$28,000.00	0
3	3.1	Safe and Clean Facilities	No	\$33,000.00	\$23,028.00
3	3.2	Furniture and Equipment for the Program's Learning Centers and Offices	No	\$5,000.00	\$0
3	3.3	Security and Safety Equipment for the Program's Learning Centers and Offices	No	\$5,000.00	0

# 2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)	
\$798,972.00	\$1,021,445.00	\$767,470.00	\$253,975.00	0.000%	0.000%	0.000%	
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Supplemental Curriculum and Resources	Yes	\$189,146.00	\$104,671.00	0.00%	
1	1.3	Professional Development, Learning and Support	Yes	\$356,040.00	\$135,677.00	0.00%	
1	1.4	Progress-Monitoring Resources and Tools	Yes	\$45,316.00	\$55,296.00	0.00%	
1	1.5	Technology/Devices Needed for Teaching and Learning	Yes	\$60,875.00	\$29,060.00	0.00%	
1	1.6	School Instructional Leadership	Yes	\$154,091.00	\$42,531.00	0.00%	
1	1.7	College and Career Readiness	Yes	\$20,450.00	\$1,990.00	0.00%	
2	2.1	Support Student Attendance	Yes	\$123,527.00	\$103,218.00	0.00%	
2	2.2	Opportunities for Student and Parent/Guardian Engagement	Yes	\$5,000.00	\$75,670.00	0.00%	
2	2.3	Student and Staff Recognition	Yes	\$24,000.00	\$92,384.00	0.00%	
2	2.4	Support Parent/Guardian Communication	Yes	\$10,000.00	\$916.00	0.00%	
2	2.5	Healthy Snacks and Lunches for Students	Yes	\$5,000.00	\$98,606.00	0.00%	
2	2.6	Mental Health Support	Yes	\$28,000.00	\$27,451.00	0.00%	

# 2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$1,924,441.00	\$798,972.00	14.132%	55.649%	\$767,470.00	0.000%	39.880%	\$303,464.00	15.769%

# Local Control and Accountability Plan Instructions

## Plan Summary

### Engaging Educational Partners

#### Goals and Actions

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

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC section 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in EC Section 32526(c)(2); and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by EC Section 32526(d).
    - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
    - Actions may be grouped together for purposes of these explanations.
    - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.

- If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

**Reflections: Technical Assistance**

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### **Comprehensive Support and Improvement**

Any LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

#### **Schools Identified**

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

- Identify the schools within the LEA that have been identified for CSI.

#### **Support for Identified Schools**

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

#### **Monitoring and Evaluating Effectiveness**

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## **Engaging Educational Partners**

### **Purpose**

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities EC Section 52064[e][1]. Engagement of educational partners is an ongoing, annual process.

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

### **Requirements**

#### **Requirements**

School districts and COEs: EC Section 52060(g) and EC Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** EC Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see Education Code Section 52062;
- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of EC Section 52062(a).
- For COEs, see Education Code Section 52068; and
- For charter schools, see Education Code Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## **Instructions**

Respond to the prompts as follows:

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

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

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

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

5. Complete the table as follows:

6. Educational Partners

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

8. Process for Engagement

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

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

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

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

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

## **Goals and Actions**

### **Purpose**

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

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

### **Requirements and Instructions**

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

s comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

#### **Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

#### **Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

### **Broad Goal**

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

#### Baseline

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

#### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

#### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

### Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

- In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

- When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

- As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

**Actions:**

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

Action #	Title	Description
•	Enter the action number.	
•	Provide a short title for the action. This title will also appear in the action tables.	

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

**Total Funds**

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.
  - Contributing
- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

## **Required Actions**

### **For English Learners and Long-Term English Learners**

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

### **For Technical Assistance**

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

### **For Lowest Performing Dashboard Indicators**

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

### **For LEAs With Unexpended LREBG Funds**

- To implement the requirements of EC Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to EC Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of EC Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in EC Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

### **Purpose**

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

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

### **Statutory Requirements**

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (EC Section 42238.07[a][1], EC

section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

### **LEA-wide and Schoolwide Actions**

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

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

### **For School Districts Only**

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

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

### **Requirements and Instructions**

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants  
026-27 Local Control and Accountability Plan for West Park Charter Academy

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

**Required Descriptions:**

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## **Metric(s) to Monitor Effectiveness**

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

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

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

## **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

Complete the table as follows:

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

## Action Tables

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

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

026-27 Local Control and Accountability Plan for West Park Charter Academy

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

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

### ***Total Planned Expenditures Table***

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.
- See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCA year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.*

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicate students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.  
 For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data related to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate service provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## ***Contributing Actions Table***

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

## ***Annual Update Table***

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

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

## ***Contributing Actions Annual Update Table***

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

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

## ***LCFF Carryover Table***

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

### ***Calculations in the Action Tables***

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

#### **Contributing Actions Table**

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

#### **Contributing Actions Annual Update Table**

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

**LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
November 2024

**ITEM:** 2026-2027 Local Indicator Report - WPCA  
**PRESENTER:** Tamita Boyd. Acting Superintendent  
**DATE:** 06/23/2026  
**BOARD DECISION:** Request for Approval

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Seeking board approval of the West Park Charter Academy 2026-2027 Local Indicator Report.



## 2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
West Park Charter Academy	Tamita Boyd Acting Superintendent	tamita_b@wpesd.org (559) 233-6501

### Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

### Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

### Local Indicators

The local indicators address the following state priority areas:

#### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

### **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

# Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

## Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-24	15	4	11	0	0	0	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

## Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

### OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

## Implementation of State Academic Standards (LCFF Priority 2)

### OPTION 2: Reflection Tool

#### Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics		2			
Next Generation Science Standards		2			
History-Social Science		2			

**2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

**3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

**Other Adopted Academic Standards**

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education			3			
Health Education Content Standards			3			
Physical Education Model Content Standards		2				
Visual and Performing Arts		2				
World Language		2				

**Support for Teachers and Administrators**

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			3		
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

**Optional Narrative (Limited to 1,500 characters)**

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

The 2026 survey of West Park Charter Academy teachers provided insight to inform the ratings of LCFF Priority 2: Implementation of State Standards. Teacher ratings ranged from low to high along the rating scale based on the teacher's years of experience and the grade level or content area of expertise. The overall ratings represent an average of the scores. The overall ratings at the "Beginning Development" level indicate areas where attention is needed to improve outcomes for students. For example, an area that was at the "Beginning Development" level during the 2024-25 school year was the LEA's progress in implementing the Career Technical Education (CTE) standards. In 2025-26, this measure increased to the "Initial Implementation" level. West Park Charter Academy invested in a dedicated Career Technical Education (CTE) counselor focused entirely on building and sustaining high-quality CTE pathways. The position will provide leadership in pathway development, student recruitment and advising, industry partnerships, dual-enrollment opportunities, internship coordination, and career readiness

activities. The counselor will collaborate with teachers and community partners to ensure students have access to rigorous career-focused coursework, hands-on learning experiences, and clear connections to postsecondary education and employment opportunities. As the CTE program grows and develops, the level will shift to "Full Implementation."

#### Instructional Materials:

2017 Reading/language arts, California Journeys, Houghton Mifflin Harcourt (Grades K-6)  
2017 Reading/language arts, California Journeys, Common Core Writing Handbook, Houghton Mifflin Harcourt (Grades K-6)  
2012 Reading/language arts, Literature, Holt McDougal (Grades 7-10)  
2012 Reading/language arts, American Literature, Holt McDougal (Grades 11-12)  
2015 Mathematics, EnVisionMath, Pearson (Grades K- 5)  
2015 Mathematics, Digits for California, Pearson (Grades 6-8)  
2008 Mathematics, Algebra Readiness, McDougal Littell  
2008 Mathematics, Pre-Algebra, Globe Fearon  
2015 Mathematics, Algebra 1, Common Core Edition, Pearson  
2015 Mathematics, Algebra 2, Common Core Edition, Pearson  
2015 Mathematics, Geometry, Common Core Edition, Pearson  
2006 Mathematics, Math with Business Applications, McDougal Littell  
2006 Mathematics, Consumer Mathematics, AGS  
2020 Science, California Elevate Science, Pearson (Grades K-8)  
2020 Science, Integrated Science 1 (Biology): California Miller and Levine, Experience Biology: The Living Earth, SAVVAS Learning Company  
2021 Science, Integrated Science 2 (Chemistry): California Experience, Chemistry: In the Earth System Volumes 1 & 2, Pearson  
2007 Science, Physical Science with Earth Science, Glencoe (Grades 9-12)  
2018 History/social science, California Studies Weekly (Grades K-6)  
2006 History/social science, World Geography, Glencoe  
2019 History/social science, World History: Modern Times CA Edition, Pearson  
2019 History/social science, U.S. History: The Twentieth Century CA Edition, Pearson  
2019 History/social science, Magruder's American Government CA Edition, SAVVAS Learning Company  
2019 History/social science, Economics: Principles in Action CA Edition, Pearson

#### Digital instructional resources:

Reading/language arts: Lexia Core5, Lexia PowerUp, Lexia Reading Plus  
Mathematics: IXL  
Career Technical Education: Edmentum, Plato Courseware

During the 2025-26 school year, Edgenuity services were used to provide instruction in science and math due to teacher shortages.

## Parental Involvement and Family Engagement (LCFF Priority 3)

### Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: <sup>1</sup>

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

### **Instructions**

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

### **Sections of the Self-Reflection Tool**

## Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

### Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

The 2026 West Park Charter Academy Parent/Guardian Survey indicates that the academy continues to demonstrate strengths in fostering positive relationships between school staff and families. The area showing the greatest improvement during the 2025–26 school year was family empowerment, with 86% of parents/guardians agreeing that Academy helps families understand and exercise their legal rights and advocate for their own children as well as for all students. Consistent with the previous year, 79% of parents/guardians reported that the Academy provides opportunities for clear, accessible, and meaningful two-way communication between families and educators. One area identified for improvement is the creation of welcoming environments at the Learning Centers. While a majority of parents/guardians (79%) agreed that the academy has successfully created welcoming environments, this represents a decline from 92% reported in the previous year. This decrease suggests an opportunity for West Park Charter Academy to further strengthen family engagement and enhance the sense of belonging experienced by families at its Learning Centers.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Academy staff must strengthen relationships with families by working to increase the percentage of parents/guardians who respond to requests for feedback through surveys and other more informal forms of communication. The West Park Charter Academy enrolls approximately 183 students, yet only 15 parents responded to the annual LCAP survey. This is a decline from 25 parents in 2024-25. Parent responses to this survey help to inform the Local Indicators Report. Based on this survey, an area for improvement is to build the capacity of family members to effectively engage in School Site Council and other decision-making opportunities. 67% of parents who

responded to the survey agree or strongly agree that the academy supports families to effectively engage in advisory groups and decision-making. This is a decrease from 76% of parents in 2024-25.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The majority of West Park Charter Academy students (89%) come from low-income families. The efforts the academy takes to improve the engagement of all families will focus first on low-income families. The most important priority is to accommodate the needs of our families such as offering alternative meeting hours and continuing to provide families with the technology they need to effectively partner with the academy in designing an educational program that meets the needs of their child.

## Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	3
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	3
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	3
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	3

### Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Overall, West Park Charter Academy is rated moderately high by parents/guardians in areas associated with building partnerships for student outcomes. 67% of parents/guardians agree or strongly agree that the academy provides families with information and resources to support student learning and development in the home. Given the independent study program design of West Park Charter Academy, the expectation is that all families have what they need to support their child's learning and development at home. Yet, while parents may feel they have what they need to support their child at home, the survey results indicated a need to create policies that support teacher-parent meetings to discuss progress and ways to work together to support improved student outcomes.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

One area identified for improvement is the creation of welcoming environments at the Learning Centers. While a majority of parents/guardians (79%) agreed that the academy has successfully created welcoming environments, this represents a decline from 92% reported in the previous year.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

West Park Charter Academy will improve the engagement of underrepresented families by first increasing participation in the annual parent/guardian survey. Survey response rates have remained low and have declined in recent years, limiting the Academy's ability to gather meaningful feedback and fully understand the experiences, needs, and priorities of all families, particularly those from underrepresented student groups. To address this challenge, the Academy will implement targeted outreach strategies, including personalized communications and follow-up reminders to encourage greater participation. Increasing survey engagement will provide more representative data to inform decision-making and ensure that family voices are reflected in school programs, services, and improvement efforts.

In addition, West Park Charter Academy will strengthen family engagement by expanding counseling services to ensure all students have access to individualized academic, college, career, and personal guidance. The addition of counselors will provide students and their families with increased opportunities to engage in meaningful planning for the future. Counselors will work collaboratively with students and families to develop personalized goals, explore postsecondary education and career options, monitor progress toward graduation requirements, and connect families with available resources and support services. The Academy will also utilize its counseling staff to facilitate workshops, family meetings, and outreach events designed to increase awareness of academic pathways, Career Technical Education (CTE) opportunities, college and financial aid processes, and other resources that support student success. These efforts will help create stronger partnerships between families and the school while ensuring that all families feel informed, valued, and empowered to participate in their students' education.

### Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4

Practices	Rating Scale Number
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

**Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Based on input from parents/guardians, West Park Charter Academy teachers effectively partner with them in the education of their child. However, more formal opportunities to partner in decision-making that impacts the broader academic program is in the initial implementation stage. Teachers continue to rate the Academy a 3 on the district's progress in providing professional learning and support to teachers and principals to improve the school's capacity to partner with families. 86% of parents/guardians believe their child's school helps families to understand and exercise their legal rights and advocate for their own students and for all students.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

The primary area of focus for West Park Charter Academy is to increase opportunities for families, teachers, principals, and district administrators to work collaboratively in planning, designing, implementing, and evaluating family engagement activities at both the school and district levels. Results from the 2026 parent/guardian survey indicate that only 67% of respondents agree that the Academy provides meaningful opportunities for families to participate in these processes. While a majority of families view the Academy positively in this area, the results suggest that many parents and guardians do not yet feel fully included as partners in shaping family engagement efforts.

Another important area identified through the analysis is the need to strengthen the capacity of family members to effectively participate in advisory groups and decision-making processes. Only 64% of parents/guardians agreed that the Academy supports and builds families' capacity to engage in leadership, advisory, and decision-making roles. This finding suggests that while opportunities for participation may exist, some families may not feel adequately informed, prepared, or empowered to contribute confidently and effectively.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

To address these priorities, West Park Charter Academy will expand opportunities for families to participate in advisory groups and school improvement activities. The Academy will increase outreach and communication efforts, provide accessible meeting options, and reduce barriers to participation. In addition, the Academy will offer resources to help families better understand school programs and decision-making processes. Through these efforts, Charter Academy aims to increase meaningful participation in decision-making and foster stronger partnerships between families and school staff to support student success.

## School Climate (LCFF Priority 6)

### Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

### Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

The West Park Charter Academy administered a student survey in Grades 3-12 to measure student perceptions of school safety and connectedness. The majority of students (59%) attending West Park Charter Academy are high school students. The other 41% are students in grades K-8.

- 81% of students reported feeling safe at school
- 71% of students feel connected to school
- 79% of students are happy to be at West Park Charter Academy
- 96% of students believe their teacher wants them to succeed in class
- 64% of students believe the adults at school care about them
- 67% of students plan to attend college after high school

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

The data indicate high levels of student engagement in the West Park Charter Academy program. There is a high level of consistency between responses. Some responses were neutral, and very few negative responses were received. The design of an independent study program reduces many of the circumstances that lead to students feeling unsafe at school, such as student bullying and other unhealthy peer interactions that negatively impact a student's mental health. Student survey results indicate that West Park Charter Academy has established generally positive relationships between students and staff. The vast majority of students reported favorable perceptions of their interactions with teachers, with 96% agreeing that their teachers want them to succeed in class. However, the survey also identified an area of concern. Only 67% of students agreed that the adults at school care about them, a substantially lower rating than other measures of student-adult relationships. While a majority of students feel supported, this result suggests that some students may not yet experience a strong sense of connection, belonging, or personal support from school staff.

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

West Park Charter Academy added another counselor to their staff for a total of three (3). The aim is to build meaningful relationships with students and provide more individualized support. With a lower student-to-counselor ratio, counselors will have greater opportunities to meet regularly with students, monitor their academic and social-emotional well-being, and connect students with appropriate resources and interventions. Increased counselor availability will allow for more outreach to students who may feel disconnected from school and help ensure that every student has a trusted adult who knows them personally and supports their success.

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

California Education Code (EC) 51210 requires access to a broad course of study for all students in Grades 1-6 in English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education. California EC 51220(a)(i) requires access to a broad course of study for grades 7-12 in English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and Career Technical Education. The locally selected tools used by the West Park Charter Academy to determine if all students, including unduplicated, are enrolled in a broad course of study include class schedules, report cards, English language learner status, Individualized Education Plans, and for Grades 7-12, the master schedule is also used to measure student access to a broad course of study.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

The locally selected measures confirm all students in Grades K-12 have equitable access to a broad course of study. Students in need of additional assistance in the areas of English language arts and mathematics are provided access to additional interventions and support before and after school. Additionally, instructional assistants, including bilingual assistants, provide support in the classroom during instructional time to ensure English learner students and students in need of additional assistance have access to the California content standards.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

There are no barriers preventing students at West Park Charter Academy from accessing a broad course of study as outlined in California EC.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

To continue supporting staff and students in accessing a broad course of study, the academy will provide ongoing professional development and support to classroom teachers. In 2026-27, the district will provide qualified teachers, counselors, training, and resources focused on the effective implementation of the California content standards. To support students with exceptional needs and students with disabilities, a supplemental curriculum is provided that aligns with the standards and is designed to accelerate learning and reduce gaps in student performance.

### Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district					

<b>Coordinating Instruction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

### **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					



## 2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
West Park Elementary School District	Tamita Boyd Acting Superintendent	tamita_b@wpsed.org (559) 233-6501

### Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

### Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

### Local Indicators

The local indicators address the following state priority areas:

#### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

**ITEM:** 2026-2027 Local Indicator Report - WPE

**PRESENTER:** Tamita Boyd. Acting Superintendent

**DATE:** 06/23/2026

**BOARD DECISION:** Request for Approval

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Seeking board approval of the West Park Elementary 2026-2027 Local Indicator Report.

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

## **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

# Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

## Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-24	23	20	1	0	0	2	NA	NA

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

## Implementation of State Academic Standards (LCFF Priority 2)

### OPTION 2: Reflection Tool

#### Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards		2			
History-Social Science			3		

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards			3		
History-Social Science			3		

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

**Other Adopted Academic Standards**

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education		2				
Health Education Content Standards				4		
Physical Education Model Content Standards				4		
Visual and Performing Arts				4		
World Language		2				

**Support for Teachers and Administrators**

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			3		
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

**Optional Narrative (Limited to 1,500 characters)**

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

The 2026 survey of West Park School District teachers provided insight to inform the ratings of LCFF Priority 2: Implementation of State Standards. Teacher ratings ranged from low to high along the rating scale based on the teacher's years of experience and the grade level or content area of expertise. The overall ratings represent an average of the scores. The overall ratings at the "Beginning Development" level indicate areas where attention is needed to improve outcomes for students. One such area is the district's progress in making instructional materials that are aligned to the science standards and/or curriculum frameworks.

**Instructional Materials:**

- 2024 Comprehensive curriculum, Frog Street Threes, Frog Street Press (PreK)
- 2024 Comprehensive curriculum, Frog Street, Frog Street Press, TK
- 2024 Reading/language arts and English Language Development, Benchmark Advanced, Benchmark Education (K-6)
- 2024 Reading/language arts and English Language Development, Introduction to Literature, Houghton Mifflin Harcourt (Grades 7-8)
- 2024 Mathematics, Into Math, Houghton Mifflin Harcourt (Grades K-8)
- 2005 Science, CA Inspire Science, McGraw Hill (Grades TK-5)
- 2005 Science, STEMscopes, California Accelerate Learning, Inc. (Grades 6-8)
- 2018 History/social science, California Studies Weekly, Studies Weekly (Grades TK-5)
- 2018 History/social science, History Alive! California Series, Teachers Curriculum (Grades 6-8)

The district has made progress in adopting new California Content Standards-aligned materials at all grade levels for ELA/ELD and mathematics. The district needs to begin the process of adopting a new science curriculum aligned with the Next Generation Science Standards due to declining test scores on the California Science Test. Student academic outcomes as measured by the 2025 California Science Test show 7.7% of West Park School District/West Park Elementary School students in Grades 5 and 8 met or exceeded standards for science, compared to 27.1% of students in Fresno County and 33.0% statewide.

**Parental Involvement and Family Engagement (LCFF Priority 3)**

**Introduction**

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of

research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: <sup>1</sup>

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

### **Instructions**

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

**Sections of the Self-Reflection Tool**

**Section 1: Building Relationships Between School Staff and Families**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	3
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	3

**Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

In 2025-26, 84% of West Park School District/West Park Elementary School parents/guardians report that the district has successfully created welcoming environments for all families in the communities, a decrease from 92% in 2024-25. In 2025-26, 74% of parents/guardians report that the staff at their child's school is interested in each family's strengths, cultures, languages, and goals for their children, an increase from 64% in the previous year. These data provide mixed results of teacher and district staff efforts to prioritize trust-based relationships with families. The continued focus on improving facilities and outdoor play spaces during the 2026-27 school year will enhance the welcoming environments that teachers create in their classrooms and other district staff create in their offices and other areas of campus.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

The district will continue to strengthen relationships with educational partners by increasing the percentage of parents/guardians who respond to the district's requests for feedback through surveys and other more informal forms of communication. The West Park School District/West Park Elementary School enrolls approximately 300 students, however, 19 parents responded to the parent survey. On a scale of 1 = strongly disagree to 5 = strongly agree. In 2025-26, 79% of parents agreed or strongly agreed that "The staff at my child's school build trusting and respectful relationships with families," a decrease from 84% in 2024-25. Teachers provided a full implementation level of 4 when asked to measure the district's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. The district will work to identify more opportunities to seek input from families through existing structures and meetings in addition to the annual survey of parents, students, and staff to build greater levels of trust and communicate with families the district's commitment to partner in their child's educational journey.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The majority of West Park School District/West Park Elementary School students (84%) come from low-income families, and a significant percentage are English learner students (37%). For this reason, the efforts the district will take to improve the engagement of all families will focus primarily on low-income families and families of English learners. Of the parents/guardians who responded to the parent survey, 78.9% of parents (up from 72.0%) agreed or strongly agreed with the following statement: "My child's school supports multiple opportunities to engage in understandable and accessible 2-way communication between families and educators." The keywords are "understandable and accessible" 2-way communication. The district will ensure communication is written and/or communicated orally in language that is understandable and accessible to families of low-income students and English learner students. Identifying opportunities to strengthen communication will be accomplished in partnership with the parent representatives who serve on the English Learner Advisory Committee and the Parent Advisory Committee, who represent the voice of our unduplicated student groups (English Learners, Low Income, and Foster Youth).

## Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	3
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	3
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	3
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	3

## Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

West Park School District/West Park Elementary School is at the initial implementation stage of building partnerships for student outcomes. Parents and teachers responded similarly when asked about the district's efforts to implement policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. Teachers rated the district a 3 on the district's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. 79% of parents/agreed or strongly agreed when asked if the district provides families with information and resources to support student learning and development in the home, an increase from 68% in the previous year. 68% of parents/guardians agreed or strongly agreed their child's school has policies for teachers to meet with families and students to discuss progress and ways to work together to support improved student outcomes, a decrease from 88% in the previous year, and 68% of parents/guardians believe their child's school helps families to understand and exercise their legal rights and advocate for their own students and all students, an increase from 60% in the previous year.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The primary area of focus for the district to further build partnerships for student outcomes is to provide parent education focused on helping families understand and exercise their legal rights and advocate for their child and all students. One area of particular importance is English learner student progress and student reclassification as fluent English proficient. Families of English learners play an important role in the language development of their child by setting high expectations for their child and the educational staff, knowing the law, and advocating for all students by attending meetings that involve district decision-making. The district will take steps to provide programmatic and legal information to all families of English learner students in a language that is accessible and understandable. The district will also engage in increased outreach efforts to increase active parent participation in district English language advisory meetings.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Of the parents/guardians who responded to the district survey, most provided ideas for workshops they would like to see offered by the district including workshops on using technology, helping with homework, supporting physical, mental and emotional health, parenting skills, accessing community services, English language development, and self-advocacy. 68% of parents/guardians reported their child's school provides opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluate family engagement activities at school, a decrease from 72% in the previous year. This feedback provides the district with valuable information about how and what steps they should take to further build partnerships with families to support student outcomes. The district will use this feedback to prioritize family educational opportunities and will work collaboratively with families to develop the content for the classes.

**Section 3: Seeking Input for Decision-Making**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	3
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

**Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Seeking family input in decision-making about students' educational programs is an area for improvement for the West Park School District/West Park Elementary School. Parents reported their participation in parent conferences, back-to-school night, open house, family nights, and holiday events. All of these provide the opportunity to create structured opportunities for families to actively participate in decision-making in educational programs beyond traditional parent advisory committees. 74% of parents/guardians agree their child's school supports and builds the capacity of family members to effectively engage in advisory groups and decision-making, a slight decrease from 76% in the previous year. Teachers rated the district's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making at the initial implementation stage.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

West Park School District/West Park Elementary School will focus on improving structured opportunities for seeking family input in decision-making through existing family activities and events, and the creation of new parent education classes.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The West Park School District/West Park Elementary School will take steps to improve the district's efforts to seek input for decision-making in the educational programs by considering each of the district's current family engagement activities and asking how the district might intentionally create opportunities to seek family input during each event. The process will continue collaboratively during staff meetings and with parent advisory groups to ensure all structured opportunities are accessible to all parents and will elicit open, honest communication from our underrepresented families.

## School Climate (LCFF Priority 6)

### Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

### Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

The West Park School District/West Park Elementary School administered a student survey (25% response rate) in Grades 3-8 to measure student perceptions of school safety and connectedness.

80.8% of students agree they feel safe at school.  
71.2% of students agree they feel connected to school.  
79.2% of students agree their teachers are knowledgeable in the subject areas they teach.  
50.0% of students agree their teachers explain their lessons in ways they understand.  
79.5% of English learners are comfortable speaking English in class  
70.8% of students believe the adults at school care about them  
68.8% of students plan to attend college after high school

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

The data indicate stability in student's perceptions of safety and a sense of belonging at West Park Elementary School. The percentage of students who plan to attend college after high school has remained constant over the past several years.

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

West Park Elementary School will continue to prioritize the mental health and well-being of students by providing two full-time counselors. The LCAP actions are also focused on additional staff such as reading and math coaches to provide more individualized interventions to students in need of additional support.

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

California Education Code (EC) 51210 requires access to a broad course of study for all students in Grades 1-6 in English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education. California EC 51220(a)(i) requires access to a broad course of study for grades 7-12 in English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and Career Technical Education. Since West Park School District/West Park Elementary School is a TK-8 single school district, a broad course of study as defined by California EC 51220(i) applies to students in Grades 7-8. The locally selected tools used by the West Park School District/West Park Elementary School to determine if all students, including unduplicated, are enrolled in a broad course of study include class schedules, report cards, English language learner status, Individualized Education Plans, and for Grades 7-8, the master schedule is also used to measure student access to a broad course of study.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

The locally selected measures confirm all students in Grades TK-8 have equitable access to a broad course of study. Students in need of additional assistance in the areas of English language arts and mathematics are provided access to additional interventions and support before and after school. Additionally, instructional assistants, including bilingual assistants, provide support in the classroom during instructional time to ensure English learner students and students in need of additional assistance have access to the California content standards.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

There are no barriers preventing students at West Park Elementary School from accessing a broad course of study as outlined in California EC.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

To continue supporting staff and students in accessing a broad course of study, the district will provide ongoing professional development and support to classroom teachers. In 2026-27, the district will provide a reading coach, an EL Coordinator, qualified teachers, bilingual instructional assistants, training, and resources focused on the effective implementation of the California content standards. To support students with exceptional needs and students with disabilities, a supplemental curriculum is provided that aligns with the standards and is designed to accelerate learning and reduce gaps in student performance.

**ITEM:** Fiscal Year 2026-2027 Budget Adoption  
**PRESENTER:** Tamita Boyd. Acting Superintendent  
**DATE:** 06/23/2026  
**BOARD DECISION:** Request for Approval

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Seeking board approval of the 2026-2027 budget adoption. The report was presented in a public hearing at the June 15th, 2026 Board meeting.

ANNUAL BUDGET REPORT:

July 1, 2026 Budget Adoption

Select applicable boxes:

X This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

X If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Place: West Park Elementary School District  
Date: June 13, 2026

Public Hearing:

Place: West Park Elementary School District  
Date: June 15, 2026  
Time: 5:30 p.m.

Adoption Date: June 23, 2026  
Signed: \_\_\_\_\_

Clerk/Secretary of the Governing Board  
(Original signature required)

Printed Name: Yaritza Astudillo Title: Governing Board Clerk

Contact person for additional information on the budget reports:

Name: Tamita Boyd  
Title: Assistant Superintendent/Business Operations

Telephone: 559-233-6501  
E-mail: tamita\_b@wpesd.org

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Projected (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.	X	
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	

9a	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
<b>SUPPLEMENTAL INFORMATION</b>			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?	X	
<b>SUPPLEMENTAL INFORMATION (continued)</b>			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements? • If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2025-26) annual payment?		X
			X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)? • If yes, are they lifetime benefits? • If yes, do benefits continue beyond age 65? • If yes, are benefits funded by pay-as-you-go?		X
			X	
			X	
				X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for: • Certificated? (Section S8A, Line 1) • Classified? (Section S8B, Line 1) • Management/supervisor/confidential? (Section S8C, Line 1)		X
				X
				X
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year? • Adoption date of the LCAP or an update to the LCAP:		X
				06/23/2026
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
<b>ADDITIONAL FISCAL INDICATORS</b>			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
<b>ADDITIONAL FISCAL INDICATORS (continued)</b>			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	

A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?		X

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>A. REVENUES</b>									
1) LCFF Sources		8010-8099	4,394,099.00	0.00	4,394,099.00	4,344,988.00	0.00	4,344,988.00	-1.1%
2) Federal Revenue		8100-8299	0.00	415,259.00	415,259.00	0.00	449,940.00	449,940.00	8.4%
3) Other State Revenue		8300-8599	89,753.00	978,001.00	1,067,754.00	89,753.00	901,075.00	990,828.00	-7.2%
4) Other Local Revenue		8600-8799	250,000.00	237,499.00	487,499.00	250,000.00	240,321.00	490,321.00	0.6%
5) TOTAL, REVENUES			4,733,852.00	1,630,759.00	6,364,611.00	4,684,751.00	1,591,336.00	6,276,087.00	-1.4%
<b>B. EXPENDITURES</b>									
1) Certificated Salaries		1000-1999	1,563,240.00	503,007.80	2,066,247.80	1,531,051.00	540,925.00	2,071,976.00	0.3%
2) Classified Salaries		2000-2999	442,735.60	281,614.00	724,349.60	1,077,987.60	361,888.00	1,439,875.60	98.8%
3) Employee Benefits		3000-3999	1,151,880.24	506,182.00	1,658,062.24	1,307,895.38	538,631.00	1,846,526.38	11.4%
4) Books and Supplies		4000-4999	300,182.72	101,326.50	401,509.22	243,578.00	92,769.00	336,347.00	-16.2%
5) Services and Other Operating Expenditures		5000-5999	1,058,138.00	822,889.51	1,881,027.51	1,206,910.00	698,803.00	1,905,713.00	1.3%
6) Capital Outlay		6000-6999	1,146,163.00	159,494.00	1,305,657.00	0.00	342,619.00	342,619.00	-73.8%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	51,681.00	21,250.00	72,931.00	50,781.00	4,040.00	54,821.00	-24.8%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(126,882.00)	43,064.00	(83,818.00)	(124,545.00)	72,278.00	(52,267.00)	-37.8%
9) TOTAL, EXPENDITURES			5,587,138.56	2,438,827.81	8,025,966.37	5,293,657.98	2,651,953.00	7,945,610.98	-1.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>									
			(853,286.56)	(808,068.81)	(1,661,355.37)	(608,906.98)	(1,060,617.00)	(1,669,523.98)	0.5%
<b>D. OTHER FINANCING SOURCES/USES</b>									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(472,864.00)	472,864.00	0.00	(491,345.00)	491,345.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(472,864.00)	472,864.00	0.00	(491,345.00)	491,345.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>									
			(1,326,150.56)	(335,204.81)	(1,661,355.37)	(1,100,251.98)	(569,272.00)	(1,669,523.98)	0.5%
<b>F. FUND BALANCE, RESERVES</b>									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	3,967,235.85	1,745,213.54	5,712,449.39	2,641,085.29	1,410,008.73	4,051,094.02	-29.1%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,967,235.85	1,745,213.54	5,712,449.39	2,641,085.29	1,410,008.73	4,051,094.02	-29.1%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,967,235.85	1,745,213.54	5,712,449.39	2,641,085.29	1,410,008.73	4,051,094.02	-29.1%
2) Ending Balance, June 30 (E + F1e)			2,641,085.29	1,410,008.73	4,051,094.02	1,540,833.31	840,736.73	2,381,570.04	-41.2%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	2,000.00	0.00	2,000.00	2,000.00	0.00	2,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	1,410,008.73	1,410,008.73	0.00	840,736.73	840,736.73	-40.4%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	336,016.00	0.00	336,016.00	397,281.00	0.00	397,281.00	18.2%
Unassigned/Unappropriated Amount		9790	2,303,069.29	0.00	2,303,069.29	1,141,552.31	0.00	1,141,552.31	-50.4%
<b>G. ASSETS</b>									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9360	0.00	0.00	0.00				
10) TOTAL, ASSETS			0.00	0.00	0.00				
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
<b>I. LIABILITIES</b>									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
<b>J. DEFERRED INFLOWS OF RESOURCES</b>									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
<b>K. FUND EQUITY</b>									
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00	0.00	0.00				
<b>LCFF SOURCES</b>									
Principal Apportionment									
State Aid - Current Year		8011	3,447,469.00	0.00	3,447,469.00	3,421,580.00	0.00	3,421,580.00	-0.8%
Education Protection Account State Aid - Current Year		8012	691,176.00	0.00	691,176.00	678,411.00	0.00	678,411.00	-1.8%
State Aid - Prior Years		8019	55.00	0.00	55.00	0.00	0.00	0.00	-100.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	1,997.00	0.00	1,997.00	1,997.00	0.00	1,997.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	389,154.00	0.00	389,154.00	389,154.00	0.00	389,154.00	0.0%
Unsecured Roll Taxes		8042	18,464.00	0.00	18,464.00	18,464.00	0.00	18,464.00	0.0%
Prior Years' Taxes		8043	4,201.00	0.00	4,201.00	4,201.00	0.00	4,201.00	0.0%
Supplemental Taxes		8044	16,337.00	0.00	16,337.00	16,337.00	0.00	16,337.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	(15,071.00)	0.00	(15,071.00)	(15,071.00)	0.00	(15,071.00)	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			4,553,782.00	0.00	4,553,782.00	4,515,073.00	0.00	4,515,073.00	-0.9%
<b>LCFF Transfers</b>									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(159,683.00)	0.00	(159,683.00)	(170,075.00)	0.00	(170,075.00)	6.5%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			4,394,099.00	0.00	4,394,099.00	4,344,998.00	0.00	4,344,998.00	-1.1%
<b>FEDERAL REVENUE</b>									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	100,790.00	100,790.00	0.00	148,672.00	148,672.00	47.5%
Special Education Discretionary Grants		8182	0.00	6,337.00	6,337.00	0.00	6,337.00	6,337.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		222,138.00	222,138.00		206,620.00	206,620.00	-7.0%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		16,334.00	16,334.00		16,725.00	16,725.00	2.4%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
				0.00	0.00		1,007.00	1,007.00	New
Title III, Immigrant Student Program	4201	8290							
Title III, English Learner Program	4203	8290		17,157.00	17,157.00		18,235.00	18,235.00	6.3%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3182, 4037, 4123, 4124, 4126, 4127, 5630	8290		16,076.00	16,076.00		15,917.00	15,917.00	-1.0%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	36,427.00	36,427.00	0.00	36,427.00	36,427.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			0.00	415,259.00	415,259.00	0.00	449,940.00	449,940.00	8.4%
<b>OTHER STATE REVENUE</b>									
Other State Apportionments									
Special Education Master Plan				0.00	0.00		0.00	0.00	0.0%
Current Year	6500	8311					0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	10,179.00	0.00	10,179.00	10,179.00	0.00	10,179.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	51,948.00	22,302.00	74,250.00	51,948.00	22,302.00	74,250.00	0.0%
Tax Relief Subventions									
Restricted Levies - Other				0.00	0.00		0.00	0.00	0.0%
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590		486,314.00	486,314.00		486,314.00	486,314.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590		53,856.00	53,856.00		58,349.00	58,349.00	8.3%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	27,626.00	415,529.00	443,155.00	27,626.00	334,110.00	361,736.00	-18.4%
<b>TOTAL, OTHER STATE REVENUE</b>			89,753.00	978,001.00	1,067,754.00	89,753.00	901,075.00	990,828.00	-7.2%
<b>OTHER LOCAL REVENUE</b>									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	150,000.00	0.00	150,000.00	150,000.00	0.00	150,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	100,000.00	0.00	100,000.00	100,000.00	0.00	100,000.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		237,499.00	237,499.00		240,321.00	240,321.00	1.2%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			250,000.00	237,499.00	487,499.00	250,000.00	240,321.00	490,321.00	0.6%
<b>TOTAL, REVENUES</b>			4,733,852.00	1,630,759.00	6,364,611.00	4,684,751.00	1,591,336.00	6,276,087.00	-1.4%
<b>CERTIFICATED SALARIES</b>									
Certificated Teachers' Salaries		1100	1,165,792.00	291,299.00	1,457,091.00	1,164,022.00	355,568.00	1,519,590.00	4.3%
Certificated Pupil Support Salaries		1200	67,095.00	67,095.00	134,190.00	137,832.00	0.00	137,832.00	2.7%
Certificated Supervisors' and Administrators' Salaries		1300	226,250.00	64,000.00	290,250.00	130,000.00	0.00	130,000.00	-55.2%
Other Certificated Salaries		1900	104,103.00	80,613.80	184,716.80	99,197.00	185,357.00	284,554.00	54.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			1,563,240.00	503,007.80	2,066,247.80	1,531,051.00	540,925.00	2,071,976.00	0.3%
<b>CLASSIFIED SALARIES</b>									
Classified Instructional Salaries		2100	31,064.00	156,839.00	187,903.00	307,552.00	87,649.00	395,201.00	110.3%
Classified Support Salaries		2200	164,291.00	70,133.00	234,424.00	187,660.00	114,454.00	302,114.00	28.9%
Classified Supervisors' and Administrators' Salaries		2300	154,072.00	54,642.00	208,714.00	450,734.00	159,785.00	610,519.00	192.5%
Clerical, Technical and Office Salaries		2400	52,284.60	0.00	52,284.60	52,718.60	0.00	52,718.60	0.8%
Other Classified Salaries		2900	41,024.00	0.00	41,024.00	79,323.00	0.00	79,323.00	93.4%
<b>TOTAL, CLASSIFIED SALARIES</b>			442,735.60	281,614.00	724,349.60	1,077,987.60	361,888.00	1,439,875.60	98.8%
<b>EMPLOYEE BENEFITS</b>									
STRS		3101-3102	304,670.00	258,811.00	563,481.00	294,278.00	266,997.00	561,275.00	-0.4%
PERS		3201-3202	133,656.00	74,961.00	208,617.00	282,360.00	84,303.00	376,663.00	80.6%
OASDI/Medicare/Alternative		3301-3302	62,248.15	29,154.00	91,402.15	104,602.45	36,578.00	141,180.45	54.5%
Health and Welfare Benefits		3401-3402	497,389.00	125,235.00	622,624.00	489,869.00	130,231.00	620,100.00	-0.4%
Unemployment Insurance		3501-3502	5,652.21	426.00	6,078.21	13,211.05	1,288.00	14,499.05	138.5%
Workers' Compensation		3601-3602	48,939.88	17,595.00	66,534.88	26,187.88	9,234.00	35,421.88	-46.8%
OPEB, Allocated		3701-3702	99,325.00	0.00	99,325.00	97,387.00	0.00	97,387.00	-2.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			1,151,880.24	506,182.00	1,658,062.24	1,307,895.38	538,631.00	1,846,526.38	11.4%
<b>BOOKS AND SUPPLIES</b>									
Approved Textbooks and Core Curricula Materials		4100	0.00	6,010.00	6,010.00	0.00	10,587.00	10,587.00	76.2%
Books and Other Reference Materials		4200	16,494.00	20,430.00	36,924.00	37,130.00	11,715.00	48,845.00	32.3%
Materials and Supplies		4300	194,188.72	73,886.50	268,075.22	179,448.00	69,467.00	248,915.00	-7.1%
Noncapitalized Equipment		4400	89,500.00	1,000.00	90,500.00	27,000.00	1,000.00	28,000.00	-69.1%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			300,182.72	101,326.50	401,509.22	243,578.00	92,769.00	336,347.00	-16.2%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>									
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	89,240.00	10,763.00	100,003.00	84,569.00	9,000.00	93,569.00	-6.4%
Dues and Memberships		5300	3,625.00	0.00	3,625.00	14,001.00	0.00	14,001.00	286.2%
Insurance		5400 - 5499	31,900.00	0.00	31,900.00	30,000.00	0.00	30,000.00	-6.0%
Operations and Housekeeping Services		5500	11,210.00	60,565.00	71,775.00	7,000.00	58,915.00	65,915.00	-8.2%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	23,224.00	45,800.00	69,024.00	2,000.00	42,373.00	44,373.00	-35.7%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800 - 5899	881,393.00	700,761.51	1,582,154.51	1,052,240.00	583,515.00	1,635,755.00	3.4%
Communications		5900	17,546.00	5,000.00	22,546.00	17,100.00	5,000.00	22,100.00	-2.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			1,058,138.00	822,889.51	1,881,027.51	1,206,910.00	698,803.00	1,905,713.00	1.3%
<b>CAPITAL OUTLAY</b>									
Land		6100	1,100,452.00	89,494.00	1,189,946.00	0.00	342,619.00	342,619.00	-71.2%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	43,775.00	0.00	43,775.00	0.00	0.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	1,936.00	70,000.00	71,936.00	0.00	0.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>1,146,163.00</b>	<b>159,494.00</b>	<b>1,305,657.00</b>	<b>0.00</b>	<b>342,619.00</b>	<b>342,619.00</b>	<b>-73.8%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>									
Tuition									
Tuition for Instruction Under Interdistrict		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Attendance Agreements		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools									
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	16,401.00	21,250.00	37,651.00	16,401.00	4,040.00	20,441.00	-45.7%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	3,380.00	0.00	3,380.00	3,380.00	0.00	3,380.00	0.0%
Other Debt Service - Principal		7439	31,900.00	0.00	31,900.00	31,000.00	0.00	31,000.00	-2.8%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>51,681.00</b>	<b>21,250.00</b>	<b>72,931.00</b>	<b>50,781.00</b>	<b>4,040.00</b>	<b>54,821.00</b>	<b>-24.8%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>									
Transfers of Indirect Costs		7310	(43,072.00)	43,064.00	(8.00)	(72,278.00)	72,278.00	0.00	-100.0%
Transfers of Indirect Costs - Interfund		7350	(83,810.00)	0.00	(83,810.00)	(52,267.00)	0.00	(52,267.00)	-37.6%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>(126,882.00)</b>	<b>43,064.00</b>	<b>(83,818.00)</b>	<b>(124,545.00)</b>	<b>72,278.00</b>	<b>(52,267.00)</b>	<b>-37.6%</b>
<b>TOTAL, EXPENDITURES</b>			<b>5,587,138.56</b>	<b>2,438,827.81</b>	<b>8,025,966.37</b>	<b>5,293,657.98</b>	<b>2,651,953.00</b>	<b>7,945,610.98</b>	<b>-1.0%</b>
<b>INTERFUND TRANSFERS</b>									
<b>INTERFUND TRANSFERS IN</b>									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>INTERFUND TRANSFERS OUT</b>									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER SOURCES/USES</b>									
<b>SOURCES</b>									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>									
Contributions from Unrestricted Revenues		8980	(472,864.00)	472,864.00	0.00	(491,345.00)	491,345.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(472,864.00)	472,864.00	0.00	(491,345.00)	491,345.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(472,864.00)	472,864.00	0.00	(491,345.00)	491,345.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>A. REVENUES</b>									
1) LCFF Sources		8010-8099	4,394,099.00	0.00	4,394,099.00	4,344,998.00	0.00	4,344,998.00	-1.1%
2) Federal Revenue		8100-8299	0.00	415,259.00	415,259.00	0.00	449,940.00	449,940.00	8.4%
3) Other State Revenue		8300-8599	89,753.00	978,001.00	1,067,754.00	89,753.00	901,075.00	990,828.00	-7.2%
4) Other Local Revenue		8600-8799	250,000.00	237,499.00	487,499.00	250,000.00	240,321.00	490,321.00	0.6%
5) TOTAL, REVENUES			4,733,852.00	1,630,759.00	6,364,611.00	4,684,751.00	1,591,336.00	6,276,087.00	-1.4%
<b>B. EXPENDITURES (Objects 1000-7999)</b>									
1) Instruction		1000-1999	2,188,389.42	1,304,503.01	3,492,892.43	2,587,469.00	1,191,561.00	3,779,030.00	8.2%
2) Instruction - Related Services		2000-2999	763,981.00	393,120.80	1,157,101.80	783,801.00	527,361.00	1,311,162.00	13.3%
3) Pupil Services		3000-3999	550,752.00	218,963.00	769,715.00	570,796.00	135,760.00	706,556.00	-8.2%
4) Ancillary Services		4000-4999	7,500.00	0.00	7,500.00	2,500.00	0.00	2,500.00	-66.7%
5) Community Services		5000-5999	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
6) Enterprise		6000-6999	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration		7000-7999	584,348.98	47,872.00	632,220.98	969,052.98	77,086.00	1,046,138.98	65.5%
8) Plant Services		8000-8999	1,440,486.16	453,119.00	1,893,605.16	329,258.00	716,145.00	1,045,403.00	-44.8%
9) Other Outgo		9000-9999	51,681.00	21,250.00	72,931.00	50,781.00	4,040.00	54,821.00	-24.8%
10) TOTAL, EXPENDITURES			5,587,138.56	2,438,827.81	8,025,966.37	5,293,657.98	2,651,953.00	7,945,610.98	-1.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>									
			(853,286.56)	(808,068.81)	(1,661,355.37)	(608,906.98)	(1,060,617.00)	(1,669,523.98)	0.5%
<b>D. OTHER FINANCING SOURCES/USES</b>									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(472,864.00)	472,864.00	0.00	(491,345.00)	491,345.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(472,864.00)	472,864.00	0.00	(491,345.00)	491,345.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>									
			(1,326,150.56)	(335,204.81)	(1,661,355.37)	(1,100,251.98)	(569,272.00)	(1,669,523.98)	0.5%
<b>F. FUND BALANCE, RESERVES</b>									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	3,967,235.85	1,745,213.54	5,712,449.39	2,641,085.29	1,410,008.73	4,051,094.02	-29.1%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,967,235.85	1,745,213.54	5,712,449.39	2,641,085.29	1,410,008.73	4,051,094.02	-29.1%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,967,235.85	1,745,213.54	5,712,449.39	2,641,085.29	1,410,008.73	4,051,094.02	-29.1%
2) Ending Balance, June 30 (E + F1e)			2,641,085.29	1,410,008.73	4,051,094.02	1,540,833.31	840,736.73	2,381,570.04	-41.2%
<b>Components of Ending Fund Balance</b>									
a) Nonspendable									
Revolving Cash		9711	2,000.00	0.00	2,000.00	2,000.00	0.00	2,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	1,410,008.73	1,410,008.73	0.00	840,736.73	840,736.73	-40.4%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	336,016.00	0.00	336,016.00	397,281.00	0.00	397,281.00	18.2%
Unassigned/Unappropriated Amount		9790	2,303,069.29	0.00	2,303,069.29	1,141,552.31	0.00	1,141,552.31	-50.4%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
2600	Expanded Learning Opportunities Program	725,093.18	420,669.18
6300	Lottery: Instructional Materials	83,486.32	83,486.32
6547	Special Education Early Intervention Preschool Grant	164,267.00	164,267.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	145,699.80	145,699.80
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	1,216.93	1,216.93
7435	Learning Recovery Emergency Block Grant	264,848.50	.50
7810	Other Restricted State	4,397.00	4,397.00
9010	Other Restricted Local	21,000.00	21,000.00
<b>Total, Restricted Balance</b>		<b>1,410,008.73</b>	<b>840,736.73</b>

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5,003.00	5,003.00	0.0%
5) TOTAL, REVENUES			5,003.00	5,003.00	0.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	5,003.00	5,003.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			5,003.00	5,003.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			0.00	0.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	9,693.09	9,693.09	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			9,693.09	9,693.09	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			9,693.09	9,693.09	0.0%
2) Ending Balance, June 30 (E + F1e)			9,693.09	9,693.09	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	9,693.09	9,693.09	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenues		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30					
(G10 + H2) - (I6 + J2)			0.00		
<b>REVENUES</b>					
Sale of Equipment and Supplies		8631	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Interest		8660	3.00	3.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	5,000.00	5,000.00	0.0%
TOTAL, REVENUES			5,003.00	5,003.00	0.0%
<b>CERTIFICATED SALARIES</b>					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	5,003.00	5,003.00	0.0%
Communications		5900	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			5,003.00	5,003.00	0.0%
<b>CAPITAL OUTLAY</b>					
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			0.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			5,003.00	5,003.00	0.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					
(a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5,003.00	5,003.00	0.0%
5) TOTAL, REVENUES			5,003.00	5,003.00	0.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		5,003.00	5,003.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			5,003.00	5,003.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			0.00	0.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	9,693.09	9,693.09	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			9,693.09	9,693.09	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			9,693.09	9,693.09	0.0%
2) Ending Balance, June 30 (E + F1e)			9,693.09	9,693.09	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	9,693.09	9,693.09	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
8210	Student Activity Funds	9,693.09	9,693.09
Total, Restricted Balance		9,693.09	9,693.09

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCOFF Sources		8010-8099	2,894,283.00	2,975,825.00	2.8%
2) Federal Revenue		8100-8299	498,847.00	42,349.00	-91.5%
3) Other State Revenue		8300-8599	259,820.00	234,273.00	-9.8%
4) Other Local Revenue		8600-8799	75,000.00	75,000.00	0.0%
5) TOTAL, REVENUES			3,727,950.00	3,327,447.00	-10.7%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	1,342,294.00	1,748,778.00	30.3%
2) Classified Salaries		2000-2999	791,484.35	669,680.00	-15.4%
3) Employee Benefits		3000-3999	1,102,279.00	1,005,557.00	-8.8%
4) Books and Supplies		4000-4999	210,857.00	183,384.00	-13.0%
5) Services and Other Operating Expenditures		5000-5999	2,498,023.65	1,462,160.00	-41.5%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	58,712.00	25,862.00	-56.0%
9) TOTAL, EXPENDITURES			6,003,650.00	5,095,421.00	-15.1%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(2,275,700.00)	(1,767,974.00)	-22.3%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(2,275,700.00)	(1,767,974.00)	-22.3%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	5,253,027.09	2,977,327.09	-43.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,253,027.09	2,977,327.09	-43.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,253,027.09	2,977,327.09	-43.3%
2) Ending Balance, June 30 (E + F1e)			2,977,327.09	1,209,353.09	-59.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	987,848.32	774,087.32	-21.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	1,989,478.77	435,265.77	-78.1%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G10 + H2) - (I6 + J2)			0.00		
<b>LCFF SOURCES</b>					
Principal Apportionment					
State Aid - Current Year		8011	2,203,136.00	2,267,990.00	2.9%
Education Protection Account State Aid - Current Year		8012	531,481.00	537,760.00	1.2%
State Aid - Prior Years		8019	33.00	0.00	-100.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	159,633.00	170,075.00	6.5%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			2,894,283.00	2,975,825.00	2.8%
<b>FEDERAL REVENUE</b>					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	47,882.00	42,349.00	-11.6%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	0.00	0.00	0.0%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3182, 4037, 4124, 4126, 4127, 5630	8290	450,965.00	0.00	-100.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			498,847.00	42,349.00	-91.5%
<b>OTHER STATE REVENUE</b>					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	6,822.00	6,822.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	47,359.00	47,359.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	29,297.00	29,198.00	-0.3%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	176,342.00	150,894.00	-14.4%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>259,820.00</b>	<b>234,273.00</b>	<b>-9.8%</b>
<b>OTHER LOCAL REVENUE</b>					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	75,000.00	75,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>75,000.00</b>	<b>75,000.00</b>	<b>0.0%</b>
<b>TOTAL, REVENUES</b>			<b>3,727,950.00</b>	<b>3,327,447.00</b>	<b>-10.7%</b>
<b>CERTIFICATED SALARIES</b>					
Certificated Teachers' Salaries		1100	931,224.00	1,340,710.00	44.0%
Certificated Pupil Support Salaries		1200	209,925.00	217,600.00	3.7%
Certificated Supervisors' and Administrators' Salaries		1300	201,145.00	190,468.00	-5.3%
Other Certificated Salaries		1900	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>1,342,294.00</b>	<b>1,748,778.00</b>	<b>30.3%</b>
<b>CLASSIFIED SALARIES</b>					
Classified Instructional Salaries		2100	92,595.00	98,151.00	6.0%
Classified Support Salaries		2200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	357,136.35	358,452.00	0.4%
Clerical, Technical and Office Salaries		2400	341,753.00	213,077.00	-37.7%
Other Classified Salaries		2900	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>791,484.35</b>	<b>669,680.00</b>	<b>-15.4%</b>
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	368,589.00	439,693.00	19.3%
PERS		3201-3202	213,864.00	153,698.00	-28.1%
OASDI/Medicare/Alternative		3301-3302	81,722.00	69,465.00	-15.0%
Health and Welfare Benefits		3401-3402	390,672.00	316,622.00	-19.0%
Unemployment Insurance		3501-3502	1,108.00	1,848.00	66.8%
Workers' Compensation		3601-3602	46,324.00	24,231.00	-47.7%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>1,102,279.00</b>	<b>1,005,557.00</b>	<b>-8.8%</b>
<b>BOOKS AND SUPPLIES</b>					
Approved Textbooks and Core Curricula Materials		4100	54,607.00	54,607.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	128,250.00	100,777.00	-21.4%
Noncapitalized Equipment		4400	28,000.00	28,000.00	0.0%
Food		4700	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>210,857.00</b>	<b>183,384.00</b>	<b>-13.0%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	158,950.00	17,961.00	-88.7%
Dues and Memberships		5300	7,991.00	900.00	-88.7%
Insurance		5400-5499	1,900.00	1,900.00	0.0%
Operations and Housekeeping Services		5500	71,405.00	64,397.00	-9.8%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	346,022.00	310,815.00	-10.2%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800-5899	1,865,208.65	1,020,187.00	-45.3%
Communications		5900	46,547.00	46,000.00	-1.2%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>2,498,023.65</b>	<b>1,462,160.00</b>	<b>-41.5%</b>
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	58,712.00	25,862.00	-56.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			58,712.00	25,862.00	-56.0%
TOTAL, EXPENDITURES			6,003,650.00	5,095,421.00	-15.1%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	2,894,283.00	2,975,825.00	2.8%
2) Federal Revenue		8100-8299	498,847.00	42,349.00	-91.5%
3) Other State Revenue		8300-8599	259,820.00	234,273.00	-9.8%
4) Other Local Revenue		8600-8799	75,000.00	75,000.00	0.0%
5) TOTAL, REVENUES			3,727,950.00	3,327,447.00	-10.7%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		3,476,248.65	3,055,282.00	-12.1%
2) Instruction - Related Services	2000-2999		1,515,745.35	1,081,196.00	-28.7%
3) Pupil Services	3000-3999		368,936.00	368,835.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		176,969.00	144,119.00	-18.6%
8) Plant Services	8000-8999		465,751.00	445,989.00	-4.2%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			6,003,650.00	5,095,421.00	-15.1%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			(2,275,700.00)	(1,767,974.00)	-22.3%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions					
		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(2,275,700.00)	(1,767,974.00)	-22.3%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	5,253,027.09	2,977,327.09	-43.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,253,027.09	2,977,327.09	-43.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,253,027.09	2,977,327.09	-43.3%
2) Ending Balance, June 30 (E + F1e)					
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	987,848.32	774,087.32	-21.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	1,989,478.77	435,265.77	-78.1%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
6211	Literacy Coaches and Reading Specialists Grant Program	450,000.00	450,000.00
6300	Lottery: Instructional Materials	82,857.32	82,857.32
6546	Mental Health-Related Services	13,838.00	13,838.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	160,946.00	160,946.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	62,628.00	61,731.00
7435	Learning Recovery Emergency Block Grant	212,864.00	0.00
7810	Other Restricted State	4,715.00	4,715.00
Total, Restricted Balance		987,848.32	774,087.32

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	501,820.00	220,430.00	-56.1%
4) Other Local Revenue		8600-8799	3,000.00	3,000.00	0.0%
5) TOTAL, REVENUES			504,820.00	223,430.00	-55.7%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	52,473.00	56,845.00	8.3%
2) Classified Salaries		2000-2999	22,943.00	26,194.00	14.2%
3) Employee Benefits		3000-3999	37,615.00	37,354.00	-0.7%
4) Books and Supplies		4000-4999	125,596.00	10,806.00	-91.4%
5) Services and Other Operating Expenditures		5000-5999	230,515.00	55,246.00	-76.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	17,094.00	18,401.00	7.6%
9) TOTAL, EXPENDITURES			486,236.00	204,846.00	-57.9%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			18,584.00	18,584.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			18,584.00	18,584.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	231,170.45	249,754.45	8.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			231,170.45	249,754.45	8.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			231,170.45	249,754.45	8.0%
2) Ending Balance, June 30 (E + F1e)			249,754.45	268,338.45	7.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	249,754.45	268,338.45	7.4%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties					
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G10 + H2) - (I6 + J2)			0.00		
<b>FEDERAL REVENUE</b>					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.0%
State Preschool	6105	8590	479,379.00	200,405.00	-58.2%
Arts and Music in Schools (Prop 28)	6770	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	22,441.00	20,025.00	-10.8%
TOTAL, OTHER STATE REVENUE			501,820.00	220,430.00	-56.1%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	3,000.00	3,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			3,000.00	3,000.00	0.0%
TOTAL, REVENUES			504,820.00	223,430.00	-55.7%
<b>CERTIFICATED SALARIES</b>					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Certificated Teachers' Salaries		1100	52,473.00	56,845.00	8.3%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>52,473.00</b>	<b>56,845.00</b>	<b>8.3%</b>
<b>CLASSIFIED SALARIES</b>					
Classified Instructional Salaries		2100	22,943.00	26,194.00	14.2%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>22,943.00</b>	<b>26,194.00</b>	<b>14.2%</b>
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	12,963.00	13,798.00	6.4%
PERS		3201-3202	6,206.00	6,838.00	10.2%
OASDI/Medicare/Alternative		3301-3302	2,518.00	2,920.00	16.0%
Health and Welfare Benefits		3401-3402	14,300.00	13,000.00	-9.1%
Unemployment Insurance		3501-3502	39.00	65.00	66.7%
Workers' Compensation		3601-3602	1,589.00	733.00	-53.9%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>37,615.00</b>	<b>37,354.00</b>	<b>-0.7%</b>
<b>BOOKS AND SUPPLIES</b>					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	125,596.00	10,806.00	-91.4%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>125,596.00</b>	<b>10,806.00</b>	<b>-91.4%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	500.00	500.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	18,000.00	18,000.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	212,015.00	36,746.00	-82.7%
Communications		5900	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>230,515.00</b>	<b>55,246.00</b>	<b>-76.0%</b>
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs - Interfund		7350	17,094.00	18,401.00	7.6%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			17,094.00	18,401.00	7.6%
TOTAL, EXPENDITURES			486,236.00	204,846.00	-57.9%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

PROPERTY IDENTIFICATION	PROPERTY CLASSIFICATION	ASSESSMENT YEAR	ASSESSMENT VALUE	PROPERTY TAX	PROPERTY TAX RATE	PROPERTY TAX EXEMPTIONS
100	100	100	100	100	100	100
101	101	101	101	101	101	101
102	102	102	102	102	102	102
103	103	103	103	103	103	103
104	104	104	104	104	104	104
105	105	105	105	105	105	105
106	106	106	106	106	106	106
107	107	107	107	107	107	107
108	108	108	108	108	108	108
109	109	109	109	109	109	109
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112	112	112	112	112	112	112
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132	132	132	132	132	132	132
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195	195	195	195	195	195	195
196	196	196	196	196	196	196
197	197	197	197	197	197	197
198	198	198	198	198	198	198
199	199	199	199	199	199	199
200	200	200	200	200	200	200

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	501,820.00	220,430.00	-56.1%
4) Other Local Revenue		8600-8799	3,000.00	3,000.00	0.0%
5) TOTAL, REVENUES			504,820.00	223,430.00	-55.7%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		414,396.00	141,699.00	-65.8%
2) Instruction - Related Services	2000-2999		4,746.00	4,746.00	0.0%
3) Pupil Services	3000-3999		18,000.00	8,000.00	-55.6%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		17,094.00	18,401.00	7.6%
8) Plant Services	8000-8999		32,000.00	32,000.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			486,236.00	204,846.00	-57.9%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			18,584.00	18,584.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			18,584.00	18,584.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	231,170.45	249,754.45	8.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			231,170.45	249,754.45	8.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			231,170.45	249,754.45	8.0%
2) Ending Balance, June 30 (E + F1e)			249,754.45	268,338.45	7.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	249,754.45	268,338.45	7.4%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
6130	Early Education: Center-Based Reserve Account	56,239.21	57,739.21
7810	Other Restricted State	65,462.01	82,546.01
9010	Other Restricted Local	128,053.23	128,053.23
Total, Restricted Balance		249,754.45	268,338.45

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	447,000.00	414,000.00	-7.4%
3) Other State Revenue		8300-8599	19,000.00	19,000.00	0.0%
4) Other Local Revenue		8600-8799	7,548.00	2,548.00	-66.2%
5) TOTAL, REVENUES			473,548.00	435,548.00	-8.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	220,654.00	199,701.00	-9.5%
3) Employee Benefits		3000-3999	129,259.00	108,868.00	-15.8%
4) Books and Supplies		4000-4999	134,610.00	108,720.00	-19.2%
5) Services and Other Operating Expenditures		5000-5999	10,255.00	10,255.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	8,004.00	8,004.00	0.0%
9) TOTAL, EXPENDITURES			502,782.00	435,548.00	-13.4%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(29,234.00)	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(29,234.00)	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	29,234.86	0.86	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			29,234.86	0.86	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			29,234.86	0.86	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.86	0.86	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.86	0.86	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G10 + H2) - (I6 + J2)			0.00		
<b>FEDERAL REVENUE</b>					
Child Nutrition Programs		8220	447,000.00	414,000.00	-7.4%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			447,000.00	414,000.00	-7.4%
<b>OTHER STATE REVENUE</b>					
Child Nutrition Programs		8520	19,000.00	19,000.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			19,000.00	19,000.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	5,000.00	0.00	-100.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	2,000.00	2,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	548.00	548.00	0.0%
TOTAL, OTHER LOCAL REVENUE			7,548.00	2,548.00	-66.2%
TOTAL, REVENUES			473,548.00	435,548.00	-8.0%
<b>CERTIFICATED SALARIES</b>					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	132,854.00	99,075.00	-25.4%
Classified Supervisors' and Administrators' Salaries		2300	87,800.00	100,626.00	14.6%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
<b>TOTAL, CLASSIFIED SALARIES</b>			220,654.00	199,701.00	-9.5%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	60,034.00	52,721.00	-12.2%
OASDI/Medicare/Alternative		3301-3302	17,448.00	15,276.00	-12.4%
Health and Welfare Benefits		3401-3402	47,000.00	39,000.00	-17.0%
Unemployment Insurance		3501-3502	110.00	134.00	21.8%
Workers' Compensation		3601-3602	4,667.00	1,737.00	-62.8%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			129,259.00	108,868.00	-15.8%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	8,135.00	7,178.00	-11.8%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	126,475.00	101,542.00	-19.7%
<b>TOTAL, BOOKS AND SUPPLIES</b>			134,610.00	108,720.00	-19.2%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	1,580.00	1,580.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	6,775.00	6,775.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,900.00	1,900.00	0.0%
Communications		5900	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			10,255.00	10,255.00	0.0%
<b>CAPITAL OUTLAY</b>					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			0.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs - Interfund		7350	8,004.00	8,004.00	0.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			8,004.00	8,004.00	0.0%
<b>TOTAL, EXPENDITURES</b>			502,782.00	435,548.00	-13.4%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	447,000.00	414,000.00	-7.4%
3) Other State Revenue		8300-8599	19,000.00	19,000.00	0.0%
4) Other Local Revenue		8600-8799	7,548.00	2,548.00	-66.2%
5) TOTAL, REVENUES			473,548.00	435,548.00	-8.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		494,778.00	427,544.00	-13.6%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		8,004.00	8,004.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			502,782.00	435,548.00	-13.4%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			(29,234.00)	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(29,234.00)	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	29,234.86	0.86	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			29,234.86	0.86	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			29,234.86	0.86	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.86	0.86	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.86	0.86	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	.86	.86
Total, Restricted Balance		.86	.86

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,000.00	2,000.00	0.0%
5) TOTAL, REVENUES			2,000.00	2,000.00	0.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			2,000.00	2,000.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			2,000.00	2,000.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	75,823.36	77,823.36	2.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			75,823.36	77,823.36	2.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			75,823.36	77,823.36	2.6%
2) Ending Balance, June 30 (E + F1e)			77,823.36	79,823.36	2.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	77,823.36	79,823.36	2.6%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G10 + H2) - (I6 + J2)			0.00		
<b>LCFF SOURCES</b>					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	2,000.00	2,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,000.00	2,000.00	0.0%
TOTAL, REVENUES			2,000.00	2,000.00	0.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			0.00	0.00	0.0%
<b>CAPITAL OUTLAY</b>					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2025-27 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,000.00	2,000.00	0.0%
5) TOTAL, REVENUES			2,000.00	2,000.00	0.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			2,000.00	2,000.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			2,000.00	2,000.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	75,823.36	77,823.36	2.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			75,823.36	77,823.36	2.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			75,823.36	77,823.36	2.6%
2) Ending Balance, June 30 (E + F1e)			77,823.36	79,823.36	2.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	77,823.36	79,823.36	2.6%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	11,500.00	11,500.00	0.0%
5) TOTAL, REVENUES			11,500.00	11,500.00	0.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			11,500.00	11,500.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			11,500.00	11,500.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	790,515.50	802,015.50	1.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			790,515.50	802,015.50	1.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			790,515.50	802,015.50	1.5%
2) Ending Balance, June 30 (E + F1e)			802,015.50	813,515.50	1.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	802,015.50	813,515.50	1.4%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b> (G10 + H2) - (I6 + J2)			0.00		
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	11,500.00	11,500.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			11,500.00	11,500.00	0.0%
TOTAL, REVENUES			11,500.00	11,500.00	0.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	11,500.00	11,500.00	0.0%
5) TOTAL, REVENUES			11,500.00	11,500.00	0.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			11,500.00	11,500.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			11,500.00	11,500.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	790,515.50	802,015.50	1.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			790,515.50	802,015.50	1.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			790,515.50	802,015.50	1.5%
2) Ending Balance, June 30 (E + F1e)			802,015.50	813,515.50	1.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	802,015.50	813,515.50	1.4%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFE Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	10,562.00	10,562.00	0.0%
5) TOTAL, REVENUES			10,562.00	10,562.00	0.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			10,562.00	10,562.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			10,562.00	10,562.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	52,565.75	63,127.75	20.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			52,565.75	63,127.75	20.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			52,565.75	63,127.75	20.1%
2) Ending Balance, June 30 (E + F1e)			63,127.75	73,689.75	16.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	63,127.75	73,689.75	16.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
<b>OTHER STATE REVENUE</b>					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest					
Net Increase (Decrease) in the Fair Value of Investments		8660	500.00	500.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	10,062.00	10,062.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			10,562.00	10,562.00	0.0%
TOTAL, REVENUES			10,562.00	10,562.00	0.0%
<b>CERTIFICATED SALARIES</b>					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			0.00	0.00	0.0%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	10,562.00	10,562.00	0.0%
5) TOTAL, REVENUES			10,562.00	10,562.00	0.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)</b>			10,562.00	10,562.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			10,562.00	10,562.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	52,565.75	63,127.75	20.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			52,565.75	63,127.75	20.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			52,565.75	63,127.75	20.1%
2) Ending Balance, June 30 (E + F1e)					
Components of Ending Fund Balance			63,127.75	73,689.75	16.7%
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	63,127.75	73,689.75	16.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
9010	Other Restricted Local	63,127.75	73,689.75
Total, Restricted Balance		63,127.75	73,689.75

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	10,000.00	10,000.00	0.0%
5) TOTAL, REVENUES			10,000.00	10,000.00	0.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	10,000.00	10,000.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			10,000.00	10,000.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			0.00	0.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	434,447.30	434,447.30	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			434,447.30	434,447.30	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			434,447.30	434,447.30	0.0%
2) Ending Balance, June 30 (E + F1e)			434,447.30	434,447.30	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	434,447.30	434,447.30	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
<b>FEDERAL REVENUE</b>					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
School Facilities Apportionments		8545	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	10,000.00	10,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			10,000.00	10,000.00	0.0%
TOTAL, REVENUES			10,000.00	10,000.00	0.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	10,000.00	10,000.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			10,000.00	10,000.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			10,000.00	10,000.00	0.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	10,000.00	10,000.00	0.0%
5) TOTAL, REVENUES			10,000.00	10,000.00	0.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		10,000.00	10,000.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			10,000.00	10,000.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)</b>			0.00	0.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions					
		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES					
			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	434,447.30	434,447.30	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			434,447.30	434,447.30	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			434,447.30	434,447.30	0.0%
2) Ending Balance, June 30 (E + F1e)					
			434,447.30	434,447.30	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	434,447.30	434,447.30	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
7710	State School Facilities Projects	434,447.30	434,447.30
Total, Restricted Balance		434,447.30	434,447.30

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,800.00	1,800.00	0.0%
5) TOTAL, REVENUES			1,800.00	1,800.00	0.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			1,800.00	1,800.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			1,800.00	1,800.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	132,550.23	134,350.23	1.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			132,550.23	134,350.23	1.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			132,550.23	134,350.23	1.4%
2) Ending Balance, June 30 (E + F1e)			134,350.23	136,150.23	1.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	134,350.23	136,150.23	1.3%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury					
1) Fair Value Adjustment to Cash in County Treasury		9110	0.00		
		9111	0.00		
b) in Banks					
c) in Revolving Cash Account					
d) with Fiscal Agent/Trustee					
e) Collections Awaiting Deposit					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
<b>FEDERAL REVENUE</b>					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	1,800.00	1,800.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,800.00	1,800.00	0.0%
TOTAL, REVENUES			1,800.00	1,800.00	0.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			0.00	0.00	0.0%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,800.00	1,800.00	0.0%
5) TOTAL, REVENUES			1,800.00	1,800.00	0.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)</b>			1,800.00	1,800.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			1,800.00	1,800.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	132,550.23	134,350.23	1.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			132,550.23	134,350.23	1.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			132,550.23	134,350.23	1.4%
2) Ending Balance, June 30 (E + F1e)			134,350.23	136,150.23	1.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	134,350.23	136,150.23	1.3%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Balance		0.00	0.00

Description	2025-26 Estimated Actuals			2026-27 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>A. DISTRICT</b>						
<b>1. Total District Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	240.47	240.47	271.42	235.93	235.93	259.03
<b>2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
<b>3. Total Basic Aid Open Enrollment Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
<b>4. Total, District Regular ADA (Sum of Lines A1 through A3)</b>	240.47	240.47	271.42	235.93	235.93	259.03
<b>5. District Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class	2.28	2.28	2.28	2.12	2.12	2.12
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
<b>g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)</b>	2.28	2.28	2.28	2.12	2.12	2.12
<b>6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)</b>	242.75	242.75	273.70	238.05	238.05	261.15
<b>7. Adults in Correctional Facilities</b>						
<b>8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						

Description	2025-26 Estimated Actuals			2026-27 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>B. COUNTY OFFICE OF EDUCATION</b>						
<b>1. County Program Alternative Education Grant ADA</b>						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
<b>2. District Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
<b>3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>4. Adults in Correctional Facilities</b>						
<b>5. County Operations Grant ADA</b>						
<b>6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						

Description	2025-26 Estimated Actuals			2026-27 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>C. CHARTER SCHOOL ADA</b>						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
<b>FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.</b>						
1. Total Charter School Regular ADA	175.46	175.46	175.46	172.58	172.58	172.58
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	175.46	175.46	175.46	172.58	172.58	172.58
<b>FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.</b>						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	175.46	175.46	175.46	172.58	172.58	172.58

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30
<b>Governmental Activities:</b>						
Capital assets not being depreciated:						
Land	214.00		214.00	1,100,451.00		1,100,665.00
Work in Progress	5,308,113.53	(21,028.53)	5,287,085.00	9,619.00		5,296,704.00
Total capital assets not being depreciated	5,308,327.53	(21,028.53)	5,287,299.00	1,110,070.00	0.00	6,397,369.00
Capital assets being depreciated:						
Land Improvements	2,541,719.00	265,678.00	2,807,397.00			2,807,397.00
Buildings	2,276,041.00	(265,678.00)	2,010,363.00			2,010,363.00
Equipment	1,240,057.00	21,029.00	1,261,086.00			1,261,086.00
Total capital assets being depreciated	6,057,817.00	21,029.00	6,078,846.00	0.00	0.00	6,078,846.00
Accumulated Depreciation for:						
Land Improvements	(1,061,820.00)	(96,359.00)	(1,158,179.00)		96,359.00	(1,254,538.00)
Buildings	(2,254,909.00)	(34,824.00)	(2,289,733.00)		34,824.00	(2,324,557.00)
Equipment	(753,750.00)	(78,058.00)	(831,808.00)		78,058.00	(909,866.00)
Total accumulated depreciation	(4,070,479.00)	(209,241.00)	(4,279,720.00)	0.00	209,241.00	(4,488,961.00)
Total capital assets being depreciated, net excluding lease and subscription assets	1,987,338.00	(188,212.00)	1,799,126.00	0.00	209,241.00	1,589,885.00
Lease Assets	769,253.00		769,253.00			769,253.00
Accumulated amortization for lease assets	(581,251.00)	(76,901.00)	(658,152.00)		76,901.00	(735,053.00)
Total lease assets, net	188,002.00	(76,901.00)	111,101.00	0.00	76,901.00	34,200.00
Subscription Assets			0.00			0.00
Accumulated amortization for subscription assets			0.00			0.00
Total subscription assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Governmental activity capital assets, net	7,483,667.53	(286,141.53)	7,197,526.00	1,110,070.00	286,142.00	8,021,454.00
<b>Business-Type Activities:</b>						
Capital assets not being depreciated:						
Land			0.00			0.00
Work in Progress			0.00			0.00
Total capital assets not being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Capital assets being depreciated:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total capital assets being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Accumulated Depreciation for:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total accumulated depreciation	0.00	0.00	0.00	0.00	0.00	0.00
Total capital assets being depreciated, net excluding lease and subscription assets	0.00	0.00	0.00	0.00	0.00	0.00
Lease Assets			0.00			0.00
Accumulated amortization for lease assets			0.00			0.00
Total lease assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Subscription Assets			0.00			0.00
Accumulated amortization for subscription assets			0.00			0.00
Total subscription assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Business-type activity capital assets, net	0.00	0.00	0.00	0.00	0.00	0.00

Description	Object	Beginning Balances (Ref. Only)	ESTIMATES THROUGH THE MONTH OF:											
			July	August	September	October	November	December	January	February				
A. BEGINNING CASH														
	JUNE		3,359,597.50	3,513,539.50	3,123,577.50	3,007,060.50	2,914,565.50	2,803,804.50	3,041,705.50	2,829,713.50				
B. RECEIPTS														
LCFF Sources														
Principal Apportionment	8010-8019		197,738.00	195,539.00	492,553.00	351,971.00	351,971.00	492,553.00	351,971.00	276,476.00				
Property Taxes	8020-8079		4,033.00	1,162.00	0.00	3,488.00	978.00	179,882.00	2,045.00	18,795.00				
Miscellaneous Funds	8080-8099		(14,285.00)	(10,205.00)	(20,409.00)	(13,606.00)	(13,606.00)	(13,606.00)	(13,606.00)	(13,606.00)				
Federal Revenue	8100-8299		40,701.00	27,298.00	69,474.00	48,709.00	19,570.00	66,388.00	11,247.00	45,725.00				
Other State Revenue	8300-8599		222,547.00	46,073.00	54,328.00	98,852.00	59,981.00	54,749.00	102,111.00	56,180.00				
Other Local Revenue	8600-8799		13,157.00	54,696.00	51,262.00	29,432.00	21,620.00	62,725.00	22,800.00	18,091.00				
Interfund Transfers In	8900-8929													
All Other Financing Sources	8930-8979													
TOTAL RECEIPTS														
			463,891.00	314,563.00	647,208.00	518,846.00	440,514.00	842,691.00	476,568.00	401,662.00				
C. DISBURSEMENTS														
Certificated Salaries	1000-1999		159,698.00	166,227.00	136,534.00	183,065.00	175,074.00	159,731.00	175,855.00	160,839.00				
Classified Salaries	2000-2999		134,855.00	112,353.00	111,925.00	114,425.00	109,799.00	120,632.00	123,537.00	115,587.00				
Employee Benefits	3000-3999		118,129.00	108,455.00	163,892.00	176,353.00	133,666.00	133,177.00	181,610.00	113,161.00				
Books and Supplies	4000-4999		1,042.00	65,978.00	27,151.00	24,400.00	34,576.00	50,681.00	12,526.00	14,601.00				
Services	5000-5999		(10,564.00)	262,095.00	150,442.00	162,306.00	169,929.00	143,041.00	172,331.00	273,116.00				
Capital Outlay	6000-6999		0.00	5,897.00	0.00	0.00	2,860.00	6,948.00	5,929.00	22,832.00				
Other Outgo	7000-7499		(176.00)	(246.00)	(280.00)	14,867.00	(305.00)	22,871.00	(502.00)	(806.00)				
Interfund Transfers Out	7600-7629													

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699		402,984.00	720,759.00	589,664.00	675,416.00	625,599.00	637,081.00	671,286.00	699,330.00
<b>TOTAL DISBURSEMENTS</b>										
<b>D. BALANCE SHEET ITEMS</b>										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199	2,000.00								
Accounts Receivable	9200-9299	196,000.00	1,273.00		(197,273.00)					
Due From Other Funds	9310	45,000.00	(28,595.00)	(10,983.00)	(5,422.00)					
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
<b>SUBTOTAL</b>		243,000.00	(27,322.00)	(10,983.00)	(202,695.00)	0.00	0.00	0.00	0.00	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599	410,000.00	(105,357.00)	(47,217.00)	(28,634.00)	(74,075.00)	(54,324.00)	(12,291.00)	12,274.00	(34,845.00)
Due To Other Funds	9610	35,000.00	(15,000.00)	20,000.00		10,000.00	(20,000.00)	(20,000.00)	5,000.00	(50,000.00)
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
<b>SUBTOTAL</b>		445,000.00	(120,357.00)	(27,217.00)	(28,634.00)	(64,075.00)	(74,324.00)	(32,291.00)	17,274.00	(84,845.00)
<u>Nonoperating</u>										
Suspense Clearing	9910									
<b>TOTAL BALANCE SHEET ITEMS</b>		(202,000.00)	93,035.00	16,234.00	(174,061.00)	64,075.00	74,324.00	32,291.00	(17,274.00)	84,845.00
<b>E. NET INCREASE/DECREASE (B - C + D)</b>			153,942.00	(389,962.00)	(116,517.00)	(92,495.00)	(110,761.00)	237,901.00	(211,992.00)	(212,823.00)
<b>F. ENDING CASH (A + E)</b>			3,513,539.50	3,123,577.50	3,007,060.50	2,914,565.50	2,803,804.50	3,041,705.50	2,829,713.50	2,616,890.50
<b>G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS</b>										

Description	Object	ESTIMATES THROUGH THE MONTH OF:					TOTAL	BUDGET
		March	April	May	June	Accruals		
ESTIMATES THROUGH THE MONTH OF:								
A. BEGINNING CASH	JUNE	2,616,890.50	2,532,361.50	2,380,990.50	2,100,758.50			
B. RECEIPTS								
LCFF Sources								
Principal Apportionment	8010-8019	407,921.00	276,476.00	276,476.00	151,870.00	276,476.00	4,099,991.00	
Property Taxes	8020-8079	4,964.00	161,139.00	1,479.00	37,117.00		415,082.00	
Miscellaneous Funds	8080-8099	(14,286.00)	(14,286.00)	(14,286.00)	(14,288.00)		(170,075.00)	
Federal Revenue	8100-8299	6,216.00	17,167.00	45,021.00	27,423.00	25,000.00	449,940.00	
Other State Revenue	8300-8599	35,674.00	54,653.00	54,671.00	101,009.00	50,000.00	990,828.00	
Other Local Revenue	8600-8799	19,167.00	60,070.00	18,482.00	118,819.00		490,321.00	
Interfund Transfers In	8900-8929						0.00	
All Other Financing Sources	8930-8979						0.00	
TOTAL RECEIPTS		459,656.00	555,219.00	381,843.00	421,950.00	351,476.00	6,276,087.00	
C. DISBURSEMENTS								
Certificated Salaries	1000-1999	206,328.00	184,134.00	190,869.00	173,622.00	0.00	2,071,976.00	
Classified Salaries	2000-2999	126,394.00	109,144.00	119,694.00	141,530.60		1,439,875.60	
Employee Benefits	3000-3999	131,263.00	120,442.00	208,438.00	257,940.38		1,846,526.38	
Books and Supplies	4000-4999	12,806.00	13,166.00	36,033.00	(46,613.00)	90,000.00	336,347.00	
Services	5000-5999	106,522.00	235,913.00	17,459.00	148,123.00	75,000.00	1,905,713.00	
Capital Outlay	6000-6999	0.00	72,507.00	75,000.00	150,646.00		342,619.00	
Other Outgo	7000-7499	5,096.00	6,013.00	(713.00)	(43,265.00)		2,554.00	
Interfund Transfers Out	7600-7629						0.00	
All Other Financing Uses	7630-7699						0.00	

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		588,409.00	741,319.00	646,780.00	781,983.98	165,000.00	0.00	7,945,610.98	7,945,610.98
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111- 9199							0.00	
Accounts Receivable	9200- 9299					351,476.00	196,000.00	351,476.00	
Due From Other Funds	9310					25,000.00	45,000.00	25,000.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	376,476.00	241,000.00	376,476.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500- 9599	(39,224.00)	(39,729.00)	295.00	13,137.00	165,000.00	410,000.00	165,010.00	
Due To Other Funds	9610	(5,000.00)	5,000.00	15,000.00	20,000.00	75,000.00	35,000.00	75,000.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690	(44,224.00)	(34,729.00)	15,295.00	33,137.00	240,000.00	445,000.00	240,010.00	
SUBTOTAL									
<u>Nonoperating</u>									
Suspense Clearing	9910	44,224.00	34,729.00	(15,295.00)	(33,137.00)	136,476.00	(204,000.00)	136,466.00	
TOTAL BALANCE SHEET ITEMS		(84,528.00)	(151,371.00)	(280,232.00)	(393,170.98)	322,952.00	(204,000.00)	(1,533,057.98)	(1,669,523.98)
E. NET INCREASE/DECREASE (B - C + D)		2,532,361.50	2,380,990.50	2,100,756.50	1,707,587.52				
F. ENDING CASH (A + E)									
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								1,826,539.52	

Description	Object	Beginning Balances (Ref. Only)	ESTIMATES THROUGH THE MONTH OF:																				
			JUNE	July	August	September	October	November	December	January	February												
A. BEGINNING CASH													1,707,587.52	1,719,169.52	1,466,598.52	1,503,951.52	1,510,680.52	1,435,049.52	1,844,983.52	1,739,305.52			
B. RECEIPTS																							
LCFF Sources																							
Principal Apportionment	8010-8019		194,300.00	192,139.00	483,989.00	483,989.00	345,851.00	345,851.00	345,851.00	483,989.00	345,851.00	345,851.00	271,669.00										
Property Taxes	8020-8079		4,033.00	1,162.00	0.00	3,488.00	3,488.00	978.00	179,882.00	2,045.00	18,795.00												
Miscellaneous Funds	8080-8099		(14,733.00)	(10,524.00)	(21,048.00)	(14,032.00)	(14,032.00)	(14,032.00)	(14,032.00)	(14,032.00)	(14,032.00)	(14,032.00)											
Federal Revenue	8100-8299		90,701.00	77,298.00	9,747.00	88,708.00	19,570.00	66,388.00	11,247.00	5,726.00													
Other State Revenue	8300-8599		228,659.00	47,339.00	55,820.00	101,566.00	61,628.00	56,252.00	104,915.00	57,723.00													
Other Local Revenue	8600-8799		13,157.00	54,696.00	51,262.00	29,432.00	21,620.00	62,725.00	22,800.00	18,091.00													
Interfund Transfers In	8900-8929																						
All Other Financing Sources	8930-8979		516,117.00	362,110.00	579,770.00	555,013.00	435,615.00	835,204.00	472,826.00	357,972.00													
TOTAL RECEIPTS																							
C. DISBURSEMENTS																							
Certificated Salaries	1000-1999		140,871.00	146,629.00	120,438.00	161,483.00	154,433.00	140,899.00	155,123.00	141,877.00													
Classified Salaries	2000-2999		129,984.00	108,294.00	107,882.00	110,291.00	105,833.00	116,275.00	119,075.00	111,412.00													
Employee Benefits	3000-3999		111,546.00	102,411.00	154,759.00	166,525.00	126,217.00	125,755.00	171,488.00	106,855.00													
Books and Supplies	4000-4999		743.00	27,066.00	19,368.00	17,406.00	14,665.00	16,154.00	8,935.00	10,416.00													
Services	5000-5999		79,028.00	64,959.00	94,886.00	102,153.00	106,951.00	90,028.00	108,462.00	186,219.00													
Capital Outlay	6000-6999		0.00	4,303.00	(12,486.00)	0.00	2,087.00	5,070.00	4,326.00	16,660.00													
Other Outgo	7000-7499		1,162.00	1,818.00	1,342.00	0.00	831.00	226.00	2,378.00	2,300.00													
Interfund Transfers Out	7600-7629																						

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699		463,354.00	455,480.00	485,989.00	557,858.00	511,017.00	494,407.00	569,787.00	575,739.00
<b>TOTAL DISBURSEMENTS</b>										
<b>D. BALANCE SHEET ITEMS</b>										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199	2,000.00								
Accounts Receivable	9200-9299	351,476.00	(144,327.00)	(207,149.00)						
Due From Other Funds	9310	25,000.00	(15,886.00)	(6,102.00)	(3,012.00)					
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
<b>SUBTOTAL</b>		378,476.00	(160,213.00)	(213,251.00)	(3,012.00)	0.00	0.00	0.00	0.00	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599	165,010.00	(129,092.00)	(54,050.00)	(11,524.00)	65,426.00	(21,863.00)	(4,947.00)	4,940.00	(17,113.00)
Due To Other Funds	9610	75,000.00	10,060.00		64,940.00	(75,000.00)	22,092.00	(64,190.00)	3,777.00	10,413.00
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
<b>SUBTOTAL</b>		240,010.00	(119,032.00)	(54,050.00)	53,416.00	(9,574.00)	229.00	(69,137.00)	8,717.00	(6,700.00)
<u>Nonoperating</u>										
Suspense Clearing	9910									
<b>TOTAL BALANCE SHEET ITEMS</b>		138,466.00	(41,181.00)	(159,201.00)	(56,428.00)	9,574.00	(229.00)	69,137.00	(8,717.00)	6,700.00
<b>E. NET INCREASE/DECREASE (B - C + D)</b>			11,562.00	(252,571.00)	37,353.00	6,729.00	(75,631.00)	409,994.00	(105,678.00)	(211,067.00)
<b>F. ENDING CASH (A + E)</b>			1,719,169.52	1,466,598.52	1,503,951.52	1,510,680.52	1,435,049.52	1,844,983.52	1,739,305.52	1,528,236.52
<b>G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS</b>										

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:									
A. BEGINNING CASH	JUNE	1,528,238.52	1,542,672.52	1,478,703.52	1,298,936.52				
B. RECEIPTS									
LCFF Sources									
Principal Apportionment	8010-8019	400,828.00	271,669.00	271,669.00	420,894.00			4,028,699.00	4,028,699.00
Property Taxes	8020-8079	4,964.00	161,139.00	1,479.00	37,117.00			415,082.00	415,082.00
Miscellaneous Funds	8080-8099	(14,734.00)	(14,734.00)	(14,734.00)	(14,732.00)			(175,399.00)	(175,399.00)
Federal Revenue	8100-8299	6,216.00	6,895.00	15,021.00	27,423.00	25,000.00		449,940.00	449,940.00
Other State Revenue	8300-8599	36,653.00	56,154.00	56,173.00	105,158.00	50,000.00		1,018,040.00	1,018,040.00
Other Local Revenue	8600-8799	19,167.00	60,070.00	68,482.00	68,819.00			490,321.00	490,321.00
Interfund Transfers In	8900-8929							0.00	
All Other Financing Sources	8930-8979							0.00	
TOTAL RECEIPTS		453,094.00	541,193.00	398,090.00	644,679.00	75,000.00	0.00	6,226,683.00	6,226,683.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	182,003.00	162,425.00	168,366.00	153,152.00			1,827,699.00	1,827,699.00
Classified Salaries	2000-2999	121,828.00	105,202.00	115,371.00	136,419.60			1,387,866.60	1,387,866.60
Employee Benefits	3000-3999	123,948.00	113,730.00	196,822.00	243,563.00			1,743,619.00	1,743,619.00
Books and Supplies	4000-4999	9,135.00	9,392.00	5,705.00	10,951.00	90,000.00		239,936.00	239,936.00
Services	5000-5999	67,043.00	138,986.00	20,482.00	65,432.00	75,000.00		1,199,429.00	1,199,429.00
Capital Outlay	6000-6999		65,392.00	48,884.00	115,764.00			250,000.00	250,000.00
Other Outgo	7000-7499	489.00	1,025.00	1,911.00	2,002.00			15,504.00	15,504.00
Interfund Transfers Out	7600-7629							0.00	
All Other Financing Uses	7630-7699							0.00	

Description	Object	Budget Year (2)					TOTAL	BUDGET
		March	April	May	June	Accruals		
TOTAL DISBURSEMENTS		504,446.00	596,152.00	557,541.00	727,283.60	165,000.00	6,664,053.60	
D. BALANCE SHEET ITEMS								
<u>Assets and Deferred Outflows</u>								
Cash Not In Treasury	9111- 9199						0.00	
Accounts Receivable	9200- 9299					75,000.00	75,000.00	
Due From Other Funds	9310					25,000.00	25,000.00	
Stores	9320						0.00	
Prepaid Expenditures	9330						0.00	
Other Current Assets	9340						0.00	
Lease Receivable	9380						0.00	
Deferred Outflows of Resources	9490						0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	100,000.00	100,000.00	
<u>Liabilities and Deferred Inflows</u>								
Accounts Payable	9500- 9599	(15,786.00)	(15,990.00)	20,316.00	14,673.00	165,000.00	165,000.00	
Due To Other Funds	9610	(50,000.00)	25,000.00	0.00	(22,082.00)	75,000.00	75,000.00	
Current Loans	9640						0.00	
Unearned Revenues	9650						0.00	
Deferred Inflows of Resources	9690	(65,786.00)	9,010.00	20,316.00	(7,419.00)	240,000.00	240,000.00	
SUBTOTAL								
<u>Nonoperating</u>								
Suspense Clearing	9910	65,786.00	(9,010.00)	(20,316.00)	7,419.00	(140,000.00)	(140,000.00)	
TOTAL BALANCE SHEET ITEMS								
E. NET INCREASE/DECREASE (B - C + D)		14,434.00	(63,969.00)	(179,767.00)	(75,185.60)	(230,000.00)	(577,370.60)	
F. ENDING CASH (A + E)		1,542,672.52	1,478,703.52	1,298,936.52	1,223,750.92			
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS							1,130,216.92	

### Annual Certification Regarding Self-Insured Workers' Compensation Claims

Pursuant to *Education Code* Section 42141, if a school district, either individually or as a member of a joint powers agency (JPA), is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

#### To the County Superintendent of Schools:

This district is self-insured for workers' compensation claims as defined in *Education Code* Section 42141(a):

- Total liabilities actuarially determined: \$ \_\_\_\_\_
- Less: Amount of total liabilities reserved in budget: \$ \_\_\_\_\_
- Estimated accrued but unfunded liabilities: \$ \_\_\_\_\_ 0.00

This school district is self-insured for workers' compensation claims through the JPA identified below:

This school district is not self-insured for workers' compensation claims.

#### Signature (Original signature required)

	06/15/2026
Signature of Clerk/Secretary of the Governing Board	Date of Meeting (Format: MM/DD/YYYY)
Yaritza Astudillo	Governing Board Clerk
Printed Name	Title

#### For additional information on this certification, please contact:

Tamita Boyd	Assistant Superintendent/Business Operations
Name	Title
tamita_b@wpesd.org	559-233-6501
Email	Telephone

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.	
1000 - Certificated Salaries	2,066,247.80	301	0.00	303	2,066,247.80	305	0.00		307	2,066,247.80	309	
2000 - Classified Salaries	724,349.60	311	0.00	313	724,349.60	315	0.00		317	724,349.60	319	
3000 - Employee Benefits	1,658,062.24	321	99,325.00	323	1,558,737.24	325	0.00		327	1,558,737.24	329	
4000 - Books, Supplies Equip Replace. (6500)	401,509.22	331	0.00	333	401,509.22	335	60,080.72		337	341,428.50	339	
5000 - Services . . . & 7300 - Indirect Costs	1,797,209.51	341	5,010.00	343	1,792,199.51	345	393,337.00		347	1,398,862.51	349	
<b>TOTAL</b>					<b>6,543,043.37</b>	<b>365</b>			<b>TOTAL</b>		<b>6,089,625.65</b>	<b>369</b>

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

\* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object		EDP No.
1. Teacher Salaries as Per EC 41011. . . . .	1100	1,457,091.00	375
2. Salaries of Instructional Aides Per EC 41011. . . . .	2100	187,903.00	380
3. STRS. . . . .	3101 & 3102	411,250.00	382
4. PERS. . . . .	3201 & 3202	57,615.00	383
5. OASDI - Regular, Medicare and Alternative. . . . .	3301 & 3302	41,512.70	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans). . . . .	3401 & 3402	324,002.00	385
7. Unemployment Insurance. . . . .	3501 & 3502	970.00	390
8. Workers' Compensation Insurance. . . . .	3601 & 3602	41,871.00	392
9. OPEB, Active Employees (EC 41372). . . . .	3751 & 3752	0.00	
10. Other Benefits (EC 22310). . . . .	3901 & 3902	0.00	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10). . . . .		2,522,214.70	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2. . . . .		0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted). . . . .		0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*. . . . .			396
14. TOTAL SALARIES AND BENEFITS. . . . .		2,522,214.70	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372. . . . .		41.42%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X') . . . . .		x	

PART III: DEFICIENCY AMOUNT	
A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.	
1. Minimum percentage required (60% elementary, 55% unified, 50% high) . . . . .	exempt
2. Percentage spent by this district (Part II, Line 15) . . . . .	41.42%
3. Percentage below the minimum (Part III, Line 1 minus Line 2) . . . . .	exempt
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369) . . . . .	6,089,625.65
5. Deficiency Amount (Part III, Line 3 times Line 4) . . . . .	exempt
PART IV: Explanation for adjustments entered in Part I, Column 4b (required)	

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense- Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	2,071,976.00	301	0.00	303	2,071,976.00	305	0.00		307	2,071,976.00	309
2000 - Classified Salaries	1,439,875.60	311	0.00	313	1,439,875.60	315	0.00		317	1,439,875.60	319
3000 - Employee Benefits	1,846,526.38	321	97,387.00	323	1,749,139.38	325	0.00		327	1,749,139.38	329
4000 - Books, Supplies Equip Replace. (6500)	336,347.00	331	0.00	333	336,347.00	335	58,032.00		337	278,315.00	339
5000 - Services . . & 7300 - Indirect Costs	1,853,446.00	341	0.00	343	1,853,446.00	345	397,555.00		347	1,455,891.00	349
TOTAL					7,450,783.98	365			TOTAL	6,995,196.98	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

\* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object	EDP No.
1. Teacher Salaries as Per EC 41011. . . . .	1100	375
2. Salaries of Instructional Aides Per EC 41011. . . . .	2100	380
3. STRS. . . . .	3101 & 3102	382
4. PERS. . . . .	3201 & 3202	383
5. OASDI - Regular, Medicare and Alternative. . . . .	3301 & 3302	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans). . . . .	3401 & 3402	385
7. Unemployment Insurance. . . . .	3501 & 3502	390
8. Workers' Compensation Insurance. . . . .	3601 & 3602	392
9. OPEB, Active Employees (EC 41372). . . . .	3751 & 3752	0.00
10. Other Benefits (EC 22310). . . . .	3901 & 3902	0.00

11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10) . . . . .	2,777,200.00	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2 . . . . .	0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted) . . . . .	0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)* . . . . .		396
14. TOTAL SALARIES AND BENEFITS . . . . .	2,777,200.00	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372. . . . .	39.70%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X') . . . . .	x	

**PART III: DEFICIENCY AMOUNT**

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high) . . . . .	exempt
2. Percentage spent by this district (Part II, Line 15) . . . . .	39.70%
3. Percentage below the minimum (Part III, Line 1 minus Line 2) . . . . .	exempt
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369) . . . . .	6,995,196.98
5. Deficiency Amount (Part III, Line 3 times Line 4) . . . . .	exempt

**PART IV: Explanation for adjustments entered in Part I, Column 4b (required)**


Description	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
<b>Governmental Activities:</b>							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable	157,253.00	(83,024.00)	74,229.00		43,773.00	30,456.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability	5,962,000.00	(70,000.00)	5,892,000.00			5,892,000.00	
Total/Net OPEB Liability	1,705,609.00	(98,185.00)	1,607,424.00			1,607,424.00	
Compensated Absences Payable	54,240.00	24,341.00	78,581.00			78,581.00	
Subscription Liability			0.00			0.00	
Governmental activities long-term liabilities	7,879,102.00	(226,868.00)	7,652,234.00	0.00	43,773.00	7,608,461.00	0.00
<b>Business-Type Activities:</b>							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Subscription Liability			0.00			0.00	
Business-type activities long-term liabilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Section I - Expenditures	Funds 01, 09, and 62			2025-26 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	14,029,616.37
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	914,106.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6700, 6910, 6920	1,305,657.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	35,280.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	0.00
6. All Other Financing Uses	All	9100 9200	7699 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				1,340,937.00
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	29,234.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				11,803,807.37
<b>Section II - Expenditures Per ADA</b>				<b>2025-26 Annual ADA/Exps. Per ADA</b>
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)				418.21
B. Expenditures per ADA (Line I.E divided by Line II.A)				28,224.59
<b>Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)</b>		<b>Total</b>	<b>Per ADA</b>	
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)		9,177,710.83	21,375.83	
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)		0.00	0.00	
2. Total adjusted base expenditure amounts (Line A plus Line A.1)		9,177,710.83	21,375.83	
B. Required effort (Line A.2 times 90%)		8,259,939.75	19,238.25	
C. Current year expenditures (Line I.E and Line II.B)		11,803,807.37	28,224.59	
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)		0.00	0.00	
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)		MOE Met		

F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2027-28 may be reduced by the lower of the two percentages)	0.00%	0.00%
<b>SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)</b>		
<b>Description of Adjustments</b>	<b>Total Expenditures</b>	<b>Expenditures Per ADA</b>
Total adjustments to base expenditures	0.00	0.00

**Part I - General Administrative Share of Plant Services Costs**

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

**A. Salaries and Benefits - Other General Administration and Centralized Data Processing**

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)  
(Functions 7200-7700, goals 0000 and 9000) 340,870.98
2. Contracted general administrative positions not paid through payroll
  - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. \_\_\_\_\_
  - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

**B. Salaries and Benefits - All Other Activities**

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)  
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 7,244,521.01

**C. Percentage of Plant Services Costs Attributable to General Administration**

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 4.71%

**Part II - Adjustments for Employment Separation Costs**

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

**A. Normal Separation Costs (optional)**

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. Retain supporting documentation. \_\_\_\_\_

**B. Abnormal or Mass Separation Costs (required)**

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00

**Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)**

**A. Indirect Costs**

1. Other General Administration, less portion charged to restricted resources or specific goals  
(Functions 7200-7600, objects 1000-5999, minus Line B9) 544,902.98
2. Centralized Data Processing, less portion charged to restricted resources or specific goals  
(Function 7700, objects 1000-5999, minus Line B10) 0.00

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	0.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	7,500.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	35,996.09
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	13,488.36
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	601,887.43
9. Carry-Forward Adjustment (Part IV, Line F)	(456,294.00)
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	145,593.42
<b>B. Base Costs</b>	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	6,969,141.08
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	2,672,847.15
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	1,136,715.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	7,500.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	262,210.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	15,000.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	4,683.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	728,252.07
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	272,888.64
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	5,003.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	469,142.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	368,303.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	12,911,684.94
<b>C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment</b>	
(For information only - not for use when claiming/recovering indirect costs) (Line A8 divided by Line B19)	4.66%
<b>D. Preliminary Proposed Indirect Cost Rate</b>	
(For final approved fixed-with-carry-forward rate for use in 2027-28 see <a href="http://www.cde.ca.gov/fg/ac/ic">www.cde.ca.gov/fg/ac/ic</a> ) (Line A10 divided by Line B19)	1.13%

**Part IV - Carry-forward Adjustment**

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates

the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

<b>A. Indirect costs incurred in the current year (Part III, Line A8)</b>	601,887.43
<b>B. Carry-forward adjustment from prior year(s)</b>	
1. Carry-forward adjustment from the second prior year	137,440.60
2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
<b>C. Carry-forward adjustment for under- or over-recovery in the current year</b>	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (9.26%) times Part III, Line B19); zero if negative	0.00
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (9.26%) times Part III, Line B19) or (the highest rate used to recover costs from any program (9.26%) times Part III, Line B19); zero if positive	(456,294.00)
<b>D. Preliminary carry-forward adjustment (Line C1 or C2)</b>	(456,294.00)
<b>E. Optional allocation of negative carry-forward adjustment over more than one year</b>	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	1.13%
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment (\$-228147.00) is applied to the current year calculation and the remainder (\$-228147.00) is deferred to one or more future years:	2.89%
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment (\$-152098.00) is applied to the current year calculation and the remainder (\$-304196.00) is deferred to one or more future years:	3.48%
LEA request for Option 1, Option 2, or Option 3	1
<b>F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)</b>	(456,294.00)

Budget, July 1  
2025-26 Estimated Actuals  
Exhibit A: Indirect Cost Rates Charged to Programs

Approved indirect cost rate: 9.26%  
Highest rate used in any program: 9.26%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	3010	204,069.00	18,069.00	8.85%
01	3327	6,232.00	105.00	1.68%
01	4035	14,950.00	1,384.00	9.26%
01	4127	15,761.00	315.00	2.00%
01	4203	16,831.00	326.00	1.94%
01	6266	98,973.01	9,165.00	9.26%
01	6546	19,800.00	1,833.00	9.26%
01	6547	54,259.00	5,023.00	9.26%
01	6770	55,199.00	533.00	0.97%
01	7435	254,511.80	6,311.00	2.48%
09	3182	418,285.00	32,680.00	7.81%
09	3310	43,824.00	4,058.00	9.26%
09	6500	128,715.00	10,511.00	8.17%
09	6546	12,168.00	1,080.00	8.88%
09	6770	29,806.00	289.00	0.97%
09	7435	250,896.00	10,094.00	4.02%
12	6105	463,785.00	17,094.00	3.69%
13	5310	356,721.00	8,004.00	2.24%

Budget, July 1  
2025-26 Estimated Actuals  
LOTTERY REPORT  
Revenues, Expenditures and  
Ending Balances - All Funds

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
<b>A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>					
1. Adjusted Beginning Fund Balance	9791-9795	155,261.92		161,766.64	317,028.56
2. State Lottery Revenue	8560	85,082.00		36,527.00	121,609.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Proceeds from SBITAs	8974	0.00		0.00	0.00
6. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
7. Total Available (Sum Lines A1 through A6)		240,343.92	0.00	198,293.64	438,637.56
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>					
1. Certificated Salaries	1000-1999	0.00		0.00	0.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	0.00		0.00	0.00
4. Books and Supplies	4000-4999	65,174.72		31,950.00	97,124.72
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	20,000.00			20,000.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			0.00	0.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11 )		85,174.72	0.00	31,950.00	117,124.72
<b>C. ENDING BALANCE (Must equal Line A7 minus Line B12)</b>	979Z	155,169.20	0.00	166,343.64	321,512.84

**D. COMMENTS:**

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

\*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF Sources	8010-8099	4,344,998.00	-1.76%	4,268,382.00	-0.37%	4,252,585.00
2. Federal Revenues	8100-8299	0.00	0.00%		0.00%	
3. Other State Revenues	8300-8599	89,753.00	0.00%	89,753.00	0.00%	89,753.00
4. Other Local Revenues	8600-8799	250,000.00	0.00%	250,000.00	0.00%	250,000.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	(491,345.00)	3.60%	(509,033.00)	2.13%	(519,865.00)
6. Total (Sum lines A1 thru A5c)		4,193,406.00	-2.25%	4,099,102.00	-0.65%	4,072,473.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				1,531,051.00		1,464,017.00
b. Step & Column Adjustment				22,966.00		21,960.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(90,000.00)		
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	1,531,051.00	-4.38%	1,464,017.00	1.50%	1,485,977.00
2. Classified Salaries						
a. Base Salaries				1,077,987.60		1,020,550.60
b. Step & Column Adjustment				16,170.00		15,308.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(73,607.00)		
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	1,077,987.60	-5.33%	1,020,550.60	1.50%	1,035,858.60
3. Employee Benefits	3000-3999	1,307,895.38	-3.15%	1,266,639.00	0.77%	1,276,362.00
4. Books and Supplies	4000-4999	243,578.00	-39.58%	147,167.00	-31.48%	100,846.00
5. Services and Other Operating Expenditures	5000-5999	1,206,910.00	-31.47%	827,083.00	-15.64%	697,760.00
6. Capital Outlay	6000-6999	0.00	0.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	50,781.00	0.00%	50,781.00	0.00%	50,781.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(124,545.00)	-35.66%	(80,138.00)	0.00%	(80,138.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		5,293,657.98	-11.29%	4,696,099.60	-2.74%	4,567,446.60

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(1,100,251.98)		(596,997.60)		(494,973.60)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		2,641,085.29		1,540,833.31		943,835.71
2. Ending Fund Balance (Sum lines C and D1)		1,540,833.31		943,835.71		448,862.11
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	2,000.00		2,000.00		2,000.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	397,281.00		333,203.00		327,312.00
2. Unassigned/Unappropriated	9790	1,141,552.31		608,632.71		119,550.11
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		1,540,833.31		943,835.71		448,862.11
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	397,281.00		333,203.00		327,312.00
c. Unassigned/Unappropriated	9790	1,141,552.31		608,632.71		119,550.11
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789	813,515.50		813,515.50		813,515.50
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		2,352,348.81		1,755,351.21		1,260,377.61
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
Step and Column increased by 1.5%, STRS/PERS at State approved %'s, and other benefits adjusted accordingly. Supplies and Services are increased by 3% for inflation. Reduction of 1 Certificated, 3 Paraprofessionals, Supplies and Services due to declining enrollment						

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF Sources	8010-8099	0.00	0.00%		0.00%	
2. Federal Revenues	8100-8299	449,940.00	0.00%	449,940.00	0.00%	449,940.00
3. Other State Revenues	8300-8599	901,075.00	3.02%	928,287.00	3.42%	960,035.00
4. Other Local Revenues	8600-8799	240,321.00	0.00%	240,321.00	0.00%	240,321.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	491,345.00	3.60%	509,033.00	2.13%	519,865.00
6. Total (Sum lines A1 thru A5c)		2,082,681.00	2.16%	2,127,581.00	2.00%	2,170,161.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				540,925.00		363,682.00
b. Step & Column Adjustment				8,114.00		5,455.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(185,357.00)		
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	540,925.00	-32.77%	363,682.00	1.50%	369,137.00
2. Classified Salaries						
a. Base Salaries				361,888.00		367,316.00
b. Step & Column Adjustment				5,428.00		5,510.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	361,888.00	1.50%	367,316.00	1.50%	372,826.00
3. Employee Benefits	3000-3999	538,631.00	-11.45%	476,980.00	-0.03%	476,847.00
4. Books and Supplies	4000-4999	92,769.00	0.00%	92,769.00	0.00%	92,769.00
5. Services and Other Operating Expenditures	5000-5999	698,803.00	-46.72%	372,346.00	0.00%	372,346.00
6. Capital Outlay	6000-6999	342,619.00	-27.03%	250,000.00	0.00%	250,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	4,040.00	0.00%	4,040.00	0.00%	4,040.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	72,278.00	-43.52%	40,821.00	0.00%	40,821.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		2,651,953.00	-25.79%	1,967,954.00	0.55%	1,978,786.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)</b>						
		(569,272.00)		159,627.00		191,375.00

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		1,410,008.73		840,736.73		1,000,363.73
2. Ending Fund Balance (Sum lines C and D1)		840,736.73		1,000,363.73		1,191,738.73
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	840,736.73		1,000,363.73		1,191,738.73
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		840,736.73		1,000,363.73		1,191,738.73
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
Step and Column increased by 1.5%, STRS/PERS at State approved %'s, and other benefits adjusted accordingly. Supplies and Services are increased by 3% for inflation. Remaining funds of one-time funds are removed in the 1st Subsequent Year.						

Budget, July 1  
General Fund  
Multiyear Projections  
Unrestricted/Restricted

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF Sources	8010-8099	4,344,998.00	-1.76%	4,268,382.00	-0.37%	4,252,585.00
2. Federal Revenues	8100-8299	449,940.00	0.00%	449,940.00	0.00%	449,940.00
3. Other State Revenues	8300-8599	990,828.00	2.75%	1,018,040.00	3.12%	1,049,788.00
4. Other Local Revenues	8600-8799	490,321.00	0.00%	490,321.00	0.00%	490,321.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		6,276,087.00	-0.79%	6,226,683.00	0.26%	6,242,634.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				2,071,976.00		1,827,699.00
b. Step & Column Adjustment				31,080.00		27,415.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(275,357.00)		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	2,071,976.00	-11.79%	1,827,699.00	1.50%	1,855,114.00
2. Classified Salaries						
a. Base Salaries				1,439,875.60		1,387,866.60
b. Step & Column Adjustment				21,598.00		20,818.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(73,607.00)		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	1,439,875.60	-3.61%	1,387,866.60	1.50%	1,408,684.60
3. Employee Benefits	3000-3999	1,846,526.38	-5.57%	1,743,619.00	0.55%	1,753,209.00
4. Books and Supplies	4000-4999	336,347.00	-28.66%	239,936.00	-19.31%	193,615.00
5. Services and Other Operating Expenditures	5000-5999	1,905,713.00	-37.06%	1,199,429.00	-10.78%	1,070,106.00
6. Capital Outlay	6000-6999	342,619.00	-27.03%	250,000.00	0.00%	250,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	54,821.00	0.00%	54,821.00	0.00%	54,821.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(52,267.00)	-24.78%	(39,317.00)	0.00%	(39,317.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		7,945,610.98	-16.13%	6,664,053.60	-1.77%	6,546,232.60
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)</b>						
		(1,669,523.98)		(437,370.60)		(303,598.60)

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		4,051,094.02		2,381,570.04		1,944,199.44
2. Ending Fund Balance (Sum lines C and D1)		2,381,570.04		1,944,199.44		1,640,600.84
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	2,000.00		2,000.00		2,000.00
b. Restricted	9740	840,736.73		1,000,363.73		1,191,738.73
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	397,281.00		333,203.00		327,312.00
2. Unassigned/Unappropriated	9790	1,141,552.31		608,632.71		119,550.11
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		2,381,570.04		1,944,199.44		1,640,600.84
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	397,281.00		333,203.00		327,312.00
c. Unassigned/Unappropriated	9790	1,141,552.31		608,632.71		119,550.11
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	813,515.50		813,515.50		813,515.50
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		2,352,348.81		1,755,351.21		1,260,377.61
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		29.61%		26.34%		19.25%
<b>F. RECOMMENDED RESERVES</b>						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
<p>b. If you are the SELPA AU and are excluding special education pass-through funds:</p> <p>1. Enter the name(s) of the SELPA(s):</p> <hr/> <p>2. Special education pass-through funds</p> <p>(Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)</p>						
2. District ADA		0.00				
Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		408.51		405.96		399.45
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		7,945,610.98		6,664,053.60		6,546,232.60
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		7,945,610.98		6,664,053.60		6,546,232.60
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		4.00%		4.00%		4.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		317,824.44		266,562.14		261,849.30
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		90,000.00		90,000.00		90,000.00
g. Reserve Standard (Greater of Line F3e or F3f)		317,824.44		266,562.14		261,849.30
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

West Park Elementary  
Fresno County

Budget, July 1  
2026-27  
General Fund  
Special Education Revenue  
Allocations  
Setup

10 62539 0000000  
Form SEAS  
H8BCYJFZ2P(2026-27)

Current LEA:	10-62539-0000000 West Park Elementary	
Selected SELPA:	BE	(Enter a SELPA ID from the list below then save and close)
POTENTIAL SELPAS FOR THIS LEA		
ID	SELPA-TITLE	DATE APPROVED
BE	Fresno County	(from Form SEA)

Budget, July 1  
2025-26 Estimated Actuals  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	(83,810.00)				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	58,712.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	17,094.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	8,004.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		

Budget, July 1  
2025-26 Estimated Actuals  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								

Budget, July 1  
2025-26 Estimated Actuals  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail					0.00	0.00		
Other Sources/Uses Detail							0.00	0.00
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00		0.00		
Other Sources/Uses Detail							0.00	0.00
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail					0.00			
Other Sources/Uses Detail							0.00	0.00
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail							0.00	0.00
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								

Budget, July 1  
2025-26 Estimated Actuals  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
<b>TOTALS</b>	0.00	0.00	83,810.00	(83,810.00)	0.00	0.00	0.00	0.00

Budget, July 1  
2026-27 Budget Budget, July 1  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	(52,267.00)				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	25,862.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	18,401.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	8,004.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Budget, July 1  
2026-27 Budget Budget, July 1  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Budget, July 1  
2026-27 Budget Budget, July 1  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
<b>TOTALS</b>	0.00	0.00	52,267.00	(52,267.00)	0.00	0.00		

Agency	Agency Code	Agency Name	Agency Type	Agency Address	Agency City	Agency State	Agency Zip	Agency Phone	Agency Fax	Agency Email	Agency Website
001	001	State of California	State	1515 Clay St	Sacramento	CA	95833	916-227-3000	916-227-3000	state@ca.gov	www.ca.gov
002	002	County of Alameda	County	1000 Broadway	Oakland	CA	94612	415-778-1000	415-778-1000	alameda@alameda.ca.gov	www.alameda.ca.gov
003	003	County of Contra Costa	County	1000 Broadway	Oakland	CA	94612	415-778-1000	415-778-1000	contra@contra.ca.gov	www.contra.ca.gov
004	004	County of San Francisco	County	1000 Broadway	Oakland	CA	94612	415-778-1000	415-778-1000	sf@sf.ca.gov	www.sf.ca.gov
005	005	County of Santa Clara	County	1000 Broadway	Oakland	CA	94612	415-778-1000	415-778-1000	sc@sc.ca.gov	www.sc.ca.gov
006	006	County of Santa Cruz	County	1000 Broadway	Oakland	CA	94612	415-778-1000	415-778-1000	scz@scz.ca.gov	www.scz.ca.gov
007	007	County of Stanislaus	County	1000 Broadway	Oakland	CA	94612	415-778-1000	415-778-1000	stanislaus@stanislaus.ca.gov	www.stanislaus.ca.gov
008	008	County of Butte	County	1000 Broadway	Oakland	CA	94612	415-778-1000	415-778-1000	butte@butte.ca.gov	www.butte.ca.gov
009	009	County of Colusa	County	1000 Broadway	Oakland	CA	94612	415-778-1000	415-778-1000	colusa@colusa.ca.gov	www.colusa.ca.gov
010	010	County of El Dorado	County	1000 Broadway	Oakland	CA	94612	415-778-1000	415-778-1000	ed@ed.ca.gov	www.ed.ca.gov
011	011	County of Inyo	County	1000 Broadway	Oakland	CA	94612	415-778-1000	415-778-1000	inyo@inyo.ca.gov	www.inyo.ca.gov
012	012	County of Mono	County	1000 Broadway	Oakland	CA	94612	415-778-1000	415-778-1000	mono@mono.ca.gov	www.mono.ca.gov
013	013	County of Nevada	County	1000 Broadway	Oakland	CA	94612	415-778-1000	415-778-1000	nevada@nevada.ca.gov	www.nevada.ca.gov
014	014	County of Placer	County	1000 Broadway	Oakland	CA	94612	415-778-1000	415-778-1000	placer@placer.ca.gov	www.placer.ca.gov
015	015	County of Sutter	County	1000 Broadway	Oakland	CA	94612	415-778-1000	415-778-1000	sutter@sutter.ca.gov	www.sutter.ca.gov
016	016	County of Yuba	County	1000 Broadway	Oakland	CA	94612	415-778-1000	415-778-1000	yuba@yuba.ca.gov	www.yuba.ca.gov
017	017	County of Yuba	County	1000 Broadway	Oakland	CA	94612	415-778-1000	415-778-1000	yuba@yuba.ca.gov	www.yuba.ca.gov
018	018	County of Yuba	County	1000 Broadway	Oakland	CA	94612	415-778-1000	415-778-1000	yuba@yuba.ca.gov	www.yuba.ca.gov
019	019	County of Yuba	County	1000 Broadway	Oakland	CA	94612	415-778-1000	415-778-1000	yuba@yuba.ca.gov	www.yuba.ca.gov
020	020	County of Yuba	County	1000 Broadway	Oakland	CA	94612	415-778-1000	415-778-1000	yuba@yuba.ca.gov	www.yuba.ca.gov

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

**CRITERIA AND STANDARDS**

**1. CRITERION: Average Daily Attendance**

STANDARD: Projected funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	409
District's ADA Standard Percentage Level:	2.0%

**1A. Calculating the District's ADA Variances**

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2023-24)				
District Regular	305	305		
Charter School	173	173		
<b>Total ADA</b>	<b>478</b>	<b>478</b>	<b>0.0%</b>	<b>Met</b>
Second Prior Year (2024-25)				
District Regular	283	283		
Charter School	166	172		
<b>Total ADA</b>	<b>449</b>	<b>455</b>	<b>N/A</b>	<b>Met</b>
First Prior Year (2025-26)				
District Regular	274	271		
Charter School	175	175		
<b>Total ADA</b>	<b>449</b>	<b>447</b>	<b>0.5%</b>	<b>Met</b>
Budget Year (2026-27)				
District Regular	259			
Charter School	173			
<b>Total ADA</b>	<b>432</b>			

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**1B. Comparison of District ADA to the Standard**

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DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

**Explanation:**  
(required if NOT met)

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

**Explanation:**  
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's Enrollment Standard Percentage Level:

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CALPADS Actual column for the First Prior Year; all other data are extracted or calculated. CALPADS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Budget	Enrollment CALPADS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2023-24)				
District Regular	297	469		
Charter School	172			
<b>Total Enrollment</b>	<b>469</b>	<b>469</b>	<b>0.0%</b>	<b>Met</b>
Second Prior Year (2024-25)				
District Regular	287	451		
Charter School	165			
<b>Total Enrollment</b>	<b>452</b>	<b>451</b>	<b>0.2%</b>	<b>Met</b>
First Prior Year (2025-26)				
District Regular	269	265		
Charter School	165	183		
<b>Total Enrollment</b>	<b>434</b>	<b>448</b>	<b>N/A</b>	<b>Met</b>
Budget Year (2026-27)				
District Regular	262			
Charter School	180			
<b>Total Enrollment</b>	<b>442</b>			

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:  
(required if NOT met)

1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:  
(required if NOT met)

**3. CRITERION: ADA to Enrollment**

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

**3A. Calculating the District's ADA to Enrollment Standard**

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CALPADS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
<b>Third Prior Year (2023-24)</b>			
District Regular	276	469	
Charter School	173	0	
<b>Total ADA/Enrollment</b>	<b>449</b>	<b>469</b>	<b>95.7%</b>
<b>Second Prior Year (2024-25)</b>			
District Regular	260	451	
Charter School	166		
<b>Total ADA/Enrollment</b>	<b>426</b>	<b>451</b>	<b>94.6%</b>
<b>First Prior Year (2025-26)</b>			
District Regular	240	265	
Charter School	175	183	
<b>Total ADA/Enrollment</b>	<b>416</b>	<b>448</b>	<b>92.8%</b>
		Historical Average Ratio:	94.4%
	<b>District's ADA to Enrollment Standard (historical average ratio plus 0.5%):</b>		<b>94.9%</b>

**3B. Calculating the District's Projected Ratio of ADA to Enrollment**

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
<b>Budget Year (2026-27)</b>				
District Regular	236	262		
Charter School	173	180		
<b>Total ADA/Enrollment</b>	<b>409</b>	<b>442</b>	<b>92.4%</b>	<b>Met</b>
<b>1st Subsequent Year (2027-28)</b>				
District Regular	236	260		
Charter School	170	177		
<b>Total ADA/Enrollment</b>	<b>406</b>	<b>437</b>	<b>92.9%</b>	<b>Met</b>
<b>2nd Subsequent Year (2028-29)</b>				
District Regular	233	256		
Charter School	167	174		
<b>Total ADA/Enrollment</b>	<b>399</b>	<b>430</b>	<b>92.9%</b>	<b>Met</b>

**3C. Comparison of District ADA to Enrollment Ratio to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:  
(required if NOT met)

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's cost-of-living adjustment (COLA), plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's COLA, plus or minus one percent.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

- LCFF Revenue
- Basic Aid
- Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Projected LCFF Revenue

	Prior Year (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
<b>Step 1 - Change in Population</b>				
a. ADA (Funded) (Form A, lines A6 and C4)	449.16	433.73	417.44	405.79
b. Prior Year ADA (Funded)		449.16	433.73	417.44
c. Difference (Step 1a minus Step 1b)		(15.43)	(16.29)	(11.65)
d. Percent Change Due to Population (Step 1c divided by Step 1b)		(3.44%)	(3.76%)	(2.79%)
<b>Step 2 - Change in Funding Level</b>				
a. Prior Year LCFF Funding		4,394,094.00	4,344,998.00	4,268,382.00
b1. COLA percentage		4.31%	3.30%	3.09%
b2. COLA amount (proxy for purposes of this criterion)		189,385.45	143,384.93	131,893.00
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		4.31%	3.30%	3.09%
<b>Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)</b>				
		.87%	(.46%)	.30%
<b>LCFF Revenue Standard (Step 3, plus/minus 1%):</b>		<b>-0.13% to 1.87%</b>	<b>-1.46% to 0.54%</b>	<b>-0.70% to 1.30%</b>

**4A2. Alternate LCFF Revenue Standard - Basic Aid**

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

**Basic Aid District Projected LCFF Revenue**

	Prior Year (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	415,082.00	415,082.00	415,082.00	415,082.00
Percent Change from Previous Year		N/A	N/A	N/A
Basic Aid Standard (percent change from previous year, plus/minus 1%):		N/A	N/A	N/A

**4A3. Alternate LCFF Revenue Standard - Necessary Small School**

DATA ENTRY: All data are extracted or calculated.

**Necessary Small School District Projected LCFF Revenue**

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	N/A	N/A	N/A

**4B. Calculating the District's Projected Change in LCFF Revenue**

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	4,553,727.00	4,515,073.00	4,443,781.00	4,431,641.00
District's Projected Change in LCFF Revenue:		(.85%)	(1.58%)	(.27%)
LCFF Revenue Standard		-0.13% to 1.87%	-1.46% to 0.54%	-0.70% to 1.30%
Status:		Not Met	Not Met	Met

**4C. Comparison of District LCFF Revenue to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected change in LCFF revenue is outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard(s) and a description of the methods and assumptions used in projecting LCFF revenue.

**Explanation:**  
(required if NOT met)

Adjustments between actual ADA and funded ADA changes each year due to declining enrollment. The district is working on maintaining the current rate of ADA which will minimize the changes in the funded ADA.

5. **CRITERION: Salaries and Benefits**

**STANDARD:** Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

**5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures**

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits	Total Expenditures	
	(Form 01, Objects 1000-3999)	(Form 01, Objects 1000-7499)	
Third Prior Year (2023-24)	3,304,958.78	4,739,778.35	69.7%
Second Prior Year (2024-25)	3,293,529.12	4,431,938.39	74.3%
First Prior Year (2025-26)	3,157,855.84	5,587,138.56	56.5%
	Historical Average Ratio:		66.9%

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	4.0%	4.0%	4.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	62.9% to 70.9%	62.9% to 70.9%	62.9% to 70.9%

**5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures**

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits	Total Expenditures		
	(Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	(Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)		
Budget Year (2026-27)	3,916,933.98	5,293,657.98	74.0%	Not Met
1st Subsequent Year (2027-28)	3,751,206.60	4,696,099.60	79.9%	Not Met
2nd Subsequent Year (2028-29)	3,798,197.60	4,567,446.60	83.2%	Not Met

**5C. Comparison of District Salaries and Benefits Ratio to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. **STANDARD NOT MET** - Projected ratio(s) of unrestricted salary and benefit costs to total unrestricted expenditures are outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting salaries and benefits, and what changes, if any, will be made to bring the projected salary and benefit costs within the standard.

**Explanation:**  
(required if NOT met)

Expenditures are being reviewed and adjustments been made in response to the expiration of funding sources, especially ESSER funds. The district is reviewing all expenditures and has begun implementing reductions in non-salary and non-benefit related costs. This approach is intended to preserve essential staffing levels while ensuring fiscal responsibility in the face of diminishing temporary federal and state funding.

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	.87%	(.46%)	.30%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-9.13% to 10.87%	-10.46% to 9.54%	-9.70% to 10.30%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-4.13% to 5.87%	-5.46% to 4.54%	-4.70% to 5.30%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
<b>Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)</b>			
First Prior Year (2025-26)	415,259.00		
Budget Year (2026-27)	449,940.00	8.35%	Yes
1st Subsequent Year (2027-28)	449,940.00	0.00%	No
2nd Subsequent Year (2028-29)	449,940.00	0.00%	No

Explanation:  
(required if Yes)

Budget year is based on estimated funding allocation from the state and are coming in higher than last year.

**Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)**

First Prior Year (2025-26)	1,067,754.00		
Budget Year (2026-27)	990,828.00	(7.20%)	Yes
1st Subsequent Year (2027-28)	1,018,040.00	2.75%	No
2nd Subsequent Year (2028-29)	1,049,788.00	3.12%	No

Explanation:  
(required if Yes)

The reduction in revenue is primarily due to the expiration of state funding sources, including UPK (Universal Pre-Kindergarten) and In-Person Instruction funds.

**Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)**

First Prior Year (2025-26)	487,499.00		
Budget Year (2026-27)	490,321.00	.58%	No
1st Subsequent Year (2027-28)	490,321.00	0.00%	No
2nd Subsequent Year (2028-29)	490,321.00	0.00%	No

Explanation:  
(required if Yes)

**Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)**

First Prior Year (2025-26)	401,509.22		
Budget Year (2026-27)	336,347.00	(16.23%)	Yes
1st Subsequent Year (2027-28)	239,936.00	(28.66%)	Yes
2nd Subsequent Year (2028-29)	193,615.00	(19.31%)	Yes

**Explanation:**  
(required if Yes)

As revenues decline due to the expiration of key federal and state funding sources, the district is proactively reducing its budget, focusing specifically on cuts to supplies and services. These reductions are being made in order to preserve staffing levels and maintain essential educational programs while aligning expenditures with the district's new financial realities.

**Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)**

First Prior Year (2025-26)	1,881,027.51		
Budget Year (2026-27)	1,905,713.00	1.31%	No
1st Subsequent Year (2027-28)	1,199,429.00	(37.06%)	Yes
2nd Subsequent Year (2028-29)	1,070,106.00	(10.78%)	Yes

**Explanation:**  
(required if Yes)

As revenues decline due to the expiration of key federal and state funding sources, the district is proactively reducing its budget, focusing specifically on cuts to supplies and services. These reductions are being made in order to preserve staffing levels and maintain essential educational programs while aligning expenditures with the district's new financial realities.

**6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)**

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
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**Total Federal, Other State, and Other Local Revenue (Criterion 6B)**

First Prior Year (2025-26)	1,970,512.00		
Budget Year (2026-27)	1,931,089.00	(2.00%)	Met
1st Subsequent Year (2027-28)	1,958,301.00	1.41%	Met
2nd Subsequent Year (2028-29)	1,990,049.00	1.62%	Met

**Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)**

First Prior Year (2025-26)	2,282,536.73		
Budget Year (2026-27)	2,242,060.00	(1.77%)	Met
1st Subsequent Year (2027-28)	1,439,365.00	(35.80%)	Not Met
2nd Subsequent Year (2028-29)	1,263,721.00	(12.20%)	Not Met

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**6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range**

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DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

- 1a. STANDARD MET - Projected total operating revenues have not changed by more than the standard for the budget and two subsequent fiscal years.

**Explanation:**  
Federal Revenue  
(linked from 6B  
if NOT met)

**Explanation:**  
Other State Revenue  
(linked from 6B  
if NOT met)

**Explanation:**  
Other Local Revenue  
(linked from 6B  
if NOT met)

- 1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

**Explanation:**  
Books and Supplies  
(linked from 6B  
if NOT met)

As revenues decline due to the expiration of key federal and state funding sources, the district is proactively reducing its budget, focusing specifically on cuts to supplies and services. These reductions are being made in order to preserve staffing levels and maintain essential educational programs while aligning expenditures with the district's new financial realities.

**Explanation:**  
Services and Other Exps  
(linked from 6B  
if NOT met)

As revenues decline due to the expiration of key federal and state funding sources, the district is proactively reducing its budget, focusing specifically on cuts to supplies and services. These reductions are being made in order to preserve staffing levels and maintain essential educational programs while aligning expenditures with the district's new financial realities.

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

**Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)**

**NOTE:** EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Statute exclude the following resource codes from the total general fund expenditures calculation: 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690.

**DATA ENTRY:** Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation?

Yes

b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)

0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690)

7,781,975.98
--------------

b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)

3% Required  
Minimum Contribution  
(Line 2c times 3%)

Budgeted Contribution<sup>1</sup>  
to the Ongoing and Major  
Maintenance Account

c. Net Budgeted Expenditures and Other Financing Uses

7,781,975.98	233,459.28	373,526.00	Met
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<sup>1</sup> Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

- Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- Other (explanation must be provided)

**Explanation:**  
(required if NOT met  
and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves<sup>1</sup> as a percentage of total expenditures and other financing uses<sup>2</sup> in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2023-24)	Second Prior Year (2024-25)	First Prior Year (2025-26)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	1,126,697.42	0.00	1,138,031.50
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	3,208,149.54	3,965,235.85	2,303,069.29
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
e. Available Reserves (Lines 1a through 1d)	4,334,846.96	3,965,235.85	3,441,100.79
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	7,180,287.11	7,783,569.86	8,025,966.37
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	7,180,287.11	7,783,569.86	8,025,966.37
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	60.4%	50.9%	42.9%
<b>District's Deficit Spending Standard Percentage Levels</b> (Line 3 times 1/3):	<b>20.1%</b>	<b>17.0%</b>	<b>14.3%</b>

<sup>1</sup>Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

<sup>2</sup>A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

**8B. Calculating the District's Deficit Spending Percentages**

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in	Total Unrestricted	Deficit Spending Level	Status
	Unrestricted Fund Balance	and Other Financing Uses	(If Net Change in	
	(Form 01, Section E)	(Form 01, Objects 1000-7999)	Unrestricted Fund	
			Balance is negative, else N/A)	
Third Prior Year (2023-24)	(347,801.17)	4,739,778.35	7.3%	Met
Second Prior Year (2024-25)	(240,009.94)	4,431,938.39	5.4%	Met
First Prior Year (2025-26)	(1,326,150.56)	5,587,138.56	23.7%	Not Met
Budget Year (2026-27) (Information only)	(1,100,251.98)	5,293,657.98		

**8C. Comparison of District Deficit Spending to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

**Explanation:**  
(required if NOT met)

Unrestricted spending is increasing as the district absorbs costs previously covered by now expired federal and state funding sources. In response, the district continues to review its priorities and make necessary adjustments to expenditures, ensuring that available resources are aligned with the most critical needs of students and staff.

9. CRITERION: Fund and Cash Balances

A. Fund Balance STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level <sup>1</sup>	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 250,000
0.3%	250,001 and over

<sup>1</sup> Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4):

District's Fund Balance Standard Percentage Level:

9A-1. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance <sup>2</sup> (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level	Status
	Original Budget	Estimated/Unaudited Actuals	(If overestimated, else N/A)	
Third Prior Year (2023-24)	3,974,139.47	4,555,046.96	N/A	Met
Second Prior Year (2024-25)	2,577,666.93	4,207,245.79	N/A	Met
First Prior Year (2025-26)	3,025,197.25	3,967,235.85	N/A	Met
Budget Year (2026-27) (Information only)	2,641,085.29			

<sup>2</sup> Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9A-2. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:  
(required if NOT met)

B. Cash Balance Standard: Projected general fund cash balance will be positive at the end of the current fiscal year.

**9B-1: Determining if the District's Ending Cash Balance is Positive**

DATAENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance	Status
	General Fund (Form CASH, Line F, June Column)	
Current Year (2026-27)	1,707,587.52	Met

**9B-2. Comparison of the District's Ending Cash Balance to the Standard**

DATAENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

**Explanation:**  
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves<sup>1</sup> for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts<sup>2</sup> as applied to total expenditures and other financing uses<sup>3</sup>:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA
5% or \$90,000 (greater of)	0 to 300
4% or \$90,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 250,000
1%	250,001 and over

<sup>1</sup> Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

<sup>2</sup> Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

<sup>3</sup> A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	409	406	399
District's Reserve Standard Percentage Level:	4%	4%	4%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPAAUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1. If Yes, enter data for item 2a. If No, enter data for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
2. If you are the SELPA AU and are excluding special education pass-through funds:

a. Enter the name(s) of the SELPA(s): \_\_\_\_\_

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00		

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	7,945,610.98	6,664,053.60	6,546,232.60
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	7,945,610.98	6,664,053.60	6,546,232.60

2026-27 Budget, July 1  
General Fund  
School District Criteria and Standards Review

10 62539 000000  
Form 01CS  
H8BCYJFZ2P(2026-27)

West Park Elementary  
Fresno County

	4%	4%	4%
4. Reserve Standard Percentage Level			
5. Reserve Standard - by Percent (Line B3 times Line B4)	317,824.44	266,562.14	261,849.30
6. Reserve Standard - by Amount (\$90,000 for districts with 0 to 1,000 ADA, else 0)	90,000.00	90,000.00	90,000.00
7. District's Reserve Standard (Greater of Line B5 or Line B6)	317,824.44	266,562.14	261,849.30

**10C. Calculating the District's Budgeted Reserve Amount**

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.  
All other data are extracted or calculated.

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):			
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	397,281.00	333,203.00	327,312.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	1,141,552.31	608,632.71	119,550.11
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	813,515.50	813,515.50	813,515.50
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	2,352,348.81	1,755,351.21	1,260,377.61
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	29.61%	26.34%	19.25%
<b>District's Reserve Standard (Section 10B, Line 7):</b>	<b>317,824.44</b>	<b>266,562.14</b>	<b>261,849.30</b>
Status:	Met	Met	Met

**10D. Comparison of District Reserve Amount to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:  
(required if NOT met)

**SUPPLEMENTAL INFORMATION**

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

**S1. Contingent Liabilities**

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?

No

1b. If Yes, identify the liabilities and how they may impact the budget:

**S2. Use of One-time Revenues for Ongoing Expenditures**

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

No

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

**S3. Use of Ongoing Revenues for One-time Expenditures**

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

No

1b. If Yes, identify the expenditures:

**S4. Contingent Revenues**

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

**S5. Contributions**

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: -10.0% to +10.0% or -\$20,000 to +\$20,000

**55A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund**

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
<b>1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)</b>				
First Prior Year (2025-26)	(472,864.00)			
Budget Year (2026-27)	(491,345.00)	18,481.00	3.9%	Met
1st Subsequent Year (2027-28)	(509,033.00)	17,688.00	3.6%	Met
2nd Subsequent Year (2028-29)	(519,865.00)	10,832.00	2.1%	Met
<b>1b. Transfers In, General Fund *</b>				
First Prior Year (2025-26)	0.00			
Budget Year (2026-27)	0.00	0.00	0.0%	Met
1st Subsequent Year (2027-28)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2028-29)	0.00	0.00	0.0%	Met
<b>1c. Transfers Out, General Fund *</b>				
First Prior Year (2025-26)	0.00			
Budget Year (2026-27)	0.00	0.00	0.0%	Met
1st Subsequent Year (2027-28)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2028-29)	0.00	0.00	0.0%	Met

**1d. Impact of Capital Projects**

Do you have any capital projects that may impact the general fund operational budget?

No

\* Include transfers used to cover operating deficits in either the general fund or any other fund.

**55B. Status of the District's Projected Contributions, Transfers, and Capital Projects**

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:  
(required if NOT met)

1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

**Explanation:**  
(required if NOT met)

1c. MET - Projected transfers out have not changed by more than the standard for the budget and two subsequent fiscal years.

**Explanation:**  
(required if NOT met)

1d. NO - There are no capital projects that may impact the general fund operational budget.

**Project Information:**  
(required if YES)



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**S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment**

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DATA ENTRY: Enter an explanation if Yes.

- 1a. No - Annual payments for long-term commitments have not increased in one or more of the budget and two subsequent fiscal years.

**Explanation:**  
(required if Yes  
to increase in total  
annual payments)

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**S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments**

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DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

**Explanation:**  
(required if Yes)

**S7. Unfunded Liabilities**

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

**S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)**

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1 Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

2. For the district's OPEB:  
a. Are they lifetime benefits?

b. Do benefits continue past age 65?

c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

3 a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund	Governmental Fund
0	88,533

4. OPEB Liabilities

a. Total OPEB liability	1,607,424.00
b. OPEB plan(s) fiduciary net position (if applicable)	0.00
c. Total/Net OPEB liability (Line 4a minus Line 4b)	1,607,424.00
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	Actuarial
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation	6/30/2024

5. OPEB Contributions

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method	203,069.00	203,069.00	203,069.00
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	97,387.00	107,125.00	117,837.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	97,386.00	107,125.00	117,837.00
d. Number of retirees receiving OPEB benefits	5.00	5.00	5.00

**S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs**

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1 Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

No
----

2 Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

--

3. Self-Insurance Liabilities

a. Accrued liability for self-insurance programs

b. Unfunded liability for self-insurance programs


4. Self-Insurance Contributions

a. Required contribution (funding) for self-insurance programs

b. Amount contributed (funded) for self-insurance programs

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
a. Required contribution (funding) for self-insurance programs			
b. Amount contributed (funded) for self-insurance programs			

**S8. Status of Labor Agreements**

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

**If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:**

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

**S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees**

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of certificated (non-management) full - time - equivalent (FTE) positions	30.00	25.00	24.00	24.00

**Certificated (Non-management) Salary and Benefit Negotiations**

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

N/A

**Negotiations Settled**

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Budget Year  
(2026-27)

1st Subsequent Year  
(2027-28)

2nd Subsequent Year  
(2028-29)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

**One Year Agreement**

Total cost of salary settlement

% change in salary schedule from prior year

or

**Multiyear Agreement**

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

--

**Negotiations Not Settled**

6. Cost of a one percent increase in salary and statutory benefits

18,250

Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
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7. Amount included for any tentative salary schedule increases

0	0	0
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Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
--------------------------	----------------------------------	----------------------------------

**Certificated (Non-management) Health and Welfare (H&W) Benefits**

1. Are costs of H&W benefit changes included in the budget and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year


**Certificated (Non-management) Prior Year Settlements**

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:


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Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
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**Certificated (Non-management) Step and Column Adjustments**

1. Are step & column adjustments included in the budget and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year


Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
--------------------------	----------------------------------	----------------------------------

**Certificated (Non-management) Attrition (layoffs and retirements)**

1. Are savings from attrition included in the budget and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?


**Certificated (Non-management) - Other**

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):


**S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees**

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of classified(non - management) FTE positions	13.00	13.00	10.00	10.00

**Classified (Non-management) Salary and Benefit Negotiations**

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

N/A

**Negotiations Settled**

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Budget Year  
(2026-27)

1st Subsequent Year  
(2027-28)

2nd Subsequent Year  
(2028-29)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

**One Year Agreement**

Total cost of salary settlement

% change in salary schedule from prior year

or

**Multiyear Agreement**

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

- 6. Cost of a one percent increase in salary and statutory benefits
- 7. Amount included for any tentative salary schedule increases

	5,247		
Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)	
0	0	0	
Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)	

**Classified (Non-management) Health and Welfare (H&W) Benefits**

- 1. Are costs of H&W benefit changes included in the budget and MYPs?
- 2. Total cost of H&W benefits
- 3. Percent of H&W cost paid by employer
- 4. Percent projected change in H&W cost over prior year


**Classified (Non-management) Prior Year Settlements**

- Are any new costs from prior year settlements included in the budget?
- If Yes, amount of new costs included in the budget and MYPs
- If Yes, explain the nature of the new costs:


**Classified (Non-management) Step and Column Adjustments**

- 1. Are step & column adjustments included in the budget and MYPs?
- 2. Cost of step & column adjustments
- 3. Percent change in step & column over prior year

Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)	

**Classified (Non-management) Attrition (layoffs and retirements)**

- 1. Are savings from attrition included in the budget and MYPs?
- 2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)	

**Classified (Non-management) - Other**

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

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**S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees**

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of management, supervisor, and confidential FTE positions	10.00	5.00	5.00	5.00

**Management/Supervisor/Confidential Salary and Benefit Negotiations**

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

N/A

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

Total cost of salary settlement  
% change in salary schedule from prior year (may enter text, such as "Reopener")

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

5,106
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4. Amount included for any tentative salary schedule increases

Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
0	0	0

**Management/Supervisor/Confidential**

**Health and Welfare (H&W) Benefits**

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)

**Management/Supervisor/Confidential**

**Step and Column Adjustments**

- Are step & column adjustments included in the budget and MYPs?
- Cost of step and column adjustments
- Percent change in step & column over prior year

Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)

**Management/Supervisor/Confidential**

**Other Benefits (mileage, bonuses, etc.)**

- Are costs of other benefits included in the budget and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)

**S9. Local Control and Accountability Plan (LCAP)**

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?
2. Adoption date of the LCAP or an update to the LCAP.

Yes
Jun 23, 2026

**S10. LCAP Expenditures**

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?

Yes
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**ADDITIONAL FISCAL INDICATORS**

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

- A1. Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?
- A2. Is the system of personnel position control independent from the payroll system?
- A3. Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)
- A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?
- A5. Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?
- A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?
- A7. Is the district's financial system independent of the county office system?
- A8. Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)
- A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?

No
Yes
Yes
No
No
No
No
No
No
Yes

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

**Comments:**  
(optional)

End of School District Budget Criteria and Standards Review

### Annual Certification Regarding Self-Insured Workers' Compensation Claims

Pursuant to *Education Code* Section 42141, if a school district, either individually or as a member of a joint powers agency (JPA), is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

#### To the County Superintendent of Schools:

This district is self-insured for workers' compensation claims as defined in *Education Code* Section 42141(a):

- Total liabilities actuarially determined: \$ \_\_\_\_\_
- Less: Amount of total liabilities reserved in budget: \$ \_\_\_\_\_
- Estimated accrued but unfunded liabilities: \$ \_\_\_\_\_ 0.00

This school district is self-insured for workers' compensation claims through the JPA identified below:

This school district is not self-insured for workers' compensation claims.

#### Signature (Original signature required)

Signature of Clerk/Secretary of the Governing Board	06/15/2026
Yaritza Astudillo	Date of Meeting (Format: MM/DD/YYYY)
Printed Name	Governing Board Clerk
	Title

#### For additional information on this certification, please contact:

Tamita Boyd	Assistant Superintendent/Business Operations
Name	Title
tamita_b@wpsed.org	559-233-6501
Email	Telephone

**ITEM:** School Psychologist 2026 - 2027 Contract

**PRESENTER:** Tamita Boyd. Acting Superintendent

**DATE:** 06/23/2026

**BOARD DECISION:** Request for Approval

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Seeking Board approval of the agreement with Fresno County Superintendent of Schools (FCSS) for School Psychologist services for the 2026–2027 school year.

The agreement will provide qualified school psychologist services to support the District's special education program and ensure compliance with state and federal requirements. Services include student assessments, participation in Individualized Education Program (IEP) meetings, consultation with staff and families, and other related psychological services necessary to support student success.

Approval of this agreement will ensure the District continues to provide timely and appropriate services to students while meeting all applicable special education mandates.



SCHOOL PSYCHOLOGIST SERVICES AGREEMENT ("Agreement")

Legal Doc./Contract No. of this signed Agreement (Legal Services use only):

4926-2282-1799

COVER

AGENCY

West Park Elementary School District ("Agency")
Attn: Tamita Boyd, Interim Superintendent
2695 S. Valentine Ave.
Fresno, CA 93706
Phone: (559) 233-6501
Email: tamita\_b@wpesd.org

FCSS

Fresno County Superintendent of Schools ("FCSS")
Attn: Trish Small, Director
Dept.: Pupil Personnel Services
Fresno County Office of Education
1111 Van Ness Avenue
Fresno, CA 93721-2000
Phone: (559) 265-3001
Email: tsmall@fcoe.org

CONTRACT TERM (see § 3.1)

"Effective Date": July 1, 2026
"Termination Date": June 30, 2027

PAID SERVICES AND CONTRACT AMOUNT. Agency shall pay FCSS for credentialed school psychologist services ("Paid Services") in accordance with the following (see Art. 1):

MARK ONE: [ ] No Paid Services [X] Paid Services as stated in 1-2 below (complete 1-2 below)

- 1. CONTRACT AMOUNT. The Contract Amount shall be calculated as follows:
a. Maximum number of Service Days on which Paid Services to be provided: 5.00
b. Maximum number of weeks on which Paid Services to be provided: 35
c. Amount Agency shall pay FCSS for each Service Day of Paid Services: \$800.00
d. "Contract Amount" (sum of a x b x c): \$140,00.00

2. PAYMENT METHOD AND SCHEDULE: Agency shall pay the Contract Amount to FCSS as designated below (mark one):

- XX Automatic Transfer: FCSS will transfer the Contract Amount from Agency's account to FCSS' account on or about March 1 during the Contract Term.
[ ] Tender of Payment: Agency will be invoiced for the Contract Amount in or after May during the Contract Term. Payment shall be received by FCSS no later than thirty (30) days from the date of the invoice.

DIRECT SERVICES. FCSS will also provide, at no cost to Agency, credentialed school psychologist services ("Direct Services") as follows:

MARK ONE: [XX] No Direct Services [ ] Direct Services as stated in 1-3 below (complete 1-3 below)

- 1. Maximum number of Service Days on which Direct Services to be provided: [ ]
2. Maximum number of weeks on which Direct Services to be provided: [ ]
3. Total number of days on which Direct Services to be provided (sum of 1 x 2): [ ]

REQUIRED DOCUMENTS. Each Party, upon the other Party's request, shall provide written proof that the following insurance is in effect during the Contract Term, such proof referred to as "Required Document" (see Art. 4):

1. Commercial general liability
2. Commercial automobile liability
3. Workers comp. and employer's liability

In consideration of the covenants, conditions, and stipulations in and for good and valuable consideration and/or the mutual benefits to be derived from this Agreement, Agency and FCSS, separately referred to as a "Party" and collectively as the "Parties," hereby enter into this Agreement. Unless this Agreement states or the context requires otherwise, any reference to a Party shall mean the Party and its governing body, officers, employees, and agents, and, if Agency is a school district or charter school, includes Agency's students. Each person executing this Agreement on behalf of a Party represents that he/she is authorized to execute on behalf of and to bind the Party to this Agreement.

AGENCY

By: \_\_\_\_\_  
Print Name: Tamita Boyd  
Title: Interim Superintendent

FCSS

By: \_\_\_\_\_  
Dr. Michele Cantwell-Copher, Superintendent  
or Authorized Designee

## GENERAL TERMS AND CONDITIONS

These General Terms and Conditions contain the following Articles:

Article 1	Scope of Services and Obligations
Article 1A	Additional Requirements
Article 2	Payment
Article 3	Term and Termination of Agreement
Article 4	Insurance
Article 5	Indemnity
Article 6	Dispute Resolution
Article 7	General Provisions

### ARTICLE 1 SCOPE OF SERVICES AND OBLIGATIONS.

SECTION 1.1 GENERAL. Agency requires credentialed school psychologist services and FCSS provides such services. By this Agreement, the Parties desire to set forth the terms and conditions regarding FCSS' provision of Paid Services and/or Direct Services, as stated on the Cover of this Agreement, to Agency and Agency's compensation of FCSS for Paid Services. Agency acknowledges and understands that: (i) FCSS is providing similar services to other agencies and FCSS' departments; (ii) that FCSS' provision of the Paid Services and/or Direct Services to Agency under this Agreement are coordinated with and subject to the availability of FCSS' credentialed school psychologists based on services scheduled with other agencies and FCSS' departments; (iii) that FCSS' provision of the Paid and/or Direct Services to Agency is conditioned on Agency providing suitable confidential office space and a civil and professional working environment, acceptable to FCSS, for FCSS to carry out the credentialed school psychologist services being provided; and (iv) that FCSS' provision of the Paid and/or Direct Services to Agency is conditioned on Agency allowing FCSS to provide legally compliant Services with support of Agency staff. At FCSS's sole discretion, the provision of Paid Services and/or Direct Services under this agreement may also include FCSS providing assistance to Agency in the organization and review of Agency records for Agency students.

Agency remains the local educational agency ("LEA") responsible for any and all obligations to Agency students under the IDEA and all state laws. Agency agrees that, by assigning an FCSS employee to the Agency under this Agreement, FCSS is not assuming any decision-making responsibility or control over District students nor is it assuming any LEA responsibilities under the IDEA or any state laws. As a result, Agency shall not object to FCSS's request and/or motion to be dismissed from any complaint—formal or informal—related to the students served under this Agreement that are alleged against FCSS and/or Agency and FCSS if said complaint relates to anything other than an intentional tort claim filed against FCSS for actions of an FCSS employee. Moreover, Agency shall indemnify FCSS in accordance with Article 5 below.

SECTION 1.2 PAID SERVICES AND DIRECT SERVICES. Paid Services and Direct Services shall be rendered in accordance with the following and as stated on the Cover of this Agreement:

1.2.1 SERVICE SCHEDULE. The Parties shall communicate and coordinate throughout the Contract Term regarding: (A) the Paid Services and/or Direct Services that FCSS is to provide to Agency; (B) the location(s), day(s), and time(s) at which the Paid Services and/or Direct Services are to be provided; and (C) other necessary and proper arrangements to allow FCSS to provide the Paid Services and/or Direct Services to Agency (collectively "**Service Schedule**"). The Parties may mutually agree to change the Service Schedule for Paid Services subject to the maximum Service Days and maximum service weeks stated on the Cover, and for Direct Services subject to the maximum Service Days and the maximum service weeks stated on the Cover. A "**Service Day**" is defined as a period of approximately eight hours during which FCSS provides credentialed school psychologist services to Agency; all time required to travel to and from the location(s) where services are to be provided, using FCSS' address listed on the Cover as the starting and ending point of travel; attendance at meetings, as required by FCSS, including, but not limited to, departmental staff meetings and/or meetings with an immediate supervisor; attendance at professional learning sessions; and, up to four (4) days for report writing and IEP paperwork at FCSS offices.

1.2.2 CREDENTIALLED SCHOOL PSYCHOLOGIST. FCSS will provide the Paid Services and/or Direct Services to Agency through one or more FCSS' credentialed school psychologist(s) in accordance with the Service Schedule. To promote continuity in services, FCSS will make reasonable efforts to assign one or more credentialed school psychologists to provide the Paid Services and/or Direct

requirements, for disclosure of student records as specified in FERPA and related California law. This role does not convert FCSS into a custodian of records; that role remains with the Agency. All final decisions regarding compliance with FERPA and related California law shall be made by the Agency; and, responses to records requests shall come from the Agency not FCSS.

**SECTION 1A.4 ASSESSMENTS/EVALUATIONS RESPONSIBILITY.** FCSS' provision of credentialed school psychologist services to Agency is not an assumption of any assessments or evaluations responsibilities of Agency. While FCSS staff may be involved in assessments or evaluations on behalf of Agency as a service provider to Agency, Agency remains solely responsible for ensuring all necessary assessments and evaluations of Agency students occur and comply with applicable laws and regulations. Such assessments and evaluations include, but are not limited to, all initial assessment to determine eligibility for special education and/or need for services to provide student assessed with a free appropriate public education ("FAPE") in the least restrictive environment, any re-evaluations, or any independent educational evaluations ("IEE"). Agency shall be solely responsible for any necessary funding for all assessments or evaluations, and for filing or defending any related due process, or other action(s) related to assessment or evaluation of Agency students.

#### ARTICLE 2 PAYMENT.

As full consideration and compensation for FCSS' performance of the Paid Services under this Agreement, Agency shall pay FCSS the Contract Amount stated on the Cover in accordance with the Payment Schedule stated on the Cover. FCSS is not entitled to any payment of compensation from Agency for Direct Services that FCSS provides to Agency under this Agreement.

#### ARTICLE 3 TERM AND TERMINATION OF AGREEMENT.

**SECTION 3.1 CONTRACT TERM.** This Agreement shall become effective on the Effective Date stated on the Cover and shall continue in full force and effect thereafter until and including the Termination Date stated on the Cover ("**Contract Term**"), unless this Agreement is terminated during the Contract Term in accordance with Section 3.2 below.

**SECTION 3.2 GROUND FOR TERMINATION.** This Agreement shall terminate upon expiration of the Contract Term. During the Contract Term, a Party may terminate this Agreement only upon the other Party's material breach of one or more provisions of this Agreement and after the non-breaching Party has provided the breaching Party with at least 30 days written notice before the effective termination date and an opportunity within those 30 days to cure the material breach and to notify the other Party in writing when such cure has been completed; if the material breach has not been cured upon expiration of the 30 days, this Agreement shall terminate without any further notice or action by any Party.

**SECTION 3.3 RIGHTS AND OBLIGATIONS UPON TERMINATION.** Upon termination of this Agreement, the following shall apply:

- 3.3.1 **FCSS MATERIAL BREACH.** If the termination of this Agreement is due solely to FCSS' material breach of this Agreement or by the Parties' mutual agreement, FCSS is entitled to payment of and to retain the portion of the Contract Amount for all Service Days of Paid Services that elapsed before the effective date of termination. FCSS shall refund to Agency the portion of the Contract Amount that Agency has paid for Service Days of Paid Services that have not elapsed before the effective date of termination.
- 3.3.2 **AGENCY MATERIAL BREACH.** If this Agreement is terminated due to any material breach of this Agreement by Agency, FCSS is entitled to payment of and to retain the entire Contract Amount. The Parties agree that any amount that FCSS retains is the amount of damages that FCSS shall directly incur upon Agency's material breach of this Agreement.

**SECTION 3.4 FORCE MAJEURE.** A Party is not liable for failing or delaying performance of its obligations under this Agreement due to events that are beyond the Party's reasonable control and occurring without its fault or negligence, for example, acts of God such as epidemics or pandemics (nationally, statewide, or locally declared), tornadoes, lightning, earthquakes, hurricanes, floods, or other natural disasters (collectively "**Force Majeure**"), provided that the Party has promptly notified the other Party in writing of the occurrence of the Force Majeure, except that a Force Majeure shall not excuse Agency's payment to FCSS of any portion of the Contract Amount that is due to FCSS for Services that FCSS performed/performs.

#### ARTICLE 4 INSURANCE.

Services to Agency. If an assigned FCSS school credentialed psychologist is not available due to an extended illness or other similar circumstances, FCSS will notify Agency.

#### ARTICLE 1A ADDITIONAL REQUIREMENTS.

**SECTION 1A.1 COMPLIANCE WITH APPLICABLE LAW AND GRANT.** Each Party shall comply with all laws and related regulations applicable to its performance of this Agreement, and all laws and related regulations with which it agrees to comply under this Agreement (collectively and separately referred to as "**Applicable Law**") and shall include any amendment thereto and laws and related regulations that are effective as of the Effective Date or that become effective during the Contract Term). Each Applicable Law is deemed inserted herein; however, if any conflict or inconsistency exists between a provision in this Agreement and a provision in an Applicable Law, the provision in this Agreement shall govern except where the provision in this Agreement is specifically prohibited or void by the Applicable Law in which case the provision in the Applicable Law shall govern to the extent provided in the Applicable Law. Each Party shall comply with the terms and conditions of each grant (if any) that provides funding for this Agreement and all applicable laws, regulations, and requirements.

**SECTION 1A.2 WORK PRODUCTS AND RIGHTS THERETO.** The provisions in this Section shall survive the termination of this Agreement and apply to any Work that a Party prepares for or provides to the other Party pursuant to this Agreement. Each Party's Work shall remain its property and that Party shall have all interests and rights thereto. Each Party grants to the other Party a limited license during the Contract Term to use and reproduce those portions of the other Party's Work necessary for the Party's performance of this Agreement. Upon termination of this Agreement and upon a Party's request, the other Party shall return any or all Work that belongs to the requesting Party. "**Work**" means any data, document, display, drawing, report, material, invention, work, and discovery, including any copyright, right, and interest therein or thereto and whether written, recorded, or electronically stored. This Section shall not apply to any student-related information and/or student record as defined by Family Education Rights and Privacy Act ("**FERPA**") and related California law. Any and all non-personal notes student-related information and records shall be the property of the Agency; FCSS shall not be deemed the custodian of any student records under this Agreement.

#### SECTION 1A.3 CONFIDENTIAL RECORDS AND INFORMATION.

**1A.3.1 CONFIDENTIAL MATERIAL.** If any documents and/or information (for example and not as a limitation, employee or student record) that is subject to nondisclosure or protection under federal and/or California laws (collectively and separately "**Confidential Material**") are provided to or created by a Party for or pursuant to this Agreement, each Party shall: (A) not release, disseminate, publish, or disclose the Confidential Material, except as required by law or a court order or as this Agreement may permit; (B) unless specifically permitted by applicable laws, not use the Confidential Materials for any purpose not related to a Party's performance of this Agreement; (C) protect and secure the Confidential Material, including Confidential Material saved or stored in an electronic form, to ensure that it is safe from theft, loss, destruction, erasure, alteration, and unauthorized viewing, duplication, and use; (D) acknowledge that any Confidential Material related to students shall be the property of and under the control of the Party whose student it relates to, notwithstanding any use authorized under this Agreement or its status as Work; and (E) not retain any Confidential Material related to a student of the other Party upon the expiration of this Agreement, which shall be accomplished by either the return of or the destruction of such Confidential Material. The provisions of this Section shall survive the termination of this Agreement. This Section shall not turn FCSS into a custodian of student records as defined by FERPA and related California law; any and all non-personal notes-student related information and records shall be the property of Agency; FCSS shall not be deemed the custodian of any student records under this Agreement. This Section shall not turn FCSS into a custodian of student records as defined by FERPA and related California law; any and all non-personal notes-student related information and records shall be the property of Agency; FCSS shall not be deemed the custodian of any student records under this Agreement.

**1A.3.2 SCHOOL OFFICIAL DESIGNATION.** To the extent that FCSS's provision of Services under this Agreement will include FCSS staff viewing, handling, creating, and/or receiving student records as defined by FERPA and related California law, FCSS agrees, for purposes of this Agreement, to be designated as a "school official" of the Agency that it is designated as a "school official" with a "legitimate interest to inspect a record" as defined in California Education Code section 49076(a)(1)(A). (See also 34 C.F.R. § 99.31(a)(1)(i)(A).) FCSS agrees to abide by the rules, including limitations and

Each Party, at its cost and during the Contract Term, shall maintain in effect insurance or self-insurance providing the coverage listed on the Cover that complies, at a minimum, with the following requirements, and shall provide written proof of such insurance to the other Party upon the other Party's request: (A) *commercial general liability* with limits of not less than \$1,000,000 per occurrence and \$2,000,000 general aggregate and with coverage for property damage, bodily injury, and personal and advertising injury; (B) *workers compensation* with limits of not less than \$1,000,000 or as required by California laws, whichever is greater; and *employer's liability insurance* of not less than \$1,000,000; and (C) *commercial automobile liability* covering, at a minimum, all owned, non-owned, and hired autos or any auto, with a combined single limit of not less than \$1,000,000 per accident.

#### ARTICLE 5 INDEMNITY.

Agency's indemnity, defense, and hold harmless obligation to FCSS under this Agreement shall be governed solely by the following: (A) Agency ("**Indemnitor**") shall indemnify and hold harmless FCSS ("**Indemnitee**") to the full extent permitted by California laws for any Loss sustained by Indemnitee or a Third Party; and (B) Agency shall defend and pay for all of FCSS's attorney's fees and litigation costs related to any Claim or Loss from which FCSS is not dismissed without any right against or from FCSS for indemnity and/or hold harmless of such costs and fees, or any right for defense. If FCSS intends to seek or seeks indemnity and/or hold harmless for any Loss from Agency, FCSS: (1) shall notify Agency in writing and within a reasonable time after FCSS knows or becomes aware of any Claim that may or will result in a Loss, describing, if known or determinable, the pertinent circumstances, all entities and persons involved, and the amount being claimed; and (2) shall not settle or otherwise resolve the Claim until it has notified Agency of the Claim in accordance with the preceding provision (1) and given Agency written notice and an opportunity to participate in and to consent to the settlement or resolution of the Claim, which consent Agency shall not unreasonably withhold. Agency's obligations under this Article are not limited to or by any insurance that it maintains or the lack of insurance but apply to the full extent permitted by California laws, and shall survive the termination of this Agreement. "**Claim**" means any claim, demand, lawsuit, cause of action, action, cross-complaint, cross-action, and/or proceeding arising out of, resulting from, or relating to this Agreement where there has been no Final Determination. "**Loss**" means any bodily injury, property damage, personal injury, advertising injury, liability, loss, damage, judgment, expense and/or cost (excluding attorney's fees and litigation costs FCSS or a Third Party incurred or paid related to a Loss or Claim) arising out of, resulting from, or relating to this Agreement and for which there has been a Final Determination that a Party is or both Parties are liable. "**Third Party**" means a person who, or an entity that, is not a Party to this Agreement and is not employed by, contracted with (whether directly or through a subcontract of any level), or otherwise retained by a Party to act for or on the Party's behalf. "**Final Determination**" means any judgment, order, or decision by a court of competent jurisdiction or a governmental entity with jurisdiction to render such judgment, order, or decision where the judgment, order, or decision is not subject to appeal or the period for an appeal has expired. This Article shall not apply to an intentional tort claim filed against FCSS related to the actions of an FCSS employee.

#### ARTICLE 6 DISPUTE RESOLUTION.

The Parties shall meet and confer in good faith to resolve any disputes between them arising out of, resulting from, or relating to this Agreement. During a dispute regarding payment under this Agreement, Agency shall pay FCSS the amount that is undisputed and due to FCSS; if a disputed amount is finally determined to be due to FCSS, Agency shall pay such amount to FCSS within 30 days of the final determination. Except for an action to preserve the status quo and/or prevent irreparable harm, a Party shall not commence any cause of action, action, lawsuit, or proceeding arising out of, resulting from, or relating to this Agreement until after complying with this Article. The provisions of this Article shall survive the termination of this Agreement.

#### ARTICLE 7 GENERAL PROVISIONS.

**SECTION 7.1 ENTIRE AGREEMENT, CONFLICTS, EXECUTION, AMENDMENT, AND WAIVER.** This Agreement is a complete and exclusive statement of the Parties' agreement under Code of Civil Procedure section 1856. This Agreement consists of and any conflicts or inconsistencies in this Agreement shall be resolved by giving precedence as follows: the Cover, these General Terms and Conditions, Required Documents marked as required on the Cover, any exhibit or attachment that is stated on the Cover, and any amendment entered into by the Parties in accordance with this Section. The Parties may execute this Agreement and any amendment hereto in counterparts such that each Party's signature is on a separate page. A copy or an original of this Agreement with the Parties' signatures, whether original or transmitted by electronic

means, shall be deemed a fully executed contract. The Parties may amend or waive any covenant, term, or condition of this Agreement only by a writing executed by them.

**SECTION 7.2 INTERPRETATION, APPLICABLE LAWS AND TIME ZONE, VENUE, SEVERABILITY, AND SURVIVAL OF TERMINATION.** This Agreement is to be interpreted according to its fair meaning and not strictly for or against any Party, and under California laws without giving effect to California's choice of law provisions that may result in the application of the laws of another jurisdiction. All dates and times stated in this Agreement shall be according to Pacific Time. All causes of action, actions, lawsuits, and proceedings arising out of, resulting from, or relating to this Agreement shall be adjudicated in state or federal court in Fresno County, California, provided that FCSS does not hereby waive any immunity to suit. If a court of competent jurisdiction holds any provision of this Agreement void, illegal, or unenforceable, this Agreement shall remain in full force and effect and shall be interpreted as though such invalidated provision is not a part of this Agreement and the remaining provisions shall be construed to preserve the Parties' intent in this Agreement. Any provision in this Agreement that by its nature applies after, or is specifically stated to survive, the termination of this Agreement shall survive the termination of this Agreement.

**SECTION 7.3 INDEPENDENT CONTRACTOR, ASSIGNMENT, AND TRANSFER.** Each Party is an independent contractor, and it and its officers, employees, and agents are not, and shall not represent themselves as, officers, employees, or agents of the other Party. This Agreement does not and shall not be construed to create an agency relationship, partnership, or joint venture between the Parties. Except as otherwise set forth in this Agreement, a Party shall not assign or transfer any or all of its obligations and/or rights under this Agreement, including by operation of law or change of control or merger, without the other Party's' prior written consent; however, this provision shall not be read or construed to prohibit FCSS from contracting with one or more third parties to provide all or a part of the Services.

**SECTION 7.4 TRANSFER AND ASSIGNMENT OF MEDI-CAL BILLING RIGHTS.** As to all Paid Services (not Direct Services) provided to Agency by FCSS under this Agreement, FCSS hereby transfers and assigns to Agency all legal and beneficial rights to submit claims to and receive all monetary payments/reimbursement from Medi-Cal for qualified credentialed school nurse services provided to Agency students pursuant to this Agreement subject to the LEA Medi-Cal Billing Option Program regulations.

**SECTION 7.5 NOTICES.** Except as may be stated otherwise in this Agreement in which case such provision shall govern to the extent provided therein, each Party shall give any notices, demands, and all other communications required or permitted under this Agreement in writing and by one of the following methods to the other Party at its address and/or email stated on the Cover, delivery to be effective upon receipt thereof by the other Party: (A) hand delivery; (B) sent by a reputable overnight courier service that tracks the delivery; (C) sent by certified mail, return receipt requested, postage prepaid; or (D) sent by regular mail *and* transmitted by e-mail; and, ***if to FCSS, a copy of any notice and demand by email to:*** FCSS Legal Services at [legalservices@fcoe.org](mailto:legalservices@fcoe.org). A Party may change its contact person and/or contact information stated on the Cover by notifying the other Party of the particular change and the effective date thereof in accordance with this Section. The provisions of this Section shall survive the termination of this Agreement.

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4895-0936-8470, v. 10

**ITEM:** AmeriCorp / Ampact 2026 - 2027 Contract  
**PRESENTER:** Tamita Boyd. Acting Superintendent  
**DATE:** 06/23/2026  
**BOARD DECISION:** Request for Approval

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Seeking Board approval of the 2026–2027 contract with AmeriCorps/Ampact. Through this partnership, AmeriCorps provides individualized, one-on-one tutoring support for students in both Reading and Mathematics.

In previous years, the District contracted for Reading tutors serving grades K–3 and Math tutors serving grades 4–8. For the 2026–2027 school year, the District was able to secure two additional Math tutor positions to serve students in grades K–3 at no additional cost to the District.

This expanded support will increase access to targeted intervention services and further strengthen academic support for students in both Reading and Mathematics.

## PARTNERSHIP AGREEMENT FOR AMERICORPS SERVICES

This Agreement is between Reading & Math, Inc. dba Ampact, located at 1200 Washington Avenue South, Suite 310, Minneapolis, Minnesota 55415 ("Ampact"); and West Park Elementary located at 2695 South Valentine Avenue, Fresno, California 93706 (the "Partner Organization" or "Partner"), (each a "Party" and jointly, the "Parties").

- A. Ampact provides evidence-based AmeriCorps programs that meet critical community needs; and
- B. The Partner wishes to implement one or more of Ampact's programs (the "Program"); and
- C. Ampact has agreed to deliver the Program subject to the terms and conditions of this Agreement.

NOW THEREFORE, in consideration of the mutual commitments and agreements set forth below, the Parties agree as follows.

### 1. The Parties.

- a. **Ampact.** Ampact is a national nonprofit organization headquartered in Minnesota with funding from the Corporation for National and Community Service dba AmeriCorps, a federal government agency ("AmeriCorps" or "the Corporation"). Ampact services are provided partially through ServeMinnesota, a Minnesota nonprofit corporation ("ServeMN"). Ampact programs, including the Program, are delivered through services of AmeriCorps members ("Member" or "Members").
- b. **Partner.** Partner includes the organization and all associated service site locations that hosts Members to perform service activities of the Program as outlined in each Member position description.
- c. **Relationship.** Each Party is an independent entity, and neither Party is an employee nor an agent of the other in any capacity at all. The relationship of the Parties shall be defined solely by the terms and conditions in this Agreement.
- d. **School Official.** In the event that Partner is a school district, Ampact shall be designated as a School Official in compliance with the federal Family Educational Rights and Privacy Act ("FERPA").

2. **Scope of this Agreement.** This Agreement includes three components: 1) The terms and conditions set forth below; and 2) The terms and conditions in Exhibits A through F, which are attached hereto and incorporated by reference; and 3) The content contained in the Guide to Partnering, which is linked at <http://www.ampact.us/guides> and incorporated herein by reference.

3. **Term and Termination.** The term of this Agreement shall commence on August 1, 2026 and end on July 31, 2027, unless sooner terminated by either Party upon written notice to the other. Upon termination, outstanding obligations of the Parties shall be satisfied as described in this Agreement.

### 4. Program Model.

- a. **Members.** Members are neither employees nor independent contractors of Ampact or the Partner. Their status is defined by federal law and the terms and conditions of this Agreement. Accordingly, they are ineligible to receive state and federal unemployment compensation.

Partner has been awarded AmeriCorps Members by Ampact. An award refers to the number and type of Members that have been approved for placement at Partner locations. Award details are communicated via email. The fulfillment of the award is contingent upon funding and successful recruitment of Members and is not a guarantee of placement. The award may be changed at the request of Partner or Ampact. Changes are communicated in writing.

- b. **Federal Restrictions.** The Parties shall operate the Program in compliance with the AmeriCorps restrictions described in Exhibits A through D to this Agreement, as well as all other applicable statutes, executive orders, regulations, and policies governing the award and AmeriCorps, as they may be modified from time to time during the term of this Agreement.
- c. **Service Environment.** Members are placed at service site locations operated by Partner. Service sites must be a physical site location in the geographic community where service occurs. Partner will ensure a safe and accessible service site environment where AmeriCorps members are treated with dignity and respect. Partner will provide training to Members on site-specific safety policies and procedures.

Each service site must be accessible to people with disabilities. Partner agrees to cooperate with Ampact in supporting AmeriCorps Members who request reasonable accommodations, as needed. Ampact will lead the accommodations process and communicate with the Partner regarding the accommodations process.

Each service site will post an AmeriCorps sign provided by Ampact in a visible place to identify the location as an AmeriCorps service site.

Partner will provide Members with a workspace necessary to complete all required service activities. Ampact will provide any instructional resources and manuals required by Members to understand and implement the Program. Partner will provide any materials, supplies, and/or equipment used by the Member to carry out service activities at or on behalf of site Partner, including but not limited to a computer or electronic device, office supplies and photocopies, and specialized equipment. Any electronic device issued to a Member by the Partner shall be solely based on a written technology agreement defining the terms of use. The terms of use shall comply with all of the data security requirements set forth in this Agreement. Partner shall bear the full risk of loss of any such device or its data.

- d. **Member Recruitment and Selection.** Ampact will screen, interview, and manage offers for all candidates and make the final decision regarding Member selection and placement.

Member service is contingent upon successful completion of a three-part federally mandated background check (FBI, state repository, and sex offender registry checks) that is conducted and paid for by Ampact prior to official acceptance into the Program. Ampact will notify Partner if the applicant did not clear the background check according to Ampact policy. Actual results of the background check will not be shared with Partner without written permission from the applicant, as allowed by law. Partner assumes all responsibility for coordination of and costs associated

with additional background checks required by Partner. Members may not be asked to pay for the cost of a background check.

- e. **Member Management and Supervision.** Partner will ensure the designation of Site Supervisor(s) to provide regular, on-site support and supervision to Members. The designated Site Supervisor will meet all standards of employment by Partner. Supervision includes the facilitation and verification of on-site service time and activities completed by each Member.

Ampact administers and oversees Member benefits (as applicable), including living allowance, education award, health insurance, federal student loan forbearance, childcare assistance, and any additional benefits for which the Member qualifies.

Partner may not hire or employ Members during the Member's term of service.

Ampact provides Members and Site Supervisors with training and support on the knowledge and skills necessary to participate in the Program and complete the essential functions of their role. The Partner provides Members with training and support related to site-based policies, procedures, and expectations. Members are expected to adhere to all site policies.

Ampact and Partner will work together to address Member performance issues, as needed. Partner will contact Ampact staff as soon as reasonably possible with any questions or concerns related to Member. Partner does not have the authority to terminate a Member but can request Ampact staff enact Ampact's performance management procedures, which may include a removal from the service site location.

A "Grievance" is a serious, persistent concern or complaint by a Member. Partner shall report any Grievance or other serious complaint to Ampact without delay.

Ampact is responsible for completing and maintaining a personnel file for each Member, which includes all required documents, including eligibility documentation, timesheets, performance evaluations, and performance management documentation.

Ampact will cover Members under a Worker's Compensation or Accidental Death & Dismemberment policy as required by state law. Members who sustain service-related injuries or illnesses must inform Ampact within 24 hours and complete all requested documentation.

- f. **Program Data Collection.** Ampact will provide access to a secure, online data management system for tracking service activities. In any Program providing direct services to participants, the Partner will support Members in collecting data for participants who receive services from Ampact. When participant data is collected, this data is maintained online in a secure, data-privacy-compliant system. Site Supervisors are responsible for completing data management system training and monitoring their Members' reports to ensure data is submitted regularly and accurately.
5. **Non-Exclusivity.** Either Party may provide services of the same or similar nature to those described in this Agreement, or any other services at all at their sole discretion, so long as they remain in compliance with the terms of this Agreement.

## 6. Data Privacy and Protection.

### a. Data Definitions

- i) **Personally Identifiable Information ("PII")**: Information that identifies or relates to an individual who can be identified, directly or indirectly, from the data alone or in combination with other information in the Party's possession or control or that the Party is likely to have access to (e.g. name, social security number, student ID, physical address, date of birth, email address, phone number etc.).
- ii) **Education Record (includes PII)**: Any record maintained by an educational institution that relates to a student including, but not limited to, academic records (grades, transcripts, student schedules, student IDs), disciplinary records (suspensions, expulsions), special education records (IEPs, evaluations), and school-maintained health records (immunization records, nurse visits) but excluding teacher's sole-possession notes, law enforcement records, and employment records unrelated to student status.
- iii) **Directory Information (includes some PII)**: A subset of education records, including basic student details (name, address, phone number, date/place of birth, major field of study), school-related recognition (participation in sports/clubs, degrees/awards received), and attendance details (enrollment dates, most recent school attended).
- iv) **Confidential Information**: "Confidential Information" means any and all nonpublic information belonging to either Party, its related businesses, or other related parties, which is or has been disclosed in the course of this Agreement, whether or not marked confidential, including, but not limited to: any and all data, by whomever created and wherever and however stored; product concepts, techniques and processes; market data, bids, estimates and proposals; lists and information; personal and business related financial information, including but not limited to prices, costs and discounts; future plans; business affairs; personnel information; and student information, including but not limited to data protected according to state and federal laws, including PII data, education records, and directory information.

### b. Data Collection and Sharing

- i) If the Partner is a school district, the collection of all data regulated by the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and its implementing regulations enacted at 34CFR § 99, as amended ("FERPA") collected pursuant to the Program shall be collected by Ampact pursuant to the school official exception under 34 C.F.R. § 99.31(a)(1)(i)(B) and use the FERPA-Protected Data only for the purposes of implementing the Program(s), evaluating, and/or utilizing the data to improve the Program(s) (the "FERPA Purposes").
- ii) Partner understands that Ampact is required to provide data collected pursuant to administering the Program(s) to ServeMN. ServeMN shall receive and use any FERPA-Protected Data as an agent of Ampact as described in 34 C.F.R. § 99.33(a)(2) and may only use the FERPA-Protected Data for the same purposes, to the same extent as Ampact, and may keep the data for as long as it is needed for those FERPA Purposes.

- iii) For all other data containing PII, Ampact will ensure that all data is collected, shared, and processed in accordance with all state and federal data privacy laws and regulations as they relate to the release of PII, student information, and health information.

c. **Data Protection**

- i) **All Programs** and their related parties are required to protect PII data that is collected or made available due to the nature of the Program. This information includes, but is not limited to, the PII of Members, Partner staff, or Program participants.
- ii) **Education Programs** (Reading Corps, Math Corps, and Early Learning Corps) and related parties are required to protect education records and directory information (unless being defined as an exclusion) that is collected or made available due to the nature of the Program, in addition to PII.

Protecting data includes establishing procedures to prepare for and respond to a breach of confidentiality. "Breach" is defined as: loss of control, compromise, unauthorized acquisition, unauthorized access, or any similar situation where persons other than the authorized users and for other than the authorized FERPA purposes have access or potential access to the data.

To protect all data, all third-party vendors, contractors, or consultants engaged by Ampact who require access to confidential data for the performance of services under this Agreement shall be bound by the terms and conditions of this security policy. These parties must adhere to the same data protection and security protocols as Ampact and must take all necessary measures to safeguard sensitive data, including but not limited to, implementing encryption, access controls, and monitoring as specified in this Agreement.

d. **Data Usages and Sharing**

For all Confidential Information, all parties agree:

- To use reasonable and prudent care to maintain all Confidential Information in confidence and not disclose it to any third party except in the performance of duties pursuant to this Agreement, unless required to do so by court order or by law; and
- To comply with all federal and state data protection laws, such as FERPA and HIPAA; and
- To maintain the security of all data in a password-protected, network-secured electronic format or in a lock-and-key secured physical location; and
- To use all data as needed to implement the Program in compliance with the terms and conditions of this Agreement, and for no other purpose except as may be authorized by a Party in writing; and
- Upon termination of this Agreement, to take such steps as may be agreed between the Parties, such as data destruction or transfer; and

- Not to use Confidential Information for the Party's own benefit or for the benefit of any third party without the written agreement of the other Party.

**e. Data Retention**

Generally, the Parties shall retain data collected only for as long as necessary to carry out the obligations or enforce rights under this Agreement, including, but not limited to, offering the Program or meeting its contractual or statutory obligations, including the FERPA Purposes (collectively the "Purposes"). Upon termination or expiration of this Agreement, all PII data collected pursuant to this Agreement that is no longer required to achieve the Purposes shall be deidentified or destroyed, in the sole discretion of Ampact, or as otherwise required by applicable state or federal law. The deletion or de-identification processes, as applicable, will comply with industry best practices and applicable laws to ensure that PII data cannot be recovered, reconstructed, or used inappropriately.

**f. Data Breach**

Ampact protects the confidentiality of PII by:

- Designating a PII Security Coordinator.
- Identifying the types of PII that we collect, the places where it is stored, and the service providers with whom it is shared.
- Documenting policies and procedures in place to protect PII, regardless of where it is stored.
- Identifying and documenting realistic risks to security, confidentiality, and integrity of PII; and
- Following those procedures in the event of a breach.

Ampact must be notified immediately if any Partner representative suspects a breach of confidentiality related to the execution of activities outlined in this Agreement.

7. **Ownership.** Ampact owns all rights, title, and interest in all "Works" created under this Agreement. "Works" means all inventions, improvements, discoveries (whether or not patentable), databases, computer programs, reports, notes, studies, photographs, negatives, designs, drawings, specifications, materials, work products, tapes, and disks conceived, reduced to practice, created or originated by Ampact, its employees, Members, agents, and subcontractors, either individually or jointly with others in the performance of this contract.

Title to materials developed with the assistance of federal grant funding also may be governed by federal regulation at 2 C.F.R. § 200.315.

8. **Authority to Bind.** Neither Party may enter into any contract or agreement or otherwise make any binding commitment on behalf the other without prior written approval.

9. **Notices.** Any notice required pursuant to this Agreement shall be delivered in writing to the affected Party at its address set forth above, or otherwise as may be agreed.
10. **Liability.** Each Party assumes any and all risks of personal injury and property damage attributable to the negligent acts or omissions of their respective officers, employees, servants, Members and agents while acting within the scope of their roles.
11. **Assignment.** Neither Party may assign nor transfer any right or obligation under this Agreement without the prior written consent of the other.
12. **Governing Law.** This Agreement shall be subject to and construed in accordance with the laws of the State of Minnesota.
13. **Entire Agreement.** This is the entire Agreement between the Parties with respect to its subject matter. It supersedes and replaces any previous oral or written understandings or agreements between them. It may not be modified or amended except by a writing signed by both Parties.
14. **Signature.** Each Party understands and accepts all of the terms and conditions of this Agreement, including the terms included in Exhibits A through F, and the separate Guide to Partnering as described in Paragraph 2. above.

IN WITNESS WHEREOF, the Parties have executed this Agreement on the dates set forth below.

**Ampact**

Date: 6-18-2026

By: Sadie O'Connor  
 Sadie O'Connor  
 President

**West Park Elementary**

Date: \_\_\_\_\_

By: \_\_\_\_\_  
 Tamita Boyd  
 Interim Superintendent

## EXHIBIT A PROHIBITED ACTIVITIES FOR AMERICORPS MEMBERS

AmeriCorps Members may not engage in the below activities directly or indirectly by recruiting, training, or managing others for the primary purpose of engaging in one of the activities listed below per 45 CFR 2520.65.

While charging time to the AmeriCorps Program, accumulating service or training hours, or otherwise performing activities supported by the AmeriCorps program or the Corporation, staff and Members may not engage in the following activities:

1. Attempting to influence legislation;
2. Organizing or engaging in protests, petitions, boycotts, or strikes;
3. Assisting, promoting, or deterring union organizing;
4. Impairing existing contracts for services or collective bargaining agreements;
5. Engaging in partisan political activities, or other activities designed to influence the outcome of an election to any public office;
6. Participating in, or endorsing, events or activities that are likely to include advocacy for or against political parties, political platforms, political candidates, proposed legislation, or elected officials;
7. Engaging in religious instruction, conducting worship services, providing instruction as part of a program that includes mandatory religious instruction or worship, constructing or operating facilities devoted to religious instruction or worship, maintaining facilities primarily or inherently devoted to religious instruction or worship, or engaging in any form of religious proselytization;
8. Providing a direct benefit to:
  - i. A business organized for profit;
  - ii. A labor union;
  - iii. A partisan political organization;
  - iv. A nonprofit organization that fails to comply with the restrictions contained in section 501(c)(3) of the Internal Revenue Code of 1986 except that nothing in this section shall be construed to prevent participants from engaging in advocacy activities undertaken at their own initiative;
  - v. An organization engaged in the religious activities described in paragraph (7) of this section, unless Corporation funds are not used to support the religious activities; and
9. Conducting a voter registration drive or using Corporation funds to conduct a voter registration drive;
10. Providing abortion services or referrals for receipt of such services;
11. Any activity prohibited by applicable Executive Order/Memorandum; and
12. Such other activities as the Corporation may prohibit.

In addition to the above activities, the below activities are additionally prohibited:

Census Activities. AmeriCorps Members and volunteers associated with AmeriCorps grants may not engage in census activities during service hours. Being a census taker during service hours is categorically prohibited.

Election and Polling Activities. AmeriCorps Members may not provide services for election or polling locations or in support of such activities. AmeriCorps Members may not engage in the above activities directly or indirectly by recruiting, training, or managing others for the primary purpose of engaging in one of the activities listed above.

Individuals may exercise their rights as private citizens and may participate in the activities listed above on their initiative, on non-AmeriCorps time, and using non-Corporation funds. Individuals should not wear the AmeriCorps logo while doing so.

## EXHIBIT B

### SUPPLANTATION, NON-DUPLICATION AND NON-DISPLACEMENT

These policies outline restrictions that govern the use of Corporation for National and Community Service (CNCS) assistance.

- A. **Supplantation:** Corporation assistance may not be used to replace State and local public funds that had been used to support programs of the type eligible to receive Corporation support. For any given program, this condition will be satisfied if the aggregate non-Federal public expenditure for that Program in the fiscal year that support is to be provided is not less than the previous fiscal year. [45 CFR 2540.100 (a)]
- B. **Non-Duplication:** Corporation assistance may not be used to duplicate an activity that is already available in the locality of a Program. And, unless the requirements of the 'Non-displacement' paragraph of this section are met, Corporation assistance will not be provided to a private nonprofit entity to conduct activities that are the same or substantially equivalent to activities provided by a State or local government agency in which such entity resides. [45 CFR 2540.100 (e)]
- C. **Non-Displacement:**
1. An employer may not displace an employee or position, including partial displacement such as reduction in hours, wages, or employment benefits, as a result of the use by such employer of a participant in a program receiving Corporation assistance.
  2. An organization may not displace a volunteer by using a participant in a program receiving Corporation assistance.
  3. A service opportunity will not be created under this chapter that will infringe in any manner on the promotional opportunity of an employed individual.
  4. A participant in a program receiving Corporation assistance may not perform any services or duties, or engage in activities, that would otherwise be performed by an employee as part of the assigned duties of such employee.
  5. A participant in any program receiving assistance under this chapter may not perform any services or duties, or engage in activities, that
    - i. Will supplant the hiring of employed workers; or
    - ii. Are services, duties, or activities with respect to which an individual has recall rights pursuant to a collective bargaining agreement or applicable personnel procedures.
  6. A participant in any program receiving assistance under this chapter may not perform services or duties that have been performed by or were assigned to any
    - i. Presently employed worker;
    - ii. Employee who recently resigned or was discharged;
  7. Employee who is subject to a reduction in force or who has recall rights pursuant to a collective bargaining agreement or applicable personnel procedures; Employee who is on leave (terminal, temporary, vacation, emergency, or sick); or
  8. Employee who is on strike or being locked out. [45 CFR 2540.100 (f)]

## **EXHIBIT C**

### **PROGRAM CIVIL RIGHTS AND NON-HARASSMENT POLICY**

AmeriCorps and Ampact have zero tolerance for unlawful harassment of any individual or group of individuals engaged in national service. AmeriCorps and Ampact are committed to treating all persons with dignity and respect.

Ampact prohibits all forms of discrimination and harassment based on race, color, national origin, sex, age (40 and over), religion, sexual orientation, disability (mental or physical), political affiliation, marital or parental status, pregnancy, reprisal, genetic information (including family medical history), military service, or any other category protected by law. Member selection is based solely on an applicant's ability to perform the essential functions of the position in the opinion of Ampact.

AmeriCorps and Ampact will not tolerate any harassment that may include slurs and other verbal or physical conduct that relates to an individual's sex, race, ethnicity, religion, sexual orientation, or any other legally-protected status when such behavior has the purpose or effect of interfering with job performance or creating an intimidating, hostile, or offensive work environment. Examples of harassing conduct include, but are not limited to: explicit or implicit demands for sexual favors; pressure to engage in a romantic relationship or for dates; deliberate touching of another person without consent, leaning over or cornering a person; repeated offensive teasing, jokes, remarks, or questions; unwanted letters, emails, or phone calls; distribution or display of offensive materials; offensive looks or gestures based on a person's sex, race, ethnicity, or religious baiting; physical assault or other threatening behavior; and demeaning, debasing, or abusive comments or other actions that intimidate and are based on a person's protected status.

If a Partner is found to be engaging in such activities, removal of Member(s) and denial of future Members may result.

Any questions or concerns about any type of discrimination and/or harassment related to AmeriCorps Members or Programs should be brought to the attention of any Ampact staff member:

Reading & Math, Inc. DBA Ampact  
1200 S. Washington Ave, Ste 310, Minneapolis, MN 55415  
hr@ampact.us or (612) 206-3030

Please contact Ampact to see the full text of the AmeriCorps Civil Rights and Non-Harassment Policy.

## **EXHIBIT D DRUG-FREE WORKPLACE**

Pursuant to the Drug-Free Workplace Act of 1988, Ampact is committed to maintaining a drug and alcohol-free environment. Members are prohibited from the illegal use, manufacture, sale, dispensation, distribution, or possession of illegal drugs, controlled substances, narcotics, or alcoholic beverages on Ampact premises, service site locations, or while traveling in an official capacity. Service is conditioned upon compliance with this policy. Ampact requires that each Member engaged in the performance of a federal grant shall, as a condition of service under the grant, abide by the terms of this policy and shall notify Ampact staff in writing of any criminal drug charge, arrest, or conviction occurring during service no later than five (5) days after such charge, arrest, or conviction. Upon receiving notice or otherwise learning about the charge, arrest, or conviction Ampact will notify appropriate Federal-contracting agency within ten (10) days. Within 30 days of receiving such notice, Ampact will (1) take disciplinary action up to and including exit for cause consistent with AmeriCorps rules regarding termination and suspension of service, or (2) require the Member to satisfactorily participate in an approved drug treatment program. Ampact shall make a good faith effort to continue to maintain a drug-free workplace through implementation of this policy.

Reference: 41 U.S.C. § 701 et seq.

## EXHIBIT E PROGRAM FUNDING

Partner agrees to pay a Program Fee to support a portion of Program-related costs. The total fees charged under this Agreement will not exceed \$74000.

Ampact will assess Program Fees for each Program at each Partner location based on the mutually agreed-upon target range of students to be served, as outlined in the tiered schedule below. Fees will be invoiced in two installments:

- 50% upon commencement of services (i.e. tutoring begins)
- 50% when the lowest number within the target range of students served is reached

If the minimum number of students required for Tier 1 is not reached for one or more Programs, Ampact will prorate the Program Fee based on a per-student amount derived from the Tier 1 fee divided by 20. If the minimum number of students for a higher tier is not reached, the Program Fee will revert to the fee associated with the tier corresponding to the actual number of students served.

Ampact will issue invoices to Partner for all Program Fees. All payments are due within 30 days of receipt. Any adjustments to the fee and/or payment schedule will be communicated in writing.

<b>Tier</b>	<b>Students Served Target</b>	<b>Program Fee</b>
1	20-39	\$18,500
2	40-59	\$37,000
3	60-79	\$55,500
4	80-99	\$74,000
5	100+	\$92,500

West Park Elementary is being provided with a scholarship for two K-3 Math tutors at no additional cost as reflected below.

Location Name (Program)	Service Tier	Tier Cost
West Park Elementary (K-3 Math)	2	\$0
West Park Elementary (4-8 Math)	2	\$37,000
West Park Elementary (K-3 Reading)	2	\$37,000
<b>Total Cost</b>		<b>\$74,000</b>

Ampact may collect information from Partner about non-monetary (in-kind) contributions including, but not limited to, the monetary value of the space, supplies, and staff time involved in operating the Program.

**EXHIBIT F - MODIFICATIONS TO THE STANDARD TERMS AND CONDITIONS OF THIS AGREEMENT**

There are no modifications.

**ITEM:** Curriculum and Instruction Professional Development Contract  
2026-2027 (WPE)

**PRESENTER:** Tamita Boyd. Acting Superintendent

**DATE:** 06/23/2026

**BOARD DECISION:** Request for Approval

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Seeking Board approval of the 2026–2027 Professional Development Contract with Fresno County Superintendent of Schools (FCSS) to provide comprehensive training and support for West Park Elementary School site staff.

The professional development services will focus on improving student achievement through data, assessment and testing strategies, instructional best practices, and leadership development. The contract will also support family engagement initiatives, including Art Nights and other activities designed to strengthen partnerships between home and school.

These services are intended to build staff capacity, enhance instructional effectiveness, promote data-driven decision-making, and increase family involvement in support of student success. Approval of this contract will provide valuable resources and expertise to support the District's educational goals and continuous improvement efforts.



**Office of the Fresno County Superintendent of Schools**  
**Curriculum and Instruction Department**  
**Proposal for Services**

Proposal Date: 6/8/2026

Revision Date: \_\_\_\_\_

School District: West Park Elementary

Version: 1.0

School Year: 2026-2027

Dept.	Description of Service	Full-Days	Half-Days	Subtotal
		\$1,350	\$700	
Arts Education	<b>Positive Classroom Environments PL</b> Classroom culture & rigorous learning environments are only possible when routines, procedures, and systems are in place to set students up for success. Intentionally creating these learning environments supports the development of students' social-emotional wellness and competence.  FCSS' SEL Content Specialist will professional learning for teachers focused on empathy for students and strategies for positive interactions with students connected to the "Classroom Strong" curriculum (4th grade focus). PL will take place on Wednesdays. One (1) half-day PL per quarter.		4	\$2,800
	<b>Family Art Night (2 Events)</b> FCSS Arts Ed Content Specialists will plan and support two (2) Family Art Night events in partnership with the district to promote positive family and community connections. – One (1) Family Art Night event per semester (Fall & Spring) – One (1) FCSS Arts Ed Content Specialists per event – One (1) day of planning/lesson prep time per event	3		\$4,050
ELA/ELD/HSS	<b>FCSS ELA/ELD content specialist will provide the following services:</b>  <b>English Language Development (ELD):</b> Focus on strengthening writing instruction and improving ELPAC outcomes through two whole-staff professional learning sessions (August and January, 1.5 hours each)		2	\$1,400
	<b>ELD Coaching:</b> Coaching with the ELD Coordinator to develop and refine systems that support English Learners, leveraging DataWorks resources and evidence-based instructional strategies. Provide coaching sessions focused on implementation and classroom practices.		3	\$2,100
	<b>English Language Arts (ELA) K–8:</b> Enhance literacy instruction through three whole-staff professional learning sessions in the Fall focused on student engagement, literacy development, SBAC ecosystem tools, and available instructional resources. Provide one additional session prior to SBAC administration.		4	\$2,800
	<b>Coaching and implementation support</b> to strengthen ELA instructional practices and student outcomes.		4	\$2,800
STEM: Math	Grades 5–8: Prioritize mathematics instruction through three professional learning sessions in the fall, one additional session prior to SBAC administration, and targeted training on the SBAC ecosystem, mathematical problem-solving, and mathematical writing.		4	\$2,800
	Support implementation through individualized coaching and 3 half-day follow-up coaching sessions.		3	\$2,100
	Notes: required to give FIAB/IAB, no new math curriculum this year, Benchmark and IXL being used			\$0

<b>Leadership</b>	-Conduct instructional walkthroughs to provide targeted feedback, monitor implementation of professional learning, and support continuous instructional improvement. -Analyze student achievement data, operational systems, and site practices to increase efficiency, strengthen outcomes, and improve performance on California Dashboard indicators. -Align Differentiated Assistance (DA) initiatives with site and district priorities to ensure coherence, accountability, and measurable impact on student achievement. Review and refine systems and processes to maximize effectiveness, support staff capacity, and promote sustainable improvement efforts.		20	\$14,000
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<b>Special Services &amp; Rates</b>		Qty	Rate	Subtotal
Arts Education				\$0
ELA/ELD/HSS				\$0
STEM: Math				\$0

<b>SUMMARY OF SERVICES</b>				
Department	Full-Days	Half-Days	Special	Total Department Cost
Arts Education	3	4	0	\$6,850
ELA/ELD/HSS	0	13	0	\$9,100
STEM: Engineering	0	0	0	\$0
STEM: Math	0	7	0	\$4,900
STEM: Technology	0	0	0	\$0
STEM: Science	0	0	0	\$0
Leadership	0	20	0	\$14,000
Library Services	0	0	0	\$0
	<b>3</b>	<b>44</b>	<b>0</b>	
<b>GRAND TOTAL</b>				<b>\$34,850.00</b>

*Thank you for allowing us the opportunity to help you achieve your goals!  
 We look forward to partnering with you. Please reach out if you have any questions.*

**ITEM:** Curriculum and Instruction Professional Development Contract  
2026-2027 (WPCA)

**PRESENTER:** Tamita Boyd. Acting Superintendent

**DATE:** 06/23/2026

**BOARD DECISION:** Request for Approval

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Seeking Board approval of the 2026–2027 Professional Development Contract with Fresno County Superintendent of Schools (FCSS) to provide comprehensive training and support for West Park Charter Academy site staff.

The professional development services will focus on improving student achievement through data, assessment and testing strategies, instructional best practices, and leadership development. The contract will also support family engagement initiatives, including Art Nights and other activities designed to strengthen partnerships between home and school.

These services are intended to build staff capacity, enhance instructional effectiveness, promote data-driven decision-making, and increase family involvement in support of student success. Approval of this contract will provide valuable resources and expertise to support the District's educational goals and continuous improvement efforts.



**Office of the Fresno County Superintendent of Schools  
Curriculum and Instruction Department  
Proposal for Services**

Proposal Date: 5/12/2026

Revision Date: 6/8/2026

School District: West Park Charter

Version: 2.0

School Year: 2026-2027

Dept.	Description of Service	Full-Days	Half-Days	Subtotal
		\$1,350	\$700	
Arts Education	<b>Positive Classroom Environments PL</b> Classroom culture & rigorous learning environments are only possible when routines, procedures, and systems are in place to set students up for success. Intentionally creating these learning environments supports the development of students' social-emotional wellness and competence.  FCSS' SEL Content Specialist will provide quarterly professional learning for teachers focused on strategies to establish, implement, and sustain these learning environments, regardless of a teachers' years of experience.		4	\$2,800
	<b>Family Art Night (2 Events)</b> FCSS Arts Ed Content Specialists will plan and support two (2) Family Art Night events in partnership with the district to promote positive family and community connections. - One (1) Family Art Night event per site - One (1) FCSS Arts Ed Content Specialists per event - One (1) day of planning/lesson prep time per event	3		\$4,050
ELA/ELD/HSS	FCSS ELA content specialists will provide 8 days of professional learning and coaching to support literacy and English language development.	8		\$10,800
STEM: Math	Half day support for the high school teacher with focus on best practices for independent study teaching.		6	\$4,200
Leadership	Leadership coaching and support focused on overall student performance indicators, including: - Identification of the current system generating graduation rate data - Designing a plan that highlights key areas to improve the graduation rate - Assessment of independent study program with emphasis on improving learning opportunities for students - Development, implementation of, and regular data analysis of staff feedback on site/district systems and structures within the PLC framework		15	\$10,500

SUMMARY OF SERVICES				
Department	Full-Days	Half-Days	Special	Total Department Cost
Arts Education	3	4	0	\$6,850
ELA/ELD/HSS	8	0	0	\$10,800
STEM: Engineering	0	0	0	\$0
STEM: Math	0	6	0	\$4,200
STEM: Technology	0	0	0	\$0
STEM: Science	0	0	0	\$0
Leadership	0	15	0	\$10,500
Library Services	0	0	0	\$0
	11	25	0	
<b>GRAND TOTAL</b>				<b>\$32,350.00</b>

*Thank you for allowing us the opportunity to help you achieve your goals!  
We look forward to partnering with you. Please reach out if you have any questions.*



Office of the President  
West Virginia University  
Morgantown, WV 26604

West Virginia University  
Morgantown, WV 26604

Invoice No. 12345  
Invoice Date 01/15/2011  
Invoice Period 01/01/2011 - 01/31/2011

Item	Description	Quantity	Unit Price	Total
1000	Office Supplies	100	1.00	100.00
2000	Travel Expenses	50	2.00	100.00
3000	Professional Fees	20	5.00	100.00
4000	Equipment	10	10.00	100.00
5000	Utilities	100	1.00	100.00
6000	Insurance	50	2.00	100.00
7000	Security	20	5.00	100.00
8000	Printing	100	1.00	100.00
9000	Postage	100	1.00	100.00
10000	Telephone	100	1.00	100.00
11000	Internet	100	1.00	100.00
12000	Energy	100	1.00	100.00
13000	Waste	100	1.00	100.00
14000	Water	100	1.00	100.00
15000	Sewer	100	1.00	100.00
16000	Gas	100	1.00	100.00
17000	Electric	100	1.00	100.00
18000	Oil	100	1.00	100.00
19000	Coal	100	1.00	100.00
20000	Wood	100	1.00	100.00
21000	Stone	100	1.00	100.00
22000	Brick	100	1.00	100.00
23000	Block	100	1.00	100.00
24000	Concrete	100	1.00	100.00
25000	Asphalt	100	1.00	100.00
26000	Gravel	100	1.00	100.00
27000	Sand	100	1.00	100.00
28000	Aggregate	100	1.00	100.00
29000	Foundation	100	1.00	100.00
30000	Roofing	100	1.00	100.00
31000	Siding	100	1.00	100.00
32000	Windows	100	1.00	100.00
33000	Doors	100	1.00	100.00
34000	Floors	100	1.00	100.00
35000	Ceilings	100	1.00	100.00
36000	Walls	100	1.00	100.00
37000	Partitions	100	1.00	100.00
38000	Stairs	100	1.00	100.00
39000	Elevators	100	1.00	100.00
40000	Escalators	100	1.00	100.00
41000	Handrails	100	1.00	100.00
42000	Signage	100	1.00	100.00
43000	Lighting	100	1.00	100.00
44000	Security	100	1.00	100.00
45000	Fire	100	1.00	100.00
46000	Alarm	100	1.00	100.00
47000	Access	100	1.00	100.00
48000	Control	100	1.00	100.00
49000	System	100	1.00	100.00
50000	Installation	100	1.00	100.00
51000	Maintenance	100	1.00	100.00
52000	Repairs	100	1.00	100.00
53000	Parts	100	1.00	100.00
54000	Labor	100	1.00	100.00
55000	Permits	100	1.00	100.00
56000	Inspection	100	1.00	100.00
57000	Testing	100	1.00	100.00
58000	Materials	100	1.00	100.00
59000	Equipment	100	1.00	100.00
60000	Tools	100	1.00	100.00
61000	Supplies	100	1.00	100.00
62000	Consumables	100	1.00	100.00
63000	Waste	100	1.00	100.00
64000	Recycling	100	1.00	100.00
65000	Disposal	100	1.00	100.00
66000	Storage	100	1.00	100.00
67000	Transportation	100	1.00	100.00
68000	Insurance	100	1.00	100.00
69000	Liability	100	1.00	100.00
70000	Workers	100	1.00	100.00
71000	Compensation	100	1.00	100.00
72000	Benefits	100	1.00	100.00
73000	Training	100	1.00	100.00
74000	Development	100	1.00	100.00
75000	Research	100	1.00	100.00
76000	Analysis	100	1.00	100.00
77000	Design	100	1.00	100.00
78000	Construction	100	1.00	100.00
79000	Management	100	1.00	100.00
80000	Operations	100	1.00	100.00
81000	Maintenance	100	1.00	100.00
82000	Repairs	100	1.00	100.00
83000	Parts	100	1.00	100.00
84000	Labor	100	1.00	100.00
85000	Permits	100	1.00	100.00
86000	Inspection	100	1.00	100.00
87000	Testing	100	1.00	100.00
88000	Materials	100	1.00	100.00
89000	Equipment	100	1.00	100.00
90000	Tools	100	1.00	100.00
91000	Supplies	100	1.00	100.00
92000	Consumables	100	1.00	100.00
93000	Waste	100	1.00	100.00
94000	Recycling	100	1.00	100.00
95000	Disposal	100	1.00	100.00
96000	Storage	100	1.00	100.00
97000	Transportation	100	1.00	100.00
98000	Insurance	100	1.00	100.00
99000	Liability	100	1.00	100.00
100000	Workers	100	1.00	100.00

Item	Description	Quantity	Unit Price	Total
1000	Office Supplies	100	1.00	100.00
2000	Travel Expenses	50	2.00	100.00
3000	Professional Fees	20	5.00	100.00
4000	Equipment	10	10.00	100.00
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6000	Insurance	50	2.00	100.00
7000	Security	20	5.00	100.00
8000	Printing	100	1.00	100.00
9000	Postage	100	1.00	100.00
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16000	Gas	100	1.00	100.00
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24000	Concrete	100	1.00	100.00
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73000	Training	100	1.00	100.00
74000	Development	100	1.00	100.00
75000	Research	100	1.00	100.00
76000	Analysis	100	1.00	100.00
77000	Design	100	1.00	100.00
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100000	Workers	100	1.00	100.00

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**PUBLIC**

**COMMENT**

**PERIOD**

**RE: CLOSED**

**ITEMS**



**CLOSED  
SESSION**

CLOSED

SESSION