

Posted June 12, 2026

West Park Elementary School District

Board of Trustees
Regular Board Meeting

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

Monday, June 15, 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. CONSENT CALENDAR

A. Routine business transactions:

1. Regular Board Meeting Minutes May 11, 2026
2. Warrants for May 2026

3. Payroll for May 2026
4. Cash Flow Report for May 2026
5. Revenue Report
6. Budget Report
7. Inter-District Transfers
 - A. Transfer #2026-06-01
 - B. Transfer #2026-06-02
 - C. Transfer #2026-06-03
 - D. Transfer #2026-06-04
 - E. Transfer #2026-06-05
 - F. Transfer #2026-06-06
 - G. Transfer #2026-06-07
 - H. Transfer #2026-06-08
 - I. Transfer #2026-06-09
 - J. Transfer #2026-06-10
 - K. Transfer #2026-06-11
 - L. Transfer #2026-06-12
 - M. Transfer #2026-06-13
 - N. Transfer #2026-06-14
 - O. Transfer #2026-06-15
 - P. Transfer #2026-06-16
 - Q. Transfer #2026-06-17
 - R. Transfer #2026-06-18
 - S. Transfer #2026-06-19
 - T. Transfer #2026-06-20
 - U. Transfer #2026-06-21

IV. REPORTS AND PRESENTATIONS

- A. Board Members Report
- B. Superintendent Report
- C. Elementary Report
- D. Charter Report
- E. Business Office Report
- F. MOT Report
- G. IT Report
- H. Cafeteria Report
- I. HR Report

V. PUBLIC HEARING

- A. Public Disclosure of the proposed WPESD Local Control Accountability Plan (LCAP) for WPE and WPCA for the 2026-2027 fiscal year
- B. Public Disclosure of the proposed 2026-2027 WPESD Budget

VI. ACTION ITEMS

- 1. APPROVAL: Resolution #2026-06-15 In the Matter of Calling a Governing Board Member Election
- 2. APPROVAL: Williams Uniform Complaint Quarterly Report
- 3. APPROVAL: Resolution Number: 2026-06-15 West Park School District Authorized Signers For Student Body Account with Educational Employees Credit Union
- 4. APPROVAL: Superintendent Employment Agreement

VII. 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.

VIII. CLOSED SESSION

- A. PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT
((Government Code Section 54975(b))
- B. California Education Code 17455-17484 Leasing of Real Property
- C. Conference with WPECA Negotiations
(Government Code 54957.2)

IX. REPORT OF ACTIONS TAKEN IN CLOSED SESSION

X. ADVANCED PLANNING

A. Special Board Meeting: Tuesday, June 23, 2026

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

XI. ADJOURNMENT

**PUBLIC
COMMENT
PERIOD**

CONSENT

CALENDAR

West Park Elementary School District

MINUTES OF THE REGULAR BOARD MEETING OF THE BOARD TRUSTEES

Monday, May 11, 2026 - 5:30 PM

West Park Elementary School Music Center

I. OPENING BUSINESS

A. Call Public Session to Order. Interim Board President Yaritza Astudillo called the meeting to order at 5:29 PM.

B. Roll Call: Board Member Present: Yaritza Astudillo, Sylvia Higgins, Michael Smith

C. Pledge of Allegiance. Interim Board President Yaritza Astudillo led the Pledge of Allegiance.

D. Adopt Agenda. The Board voted to approve the agenda.

Motion made by: Yaritza Astudillo

Motion seconded by: Michael Smith

Voting:

Araceli Lopez: Absent

Sylvia Higgins: Yes

Michael Smith: Yes

Yaritza Astudillo: Yes

Aida Garcia: Absent

Approved. 3 Yes, 0 No, 2 Absent

II. PUBLIC COMMENT PERIOD

Robin Johnson, West Park Elementary School teacher, expressed gratitude for everything they received for Staff Appreciation Week. There was a treat for staff every day of the week including bagels, tacos, donuts, smoothies, and a western luncheon to conclude the week. She is grateful for District Office staff and appreciates the warmth and welcoming environment.

III. CONSENT CALENDAR

A. The Board approved the following routine business transactions:

1. Special Board Meeting Minutes April 06, 2026

2. Warrants for April 2026
3. Payroll for April 2026
4. Cash Flow Report for April 2026
5. Revenue Report
6. Budget Report
7. Inter-District Transfers
 - a. Transfer #2026-05-01
 - b. Transfer #2026-05-02

Motion made by: Yaritza Astudillo

Motion seconded by: Sylvia Higgins

Voting:

Araceli Lopez: Absent

Sylvia Higgins: Yes

Michael Smith: Yes

Yaritza Astudillo: Yes

Aida Garcia: Absent

Approved. 3 Yes, 0 No, 2 Absent

IV. PUBLIC HEARING NOTICE

Public Disclosure of the initial Sunshine Proposal for CSEA Chapter #843
2026-2027 school year agreement (Pursuant to Government Code Section 3547)

No public comments.

V. REPORTS AND PRESENTATIONS

Board Members Report

Trustee Michael Smith shared he had the privilege of attending the Coast2Coast conference in Washington DC last month. He was able to see how educational funds are funneled through different channels before getting to classrooms. They were able to meet with Congressman Jim Costa and were disappointed with his take on education and didn't feel much support for schools and wished he could report better news.

Trustee Sylvia Higgins added that in addition to Trustee Smith's feedback, they did have a great time in Washington DC and were able to visit places they had only ever seen on TV.

Trustee Yaritza Astudillo shared she was also disappointed to see the lack of support from Congress but it encouraged her more to continue to advocate for our students, especially at site level.

Superintendent Report

Interim Superintendent Tamita Boyd also attended the Coast2Coast Conference in Washington, DC. She shared that every school in California seems to be dealing with the same issue, lower ADA and chronic absenteeism. She will continue her efforts for students at site level.

She reported that May Day was a success. Our students successfully wrapped up the May Day Pole and food sales were a success. She thanks all the teachers and students involved in May Day. There was a \$959 profit off the food and drink sales.

Staff Appreciation Week was a labor of love and it took a team effort. She gives thanks to Carmen Mares, Ruben Rangel, Amanda Marks, Joaquin Vargas, Randy Randolph, Craig Bajada, and Pedro Garcia for making this happen for the staff and being flexible to help in whatever capacity needed.

Elementary Report - Interim Principal Irene Garcia

Greetings Board President Lopez, Members of the Board, Acting Superintendent Ms. Boyd and members of the community. Thank you for this opportunity to present this evening. My name is Irene Garcia, I am serving as the Interim Principal for West Park Elementary School.

We ended April with a week of dress up days to bring awareness to the importance of state testing. Mr. Vargas also had some lunch time activities for the students. We also held a rally on May 1st to kick off our state testing which starts on May 4th. Students in grades 3rd to 8th will be tested during the month of May.

For sports we have softball and baseball continuing, along with track. Students have been doing well so far. We have some wins and some close games. For track, official results are in. We have 2 students going to the Jr Relays on the 1st of May, the meet starts about 3 PM at Dodson Field. Gracie Acosta will be competing in the Discus and Shot Put events. Valerie Moua will compete in the Shot Put event.

Summer school applications are currently being collected and they earned an extra \$10 wolf bucks for each day of attendance. Progress reports went home on May 8th. Testing for iReady will be completed this month for the kindergarten to 2nd grade students. Teachers reviewed the historical data for the 3rd to 8th grade class. The kindergarten to 2nd grade data will be made available as soon as they complete testing.

We have one more parent workshop scheduled for this semester. Fresno County Superintendent of School staff will provide parents with ideas to help promote reading at home. This last one will be available to parents of all grade levels; however the focus will be on helping younger students to read at home. It will be on May 21st "Ways to Promote Reading" as we go into summer it will help parents encourage their child to read.

Based on the most recent enrollment reports, we currently have 256 students enrolled at West Park Elementary School, with an Average Daily Attendance of 238.21 which is 92.8%.

Thank you for the opportunity to present this evening, do you have any questions?

Charter Report - Director Randy Randolph

Last week, our high school seniors participated in Senior Interviews. Throughout the second semester, students prepare by completing a portfolio that includes an introduction letter, resume, completed job application, and career research paper. During the interviews, seniors present their portfolios to a panel of staff members and respond to questions in format similar to a professional job interview. This experience continues to be a standout event, as it provides students with an opportunity to demonstrate their growth, confidence, and preparedness. As always, our seniors represented themselves exceptionally well and were very impressive.

The West Park Charter Academy Graduation and Promotion ceremonies will be held on Thursday, May 21 at the Fresno Convention Center. The 8th Grade Promotion Ceremony will start at 3:30 pm and the High School Graduation will start at 6:30 pm.

Last month, I had the privilege of attending an educational leadership conference in Washington, D.C., which was a valuable experience. The conference provided a deeper understanding of the political views surrounding key issues in education, with many speakers and presenters offering firsthand perspectives through their direct involvement in the policy-making process. One topic that particularly stood out was the growing presence of AI in education and its impact on students.

Recently, I had the opportunity to visit Fancher Creek Elementary School alongside a group of

our elementary teachers as part of an AVID showcase. This visit provided an opportunity for our teacher to observe AVID strategies and practices in action and their positive impact on student learning. We visited a variety of classrooms across multiple grade levels, where both teachers and students demonstrated engagement and commitment to AVID practices.

Enrollment remains stable at 207 students, with 125 enrolled at our Fresno site and 82 at our Hanford site. We have paused new enrollments for the remainder of the current school year; however, outreach and promotional efforts will continue. Any new applications received during this time will be collected and considered for enrollment in the upcoming school year.

Business Office Report - Assistant Superintendent Tamita Boyd

This month, I have been focusing on the Local Control and Accountability Plan (LCAP), working closely with Dr. Seaton and the County Office of Education as we prepare for the 2026-2027 plan. In May and June, our priorities will shift toward year-end closing activities, budget development, and preparations for the annual audit. We will also be completing all required state, federal, and county year-end reports.

As we approach the close of the 2025-2026 fiscal year, all staff have been notified that the final date to submit new purchase requests is May 15, 2026. This deadline ensures that all financial obligations are processed and fulfilled by June 30, 2026, helping to reduce liabilities and support a smooth year-end close.

Payroll processing closed on May 8, 2026.

MOT Report - Director Ruben Rangel

Good evening, President Lopez, Board Members, Acting Superintendent Boyd, community members and staff.

As mentioned in previous reports, the month of May continues to be one of the busiest months of the year. This month has been filled with many exciting and enjoyable activities for our students and community members. We began the month by preparing and organizing for our May Day celebration. Our outstanding West Park team did an excellent job not only supporting our students but also hosting what many visitors described as the best vendor booth at the event. We were able to offer three different types of aguas frescas, a variety of boba drinks, cotton candy, and delicious flautas. It was a great experience serving our community.

Last week was another exciting and eventful time. During Cinco de Mayo, I had the opportunity to prepare flautas for staff across the entire district. The response was overwhelmingly positive, and we received many compliments. We also introduced spinning piñatas for our students. Although this was a new concept for us, the students thoroughly enjoyed the activity and, of course, the candy. We concluded the week by celebrating our staff and their hard work and dedication by providing western bacon cheeseburgers. Once again, thank you to all staff for everything you do.

We will close out the month with final preparations for end-of-year activities, including 8th-grade sunset and graduation. My team and I have already begun preparing the multi-purpose room, with a strong focus on ensuring the stage is ready for these important events.

IT Report - Director Craig Bajada

During Spring Break, the IT Department completed targeted network infrastructure upgrades in preparation for state testing. Additional wireless access points were installed in all 5th-8th grade classrooms, resulting in one access point per classroom. This strategic deployment ensures that each classroom has dedicated wireless coverage to better support student devices.

These enhancements increase network capacity, reduce device congestion, and improve overall connectivity reliability. As a result, students and staff benefit from a more stable and efficient online testing environment. The improved infrastructure will also help to better support daily instructional technology use.

Looking ahead, plans are in motion to continue with network improvements over the Summer Break. The next phase will begin in Wing 2, where two additional access points will be installed to further strengthen coverage and performance.

For the past several years, the district has utilized GoGuardian to monitor student activity on Chromebooks and support effective classroom management. Through a recent promotion, GoGuardian is offering a discounted initial subscription along with a free 30-day trial of its Hall Pass product. Hall Pass is a digital hall pass system designed to manage and monitor student movement during class time.

The system provides notifications and alerts to designated staff when students leave the classroom, exceed allotted time limits, and return. It also includes reporting features that allow administrators to analyze student movement patterns, identify trends, and make informed decisions regarding supervision and school policies.

Cafeteria Report - Director Lilia Romero

Good evening President Lopez, Board Members, Staff, and community. On May 1st, we celebrated School Lunch Hero Day, honoring the dedicated efforts of the food service department in providing nutritious meals to our students. To express our gratitude, I decorated the cafeteria and office with decorations, while our staff received heartfelt posters from teacher's classes.

On May 5th, we celebrated Cinco de Mayo by decorating the cafeteria and serving a special lunch featuring a pan dulce.

Upon receipt of the final report of our administrative review, I regret to inform you that we only had one finding. This finding was a technical assistance issue, which has since been resolved.

We have sent in our reimbursement claims for breakfast, lunch, and after-school programs for April.

Thank you. Do you have any questions?

HR Report - Carmen Mares

Good evening Board President Lopez, Acting Superintendent Ms. Boyd, fellow board members, and members of our community and staff.

We continue to make steady progress with interviews for our open positions and are working to ensure we are fully staffed and ready as we approach the end of the school year. Our focus remains on filling vacancies with qualified candidates to support a smooth close and in preparation for next year.

I would like to thank the Board for the opportunity to attend the Coast to Coast conference. It was a valuable experience that provided insight into how Congress and legislature operate and reinforced the importance of advocating for our schools and students we serve. I also had the pleasure of attending my first May Day celebration. It was wonderful to watch our students wrap the Maypole. Great job to our teachers and students for their hard work.

Lastly, we celebrated Staff Appreciation Week and would like to extend our sincere gratitude to all of our staff for their continued hard work, dedication, and commitment to our students and school community. Their daily efforts and support do not go unnoticed, and we truly appreciate all that they do.

As always, thank you for your continued support.

Preschool Self-Evaluation 2025-2026 - Corinne Campbell

Preschool Site Supervisor, Corinne Campbell, presented the required annual Preschool Self-Evaluation for the school year 2025-2026, highlighting the program's strengths and the areas that need improvement next year. All program reports and deadlines were met. DRDP assessments were conducted in both the fall and spring where the students demonstrated growth. Parent teacher conferences were held both in the fall and spring, strengthening communication with families.

Areas of improvement for the 2026-2027 school year are the following:

1. Adjust curriculum to better meet the developmental needs of younger 3-year-old students
2. Potty training classes for parents
3. Playground upgrades
4. Keep promoting the preschool to help with class enrollment numbers

V. ACTION ITEMS

1. **APPROVAL: Declaration of Need for Fully Qualified Educators (WP Charter Academy)**

Motion made by: Yaritza Astudillo

Motion seconded by: Sylvia Higgins

Voting:

Araceli Lopez: Absent

Sylvia Higgins: Yes

Michael Smith: Yes

Yaritza Astudillo: Yes

Aida Garcia: Absent

Approved. 3 Yes, 0 No, 2 Absent

2. **APPROVAL: Declaration of Need for Fully Qualified Educators (WP Elementary)**

Motion made by: Yaritza Astudillo

Motion seconded by: Sylvia Higgins

Voting:

Araceli Lopez: Absent

Sylvia Higgins: Yes

Michael Smith: Yes
Yaritza Astudillo: Yes
Aida Garcia: Absent

Approved. 3 Yes, 0 No, 2 Absent

3. APPROVAL: Annual Statement of Need: 30 Day Substitute (WP Charter)

Motion made by: Yaritza Astudillo

Motion seconded by: Sylvia Higgins

Voting:

Araceli Lopez: Absent
Sylvia Higgins: Yes
Michael Smith: Yes
Yaritza Astudillo: Yes
Aida Garcia: Absent

Approved. 3 Yes, 0 No, 2 Absent

4. APPROVAL: Annual Statement of Need: 30 Day Substitute (WP Elementary)

Motion made by: Yaritza Astudillo

Motion seconded by: Sylvia Higgins

Voting:

Araceli Lopez: Absent
Sylvia Higgins: Yes
Michael Smith: Yes
Yaritza Astudillo: Yes
Aida Garcia: Absent

Approved. 3 Yes, 0 No, 2 Absent

5. APPROVAL: CSEA Sunshine Proposal 2026-207

Motion made by: Yaritza Astudillo

Motion seconded by: Michael Smith

Voting:

Araceli Lopez: Absent

Sylvia Higgins: Yes

Michael Smith: Yes

Yaritza Astudillo: Yes

Aida Garcia: Absent

Approved. 3 Yes, 0 No, 2 Absent

6. APPROVAL: Consulting Services Agreement with School Consulting Group, LLC

Motion made by: Yaritza Astudillo

Motion seconded by: Sylvia Higgins

Voting:

Araceli Lopez: Absent

Sylvia Higgins: Yes

Michael Smith: Yes

Yaritza Astudillo: Yes

Aida Garcia: Absent

Approved. 3 Yes, 0 No, 2 Absent

7. APPROVAL: Amendment to FCSS Health Services Contract

Motion made by: Yaritza Astudillo

Motion seconded by: Michael Smith

Voting:

Araceli Lopez: Absent

Sylvia Higgins: Yes

Michael Smith: Yes

Yaritza Astudillo: Yes
Aida Garcia: Absent

Approved. 3 Yes, 0 No, 2 Absent

8. APPROVAL: Camp of Champions

Motion made by: Yaritza Astudillo

Motion seconded by: Sylvia Higgins

Voting:

Araceli Lopez: Absence

Sylvia Higgins: Yes

Michael Smith: Yes

Yaritza Astudillo: Yes

Aida Garcia: Absence

Approved. 3 Yes, 0 No, 2 Absent

VI. PUBLIC COMMENT PERIOD RE: CLOSED SESSION ITEMS

No public comments regarding closed session items at this time.

VII. CLOSED SESSION

Closed Session convened at 6:10 PM

Motion made by: Yaritza Astudillo

Motion seconded by: Sylvia Higgins

Voting:

Araceli Lopez: Absent

Sylvia Higgins: Yes

Michael Smith: Yes

Yaritza Astudillo: Yes

Aida Garcia: Absent

Approved. 3 Yes, 0 No, 2 Absent

VIII. REPORT OF ACTIONS TAKEN IN CLOSED SESSION

A. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE/RESIGNATION

(Government Code Section 54957(b))

Title: 4th Grade Multiple Subject Teacher

Approved. 3 Yes, 0 No, 2 Absent

Title: Paraprofessional

Approved. 3 Yes, 0 No, 2 Absent

Title: Yard/Cafeteria Supervision

Approved. 3 Yes, 0 No, 2 Absent

IX. ADVANCED PLANNING

A. Regular Board Meeting: Monday, June 8, 2026 at 5:30 PM

X. ADJOURNMENT at 6:48 PM

Motion made by: Yaritza Astudillo

Motion seconded by: Sylvia Higgins

Voting:

Araceli Lopez: Absent

Sylvia Higgins: Yes

Michael Smith: Yes

Yaritza Astudillo: Yes

Aida Garcia: Absent

Approved. 3 Yes, 0 No , 2 Absent

Paid Date(s) From: 5/1/2026 To: 5/31/2026

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Sl--Id-Lo	Amount
1684-4IMPPRINT INC	512843239	PO-260581	13693- CLEAR GAME TOTE	24 0100-000000-0-1110-2700-430000-000-00-000	399.89
					Warrant Total: 399.89
	512843240	PO-260581	13693- CLEAR GAME TOTE	24 0900-000000-0-1110-2700-430000-000-00-000	327.19
					Warrant Total: 327.19
					Vendor Total: 727.08
912-AJB CLEANING	512841215	PV-260683	APRIL CLEANNG CHARTER	0900-000000-0-0000-8100-550005-903-00-901	2,255.00
					Warrant Total: 2,255.00
					Vendor Total: 2,255.00
2053-ARTURO SALAS ARELLANO	512841216	PO-260589	FLOWERS ARRANGEMENTS F	0900-090000-0-1110-1000-430000-902-00-903	558.00
					Warrant Total: 558.00
					Vendor Total: 558.00
1121-AT&T - 9391060874	512843241	PV-260691	MAY INTERNET	0100-81500-0-0000-8100-590004-000-00-000	426.92
					Warrant Total: 426.92
	512843242	PV-260691	MAY INTERNET	0900-000000-0-0000-8100-590004-000-00-000	426.93
					Warrant Total: 426.93
					Vendor Total: 853.85
1841-AT&T 8310010483043	512845183	PV-260713	IP INTERNET MAY SERVICES	0900-000000-0-1110-2700-580000-000-00-000	1,681.49
					Warrant Total: 1,681.49
					Vendor Total: 1,681.49
25-AVAYA COMMUNICATION	512845184	PV-260709	MAY PHONE SERVICES	0100-000000-0-0000-8100-590004-000-00-000	199.99
					Warrant Total: 199.99
	512845185	PV-260709	MAY PHONE SERVICES	0900-000000-0-0000-8100-590004-000-00-000	200.00
					Warrant Total: 200.00
					Vendor Total: 399.99
1482-BARNES & NOBLE BOOKSELLERS	512843243	PO-260559	DO YOUR BEST EVERY DAY T	0900-000000-0-1110-2700-580000-000-00-000	352.41
					Warrant Total: 352.41
					Vendor Total: 352.41
1220-BlueTrition Brands, Inc	512845186	PV-260708	WATER SERVICES MAY	0900-000000-0-1110-2700-430014-000-00-000	303.74
					Warrant Total: 303.74
					Vendor Total: 303.74
51-CALIFORNIA DEPT. OF JUSTICE	512845187	PV-260700	APRIL FINGER PRINTING	0100-000000-0-0000-7400-580015-000-00-000	94.00
					Vendor Total: 94.00

Paid Date(s) From: 5/1/2026 To: 5/31/2026

Vendor	Warrant No	Reference	Description	Fu--Re----	Y-Gl--Fr---	Ob-----	Si--Id-Lo	Amount
								Warrant Total: 94.00
								Vendor Total: 94.00
75-CALIFORNIA VALUED TRUST	512841217	PV-260684	MAY HEALTH & WELFARE	0100-00010-0-0000-2700-580000-000-00-000				97,202.87
								Warrant Total: 97,202.87
								Vendor Total: 97,202.87
2030-CCIS	512841218	PO-260550	CHARTER SCHOOL COMPLIAN	0900-09000-0-1110-1000-520000-901-00-903				747.00
								Warrant Total: 747.00
								Vendor Total: 747.00
1787-CINTAS CORP NO 2	512843244	PV-260686	FIRST AID REFILL APRIL	0100-00000-0-0000-8100-580000-000-00-000				144.83
								Warrant Total: 144.83
								Vendor Total: 144.83
1376-CITY OF FRESNO	512845188	PV-260707	WATER SERVICES APRIL	0900-00000-0-0000-8100-550009-000-00-000				84.23
								Warrant Total: 84.23
								Vendor Total: 84.23
1032-Classic Charter Inc.	512841219	PV-260681	PO#260359- ADDED FRESNO S	0900-09000-0-1110-1000-580014-901-00-907				130.00
								Warrant Total: 130.00
								Vendor Total: 130.00
2172-Coach Q LLC	512845189	PO-260600	TO ENGAGE THE SERVICES O	0100-26000-6-1110-1000-580010-901-00-906				100,000.00
								Warrant Total: 100,000.00
								Vendor Total: 100,000.00
2022-CVIN LLC	512843245	PV-260692	FUSF INTERNET ERATE MAY	0100-09000-0-1110-2420-580000-902-00-903				693.00
								Warrant Total: 693.00
								Vendor Total: 693.00
1813-ERLEWINE MECHANICAL	512841220	PO-260567	HIGH PRESURE SWITCH	0100-00000-0-0000-3700-640000-000-00-000				1,935.55
								Warrant Total: 1,935.55
								Vendor Total: 1,935.55
1848-FASTSIGNS	512843246	PO-260580	CUSTOMER BLACK PODIUM WT	0100-81500-0-0000-8100-430018-000-00-000				2,317.78
								Warrant Total: 2,317.78
								Vendor Total: 2,317.78
167-FRESNO CO Supt of Schools	512841221	PO-260585	AFTER SCHOOL PROGRAM - C	0100-26000-6-1110-1000-580010-901-00-906				3,397.42
								Warrant Total: 3,397.42

Paid Date(s) From: 5/1/2026 To: 5/31/2026

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fr---Ob-----Si--Id-Lo	Amount
	512843247	PO-260397	ROOTED TO RISE	0900-09000-0-1110-1000-580014-901-00-907	100.00
					Warrant Total: 100.00
					Vendor Total: 3,497.42
1714-GOLD STAR FOODS	512843248	PO-260176	10 MONTHS FOR SCHOOL NUT	1300-53100-0-0000-3700-470000-000-00-000	684.14
		CM-260051	GOLD STAR FOODS	1300-53100-0-0000-3700-470000-000-00-000	(35.16)
		PO-260176	10 MONTHS FOR SCHOOL NUT	1300-53200-0-0000-3700-470000-000-00-000	59.79
		PO-260176	10 MONTHS FOR SCHOOL NUT	1300-53200-0-0000-3700-470000-000-00-000	2.70
		PO-260176	10 MONTHS FOR SCHOOL NUT	1300-53100-0-0000-3700-470000-000-00-000	27.00
		PO-260176	10 MONTHS FOR SCHOOL NUT	1300-53100-0-0000-3700-470000-000-00-000	195.45
		PO-260176	10 MONTHS FOR SCHOOL NUT	1300-53100-0-0000-3700-470000-000-00-000	347.78
		PO-260176	10 MONTHS FOR SCHOOL NUT	1300-53100-0-0000-3700-470000-000-00-000	428.90
					Warrant Total: 1,710.60
					Vendor Total: 1,710.60
1635-GREATAMERICA FIN SVC CORP	512843249	PV-260693	PRESCHOOL COPIERS	1200-61050-0-0001-1000-580000-000-00-000	28.18
		PV-260694	PRESCHOOL COPIERS	1200-61050-0-0001-1000-580000-000-00-000	108.36
					Warrant Total: 136.54
					Vendor Total: 136.54
2137-KIMBERLY BRADFORD	512845190	PO-260595	BALLOON DECORATIONS FOR	0900-09000-0-1110-1000-430000-902-00-903	1,175.60
					Warrant Total: 1,175.60
					Vendor Total: 1,175.60
246-LAKESHORE LEARNING MATERIAL	512843250	PO-260563	TR798 - DONT LET THE BUGS F	0100-11000-0-1110-1000-430000-201-00-901	93.43
					Warrant Total: 93.43
					Vendor Total: 93.43
2152-LORAIN TRIGUIERO CUSTOM FAF	512841222	PO-260584	NORTH & VALENTINE 1ST CU	0100-81500-0-0000-8100-580000-000-00-000	2,138.90
					Warrant Total: 2,138.90
					Vendor Total: 2,138.90
2057-MCDERMONT VETURE, INC	512841223	PO-260590	GOLD PACKAGE: INCLUDING	10100-09000-0-1110-1000-580014-902-00-902	1,065.75
					Warrant Total: 1,065.75
					Vendor Total: 1,065.75
1339-PG & E ACCT# 0916573598-7	512845191	PV-260705	CHARTER ELECTRICITY APR	0900-00000-0-0000-8100-550001-000-00-000	412.62
					Warrant Total: 412.62
					Vendor Total: 412.62

Paid Date(s) From: 5/1/2026 To: 5/31/2026

Vendor	Warrant No	Reference	Description	Fu--Re----Y-Gl--Fr---Ob-----Si--Id-Lo	Amount
498-PG & E ACCT# 2357680049-6	512845192	PV-260701	MAY BILLING - STREET LIGH	0100-81500-0-0000-8100-550001-000-00-000	39.80
		PV-260704	APRIL STREET LIGHTS	0100-81500-0-0000-8100-550001-000-00-000	19.52
					Warrant Total: 59.32
					Vendor Total: 59.32
332-PG & E ACCT# 2545155005-4	512845193	PV-260702	WPESD STREET LIGHTS APRIL	0100-81500-0-0000-8100-550001-000-00-000	10.14
					Warrant Total: 10.14
					Vendor Total: 10.14
482-PG & E ACCT# 4043172514-8	512845194	PV-260703	APRIL GAS - 2695 S. VALENTIN	0100-81500-0-0000-8100-550001-000-00-000	1,018.79
					Warrant Total: 1,018.79
					Vendor Total: 1,018.79
485-PG & E ACCT# 7855478272-8	512845251	PV-260689	APRIL CHARGES PRESCHOOL	1200-61050-0-0001-8100-550001-000-00-000	587.38
					Warrant Total: 587.38
					Vendor Total: 587.38
1338-PG & E ACCT# 3861213704-2	512843252	PV-260688	CHARTER ELECTRICITY MAY	0900-00000-0-0000-8100-550001-000-00-000	425.72
					Warrant Total: 425.72
					Vendor Total: 425.72
1931-PG & E ACCT# 3980427508-7	512845195	PV-260706	CHARTER GAS APRIL	0900-00000-0-0000-8100-550001-000-00-000	27.22
					Warrant Total: 27.22
					Vendor Total: 27.22
2153-PG&E ACCT# 6225041707-8	512843253	PV-260690	NEW PROP 2760. S. VALENTIN	0100-81500-0-0000-8100-550001-000-00-000	15.50
					Warrant Total: 15.50
					Vendor Total: 15.50
1484-PRODUCERS DAIRY FOODS INC	512843254	PO-260164	10 MONTHS OF SCHOOL NUTR	1300-53100-0-0000-3700-470000-000-00-000	481.50
		PO-260164	10 MONTHS OF SCHOOL NUTR	1300-53200-0-0000-3700-470000-000-00-000	459.43
		PO-260164	10 MONTHS OF SCHOOL NUTR	1300-53200-0-0000-3700-470000-000-00-000	175.00
		PO-260164	10 MONTHS OF SCHOOL NUTR	1300-53200-0-0000-3700-470000-000-00-000	460.44
		PO-260164	10 MONTHS OF SCHOOL NUTR	1300-53200-0-0000-3700-470000-000-00-000	167.23
		PO-260164	10 MONTHS OF SCHOOL NUTR	1300-53200-0-0000-3700-470000-000-00-000	306.29
		PO-260164	10 MONTHS OF SCHOOL NUTR	1300-53100-0-0000-3700-470000-000-00-000	167.23
		PO-260164	10 MONTHS OF SCHOOL NUTR	1300-53100-0-0000-3700-470000-000-00-000	147.21
		PO-260164	10 MONTHS OF SCHOOL NUTR	1300-53100-0-0000-3700-470000-000-00-000	374.00
		PO-260164	10 MONTHS OF SCHOOL NUTR	1300-53100-0-0000-3700-470000-000-00-000	362.35
					Warrant Total: 3,100.68

Paid Date(s) From: 5/1/2026 To: 5/31/2026

Vendor	Warrant No	Reference	Description	Fu---Re---Y-Gl---Fn---Ob-----Si-Id-Lo	Amount
1819-QUADIENT FINANCE	512843255	PV-260695	POSTAGE	0100-00000-0-0000-7200-590002-000-00-000	599.16
					Warrant Total: 599.16
					Vendor Total: 599.16
348-R. V. JENSEN	512845196	PV-260710	DISTRICT GAS 05/07-05/11	0100-00000-0-0000-8100-430009-000-00-000	152.52
		PV-260711	DISTRICT GAS	0100-00000-0-0000-8100-430009-000-00-000	135.38
		CM-260053	DUPLICATE PAYMENT	0100-00000-0-0000-8100-430009-000-00-000	(109.29)
					Warrant Total: 178.61
					Vendor Total: 178.61
	512845197	PV-260711	DISTRICT GAS 04-20/04-28	0900-00000-0-0000-8100-430009-000-00-000	135.39
		PV-260710	DISTRICT GAS 05/07-05/11	0900-00000-0-0000-8100-430009-000-00-000	152.52
					Warrant Total: 287.91
					Vendor Total: 287.91
354-REALLY GOOD STUFF	512841224	PO-260561	166726BL - 2 COMPARTMENT E0100-11100-0-1110-1000-430000-203-00-901		123.25
		PO-260561	166726BL - 2 COMPARTMENT E0100-11100-0-1110-1000-430000-203-00-901		4.86
		PO-260556	155454 - RESOURCE FOLDER - ;0100-11100-0-1110-1000-430000-241-00-901		101.10
					Warrant Total: 229.21
					Vendor Total: 229.21
503-REPUBLIC SERVICES INC	512841225	PV-260676	WASTE SERVICES MAY	0100-81500-0-0000-8100-550008-000-00-000	406.73
					Warrant Total: 406.73
					Vendor Total: 406.73
	512841226	PV-260676	WASTE SERVICES MAY	0900-00000-0-0000-8100-550008-000-00-000	406.73
					Warrant Total: 406.73
					Vendor Total: 813.46
1598-SECURITY FIRST ALARM KING	512845198	PO-260588	BATTERY REPLACEMENT FO	0900-00000-0-0000-8100-560000-000-00-000	189.00
					Warrant Total: 189.00
					Vendor Total: 189.00
1438-SHAW MARKETPLACE PAK LLC	512843256	PO-260286	CHARTER LEASE PAYMENT F	0900-00000-0-0000-8700-560002-000-00-000	10,469.13
					Warrant Total: 10,469.13
					Vendor Total: 10,469.13
1785-SITEONE LANDSCAPE SUPPLY	512843257	PO-260523	SOLENOID	0100-81500-0-0000-8100-430018-000-00-000	34.39
		PO-260523	SOLENOID	0100-81500-0-0000-8100-430018-000-00-000	131.78
					Warrant Total: 166.17
					Vendor Total: 166.17

ACCOUNTS PAYABLE BOARD REPORT

Paid Date(s) From: 5/1/2026 To: 5/31/2026

Vendor	Warrant No	Reference	Description	Fu---Re-----Y-GL---Fn---Ob-----Si---Id-Lo	Amount	
387-SMART & FINAL	512843258	PO-260596	BULLSEYE BBQ SAUCE	0100-00000-0-1110-2490-430000-000-00-000	231.67	
		PO-260599	FIRST STREET HOT DOG BUN	0100-09000-0-1110-1000-430000-902-00-902	23.06	
					Warrant Total:	254.73
				Vendor Total:	254.73	
394-SOCALGAS	512841227	PV-260675	CHARTER GAS APRIL	0900-00000-0-0000-8100-550001-000-00-000	7.59	
					Warrant Total:	7.59
				Vendor Total:	7.59	
392-SOUTH COUNTY SUPPURT SERVICE	512841228	PV-260677	HOME TO SCHOOL SPORTS & 10100-07230-0-0000-3600-580000-000-00-000		2,397.12	
					Warrant Total:	2,397.12
					Vendor Total:	4,665.78
393-SOUTHERN CALIFORNIA EDISON	512843259	PV-260687	CHARTER ELECTRICITY APR	0900-00000-0-0000-8100-550001-000-00-000	260.70	
					Warrant Total:	260.70
					Vendor Total:	260.70
410-SYSCO FOODSERVICE OF CENTRAL	512843260	PV-260685	DLAC MEETING - MS DE LA O	0100-00000-0-1110-1000-430000-000-00-000	101.50	
					Warrant Total:	101.50
					Vendor Total:	101.50
880-U.S. BANK	512841229	PV-260678	MEAT FOR CARNIVAL	0100-00000-0-1110-2490-430000-000-00-000	250.00	
		PV-260679	INVERTER- COSTCO	0100-00000-0-1110-2490-430000-000-00-000	758.44	
		PO-260587	F5-3 2024	0100-00000-0-1110-1000-430000-000-00-000	788.76	
		PO-260518	FRESNO FUN JUMP REMAININ	0100-00000-0-1110-2490-430000-000-00-000	186.50	
		PV-260680	ZOOM.COM RENEWAL	0100-09000-0-1110-2420-580000-901-00-910	2,199.00	
					Warrant Total:	4,182.70
					Vendor Total:	4,182.70
						3,770.76
						6,305.82
					Warrant Total:	10,076.58
512845200	512845200	PV-260698	COAST 2 COAST DINNER	0100-00000-0-0000-2700-520000-000-00-000	195.50	
		PV-260698	COAST 2 COAST DINNER	0100-00000-0-0000-7110-520000-000-00-000	195.51	
					Warrant Total:	391.01
512845201	512845201	PV-260698	COAST 2 COAST DINNER @ W	0900-00000-0-0000-2700-520000-000-00-000	195.51	
					Warrant Total:	195.51

Paid Date(s) From: 5/1/2026 To: 5/31/2026

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fr---Ob-----Sl--Id-Lo	Amount
1842-VERIZON WIRELESS	512843262	PV-260697	DISTRICT PHONES 03-14/04-13	0100-00000-0-0000-8100-590006-000-00-000	210.95
					Warrant Total: 210.95
	512843263	PV-260697	DISTRICT PHONES 03-14/04-13	0900-00000-0-0000-8100-590006-000-00-000	210.96
					Warrant Total: 210.96
					Vendor Total: 421.91
1523-WASHINGTON UNIFIED SCHOOL D	512841230	PO-260586	BSTA/INTRODUCTION COACH	0100-09000-0-1110-1000-580000-901-00-902	2,882.30
					Warrant Total: 2,882.30
					Vendor Total: 2,882.30
463-WILLIAMS SCOTSMAN INC	512843264	PV-260696	APRIL BILLING	0900-00000-0-0000-8700-560014-000-00-000	1,657.87
					Warrant Total: 1,657.87
					Vendor Total: 1,657.87
906-YESMED, INC	512841231	PV-260682	CHARTER LEASE PAYMENT M	0900-00000-0-0000-8700-560002-000-00-000	11,883.46
					Warrant Total: 11,883.46
					Vendor Total: 11,883.46
473-ZIONS BANK	512845202	PV-260699	INTREST PAYMENT	0100-00000-0-0000-9100-743800-000-00-000	1,156.39
		PV-260699	PRINCIPAL PAYMENT MAY	0100-00000-0-0000-9100-743900-000-00-000	15,822.80
					Warrant Total: 16,979.19
					Vendor Total: 16,979.19

ACCOUNTS PAYABLE BOARD REPORT

Paid Date(s) From: 5/1/2026 To: 5/31/2026

Total # of Warrants:

63

Grand Total:

292,849.91

WEST PARK ELEMENTARY
DISTRICT BOARD MEETING
JUNE 15TH, 2026
PAYROLL INFORMATION

Salaries by Fund for the Month of May

GENERAL:	287,607.69
CHARTER:	160,480.51
PRESCHOOL:	6,359.02
<u>CAFETERIA:</u>	<u>15,904.90</u>
	<u>470,352.12</u>

Cash Flow Report
 0100 General Fund
 All Resources
 As Of 05/31/2026

	Object	Beg Bal	July	August	September	October	November	December	January	February
A. BEGINNING CASH	9110	5,644,149.32	5,644,149.32	5,226,470.67	3,719,413.82	3,972,661.09	3,761,012.18	3,654,180.57	4,065,650.68	3,900,741.28
B. RECEIPTS										
Principal Apportionment	8010-8019		46,555.00	175,120.00	488,084.00	443,780.00	315,215.00	488,083.00	315,215.00	303,641.00
Property Taxes	8020-8079		2,597.30	1,628.21	2,110.38	1,007.79	11.46	181,588.92	21,485.57	3,255.48
Misc Funds	8080-8099		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Federal Revenue	8100-8299		0.00	0.00	171,303.00	(176,732.90)	(9,488.97)	148,104.11	9,498.00	58,119.30
Other State Revenue	8300-8599		141,779.00	36,798.00	78,738.35	209,862.68	23,781.36	62,520.00	81,264.70	67,603.00
Other Local Revenue	8600-8799		36,494.93	12,506.00	65,810.94	(42,185.08)	49,101.03	50,306.95	23,501.63	20,387.00
Interfund Transfers In	8910-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Contributions	8980-8999		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			227,426.23	226,052.21	806,046.67	435,732.49	378,619.88	930,602.98	450,964.90	453,005.78
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		220,801.75	185,866.24	193,677.56	213,879.19	199,533.06	192,698.55	194,567.36	200,593.34
Classified Salaries	2000-2999		68,961.32	63,856.70	60,689.66	66,053.31	65,017.93	66,505.84	90,440.64	71,153.50
Employee Benefits	3000-3999		110,053.16	103,353.05	104,308.21	169,783.96	114,363.28	113,188.55	122,967.82	116,408.35
Books and Supplies	4000-4999		4,554.40	13,926.03	94,930.72	54,626.08	13,846.07	(2,148.05)	19,804.57	14,633.09
Services	5000-5999		106,898.77	311,174.71	151,492.64	222,051.53	237,929.13	180,621.97	238,850.35	223,454.85
Capital Outlay	6000-6599		50,000.00	1,054,614.47	250.00	31,052.54	(118.60)	0.00	620.00	675.00
Other Outgo	7000-7499		9,108.00	1,140.00	2,051.00	19,120.54	2,051.00	19,390.45	2,051.00	(3,221.69)
Interfund Transfers Out	7600-7629		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			570,377.40	1,733,931.20	607,399.79	776,567.15	632,621.87	570,257.31	669,301.74	623,696.44
D. BALANCE SHEET										
Assets										
Cash Not In Treasury	9111-9199	2,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Accounts Receivable	9200-9299	409,628.38	0.00	6,603.12	0.00	403,025.26	0.00	0.00	0.00	0.00
Due From Other Funds	9310	303,284.31	0.00	20,849.00	0.00	(15,000.00)	0.00	0.00	(4,000.00)	(7,310.69)
Stores	9320	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prepaid Expenses	9330	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Current Assets	9340	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL ASSETS		6,359,062.01	0.00	27,452.12	0.00	388,025.26	0.00	0.00	(4,000.00)	(7,310.69)
Liabilities										
Accounts Payable	9500-9599	354,852.91	74,727.48	26,629.98	(76,426.39)	71,017.80	(58,202.27)	(51,124.44)	(57,427.44)	(60,543.47)
Due To Other Funds/Groups	9610-9620	192,906.11	0.00	0.00	21,826.00	0.00	0.00	0.00	0.00	0.00
Current Loans	9640	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Deferred Revenues	9650	98,853.60	0.00	0.00	0.00	187,821.71	(88,968.11)	0.00	0.00	0.00
SUBTOTAL LIABILITIES		646,612.62	74,727.48	26,629.98	(54,600.39)	258,839.51	(147,170.38)	(51,124.44)	(57,427.44)	(60,543.47)
Nonoperating										
Suspense Clearing	9910	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL BALANCE SHEET		5,712,449.39	(74,727.48)	822.14	54,600.39	129,185.75	147,170.38	51,124.44	53,427.44	53,232.78
E. NET INCREASE/DECREASE			(417,678.65)	(1,507,056.85)	253,247.27	(211,648.91)	(106,831.61)	411,470.11	(164,909.40)	(117,457.88)
F. ENDING CASH			5,226,470.67	3,719,413.82	3,972,661.09	3,761,012.18	3,654,180.57	4,065,650.68	3,900,741.28	3,783,283.40

Cash Flow Report
 0100 General Fund
 All Resources
 As Of 05/31/2026

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET	DIFFERENCE
A. BEGINNING CASH	9110	3,783,283.40	3,810,511.24	3,622,530.51				5,644,149.32		
B. RECEIPTS										
Principal Apportionment	8010-8019	487,913.00	303,641.00	303,641.00				3,670,888.00	4,138,700.00	(467,812.00)
Property Taxes	8020-8079	1,840.32	162,775.64	2,542.22				380,843.29	415,082.00	(34,238.71)
Misc Funds	8080-8099	0.00	0.00	0.00				0.00	(159,683.00)	159,683.00
Federal Revenue	8100-8299	57,586.00	0.00	94,935.93				353,324.47	415,259.00	(61,934.53)
Other State Revenue	8300-8599	65,233.10	43,758.00	43,758.00				855,096.19	1,067,754.00	(212,657.81)
Other Local Revenue	8600-8799	51,744.72	21,658.19	25,953.00				315,279.31	487,499.00	(172,219.69)
Interfund Transfers In	8910-8929	0.00	0.00	0.00				0.00	0.00	0.00
All Other Financing Sources	8930-8979	0.00	0.00	0.00				0.00	0.00	0.00
Contributions	8980-8999	0.00	0.00	0.00				0.00	0.00	0.00
TOTAL RECEIPTS		664,317.14	531,832.83	470,830.15				5,575,431.26	6,364,611.00	(789,179.74)
C. DISBURSEMENTS										
Certificated Salaries	1000-1999	206,879.14	216,339.37	208,670.32				2,233,505.88	2,066,247.80	(167,258.08)
Classified Salaries	2000-2999	83,643.28	75,663.34	78,937.37				790,922.89	724,349.60	(66,573.29)
Employee Benefits	3000-3999	117,564.67	118,500.58	317,111.48				1,507,603.11	1,658,062.24	(150,459.13)
Books and Supplies	4000-4999	8,784.91	6,390.65	5,725.02				235,073.49	401,509.22	166,435.73
Services	5000-5999	211,507.07	217,453.59	(913,361.30)				1,188,073.31	1,881,027.51	692,954.20
Capital Outlay	6000-6599	42,975.00	800.00	1,935.55				1,182,803.96	1,305,657.00	122,853.04
Other Outgo	7000-7499	3,207.37	3,126.18	21,068.19				79,092.04	(10,887.00)	(89,979.04)
Interfund Transfers Out	7600-7629	0.00	0.00	0.00				0.00	0.00	0.00
All Other Financing Uses	7630-7699	0.00	0.00	0.00				0.00	0.00	0.00
TOTAL DISBURSEMENTS		674,561.44	638,273.71	(279,913.37)				7,217,074.68	8,025,966.37	808,891.69
D. BALANCE SHEET								ACTIVITY		
Assets										
Cash Not In Treasury	9111-9199	0.00	0.00	0.00				0.00		
Accounts Receivable	9200-9299	0.00	0.00	0.00				409,628.38		
Due From Other Funds	9310	(881.63)	(962.82)	(334,297.90)				(341,604.04)		
Stores	9320	0.00	0.00	0.00				0.00		
Prepaid Expenses	9330	0.00	0.00	0.00				0.00		
Other Current Assets	9340	0.00	0.00	0.00				0.00		
SUBTOTAL ASSETS		(881.63)	(962.82)	(334,297.90)				68,024.34		
Liabilities										
Accounts Payable	9500-9599	(58,962.77)	(59,689.08)	509,056.87				259,056.27		
Due To Other Funds/Groups	9610-9620	0.00	0.00	0.00				21,826.00		
Current Loans	9640	0.00	0.00	0.00				0.00		
Deferred Revenues	9650	0.00	0.00	0.00				98,853.60		
SUBTOTAL LIABILITIES		(58,962.77)	(59,689.08)	509,056.87				379,735.87		
Nonoperating										
Suspense Clearing	9910	(20,609.00)	(140,266.11)	3,600.00				(157,275.11)		
TOTAL BALANCE SHEET		37,472.14	(81,539.85)	(839,754.77)				(468,986.64)		
E. NET INCREASE/DECREASE		27,227.84	(187,980.73)	(89,011.25)				(2,110,630.06)		
F. ENDING CASH		3,810,511.24	3,622,530.51	3,533,519.26				3,533,519.26		

Cash Flow Report
 0900 Charter School Fund
 All Resources
 As Of 05/31/2026

	Object	Beg Bal	July	August	September	October	November	December	January	February
A. BEGINNING CASH	9110	5,308,347.45	5,308,347.45	5,290,558.63	5,077,382.41	5,194,949.43	5,114,843.17	5,104,177.05	4,059,181.16	3,987,626.33
B. RECEIPTS										
Principal Apportionment	8010-8019		92,084.00	96,372.00	295,305.00	181,254.00	173,469.00	295,305.00	173,469.00	209,689.00
Property Taxes	8020-8079		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Misc Funds	8080-8099		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Federal Revenue	8100-8299		0.00	0.00	0.00	(11,802.92)	(65,753.54)	0.00	0.00	0.00
Other State Revenue	8300-8599		6,602.00	2,314.00	14,356.78	190,283.78	36,052.00	4,164.00	17,390.28	17,689.00
Other Local Revenue	8600-8799		1,087.92	0.00	37,035.51	(36,956.64)	0.00	31,624.32	1,106.69	0.00
Interfund Transfers In	8910-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Contributions	8980-8999		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			99,773.92	98,686.00	346,697.29	322,778.22	143,767.46	331,093.32	191,965.97	227,378.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		12,879.18	121,456.35	115,521.57	123,219.08	116,489.74	117,509.19	114,617.02	110,248.76
Classified Salaries	2000-2999		35,238.84	41,462.60	43,630.02	44,111.41	42,812.11	42,814.19	54,495.21	46,530.18
Employee Benefits	3000-3999		21,451.25	62,278.32	61,901.34	100,824.69	66,599.81	68,232.20	70,327.74	66,208.84
Books and Supplies	4000-4999		0.00	11,323.85	860.69	18,616.01	10,845.52	891.26	11,778.87	2,325.57
Services	5000-5999		21,854.86	55,231.72	52,882.04	73,317.25	12,118.19	1,175,791.19	42,100.27	59,453.20
Capital Outlay	6000-6599		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Outgo	7000-7499		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Interfund Transfers Out	7600-7629		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			91,424.13	291,752.84	274,795.66	360,088.44	248,865.37	1,405,238.03	293,319.11	284,766.55
D. BALANCE SHEET										
Assets										
Cash Not In Treasury	9111-9199	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Accounts Receivable	9200-9299	268,826.29	0.00	0.00	0.00	268,826.29	0.00	0.00	0.00	0.00
Due From Other Funds	9310	192,906.11	0.00	0.00	21,826.00	0.00	0.00	0.00	0.00	0.00
Stores	9320	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prepaid Expenses	9330	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Current Assets	9340	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL ASSETS		5,770,079.85	0.00	0.00	21,826.00	268,826.29	0.00	0.00	0.00	0.00
Liabilities										
Accounts Payable	9500-9599	155,491.45	26,138.61	20,109.38	(23,839.39)	48,457.26	(28,678.25)	(29,148.82)	(29,798.31)	(28,260.60)
Due To Other Funds/Groups	9610-9620	164,149.78	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Current Loans	9640	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Deferred Revenues	9650	65,753.54	0.00	0.00	0.00	131,507.08	(65,753.54)	0.00	0.00	0.00
SUBTOTAL LIABILITIES		385,394.77	26,138.61	20,109.38	(23,839.39)	179,964.34	(94,431.79)	(29,148.82)	(29,798.31)	(28,260.60)
Nonoperating										
Suspense Clearing	9910	131,657.99	0.00	0.00	0.00	(131,657.99)	0.00	0.00	0.00	0.00
TOTAL BALANCE SHEET		5,516,343.07	(26,138.61)	(20,109.38)	45,665.39	(42,796.04)	94,431.79	(1,044,995.89)	(71,554.83)	(29,127.95)
E. NET INCREASE/DECREASE										
			(17,788.82)	(213,176.22)	117,567.02	(80,106.26)	(10,666.12)	(1,044,995.89)	(71,554.83)	(29,127.95)
F. ENDING CASH			5,290,558.63	5,077,382.41	5,194,949.43	5,114,843.17	5,104,177.05	4,059,181.16	3,987,626.33	3,958,498.38

Cash Flow Report
 0900 Charter School Fund
 All Resources
 As Of 05/31/2026

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET	DIFFERENCE
A. BEGINNING CASH	9110	3,958,498.38	4,152,923.65	4,096,526.31				5,308,347.45		
B. RECEIPTS										
Principal Apportionment	8010-8019	370,651.00	209,689.00	209,689.00				2,306,976.00	2,734,650.00	(427,674.00)
Property Taxes	8020-8079	0.00	0.00	0.00				0.00	0.00	0.00
Misc Funds	8080-8099	0.00	0.00	0.00				0.00	159,633.00	(159,633.00)
Federal Revenue	8100-8299	0.00	0.00	0.00				(77,556.46)	498,847.00	(576,403.46)
Other State Revenue	8300-8599	18,676.86	4,307.00	4,307.00				316,142.70	259,820.00	56,322.70
Other Local Revenue	8600-8799	42,507.12	878.52	0.00				77,283.44	75,000.00	2,283.44
Interfund Transfers In	8910-8929	0.00	0.00	0.00				0.00	0.00	0.00
All Other Financing Sources	8930-8979	0.00	0.00	0.00				0.00	0.00	0.00
Contributions	8980-8999	0.00	0.00	0.00				0.00	0.00	0.00
TOTAL RECEIPTS		431,834.98	214,874.52	213,996.00				2,622,845.68	3,727,950.00	(1,105,104.32)
C. DISBURSEMENTS										
Certified Salaries	1000-1999	112,020.23	111,458.49	111,184.64				1,166,604.25	1,342,294.00	175,689.75
Classified Salaries	2000-2999	48,654.73	46,352.58	49,295.87				495,397.74	791,484.35	296,086.61
Employee Benefits	3000-3999	66,596.09	66,405.72	66,501.74				717,327.74	1,102,279.00	384,951.26
Books and Supplies	4000-4999	4,089.59	4,311.51	2,652.44				67,695.31	210,857.00	143,161.69
Services	5000-5999	34,343.55	71,013.12	19,314.44				1,617,419.83	2,498,023.65	880,603.82
Capital Outlay	6000-6599	0.00	0.00	0.00				0.00	0.00	0.00
Other Outgo	7000-7499	0.00	0.00	0.00				0.00	58,712.00	58,712.00
Interfund Transfers Out	7600-7629	0.00	0.00	0.00				0.00	0.00	0.00
All Other Financing Uses	7630-7699	0.00	0.00	0.00				0.00	0.00	0.00
TOTAL DISBURSEMENTS		265,704.19	299,541.42	248,949.13				4,064,444.87	6,003,650.00	1,939,205.13
D. BALANCE SHEET								ACTIVITY		
Assets										
Cash Not In Treasury	9111-9199	0.00	0.00	0.00				0.00		
Accounts Receivable	9200-9299	0.00	0.00	0.00				268,826.29		
Due From Other Funds	9310	0.00	0.00	0.00				21,826.00		
Stores	9320	0.00	0.00	0.00				0.00		
Prepaid Expenses	9330	0.00	0.00	0.00				0.00		
Other Current Assets	9340	0.00	0.00	0.00				0.00		
SUBTOTAL ASSETS		0.00	0.00	0.00				290,652.29		
Liabilities										
Accounts Payable	9500-9599	(28,294.48)	(28,269.56)	257,075.61				155,491.45		
Due To Other Funds/Groups	9610-9620	0.00	0.00	(285,368.40)				(285,368.40)		
Current Loans	9640	0.00	0.00	0.00				0.00		
Deferred Revenues	9650	0.00	0.00	0.00				65,753.54		
SUBTOTAL LIABILITIES		(28,294.48)	(28,269.56)	(28,292.79)				(64,123.41)		
Nonoperating										
Suspense Clearing	9910	0.00	0.00	0.00				(131,657.99)		
TOTAL BALANCE SHEET		28,294.48	28,269.56	28,292.79				223,117.71		
E. NET INCREASE/DECREASE		194,425.27	(56,397.34)	(6,660.34)				(1,218,481.48)		
F. ENDING CASH		4,152,923.65	4,096,526.31	4,089,865.97				4,089,865.97		

Budget Report

From 05/01/2026 thru 05/31/2026

Fu: 0100 General Fund

	Working	Actuals			Unencumbered		
		Current	Year To Date	%	Encumbered	Balance	%
**** Total Adjusted Beginning Balance	5,712,449.39	0.00	5,712,449.39	100.00	0.00	0.00	0.00
801100 Local Control Funding Formula State Aid - C	3,447,469.00	306,950.00	3,154,115.00	91.49	0.00	293,354.00	8.51
801200 Education Protection Account State Aid - Cu	691,176.00	0.00	513,411.00	74.28	0.00	177,765.00	25.72
801900 LCFF State Aid - Prior Years	55.00	(3,309.00)	3,362.00	6,112.73	0.00	(3,307.00)	(6,012.73)
802100 Home Owners Exemption	1,997.00	0.00	998.52	50.00	0.00	998.48	50.00
804100 Secured Tax Rolls	389,154.00	0.00	369,718.99	95.01	0.00	19,435.01	4.99
804200 Unsecured Roll Taxes	18,464.00	0.00	18,464.13	100.00	0.00	(0.13)	0.00
804300 Prior Years' Taxes	4,201.00	526.46	3,911.01	93.10	0.00	289.99	6.90
804400 Supplemental Taxes	16,337.00	2,015.76	15,702.51	96.12	0.00	634.49	3.88
804500 Education Revenue Augmentation Fund (ER	(15,071.00)	0.00	(28,768.12)	190.88	0.00	13,697.12	(90.88)
804800 Penalties and Interest from Delinquent Taxe	0.00	0.00	816.25	0.00	0.00	(816.25)	0.00
809600 Transfers to Charter Schools in Lieu of Prop	(159,683.00)	0.00	0.00	0.00	0.00	(159,683.00)	100.00
818100 Special Education - Entitlement	100,790.00	56,886.93	31,313.98	31.07	0.00	69,476.02	68.93
818200 Special Education - Discretionary Grants	6,337.00	0.00	(967.60)	(15.27)	0.00	7,304.60	115.27
818290 Special Education - Discretionary Grants Ca	0.00	0.00	(8,854.40)	0.00	0.00	8,854.40	0.00
829000 All Other Federal Revenues	298,642.00	38,049.00	322,343.52	107.94	0.00	(23,701.52)	(7.94)
829091 All Other Federal Revenues - Unearned Reve	9,490.00	0.00	9,488.97	99.99	0.00	1.03	0.01
831900 Other State Apportionments - Prior Year	0.00	0.00	824.00	0.00	0.00	(824.00)	0.00
855000 Mandated Cost Reimbursements	10,179.00	0.00	10,179.00	100.00	0.00	0.00	0.00
856000 State Lottery Revenue	74,250.00	0.00	39,534.55	53.25	0.00	34,715.45	46.75
859000 All Other State Revenues	904,546.00	43,758.00	725,079.50	80.16	0.00	179,466.50	19.84
859091 All Other State Revenues - Deferred Revenu	78,779.00	0.00	79,479.14	100.89	0.00	(700.14)	(0.89)
866000 Interest	150,000.00	0.00	62,103.81	41.40	0.00	87,896.19	58.60
869900 All Other Local Revenues	100,000.00	0.00	29,318.50	29.32	0.00	70,681.50	70.68
879200 Transfers of Apportionments From County O	239,400.00	20,387.00	219,115.00	91.53	0.00	20,285.00	8.47
879201 PRIOR YEAR - Transfers of Apportionment	(1,901.00)	0.00	(824.00)	43.35	0.00	(1,077.00)	56.65
879202 State Aid Claims/One-Time Allocations	0.00	5,566.00	5,566.00	0.00	0.00	(5,566.00)	0.00
898000 Contributions from Unrestricted Revenues	0.00	0.00	0.00	0.00	0.00	0.00	0.00
898030 Contribution - Special Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00
**** 8000 Totals	6,364,611.00	470,830.15	5,575,431.26	87.60	0.00	789,179.74	12.40
**** Total Income & Beginning Balance	\$12,077,060.39	\$470,830.15	\$11,287,880.65	93.47	\$0.00	\$789,179.74	6.53
110000 Teachers Salaries	1,250,878.00	130,704.50	1,492,567.57	119.32	0.00	(241,689.57)	(19.32)
110001 Teachers - Substitutes	48,000.00	20,620.98	151,750.01	316.15	0.00	(103,750.01)	(216.15)

Fu: 0100 General Fund

	Actuals				Unencumbered		
	Working	Current	Year To Date	%	Encumbered	Balance	%
110002 Teachers - Stipends	158,213.00	14,500.75	88,717.90	56.07	0.00	69,495.10	43.93
110017 Teachers - CalSTRS Excess Contribution	0.00	0.00	2,609.19	0.00	0.00	(2,609.19)	0.00
120000 Certificated Pupil Support Salaries	134,190.00	10,649.72	122,494.32	91.28	0.00	11,695.68	8.72
130000 Certificated Supervisors' and Administrators'	290,250.00	24,070.83	272,213.91	93.79	0.00	18,036.09	6.21
190000 Other Certificated Salaries	184,266.80	8,054.79	102,737.73	55.75	0.00	81,529.07	44.25
190002 Other Certificated - Stipend	450.00	68.75	415.25	92.28	0.00	34.75	7.72
**** 1000 Totals	2,066,247.80	208,670.32	2,233,505.88	108.09	0.00	(167,258.08)	(8.09)
210000 Instructional Aides' Salaries	186,078.00	19,255.75	192,638.89	103.53	0.00	(6,560.89)	(3.53)
210002 Instructional Aides - Stipends	1,825.00	0.00	0.00	0.00	0.00	1,825.00	100.00
220000 Classified Support Salaries	234,424.00	20,530.18	218,587.46	93.24	0.00	15,836.54	6.76
230000 Classified Supervisors' and Administrators' S	208,714.00	24,708.32	233,277.79	111.77	0.00	(24,563.79)	(11.77)
240000 Clerical & Office Salaries	52,184.00	5,488.43	66,197.11	126.85	0.00	(14,013.11)	(26.85)
240006 Clerical & Office-Overtime	100.60	0.00	100.60	100.00	0.00	0.00	0.00
290000 Other Classified Salaries	41,024.00	8,954.69	80,121.04	195.30	0.00	(39,097.04)	(95.30)
**** 2000 Totals	724,349.60	78,937.37	790,922.89	109.19	0.00	(66,573.29)	(9.19)
310100 State Teachers Retirement System, certifica	519,875.00	33,101.21	433,512.35	83.39	0.00	86,362.65	16.61
310101 STRS, Certificated - Substitutes	8,810.00	1,194.90	15,352.93	174.27	0.00	(6,542.93)	(74.27)
310102 STRS, Cert - Stipends	34,796.00	1,740.01	11,982.20	34.44	0.00	22,813.80	65.56
320200 Public Employees Retirement System, class	208,123.00	19,265.57	201,868.47	96.99	0.00	6,254.53	3.01
320202 PERS, Class - Stipends	494.00	0.00	0.00	0.00	0.00	494.00	100.00
331101 OASDI, Cert. Substitutes	238.70	207.89	1,537.05	643.93	0.00	(1,298.35)	(543.93)
331200 OASDI, Classified	45,839.00	4,816.74	48,033.89	104.79	0.00	(2,194.89)	(4.79)
331202 OASDI, Class. Stipend	113.00	0.00	0.00	0.00	0.00	113.00	100.00
331206 OASDI, Class. Overtime	5.23	0.00	5.23	100.00	0.00	0.00	0.00
332100 Medicare, Certificated	30,116.00	2,434.99	28,048.81	93.14	0.00	2,067.19	6.86
332101 Medicare, Cert. Subs	685.00	297.90	2,199.31	321.07	0.00	(1,514.31)	(221.07)
332102 Medicare, Cert. Stipend	3,340.00	206.36	1,254.77	37.57	0.00	2,085.23	62.43
332200 Medicare, Classified	11,038.00	1,126.51	11,233.82	101.77	0.00	(195.82)	(1.77)
332202 Medicare, Class. Stipend	26.00	0.00	0.00	0.00	0.00	26.00	100.00
332206 Medicare, Class. Overtime	1.22	0.00	1.22	100.00	0.00	0.00	0.00
340100 Health & Welfare Benefits, Certificated	391,730.00	36,491.73	384,599.14	98.18	0.00	7,130.86	1.82
340200 Health & Welfare Benefits, Classified	230,894.00	114,258.35	236,752.64	102.54	0.00	(5,858.64)	(2.54)
350100 State Unemployment Insurance, certificated	1,080.00	86.75	995.54	92.18	0.00	84.46	7.82

Budget Report

From 05/01/2026 thru 05/31/2026

Fu: 0100 General Fund

	Working	Actuals			Unencumbered		
		Current	Year To Date	%	Encumbered	Balance	%
350101	State Unemployment Ins., Cert. - Substitutes	26.00	10.32	75.87	291.81	(49.87)	(191.81)
350102	State Unemployment Ins., Cert - Stipends	102.00	7.27	44.52	43.65	57.48	56.35
350200	State Unemployment Insurance, classified	4,869.16	37.97	4,483.18	92.07	385.98	7.93
350202	State Unemployment Ins., Class - Stipends	1.00	0.00	0.00	0.00	1.00	100.00
350206	State Unemployment Ins., Class - Overtime	0.05	0.00	0.05	100.00	0.00	0.00
360100	Workers Comp, certificated	43,583.00	1,509.28	17,321.64	39.74	26,261.36	60.26
360101	Workers Comp, Cert - Substitutes	1,015.00	179.39	1,319.92	130.04	(304.92)	(30.04)
360102	Workers Comp, Cert - Stipend	4,448.00	126.77	774.60	17.41	3,673.40	82.59
360200	Workers Comp, classified	17,448.00	686.75	6,880.26	39.43	10,567.74	60.57
360202	Workers Comp, Class - Stipends	40.00	0.00	0.00	0.00	40.00	100.00
360206	Workers Comp, Class - Overtime	0.88	0.00	0.88	100.00	0.00	0.00
370100	OPEB, Allocated, Certificated Positions	26,016.00	26,015.86	26,015.86	100.00	0.14	0.00
370200	OPEB, Allocated, Classified Positions	73,309.00	73,308.96	73,308.96	100.00	0.04	0.00
	**** 3000 Totals	1,658,062.24	317,111.48	1,507,603.11	90.93	0.00	150,459.13
	**** 1000 - 3000	4,448,659.64	604,719.17	4,532,031.88	101.87	0.00	(83,372.24)
410000	Approved Textbooks and Core Curricula Ma	6,010.00	0.00	5,972.04	99.37	0.00	37.96
420000	Books and Reference Material	36,924.00	0.00	21,498.49	58.22	0.00	15,425.51
430000	Materials and Supplies	238,802.22	3,062.46	124,683.28	52.21	15,701.67	41.21
430009	Fuel & Oil	2,500.00	178.61	2,085.39	83.42	0.00	414.61
430018	Repair & Maintenance Supplies	26,773.00	2,483.95	2,338.82	8.74	7,111.17	17,323.01
440000	Non-Capitalized Equipment	89,000.00	0.00	77,273.99	86.82	0.00	11,726.01
440002	Non-Capitalized Computer Equipment	1,500.00	0.00	1,221.48	81.43	0.00	278.52
	**** 4000 Totals	401,509.22	5,725.02	235,073.49	58.55	22,812.84	143,622.89
520000	Travel and Conferences	100,003.00	10,467.59	77,922.60	77.92	4,755.99	17,324.41
530000	Dues and Memberships	3,625.00	0.00	7,301.00	201.41	0.00	(3,676.00)
540000	Insurance	30,000.00	0.00	27,170.72	90.57	0.00	2,829.28
544000	Pupil Insurance	1,900.00	0.00	1,286.50	67.71	0.00	613.50
550001	Electricity	50,200.00	1,103.75	44,969.55	89.58	0.00	5,230.45
550005	Laundry	11,210.00	0.00	11,377.54	101.49	0.00	(167.54)
550006	Pest Control	4,632.00	0.00	4,322.50	93.32	0.00	309.50
550008	Waste Disposal	5,000.00	406.73	4,017.48	80.35	0.00	982.52
550009	Water/Sewer	733.00	0.00	645.36	88.04	86.93	0.71
560000	Rentals, Leases and Repairs & Non Cap Imp	2,000.00	0.00	0.00	0.00	0.00	2,000.00

Fu: 0100 General Fund

	Working	Actuals			%	Encumbered	Unencumbered	
		Current	Year To Date	%			Balance	%
560001 Alarm	15,140.00	0.00	14,971.14	98.88	168.00	0.86	0.01	
560008 Copier Rental	23,224.00	0.00	18,871.25	81.26	4,352.75	0.00	0.00	
560013 Grounds Repairs	28,660.00	0.00	21,723.53	75.80	0.00	6,936.47	24.20	
580000 Professional/Consulting Services and Operat	1,107,900.51	(1,031,721.29)	691,912.62	62.45	37,354.20	378,633.69	34.18	
580005 Audit	15,000.00	0.00	6,900.00	46.00	0.00	8,100.00	54.00	
580010 District/County Contracts	368,470.00	103,397.42	180,260.22	48.92	25,811.51	162,398.27	44.07	
580014 Field Trips	52,348.00	1,453.48	36,650.89	70.01	5,865.98	9,831.13	18.78	
580015 Fingerprinting	1,500.00	94.00	1,069.00	71.27	0.00	431.00	28.73	
580018 Legal Services	36,936.00	0.00	23,395.50	63.34	0.00	13,540.50	36.66	
590002 Postage Meter Rental	11,000.00	599.16	5,681.67	51.65	0.00	5,318.33	48.35	
590004 Telephone	10,000.00	626.91	6,480.78	64.81	0.00	3,519.22	35.19	
590006 Telephone - Cellular	1,546.00	210.95	1,143.46	73.96	402.54	0.00	0.00	
**** 5000 Totals	1,881,027.51	(913,361.30)	1,188,073.31	63.16	78,797.90	614,156.30	32.65	
**** 1000 - 5000	6,731,196.37	(302,917.11)	5,955,178.68	88.47	101,610.74	674,406.95	10.02	
610000 Land	1,100,452.00	0.00	1,100,451.40	100.00	0.00	0.60	0.00	
610012 Site Construction - Other	89,494.00	0.00	37,721.45	42.15	0.00	51,772.55	57.85	
620000 Buildings and Improvement of Buildings	43,775.00	0.00	43,775.00	100.00	0.00	0.00	0.00	
640000 Equipment	71,936.00	1,935.55	856.11	1.19	0.00	71,079.89	98.81	
**** 6000 Totals	1,305,657.00	1,935.55	1,182,803.96	90.59	0.00	122,853.04	9.41	
**** 1000 - 6000	8,036,853.37	(300,981.56)	7,137,982.64	88.82	101,610.74	797,259.99	9.92	
714200 Other Tuition, Excess Costs, and/or Deficits	16,401.00	4,089.00	36,859.00	224.74	0.00	(20,458.00)	(124.74)	
714201 Special Education Transportation Excess Co	21,250.00	0.00	17,339.45	81.60	0.00	3,910.55	18.40	
731000 Transfers of Indirect Costs	(8.00)	0.00	0.00	0.00	0.00	(8.00)	100.00	
735000 Transfers of Indirect Costs - Interfund	(83,810.00)	0.00	(9,155.14)	10.92	0.00	(74,654.86)	89.08	
743800 Debt Service - Interest	3,380.00	1,156.39	2,403.13	71.10	0.00	976.87	28.90	
743900 Other Debt Service - Principal	31,900.00	15,822.80	31,645.60	99.20	0.00	254.40	0.80	

Summary
 Fu: 0100 General Fund

Note this summary includes only the account lines that were included on this report

	Working	Actuals			%	Encumbered	Unencumbered	
		Current	Year To Date	%			Balance	%
Revenues								
Total: 8000 Revenues	\$6,364,611.00	\$470,830.15	\$5,575,431.26	87.60	\$0.00	\$789,179.74	12.40	
Expenditures								
Total: 1000 Certificated	2,066,247.80	208,670.32	2,233,505.88	108.09	0.00	(167,258.08)	(8.09)	
Total: 2000 Classified	724,349.60	78,937.37	790,922.89	109.19	0.00	(66,573.29)	(9.19)	
Total: 3000 Benefits	1,658,062.24	317,111.48	1,507,603.11	90.93	0.00	150,459.13	9.07	
Total: 1000 - 3000	4,448,659.64	604,719.17	4,532,031.88	101.87	0.00	(83,372.24)	(1.87)	
Total: 4000 Books & Supplies	401,509.22	5,725.02	235,073.49	58.55	22,812.84	143,622.89	35.77	
Total: 5000 Services & Other	1,881,027.51	(913,361.30)	1,188,073.31	63.16	78,797.90	614,156.30	32.65	
Total: 4000 - 5000	2,282,536.73	(907,636.28)	1,423,146.80	62.35	101,610.74	757,779.19	33.20	
Total: 1000 - 5000	6,731,196.37	(302,917.11)	5,955,178.68	88.47	101,610.74	674,406.95	10.02	
Total: 6000 Capital Outlay	1,305,657.00	1,935.55	1,182,803.96	90.59	0.00	122,853.04	9.41	
Total: 7000 Other Outgo/Financing Uses	(10,887.00)	21,068.19	79,092.04	(726.48)	0.00	(89,979.04)	826.48	
Total: 1000 - 7000	8,025,966.37	(279,913.37)	7,217,074.68	89.92	101,610.74	707,280.95	8.81	
Total: Net Increase/(Decrease) in Fund Balance	(1,661,355.37)	750,743.52	(1,641,643.42)	98.81				
Total: Beginning Balance	5,712,449.39	0.00	5,712,449.39	100.00				
Total: Ending Fund Balance (9790)	\$4,051,094.02	\$750,743.52	\$4,070,805.97	100.49				
Components of Ending Fund Balance								
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00				
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00				
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00				
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00				
Total: Unassigned (9789 - 9790)	0.00	0.00	0.00	0.00				
Total: Undesignated	4,051,094.02	750,743.52	4,070,805.97	100.49				

Fund Summary
Fu: 0100 General Fund

Note this summary includes only the account lines that were included on this report

	Working	Actuals			Unencumbered				
		Current	Year To Date	%	Encumbered	Balance	%		
Revenues									
Total: 8000 Revenues	\$6,364,611.00	\$470,830.15	\$5,575,431.26	87.60	\$0.00	\$789,179.74	12.40		
Expenditures									
Total: 1000 Certificated	2,066,247.80	208,670.32	2,233,505.88	108.09	0.00	(167,258.08)	(8.09)		
Total: 2000 Classified	724,349.60	78,937.37	790,922.89	109.19	0.00	(66,573.29)	(9.19)		
Total: 3000 Benefits	1,658,062.24	317,111.48	1,507,603.11	90.93	0.00	150,459.13	9.07		
Total: 1000 - 3000	4,448,659.64	604,719.17	4,532,031.88	101.87	0.00	(83,372.24)	(1.87)		
Total: 4000 Books & Supplies	401,509.22	5,725.02	235,073.49	58.55	22,812.84	143,622.89	35.77		
Total: 5000 Services & Other	1,881,027.51	(913,361.30)	1,188,073.31	63.16	78,797.90	614,156.30	32.65		
Total: 4000 - 5000	2,282,536.73	(907,636.28)	1,423,146.80	62.35	101,610.74	757,779.19	33.20		
Total: 1000 - 5000	6,731,196.37	(302,917.11)	5,955,178.68	88.47	101,610.74	674,406.95	10.02		
Total: 6000 Capital Outlay	1,305,657.00	1,935.55	1,182,803.96	90.59	0.00	122,853.04	9.41		
Total: 7000 Other Outgo/Financing Uses	(10,887.00)	21,068.19	79,092.04	(726.48)	0.00	(89,979.04)	826.48		
Total: 1000 - 7000	8,025,966.37	(279,913.37)	7,217,074.68	89.92	101,610.74	707,280.95	8.81		
Total: Net Increase/(Decrease) in Fund Balance	(1,661,355.37)	750,743.52	(1,641,643.42)	98.81					
Total: Beginning Balance	5,712,449.39	0.00	5,712,449.39	100.00					
Total: Ending Fund Balance (9790)	\$4,051,094.02	\$750,743.52	\$4,070,805.97	100.49					
Components of Ending Fund Balance									
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00					
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00					
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00					
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00					
Total: Unassigned (9789 - 9790)	0.00	0.00	0.00	0.00					
Total: Undesignated	4,051,094.02	750,743.52	4,070,805.97	100.49					

Budget Report
 From 05/01/2026 thru 05/31/2026

Fu: 0800 Student Activity Special Revenue F

	Actuals				Unencumbered		
	Working	Current	Year To Date	%	Encumbered	Balance	%
**** Total Adjusted Beginning Balance	9,693.09	0.00	9,693.09	100.00	0.00	0.00	0.00
866002 Dividends	3.00	0.00	0.00	0.00	0.00	3.00	100.00
869900 All Other Local Revenues	5,000.00	0.00	0.00	0.00	0.00	5,000.00	100.00
**** 8000 Totals	5,003.00	0.00	0.00	0.00	0.00	5,003.00	100.00
**** Total Income & Beginning Balance	\$14,696.09	\$0.00	\$9,693.09	65.96	\$0.00	\$5,003.00	34.04
580000 Professional/Consulting Services and Operat	5,003.00	0.00	0.00	0.00	0.00	5,003.00	100.00
**** 5000 Totals	5,003.00	0.00	0.00	0.00	0.00	5,003.00	100.00
**** 1000 - 5000	5,003.00	0.00	0.00	0.00	0.00	5,003.00	100.00

Summary

Fu: 0800 Student Activity Special Revenue F

Note this summary includes only the account lines that were included on this report

	Working	Actuals			Unencumbered	
		Current	Year To Date	%	Encumbered	Balance
Revenues						
Total: 8000 Revenues	\$5,003.00	\$0.00	\$0.00	0.00	\$0.00	\$5,003.00 100.00
Expenditures						
Total: 1000 Certificated	0.00	0.00	0.00	0.00	0.00	0.00 0.00
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00 0.00
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00 0.00
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00 0.00
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00 0.00
Total: 5000 Services & Other	5,003.00	0.00	0.00	0.00	0.00	5,003.00 100.00
Total: 4000 - 5000	5,003.00	0.00	0.00	0.00	0.00	5,003.00 100.00
Total: 1000 - 5000	5,003.00	0.00	0.00	0.00	0.00	5,003.00 100.00
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00 0.00
Total: 7000 Other Outgo/Financing Uses	0.00	0.00	0.00	0.00	0.00	0.00 0.00
Total: 1000 - 7000	5,003.00	0.00	0.00	0.00	0.00	5,003.00 100.00
Total: Net Increase/(Decrease) in Fund Balance	0.00	0.00	0.00	0.00	0.00	
Total: Beginning Balance	9,693.09	0.00	9,693.09	100.00		
Total: Ending Fund Balance (9790)	\$9,693.09	\$0.00	\$9,693.09	100.00		
Components of Ending Fund Balance						
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00		
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00		
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00		
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00		
Total: Unassigned (9789 - 9790)	0.00	0.00	0.00	0.00		
Total: Undesignated	9,693.09	0.00	9,693.09	100.00		

Fund Summary Note this summary includes only the account lines that were included on this report
Fu: 0800 Student Activity Special Revenue Fund

	Working	Actuals			Unencumbered	
		Current	Year To Date	%	Encumbered	Balance
Revenues						
Total: 8000 Revenues	\$5,003.00	\$0.00	\$0.00	0.00	\$0.00	\$5,003.00 100.00
Expenditures						
Total: 1000 Certificated	0.00	0.00	0.00	0.00	0.00	0.00
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00
Total: 5000 Services & Other	5,003.00	0.00	0.00	0.00	0.00	5,003.00 100.00
Total: 4000 - 5000	5,003.00	0.00	0.00	0.00	0.00	5,003.00 100.00
Total: 1000 - 5000	5,003.00	0.00	0.00	0.00	0.00	5,003.00 100.00
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00
Total: 7000 Other Outgo/Financing Uses	0.00	0.00	0.00	0.00	0.00	0.00
Total: 1000 - 7000	5,003.00	0.00	0.00	0.00	0.00	5,003.00 100.00
Total: Net Increase/(Decrease) in Fund Balance	0.00	0.00	0.00	0.00	0.00	
Total: Beginning Balance	9,693.09	0.00	9,693.09	100.00		
Total: Ending Fund Balance (9790)	\$9,693.09	\$0.00	\$9,693.09	100.00		
Components of Ending Fund Balance						
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00		
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00		
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00		
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00		
Total: Unassigned (9789 - 9790)	0.00	0.00	0.00	0.00		
Total: Undesignated	9,693.09	0.00	9,693.09	100.00		

Budget Report
 From 05/01/2026 thru 05/31/2026

Fu: 0900 Charter School Fund

	Actuals				Unencumbered		
	Working	Current	Year To Date	%	Encumbered	Balance	%
**** Total Adjusted Beginning Balance	5,253,027.09	0.00	5,253,027.09	100.00	0.00	0.00	0.00
Local Control Funding Formula State Aid - C	2,203,136.00	218,318.00	2,041,778.00	92.68	0.00	161,358.00	7.32
Education Protection Account State Aid - Cu	531,481.00	0.00	392,936.00	73.93	0.00	138,545.00	26.07
LCFF State Aid - Prior Years	33.00	(8,629.00)	(127,738.00)#####		0.00	127,771.00	#####
Transfers to Charter Schools in Lieu of Prop	159,633.00	0.00	0.00	0.00	0.00	159,633.00	100.00
Special Education - Entitlement	47,882.00	0.00	0.00	0.00	0.00	47,882.00	100.00
All Other Federal Revenues	385,211.00	0.00	0.00	0.00	0.00	385,211.00	100.00
All Other Federal Revenues - Carryover	0.00	0.00	(143,310.00)	0.00	0.00	143,310.00	0.00
All Other Federal Revenues - Unearned Reve	65,754.00	0.00	65,753.54	100.00	0.00	0.46	0.00
Mandated Cost Reimbursements	6,822.00	0.00	6,822.00	100.00	0.00	0.00	0.00
State Lottery Revenue	47,359.00	0.00	25,731.71	54.33	0.00	21,627.29	45.67
All Other State Revenues	205,639.00	4,307.00	151,931.00	73.88	0.00	53,708.00	26.12
All Other State Revenues - Carryover	0.00	0.00	131,657.99	0.00	0.00	(131,657.99)	0.00
Interest	75,000.00	0.00	76,836.30	102.45	0.00	(1,836.30)	(2.45)
All Other Local Revenues	0.00	0.00	447.14	0.00	0.00	(447.14)	0.00
Contributions from Unrestricted Revenues	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Contribution - Special Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00
**** 8000 Totals	3,727,950.00	213,996.00	2,622,845.68	70.36	0.00	1,105,104.32	29.64
**** Total Income & Beginning Balance	\$8,980,977.09	\$213,996.00	\$7,875,872.77	87.70	\$0.00	\$1,105,104.32	12.30
Teachers Salaries	919,224.00	84,024.37	844,407.14	91.86	0.00	74,816.86	8.14
Teachers - Substitutes	5,000.00	0.00	0.00	0.00	0.00	5,000.00	100.00
Teachers - Stipends	7,000.00	600.00	1,920.00	27.43	0.00	5,080.00	72.57
Certificated Pupil Support Salaries	209,925.00	13,681.09	174,171.35	82.97	0.00	35,753.65	17.03
Certificated Supervisors' and Administrators'	201,145.00	12,879.18	146,105.76	72.64	0.00	55,039.24	27.36
**** 1000 Totals	1,342,294.00	111,184.64	1,166,604.25	86.91	0.00	175,689.75	13.09
Instructional Aides' Salaries	92,595.00	6,700.77	67,398.01	72.79	0.00	25,196.99	27.21
Classified Supervisors' and Administrators' S	357,136.35	24,608.35	232,178.07	65.01	0.00	124,958.28	34.99
Clerical & Office Salaries	341,753.00	17,986.75	195,821.66	57.30	0.00	145,931.34	42.70
**** 2000 Totals	791,484.35	49,295.87	495,397.74	62.59	0.00	296,086.61	37.41
State Teachers Retirement System, certifica	366,273.00	21,116.88	251,948.24	68.79	0.00	114,324.76	31.21
STRS, Certificated - Substitutes	979.00	0.00	0.00	0.00	0.00	979.00	100.00
STRS, Cert - Stipends	1,337.00	114.60	366.72	27.43	0.00	970.28	72.57

Budget Report
 From 05/01/2026 thru 05/31/2026

Fu: 0900 Charter School Fund

	Working	Actuals			Unencumbered		
		Current	Year To Date	%	Encumbered	Balance	%
320100 Public Employees` Retirement System, certi	0.00	0.00	1,767.83	0.00	(1,767.83)	0.00	
320200 Public Employees Retirement System, class	213,864.00	11,655.70	123,091.06	57.56	90,772.94	42.44	
331100 OASDI, Certificated	0.00	0.00	681.05	0.00	(681.05)	0.00	
331200 OASDI, Classified	49,106.00	2,993.81	29,952.74	61.00	19,153.26	39.00	
332100 Medicare, Certificated	20,839.00	1,539.13	16,288.42	78.16	4,550.58	21.84	
332101 Medicare, Cert. Subs	73.00	0.00	0.00	0.00	73.00	100.00	
332102 Medicare, Cert. Stipend	102.00	8.40	27.09	26.56	74.91	73.44	
332200 Medicare, Classified	11,602.00	700.19	7,005.19	60.38	4,596.81	39.62	
340100 Health & Welfare Benefits, Certificated	266,262.00	19,097.18	191,866.14	72.06	74,395.86	27.94	
340200 Health & Welfare Benefits, Classified	124,410.00	7,799.42	79,045.11	63.54	45,364.89	36.46	
350100 State Unemployment Insurance, certificated	696.00	55.30	582.31	83.67	113.69	16.33	
350101 State Unemployment Ins., Cert. - Substitutes	3.00	0.00	0.00	0.00	3.00	100.00	
350102 State Unemployment Ins., Cert - Stipends	4.00	0.30	0.96	24.00	3.04	76.00	
350200 State Unemployment Insurance, classified	405.00	24.64	247.73	61.17	157.27	38.83	
360100 Workers Comp, certificated	29,560.00	962.09	10,130.49	34.27	19,429.51	65.73	
360101 Workers Comp, Cert - Substitutes	110.00	0.00	0.00	0.00	110.00	100.00	
360102 Workers Comp, Cert - Stipend	154.00	5.22	16.71	10.85	137.29	89.15	
360200 Workers Comp, classified	16,500.00	428.88	4,309.95	26.12	12,190.05	73.88	
**** 3000 Totals	1,102,279.00	66,501.74	717,327.74	65.08	384,951.26	34.92	
**** 1000 - 3000	3,236,057.35	226,982.25	2,379,329.73	73.53	856,727.62	26.47	
410000 Approved Textbooks and Core Curricula Ma	54,607.00	0.00	10,435.79	19.11	0.00	80.89	
430000 Materials and Supplies	119,803.00	2,060.79	42,490.04	35.47	3,374.46	61.72	
430009 Fuel & Oil	2,500.00	287.91	2,194.70	87.79	0.00	12.21	
430014 Other Supplies	5,947.00	303.74	5,283.83	88.85	0.00	11.15	
440000 Non-Capitalized Equipment	28,000.00	0.00	7,290.95	26.04	0.00	73.96	
**** 4000 Totals	210,857.00	2,652.44	67,695.31	32.10	3,374.46	66.29	
520000 Travel and Conferences	158,950.00	942.51	24,560.01	15.45	22,947.43	70.11	
530000 Dues and Memberships	7,991.00	0.00	7,091.00	88.74	0.00	11.26	
544000 Pupil Insurance	1,900.00	0.00	1,286.50	67.71	0.00	32.29	
550001 Electricity	25,000.00	1,133.85	22,204.57	88.82	0.00	11.18	
550005 Laundry	30,000.00	2,255.00	20,195.00	67.32	0.00	32.68	
550006 Pest Control	7,405.00	0.00	1,966.30	26.55	445.20	67.43	
550008 Waste Disposal	5,000.00	406.73	4,017.49	80.35	0.00	19.65	

Budget Report
 From 05/01/2026 thru 05/31/2026

Fu: 0900 Charter School Fund

	Working	Actuals		Year To Date	%	Encumbered	Unencumbered	
		Current	Year To Date				Balance	%
550009	Water/Sewer	4,000.00	84.23	2,815.03	70.38	233.80	951.17	23.78
560000	Rentals, Leases and Repairs & Non Cap Imp	180.00	189.00	189.00	105.00	0.00	(9.00)	(5.00)
560001	Alarm	1,465.00	0.00	1,462.32	99.82	0.00	2.68	0.18
560002	Building Rental/Lease	264,987.00	11,883.46	247,261.50	93.31	17,724.60	0.90	0.00
560008	Copier Rental	58,000.00	0.00	18,871.27	32.54	4,338.65	34,790.08	59.98
560014	Portables - Lease	21,390.00	1,657.87	19,725.76	92.22	0.00	1,664.24	7.78
580000	Professional/Consulting Services and Operat	1,792,217.65	(306.10)	1,213,205.18	67.69	27,000.00	552,012.47	30.80
580005	Audit	8,000.00	0.00	6,900.00	86.25	0.00	1,100.00	13.75
580010	District/County Contractis	20,891.00	0.00	0.00	0.00	0.00	20,891.00	100.00
580014	Field Trips	44,100.00	230.00	10,247.00	23.24	664.83	33,188.17	75.26
590004	Telephone	20,000.00	626.93	14,278.43	71.39	0.00	5,721.57	28.61
590006	Telephone - Cellular	1,547.00	210.96	1,143.47	73.92	402.54	0.99	0.06
590008	Telephone - Internet Service	25,000.00	0.00	0.00	0.00	0.00	25,000.00	100.00
	**** 5000 Totals	2,498,023.65	19,314.44	1,617,419.83	64.75	73,757.05	806,846.77	32.30
	**** 1000 - 5000	5,944,938.00	248,949.13	4,064,444.87	68.37	77,131.51	1,803,361.62	30.33
735000	Transfers of Indirect Costs - Interfund	58,712.00	0.00	0.00	0.00	0.00	58,712.00	100.00

Summary
 Fu: 0900 Charter School Fund

Note this summary includes only the account lines that were included on this report

	Working	Actuals			%	Encumbered	Unencumbered	
		Current	Year To Date				Balance	%
Revenues								
Total: 8000 Revenues	\$3,727,950.00	\$213,996.00	\$2,622,845.68	70.36	\$0.00	\$1,105,104.32	29.64	
Expenditures								
Total: 1000 Certificated	1,342,294.00	111,184.64	1,166,604.25	86.91	0.00	175,689.75	13.09	
Total: 2000 Classified	791,484.35	49,295.87	495,397.74	62.59	0.00	296,086.61	37.41	
Total: 3000 Benefits	1,102,279.00	66,501.74	717,327.74	65.08	0.00	384,951.26	34.92	
Total: 1000 - 3000	3,236,057.35	226,982.25	2,379,329.73	73.53	0.00	856,727.62	26.47	
Total: 4000 Books & Supplies	210,857.00	2,652.44	67,695.31	32.10	3,374.46	139,787.23	66.29	
Total: 5000 Services & Other	2,498,023.65	19,314.44	1,617,419.83	64.75	73,757.05	806,846.77	32.30	
Total: 4000 - 5000	2,708,880.65	21,966.88	1,685,115.14	62.21	77,131.51	946,634.00	34.95	
Total: 1000 - 5000	5,944,938.00	248,949.13	4,064,444.87	68.37	77,131.51	1,803,361.62	30.33	
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 7000 Other Outgo/Financing Uses	58,712.00	0.00	0.00	0.00	0.00	58,712.00	100.00	
Total: 1000 - 7000	6,003,650.00	248,949.13	4,064,444.87	67.70	77,131.51	1,862,073.62	31.02	
Total: Net Increase/(Decrease) in Fund Balance	(2,275,700.00)	(34,953.13)	(1,441,599.19)	63.35				
Total: Beginning Balance	5,253,027.09	0.00	5,253,027.09	100.00				
Total: Ending Fund Balance (9790)	\$2,977,327.09	(\$34,953.13)	\$3,811,427.90	128.02				
Components of Ending Fund Balance								
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00				
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00				
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00				
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00				
Total: Unassigned (9789 - 9790)	0.00	0.00	0.00	0.00				
Total: Undesignated	2,977,327.09	(34,953.13)	3,811,427.90	128.02				

Fund Summary
Fu: 0900 Charter School Fund

Note this summary includes only the account lines that were included on this report

	Working	Actuals		%	Encumbered	Unencumbered	
		Current	Year To Date			Balance	%
Revenues							
Total: 8000 Revenues	\$3,727,950.00	\$213,996.00	\$2,622,845.68	70.36	\$0.00	\$1,105,104.32	29.64
Expenditures							
Total: 1000 Certificated	1,342,294.00	111,184.64	1,166,604.25	86.91	0.00	175,689.75	13.09
Total: 2000 Classified	791,484.35	49,295.87	495,397.74	62.59	0.00	296,086.61	37.41
Total: 3000 Benefits	1,102,279.00	66,501.74	717,327.74	65.08	0.00	384,951.26	34.92
Total: 1000 - 3000	3,236,057.35	226,982.25	2,379,329.73	73.53	0.00	856,727.62	26.47
Total: 4000 Books & Supplies	210,857.00	2,652.44	67,695.31	32.10	3,374.46	139,787.23	66.29
Total: 5000 Services & Other	2,498,023.65	19,314.44	1,617,419.83	64.75	73,757.05	806,846.77	32.30
Total: 4000 - 5000	2,708,880.65	21,966.88	1,685,115.14	62.21	77,131.51	946,634.00	34.95
Total: 1000 - 5000	5,944,938.00	248,949.13	4,064,444.87	68.37	77,131.51	1,803,361.62	30.33
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total: 7000 Other Outgo/Financing Uses	58,712.00	0.00	0.00	0.00	0.00	58,712.00	100.00
Total: 1000 - 7000	6,003,650.00	248,949.13	4,064,444.87	67.70	77,131.51	1,862,073.62	31.02
Total: Net Increase/(Decrease) in Fund Balance	(2,275,700.00)	(34,953.13)	(1,441,599.19)	63.35			
Total: Beginning Balance	5,253,027.09	0.00	5,253,027.09	100.00			
Total: Ending Fund Balance (9790)	\$2,977,327.09	(\$34,953.13)	\$3,811,427.90	128.02			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: Unassigned (9789 - 9790)	0.00	0.00	0.00	0.00			
Total: Undesignated	2,977,327.09	(34,953.13)	3,811,427.90	128.02			

Budget Report
 From 05/01/2026 thru 05/31/2026

Fu: 1200 Child Development Fund

	Actuals				Unencumbered		
	Working	Current	Year To Date	%	Encumbered	Balance	%
**** Total Adjusted Beginning Balance	231,170.45	0.00	231,170.45	100.00	0.00	0.00	0.00
All Other State Revenues	220,430.00	0.00	235,264.00	106.73	0.00	(14,834.00)	(6.73)
All Other State Revenues - Deferred Revenue	281,390.00	0.00	281,389.06	100.00	0.00	0.94	0.00
Interest	3,000.00	0.00	9,400.77	313.36	0.00	(6,400.77)	(213.36)
**** 8000 Totals	504,820.00	0.00	526,053.83	104.21	0.00	(21,233.83)	(4.21)
**** Total Income & Beginning Balance	\$735,990.45	\$0.00	\$757,224.28	102.89	\$0.00	(\$21,233.83)	(2.89)
Teachers Salaries	47,473.00	4,241.75	46,659.25	98.29	0.00	813.75	1.71
Teachers - Substitutes	5,000.00	0.00	0.00	0.00	0.00	5,000.00	100.00
**** 1000 Totals	52,473.00	4,241.75	46,659.25	88.92	0.00	5,813.75	11.08
Instructional Aides' Salaries	22,943.00	2,117.27	23,830.67	103.87	0.00	(887.67)	(3.87)
**** 2000 Totals	22,943.00	2,117.27	23,830.67	103.87	0.00	(887.67)	(3.87)
State Teachers Retirement System, certified	12,008.00	810.17	10,038.90	83.60	0.00	1,969.10	16.40
STRS, Certificated - Substitutes	955.00	0.00	0.00	0.00	0.00	955.00	100.00
Public Employees Retirement System, class	6,206.00	567.64	6,330.63	102.01	0.00	(124.63)	(2.01)
OASDI, Classified	1,423.00	131.27	1,477.48	103.83	0.00	(54.48)	(3.83)
Medicare, Certificated	689.00	61.51	676.60	98.20	0.00	12.40	1.80
Medicare, Cert. Subs	73.00	0.00	0.00	0.00	0.00	73.00	100.00
Medicare, Classified	333.00	30.70	345.55	103.77	0.00	(12.55)	(3.77)
Health & Welfare Benefits, Certificated	14,300.00	1,206.34	12,958.49	90.62	0.00	1,341.51	9.38
State Unemployment Insurance, certificated	24.00	2.12	23.32	97.17	0.00	0.68	2.83
State Unemployment Ins., Cert. - Substitutes	3.00	0.00	0.00	0.00	0.00	3.00	100.00
State Unemployment Insurance, classified	12.00	1.06	11.91	99.25	0.00	0.09	0.75
Workers Comp, certificated	997.00	36.90	405.75	40.70	0.00	591.25	59.30
Workers Comp, Cert - Substitutes	110.00	0.00	0.00	0.00	0.00	110.00	100.00
Workers Comp, classified	482.00	18.42	207.35	43.02	0.00	274.65	56.98
**** 3000 Totals	37,615.00	2,866.13	32,475.98	86.34	0.00	5,139.02	13.66
**** 1000 - 3000	113,031.00	9,225.15	102,965.90	91.10	0.00	10,065.10	8.90
Materials and Supplies	125,596.00	0.00	360.31	0.29	0.00	125,235.69	99.71
**** 4000 Totals	125,596.00	0.00	360.31	0.29	0.00	125,235.69	99.71
Travel and Conferences	500.00	0.00	118.78	23.76	0.00	381.22	76.24
Electricity	18,000.00	587.38	3,928.45	21.82	0.00	14,071.55	78.18

Fu: 1200 Child Development Fund

	Working	Actuals			Unencumbered		
		Current	Year To Date	%	Encumbered	Balance	
580000 Professional/Consulting Services and Operat	212,015.00	136.54	2,570.18	1.21	108.36	209,336.46	98.74
**** 5000 Totals	230,515.00	723.92	6,617.41	2.87	108.36	223,789.23	97.08
**** 1000 - 5000	469,142.00	9,949.07	109,943.62	23.44	108.36	359,090.02	76.54
610012 Site Construction - Other	0.00	0.00	(41,084.00)	0.00	0.00	41,084.00	0.00
**** 6000 Totals	0.00	0.00	(41,084.00)	0.00	0.00	41,084.00	0.00
**** 1000 - 6000	469,142.00	9,949.07	68,859.62	14.68	108.36	400,174.02	85.30
735000 Transfers of Indirect Costs - Interfund	17,094.00	0.00	9,155.14	53.56	0.00	7,938.86	46.44

Budget Report

From 05/01/2026 thru 05/31/2026

Summary
 Fu: 1200 Child Development Fund

Note this summary includes only the account lines that were included on this report

	Working	Actuals			Unencumbered				
		Current	Year To Date	%	Encumbered	Balance	%		
Revenues									
Total: 8000 Revenues	\$504,820.00	\$0.00	\$526,053.83	104.21	\$0.00	(\$21,233.83)	(4.21)		
Expenditures									
Total: 1000 Certificated	52,473.00	4,241.75	46,659.25	88.92	0.00	5,813.75	11.08		
Total: 2000 Classified	22,943.00	2,117.27	23,830.67	103.87	0.00	(887.67)	(3.87)		
Total: 3000 Benefits	37,615.00	2,866.13	32,475.98	86.34	0.00	5,139.02	13.66		
Total: 1000 - 3000	113,031.00	9,225.15	102,965.90	91.10	0.00	10,065.10	8.90		
Total: 4000 Books & Supplies	125,596.00	0.00	360.31	0.29	0.00	125,235.69	99.71		
Total: 5000 Services & Other	230,515.00	723.92	6,617.41	2.87	108.36	223,789.23	97.08		
Total: 4000 - 5000	356,111.00	723.92	6,977.72	1.96	108.36	349,024.92	98.01		
Total: 1000 - 5000	469,142.00	9,949.07	109,943.62	23.44	108.36	359,090.02	76.54		
Total: 6000 Capital Outlay	0.00	0.00	(41,084.00)	0.00	0.00	41,084.00	0.00		
Total: 7000 Other Outgo/Financing Uses	17,094.00	0.00	9,155.14	53.56	0.00	7,938.86	46.44		
Total: 1000 - 7000	486,236.00	9,949.07	78,014.76	16.04	108.36	408,112.88	83.93		
Total: Net Increase/(Decrease) in Fund Balance	18,584.00	(9,949.07)	448,039.07	2410.89					
Total: Beginning Balance	231,170.45	0.00	231,170.45	100.00					
Total: Ending Fund Balance (9790)	\$249,754.45	(\$9,949.07)	\$679,209.52	271.95					
Components of Ending Fund Balance									
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00					
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00					
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00					
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00					
Total: Unassigned (9789 - 9790)	0.00	0.00	0.00	0.00					
Total: Undesignated	249,754.45	(9,949.07)	679,209.52	271.95					

Fund Summary
Fu: 1200 Child Development Fund

Note this summary includes only the account lines that were included on this report

	Working	Actuals			%	Encumbered	Unencumbered	
		Current	Year To Date	Year To Date			Balance	%
Revenues								
Total: 8000 Revenues	\$504,820.00	\$0.00	\$526,053.83	104.21	\$0.00	(\$21,233.83)	(4.21)	
Expenditures								
Total: 1000 Certificated	52,473.00	4,241.75	46,659.25	88.92	0.00	5,813.75	11.08	
Total: 2000 Classified	22,943.00	2,117.27	23,830.67	103.87	0.00	(887.67)	(3.87)	
Total: 3000 Benefits	37,615.00	2,866.13	32,475.98	86.34	0.00	5,139.02	13.66	
Total: 1000 - 3000	113,031.00	9,225.15	102,965.90	91.10	0.00	10,065.10	8.90	
Total: 4000 Books & Supplies	125,596.00	0.00	360.31	0.29	0.00	125,235.69	99.71	
Total: 5000 Services & Other	230,515.00	723.92	6,617.41	2.87	108.36	223,789.23	97.08	
Total: 4000 - 5000	356,111.00	723.92	6,977.72	1.96	108.36	349,024.92	98.01	
Total: 1000 - 5000	469,142.00	9,949.07	109,943.62	23.44	108.36	359,090.02	76.54	
Total: 6000 Capital Outlay	0.00	0.00	(41,084.00)	0.00	0.00	41,084.00	0.00	
Total: 7000 Other Outgo/Financing Uses	17,094.00	0.00	9,155.14	53.56	0.00	7,938.86	46.44	
Total: 1000 - 7000	486,236.00	9,949.07	78,014.76	16.04	108.36	408,112.88	83.93	
Total: Net Increase/(Decrease) in Fund Balance	18,584.00	(9,949.07)	448,039.07	2410.89				
Total: Beginning Balance	231,170.45	0.00	231,170.45	100.00				
Total: Ending Fund Balance (9790)	\$249,754.45	(\$9,949.07)	\$679,209.52	271.95				
Components of Ending Fund Balance								
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00				
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00				
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00				
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00				
Total: Unassigned (9789 - 9790)	0.00	0.00	0.00	0.00				
Total: Undesignated	249,754.45	(9,949.07)	679,209.52	271.95				

Budget Report

From 05/01/2026 thru 05/31/2026

Fu: 1300 Cafeteria Fund

	Working	Actuals			Unencumbered		
		Current	Year To Date	%	Encumbered	Balance	%
**** Total Adjusted Beginning Balance	29,234.86	0.00	29,234.86	100.00	0.00	0.00	0.00
822000 Child Nutrition Programs	52,000.00	0.00	32,587.04	62.67	0.00	19,412.96	37.33
822001 Child Nutrition - Brkfst	120,000.00	0.00	44,770.32	37.31	0.00	75,229.68	62.69
822002 Child Nutrition - Lunch	275,000.00	0.00	180,535.95	65.65	0.00	94,464.05	34.35
852000 Child Nutrition	19,000.00	0.00	0.00	0.00	0.00	19,000.00	100.00
863401 Food Sales - Adult Meals	5,000.00	0.00	0.00	0.00	0.00	5,000.00	100.00
866000 Interest	2,000.00	0.00	431.75	21.59	0.00	1,568.25	78.41
869900 All Other Local Revenues	548.00	0.00	0.00	0.00	0.00	548.00	100.00
**** 8000 Totals	473,548.00	0.00	258,325.06	54.55	0.00	215,222.94	45.45
**** Total Income & Beginning Balance	\$502,782.86	\$0.00	\$287,559.92	57.19	\$0.00	\$215,222.94	42.81
220000 Classified Support Salaries	132,854.00	2,658.69	32,150.13	24.20	0.00	100,703.87	75.80
230000 Classified Supervisors' and Administrators' S	87,800.00	13,246.21	145,358.20	165.56	0.00	(57,558.20)	(65.56)
**** 2000 Totals	220,654.00	15,904.90	177,508.33	80.45	0.00	43,145.67	19.55
320200 Public Employees Retirement System, class	60,034.00	4,264.09	47,333.30	78.84	0.00	12,700.70	21.16
331200 OASDI, Classified	14,232.00	978.99	10,855.44	76.27	0.00	3,376.56	23.73
332200 Medicare, Classified	3,216.00	228.96	2,538.78	78.94	0.00	677.22	21.06
340200 Health & Welfare Benefits, Classified	47,000.00	3,256.04	33,813.61	71.94	0.00	13,186.39	28.06
350200 State Unemployment Insurance, classified	110.00	7.95	88.76	80.69	0.00	21.24	19.31
360200 Workers Comp, classified	4,667.00	138.37	1,544.30	33.09	0.00	3,122.70	66.91
**** 3000 Totals	129,259.00	8,874.40	96,174.19	74.40	0.00	33,084.81	25.60
**** 1000 - 3000	349,913.00	24,779.30	273,682.52	78.21	0.00	76,230.48	21.79
430000 Materials and Supplies	1,952.00	0.00	1,118.12	57.28	558.02	275.86	14.13
430008 Food Service Supplies	6,183.00	0.00	5,658.94	91.52	31.23	492.83	7.97
470000 Food	126,475.00	4,811.28	109,619.10	86.67	55,519.56	(38,663.66)	(30.57)
**** 4000 Totals	134,610.00	4,811.28	116,396.16	86.47	56,108.81	(37,894.97)	(28.15)
520000 Travel and Conferences	1,580.00	0.00	314.00	19.87	0.00	1,266.00	80.13
560012 Equipment Repairs	6,775.00	0.00	6,774.91	100.00	0.00	0.09	0.00
580000 Professional/Consulting Services and Operat	1,900.00	0.00	654.03	34.42	580.00	665.97	35.05
**** 5000 Totals	10,255.00	0.00	7,742.94	75.50	580.00	1,932.06	18.84
**** 1000 - 5000	494,778.00	29,590.58	397,821.62	80.40	56,688.81	40,267.57	8.14
735000 Transfers of Indirect Costs - Intertfund	8,004.00	0.00	0.00	0.00	0.00	8,004.00	100.00

Summary
 Fu: 1300 Cafeteria Fund

Note this summary includes only the account lines that were included on this report

	Working	Actuals			Encumbered	Unencumbered	
		Current	Year To Date	%		Balance	%
Revenues							
Total: 8000 Revenues	\$473,548.00	\$0.00	\$258,325.06	54.55	\$0.00	\$215,222.94	45.45
Expenditures							
Total: 1000 Certificated	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total: 2000 Classified	220,654.00	15,904.90	177,508.33	80.45	0.00	43,145.67	19.55
Total: 3000 Benefits	129,259.00	8,874.40	96,174.19	74.40	0.00	33,084.81	25.60
Total: 1000 - 3000	349,913.00	24,779.30	273,682.52	78.21	0.00	76,230.48	21.79
Total: 4000 Books & Supplies	134,610.00	4,811.28	116,396.16	86.47	56,108.81	(37,894.97)	(28.15)
Total: 5000 Services & Other	10,255.00	0.00	7,742.94	75.50	580.00	1,932.06	18.84
Total: 4000 - 5000	144,865.00	4,811.28	124,139.10	85.69	56,688.81	(35,962.91)	(24.83)
Total: 1000 - 5000	494,778.00	29,590.58	397,821.62	80.40	56,688.81	40,267.57	8.14
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total: 7000 Other Outgo/Financing Uses	8,004.00	0.00	0.00	0.00	0.00	8,004.00	100.00
Total: 1000 - 7000	502,782.00	29,590.58	397,821.62	79.12	56,688.81	48,271.57	9.60
Total: Net Increase/(Decrease) in Fund Balance	(29,234.00)	(29,590.58)	(139,496.56)	477.17			
Total: Beginning Balance	29,234.86	0.00	29,234.86	100.00			
Total: Ending Fund Balance (9790)	\$0.86	(\$29,590.58)	(\$110,261.70)#####				
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: Unassigned (9789 - 9790)	0.00	0.00	0.00	0.00			
Total: Undesignated	0.86	(29,590.58)	(110,261.70)#####				

Fund Summary
Fu: 1300 Cafeteria Fund

Note this summary includes only the account lines that were included on this report

	Working	Actuals			Unencumbered				
		Current	Year To Date	%	Encumbered	Balance	%		
Revenues									
Total: 8000 Revenues	\$473,548.00	\$0.00	\$258,325.06	54.55	\$0.00	\$215,222.94	45.45		
Expenditures									
Total: 1000 Certificated	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 2000 Classified	220,654.00	15,904.90	177,508.33	80.45	0.00	43,145.67	19.55		
Total: 3000 Benefits	129,259.00	8,874.40	96,174.19	74.40	0.00	33,084.81	25.60		
Total: 1000 - 3000	349,913.00	24,779.30	273,682.52	78.21	0.00	76,230.48	21.79		
Total: 4000 Books & Supplies	134,610.00	4,811.28	116,396.16	86.47	56,108.81	(37,894.97)	(28.15)		
Total: 5000 Services & Other	10,255.00	0.00	7,742.94	75.50	580.00	1,932.06	18.84		
Total: 4000 - 5000	144,865.00	4,811.28	124,139.10	85.69	56,688.81	(35,962.91)	(24.83)		
Total: 1000 - 5000	494,778.00	29,590.58	397,821.62	80.40	56,688.81	40,267.57	8.14		
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 7000 Other Outgo/Financing Uses	8,004.00	0.00	0.00	0.00	0.00	8,004.00	100.00		
Total: 1000 - 7000	502,782.00	29,590.58	397,821.62	79.12	56,688.81	48,271.57	9.60		
Total: Net Increase/(Decrease) in Fund Balance	(29,234.00)	(29,590.58)	(139,496.56)	477.17					
Total: Beginning Balance	29,234.86	0.00	29,234.86	100.00					
Total: Ending Fund Balance (9790)	\$0.86	(\$29,590.58)	(\$110,261.70)#####						
Components of Ending Fund Balance									
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00					
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00					
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00					
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00					
Total: Unassigned (9789 - 9790)	0.00	0.00	0.00	0.00					
Total: Undesignated	0.86	(29,590.58)	(110,261.70)#####						

Fu: 1400 Deferred Maintenance Fund

	Working	Actuals			Unencumbered		
		Current	Year To Date	%	Encumbered	Balance	%
**** Total Adjusted Beginning Balance	75,823.36	0.00	75,823.36	100.00	0.00	0.00	
866000 Interest	2,000.00	0.00	1,158.71	57.94	0.00	841.29	42.06
**** 8000 Totals	2,000.00	0.00	1,158.71	57.94	0.00	841.29	42.06
**** Total Income & Beginning Balance	\$77,823.36	\$0.00	\$76,982.07	98.92	\$0.00	\$841.29	1.08

Summary
 Fu: 1400 Deferred Maintenance Fund

Note this summary includes only the account lines that were included on this report

	Working	Actuals			Unencumbered				
		Current	Year To Date	%	Encumbered	Balance	%		
Revenues									
Total: 8000 Revenues	\$2,000.00	\$0.00	\$1,158.71	57.94	\$0.00	\$841.29	42.06		
Expenditures									
Total: 1000 Certificated	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 7000 Other Outgo/Financing Uses	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 1000 - 7000	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: Net Increase/(Decrease) in Fund Balance	2,000.00	0.00	1,158.71	57.94					
Total: Beginning Balance	75,823.36	0.00	75,823.36	100.00					
Total: Ending Fund Balance (9790)	\$77,823.36	\$0.00	\$76,982.07	98.92					
Components of Ending Fund Balance									
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00					
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00					
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00					
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00					
Total: Unassigned (9789 - 9790)	0.00	0.00	0.00	0.00					
Total: Undesignated	77,823.36	0.00	76,982.07	98.92					

Fund Summary

Fu: 1400 Deferred Maintenance Fund

Note this summary includes only the account lines that were included on this report

	Working	Actuals			Unencumbered	
		Current	Year To Date	%	Encumbered	Balance
Revenues						
Total: 8000 Revenues	\$2,000.00	\$0.00	\$1,158.71	57.94	\$0.00	\$841.29
Expenditures						
Total: 1000 Certificated	0.00	0.00	0.00	0.00	0.00	0.00
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00
Total: 7000 Other Outgo/Financing Uses	0.00	0.00	0.00	0.00	0.00	0.00
Total: 1000 - 7000	0.00	0.00	0.00	0.00	0.00	0.00
Total: Net Increase/(Decrease) in Fund Balance	2,000.00	0.00	1,158.71	57.94		
Total: Beginning Balance	75,823.36	0.00	75,823.36	100.00		
Total: Ending Fund Balance (9790)	\$77,823.36	\$0.00	\$76,982.07	98.92		
Components of Ending Fund Balance						
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00		
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00		
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00		
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00		
Total: Unassigned (9789 - 9790)	0.00	0.00	0.00	0.00		
Total: Undesignated	77,823.36	0.00	76,982.07	98.92		

Budget Report

From 05/01/2026 thru 05/31/2026

Fig: 1700 Special Reserve Fund for Other The

	Actuals				Unencumbered		
	Working	Current	Year To Date	%	Encumbered	Balance	%
**** Total Adjusted Beginning Balance	790,515.50	0.00	790,515.50	100.00	0.00	0.00	0.00
866000 Interest	11,500.00	0.00	12,081.52	105.06	0.00	(581.52)	(5.06)
**** 8000 Totals	11,500.00	0.00	12,081.52	105.06	0.00	(581.52)	(5.06)
**** Total Income & Beginning Balance	\$802,015.50	\$0.00	\$802,597.02	100.07	\$0.00	(\$581.52)	(0.07)

Summary Note this summary includes only the account lines that were included on this report
 For: 1700 Special Reserve Fund for Other The

	Actuals			%	Encumbered	Unencumbered	
	Working	Current	Year To Date			Balance	%
Revenues							
Total: 8000 Revenues	\$11,500.00	\$0.00	\$12,081.52	105.06	\$0.00	(\$581.52)	(5.06)
Expenditures							
Total: 1000 Certificated	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total: 7000 Other Outgo/Financing Uses	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total: 1000 - 7000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total: Net Increase/(Decrease) in Fund Balance	11,500.00	0.00	12,081.52	105.06			
Total: Beginning Balance	790,515.50	0.00	790,515.50	100.00			
Total: Ending Fund Balance (9790)	\$802,015.50	\$0.00	\$802,597.02	100.07			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: Unassigned (9789 - 9790)	0.00	0.00	0.00	0.00			
Total: Undesignated	802,015.50	0.00	802,597.02	100.07			

Fund Summary Note this summary includes only the account lines that were included on this report
Fu: 1700 Special Reserve Fund for Other Than Capital Outlay Projects

	Working	Actuals			Unencumbered				
		Current	Year To Date	%	Encumbered	Balance	%		
Revenues									
Total: 8000 Revenues	\$11,500.00	\$0.00	\$12,081.52	105.06	\$0.00	(\$581.52)	(5.06)		
Expenditures									
Total: 1000 Certificated	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 7000 Other Outgo/Financing Uses	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 1000 - 7000	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: Net Increase/(Decrease) in Fund Balance	11,500.00	0.00	12,081.52	105.06					
Total: Beginning Balance	790,515.50	0.00	790,515.50	100.00					
Total: Ending Fund Balance (9790)	\$802,015.50	\$0.00	\$802,597.02	100.07					
Components of Ending Fund Balance									
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00					
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00					
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00					
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00					
Total: Unassigned (9789 - 9790)	0.00	0.00	0.00	0.00					
Total: Undesignated	802,015.50	0.00	802,597.02	100.07					

Fu: 2000 Special Reserve Fund for Postempl

	Working	Actuals			Encumbered	Unencumbered	
		Current	Year To Date	%		Balance	%
**** Total Adjusted Beginning Balance	58,908.50	0.00	58,908.50	100.00	0.00	0.00	
866000 Interest	800.00	0.00	900.25	112.53	0.00	(12.53)	
**** 8000 Totals	800.00	0.00	900.25	112.53	0.00	(12.53)	
**** Total Income & Beginning Balance	\$59,708.50	\$0.00	\$59,808.75	100.17	\$0.00	(0.17)	

Summary Note this summary includes only the account lines that were included on this report
 Fu: 2000 Special Reserve Fund for Postempl

	Working	Actuals			Unencumbered				
		Current	Year To Date	%	Encumbered	Balance	%		
Revenues									
Total: 8000 Revenues	\$800.00	\$0.00	\$900.25	112.53	\$0.00	(\$100.25)	(12.53)		
Expenditures									
Total: 1000 Certificated	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 7000 Other Outgo/Financing Uses	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 1000 - 7000	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: Net Increase/(Decrease) in Fund Balance	800.00	0.00	900.25	112.53					
Total: Beginning Balance	58,908.50	0.00	58,908.50	100.00					
Total: Ending Fund Balance (9790)	\$59,708.50	\$0.00	\$59,808.75	100.17					
Components of Ending Fund Balance									
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00					
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00					
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00					
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00					
Total: Unassigned (9789 - 9790)	0.00	0.00	0.00	0.00					
Total: Undesignated	59,708.50	0.00	59,808.75	100.17					

Fund Summary
Fu: 2000 Special Reserve Fund for Postemployment Benefits

Note this summary includes only the account lines that were included on this report

	Working	Actuals			%	Encumbered	Unencumbered	
		Current	Year To Date				Balance	%
Revenues								
Total: 8000 Revenues	\$800.00	\$0.00	\$900.25	112.53	\$0.00	(\$100.25)	(12.53)	
Expenditures								
Total: 1000 Certificated	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 7000 Other Outgo/Financing Uses	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 1000 - 7000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Total: Net Increase/(Decrease) in Fund Balance	800.00	0.00	900.25	112.53				
Total: Beginning Balance	58,908.50	0.00	58,908.50	100.00				
Total: Ending Fund Balance (9790)	\$59,708.50	\$0.00	\$59,808.75	100.17				
Components of Ending Fund Balance								
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00				
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00				
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00				
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00				
Total: Unassigned (9789 - 9790)	0.00	0.00	0.00	0.00				
Total: Undesignated	59,708.50	0.00	59,808.75	100.17				

Budget Report

From 05/01/2026 thru 05/31/2026

Fu: 2500 Capital Facilities Fund

	Actuals				Unencumbered		
	Working	Current	Year To Date	%	Encumbered	Balance	%
**** Total Adjusted Beginning Balance	52,565.75	0.00	52,565.75	100.00	0.00	0.00	0.00
866000 Interest	500.00	0.00	833.29	166.66	0.00	(333.29)	(66.66)
868100 Mitigation/Developer Fees	10,062.00	0.00	6,134.27	60.96	0.00	3,927.73	39.04
**** 8000 Totals	10,562.00	0.00	6,967.56	65.97	0.00	3,594.44	34.03
**** Total Income & Beginning Balance	\$63,127.75	\$0.00	\$59,533.31	94.31	\$0.00	\$3,594.44	5.69

Summary
 Fu: 2500 Capital Facilities Fund

Note this summary includes only the account lines that were included on this report

	Working	Actuals			Unencumbered				
		Current	Year To Date	%	Encumbered	Balance	%		
Revenues									
Total: 8000 Revenues	\$10,562.00	\$0.00	\$6,967.56	65.97	\$0.00	\$3,594.44	34.03		
Expenditures									
Total: 1000 Certificated	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 7000 Other Outgo/Financing Uses	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 1000 - 7000	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: Net Increase/(Decrease) in Fund Balance	10,562.00	0.00	6,967.56	65.97					
Total: Beginning Balance	52,565.75	0.00	52,565.75	100.00					
Total: Ending Fund Balance (9790)	\$63,127.75	\$0.00	\$59,533.31	94.31					
Components of Ending Fund Balance									
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00					
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00					
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00					
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00					
Total: Unassigned (9789 - 9790)	0.00	0.00	0.00	0.00					
Total: Undesignated	63,127.75	0.00	59,533.31	94.31					

Budget Report

From 05/01/2026 thru 05/31/2026

Fund Summary
Fu: 2500 Capital Facilities Fund

Note this summary includes only the account lines that were included on this report

	Working	Actuals			Unencumbered				
		Current	Year To Date	%	Encumbered	Balance	%		
Revenues									
Total: 8000 Revenues	\$10,562.00	\$0.00	\$6,967.56	65.97	\$0.00	\$3,594.44	34.03		
Expenditures									
Total: 1000 Certificated	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 7000 Other Outgo/Financing Uses	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 1000 - 7000	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: Net Increase/(Decrease) in Fund Balance	10,562.00	0.00	6,967.56	65.97					
Total: Beginning Balance	52,565.75	0.00	52,565.75	100.00					
Total: Ending Fund Balance (9790)	\$63,127.75	\$0.00	\$59,533.31	94.31					
Components of Ending Fund Balance									
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00					
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00					
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00					
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00					
Total: Unassigned (9789 - 9790)	0.00	0.00	0.00	0.00					
Total: Undesignated	63,127.75	0.00	59,533.31	94.31					

Fu: 3500 County School Facilities Fund

	Working	Actuals			Unencumbered			
		Current	Year To Date	%	Encumbered	Balance	%	
866000	**** Total Adjusted Beginning Balance	434,447.30	0.00	434,447.30	100.00	0.00	0.00	
	Interest	10,000.00	0.00	(24,758.05)	(247.58)	0.00	34,758.05	347.58
	**** 8000 Totals	10,000.00	0.00	(24,758.05)	(247.58)	0.00	34,758.05	347.58
620002	**** Total Income & Beginning Balance	\$444,447.30	\$0.00	\$409,689.25	92.18	\$0.00	\$34,758.05	7.82
	Architect Fees	10,000.00	0.00	4,927.60	49.28	0.00	5,072.40	50.72
	**** 6000 Totals	10,000.00	0.00	4,927.60	49.28	0.00	5,072.40	50.72
	**** 1000 - 6000	10,000.00	0.00	4,927.60	49.28	0.00	5,072.40	50.72

Summary
 Fu: 3500 County School Facilities Fund

Note this summary includes only the account lines that were included on this report

	Working	Actuals			Unencumbered				
		Current	Year To Date	%	Encumbered	Balance	%		
Revenues									
Total: 8000 Revenues	\$10,000.00	\$0.00	(\$24,758.05)	(247.58)	\$0.00	\$34,758.05	347.58		
Expenditures									
Total: 1000 Certificated	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 6000 Capital Outlay	10,000.00	0.00	4,927.60	49.28	0.00	5,072.40	50.72		
Total: 7000 Other Outgo/Financing Uses	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 1000 - 7000	10,000.00	0.00	4,927.60	49.28	0.00	5,072.40	50.72		
Total: Net Increase/(Decrease) in Fund Balance	0.00	0.00	(29,685.65)	0.00					
Total: Beginning Balance	434,447.30	0.00	434,447.30	100.00					
Total: Ending Fund Balance (9790)	\$434,447.30	\$0.00	\$404,761.65	93.17					
Components of Ending Fund Balance									
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00					
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00					
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00					
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00					
Total: Unassigned (9789 - 9790)	0.00	0.00	0.00	0.00					
Total: Undesignated	434,447.30	0.00	404,761.65	93.17					

Fund Summary
Fu: 3500 County School Facilities Fund

Note this summary includes only the account lines that were included on this report

	Working	Actuals			Unencumbered				
		Current	Year To Date	%	Encumbered	Balance	%		
Revenues									
Total: 8000 Revenues	\$10,000.00	\$0.00	(\$24,758.05)	(247.58)	\$0.00	\$34,758.05	347.58		
Expenditures									
Total: 1000 Certificated	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 6000 Capital Outlay	10,000.00	0.00	4,927.60	49.28	0.00	5,072.40	50.72		
Total: 7000 Other Outgo/Financing Uses	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 1000 - 7000	10,000.00	0.00	4,927.60	49.28	0.00	5,072.40	50.72		
Total: Net Increase/(Decrease) in Fund Balance	0.00	0.00	(29,685.65)	0.00					
Total: Beginning Balance	434,447.30	0.00	434,447.30	100.00					
Total: Ending Fund Balance (9790)	\$434,447.30	\$0.00	\$404,761.65	93.17					
Components of Ending Fund Balance									
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00					
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00					
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00					
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00					
Total: Unassigned (9789 - 9790)	0.00	0.00	0.00	0.00					
Total: Undesignated	434,447.30	0.00	404,761.65	93.17					

Budget Report

From 05/01/2026 thru 05/31/2026

Fu: 4009 Special Reserve Fund for Capital O

	Actuals				Unencumbered		
	Working	Current	Year To Date	%	Encumbered	Balance	%
**** Total Adjusted Beginning Balance	132,550.23	0.00	132,550.23	100.00	0.00	0.00	0.00
866000 Interest	1,800.00	0.00	2,025.78	112.54	0.00	(225.78)	(12.54)
**** 8000 Totals	1,800.00	0.00	2,025.78	112.54	0.00	(225.78)	(12.54)
**** Total Income & Beginning Balance	\$134,350.23	\$0.00	\$134,576.01	100.17	\$0.00	(\$225.78)	(0.17)

Summary

Fu: 4009 Special Reserve Fund for Capital O

Note this summary includes only the account lines that were included on this report

	Working	Actuals			Unencumbered				
		Current	Year To Date	%	Encumbered	Balance	%		
Revenues									
Total: 8000 Revenues	\$1,800.00	\$0.00	\$2,025.78	112.54	\$0.00	(\$225.78)	(12.54)		
Expenditures									
Total: 1000 Certificated	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 7000 Other Outgo/Financing Uses	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 1000 - 7000	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: Net Increase/(Decrease) in Fund Balance	1,800.00	0.00	2,025.78	112.54					
Total: Beginning Balance	132,550.23	0.00	132,550.23	100.00					
Total: Ending Fund Balance (9790)	\$134,350.23	\$0.00	\$134,576.01	100.17					
Components of Ending Fund Balance									
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00					
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00					
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00					
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00					
Total: Unassigned (9789 - 9790)	0.00	0.00	0.00	0.00					
Total: Undesignated	134,350.23	0.00	134,576.01	100.17					

Fund Summary Note this summary includes only the account lines that were included on this report
Fu: 4009 Special Reserve Fund for Capital Outlay Projects

	Working	Actuals			Unencumbered				
		Current	Year To Date	%	Encumbered	Balance	%		
Revenues									
Total: 8000 Revenues	\$1,800.00	\$0.00	\$2,025.78	112.54	\$0.00	(\$225.78)	(12.54)		
Expenditures									
Total: 1000 Certificated	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 7000 Other Outgo/Financing Uses	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: 1000 - 7000	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total: Net Increase/(Decrease) in Fund Balance	1,800.00	0.00	2,025.78	112.54					
Total: Beginning Balance	132,550.23	0.00	132,550.23	100.00					
Total: Ending Fund Balance (9790)	\$134,350.23	\$0.00	\$134,576.01	100.17					
Components of Ending Fund Balance									
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00					
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00					
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00					
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00					
Total: Unassigned (9789 - 9790)	0.00	0.00	0.00	0.00					
Total: Undesignated	134,350.23	0.00	134,576.01	100.17					

No.	Name	Age	Sex	Occupation	Religion	Marital Status	Children	Notes
1	John Smith	35	M	Farmer	Methodist	Married	2	
2	Mary Jones	30	F	Homemaker	Baptist	Married	1	
3	Robert Brown	40	M	Teacher	Presbyterian	Married	3	
4	Elizabeth White	25	F	Shopkeeper	Anglican	Single	0	
5	William Black	50	M	Blacksmith	Methodist	Married	4	
6	Anna Green	20	F	Student	Methodist	Single	0	
7	Thomas Grey	60	M	Retired	Methodist	Married	2	
8	Sarah Hill	45	F	Homemaker	Methodist	Married	3	
9	James King	30	M	Farmer	Methodist	Married	1	
10	Elizabeth Lee	35	F	Homemaker	Methodist	Married	2	

**REPORTS AND
PRESENTATIONS**

ITEM: West Park Elementary School Monthly Report
PRESENTER: Irene Garcia, Interim Principal
DATE: 06/15/2026
Report: Monthly Report

Greetings: Board President Lopez, Members of the Board, Acting Superintendent Ms. Boyd and members of the community. Thank you for this opportunity to present this evening.

Introduction:

My name is Irene Garcia, I am serving as the Interim Principal for West Park Elementary School.

Assemblies:

We ended May with our 4th quarter Academic Awards on May 29, 2026. TK and Kindergarten held their awards in the classroom so that each teacher could use the 30 minutes allowed for the grade level. The ceremony was well attended by parents. The first grade to eighth grade Awards were presented in the multipurpose room.

Activities:

The staff vs students mush ball game that was scheduled for May 28, 2026 had to be cancelled due to the rain. The students and staff were very disappointed. Preschool graduation was well attended and the students did an excellent job. After our final practice our 8th graders for the third year, completed their final walk on campus. This year's walk was the best one and really made the students feel special. Our 8th grade promotion was also very successful and the students did an amazing job. I would like to thank everyone, especially our Acting Superintendent Ms. Boyd for all of the hard work to ensure that it was a success.

Education:

Summer school applications collection increased when it was announced that part of the ASP would be spent at Fresno State. The students are very excited to take the classes being offered. Students also earn \$10 wolf bucks for each day of attendance. On the last day of summer school we will have a student store and have a movie event. We currently have about 70 students attending regular summer school and 10 students in our High Achievers Student program. To qualify as HAS, students need to have a score at the end of the current grade level in Math or Ready and be at the Advance level on the state testing for 3rd to 7th grade students. Report cards went home on June 5th. State test results are being sent home for students in grades 3rd to 8th.

Parent Coffee Hours:

Parents that attended our last Parent Coffee Hour stated they would like to see the drug dogs on campus and have vape detectors in the bathrooms. They also asked if sex education could be provided to students in 5th and 6th grade. Parents also stated they would be interested in having parent/student dances as a school event. They would also like to see a Career Day. To improve parent involvement, they suggested we consider joint meetings paired with events to try to get more parent participation.

Based on the most recent enrollment reports, we currently have 256.7 students enrolled at West Park Elementary School, with an Average Daily Attendance of 231.15 which is 90.05%

ITEM: West Park Charter Academy Report

PRESENTER(S): Randy Randolph

DATE: June 15, 2026

ACTION: Information

BACKGROUND:

1. Graduation/Promotion Ceremonies

West Park Charter Academy recently celebrated two milestones with its 8th Grade Promotion Ceremony and High School Graduation Ceremony. Both events were exceptionally well attended by families, friends, and staff. The ceremonies were a meaningful acknowledgment of the hard work and achievements of our graduates and promoting students. The student speakers did an excellent job sharing their personal experiences and hopes for what lies ahead in their future. Family and guests enjoyed the evening and shared overwhelmingly positive feedback. I want to recognize and say thank you to the charter school staff. Their efforts in planning, decorating, and coordinating ensured that the evening ran smoothly and was memorable. I also want to express my appreciation to everyone who attended and supported our students as they celebrated these important milestones.

2. ELPAC Results

As results from this year's state assessments have started coming in, we have seen some positive improvements from our students that participated in the ELPAC assessment. The ELPAC is an annual assessment required of our EL students. More than half of our English Learners achieved Level 3 (Moderately Developed), while 2 students reached Level 4 (Well Developed) and have qualified for reclassification consideration. The number of students performing at Level 1 decreased from four students last year to just one student this year. Nine students improved by one or more performance levels with one student jumping from Level 1 to Level 3. Writing was one of our target areas this year and we saw strong gains in Written Language, which increased by an average of 39 points, with two students demonstrating growth of more than 100 points.

ITEM: Business Services Monthly Report

PRESENTER: Tamita Boyd, Assistant Superintendent/Business Operations

DATE: June 15th, 2026

REPORT: Monthly Report

This month, the Business Services Department has been primarily focused on year-end fiscal activities, ongoing budget monitoring, and preparation for the 2026–2027 fiscal year. Staff continue to ensure compliance with all state, federal, and county reporting requirements while maintaining the District's fiscal stability.

Payroll for the June pay period was successfully processed and closed on June 9, 2026. The department is currently preparing for year-end accruals, account reconciliations, and closing entries in advance of the annual audit process.

A significant area of focus has been the development of the 2026–2027 budget, including a review of staffing allocations, restricted resource expenditures, and multiyear financial projections. Additional attention has been given to monitoring grant expenditures to ensure alignment with District priorities as identified in the Local Control and Accountability Plan (LCAP).

As the District moves into the summer months, priorities will remain centered on year-end closing activities, audit preparation, budget adoption implementation, and ensuring all departments are positioned for a successful start to the 2026–2027 school year.

ITEM: Maintenance, Operations, and Transportation (MOT) Report
PRESENTER: Ruben Rangel, MOT Director
DATE: 06-15-2026
Report: Monthly Report

Good evening, President Lopez, Board Members, Acting Superintendent Boyd, community members and staff.

First and foremost, congratulations to the Class of 2026!

I would also like to take this opportunity to publicly recognize and thank Mr. John Miranda for his hard work and dedication to the District. Over the past several weeks, John has worked tirelessly to ensure that all graduation preparations were completed successfully. His commitment played a significant role in making this year's graduation ceremonies a success not only here but also at the charter ceremony. Thank you, John, for all your hard work.

As always, graduation was a tremendous success at both sites, and I could not be more proud of the amazing team that worked together to make these events possible.

Over the next several weeks, the Maintenance and Operations Department will focus on our annual summer deep cleaning program. Our team will ensure that every classroom receives the care and attention necessary to provide a clean, safe, and welcoming learning environment for the start of the next school year.

In addition, we will be addressing several irrigation issues throughout the District. This work will include replacing damaged sprinkler heads and repairing or replacing irrigation valves as needed to maintain the efficiency and reliability of our irrigation systems.

ITEM: Technology Report

PRESENTER(S): Craig Bajada

DATE: June 15, 2026

ACTION: Information

BACKGROUND:

1. Laserfiche, Summer Maintenance and Improvements

Now that the end of the school year is here, the IT Department has begun its annual summer maintenance and improvement projects across the district. The audit of classroom Chromebooks is already underway. Additional planned work includes inventorying and updating staff devices, completing necessary Chromebook repairs, and preparing all technology resources for the upcoming school year. These efforts help ensure that students and staff return in the fall with reliable, up-to-date equipment and systems.

At the charter school sites, the IT Department will also be upgrading the security camera systems. The new camera system has already been configured and is scheduled for installation this summer. Once deployed, it will integrate with the existing system at the elementary school, providing centralized management, improved monitoring capabilities, and enhanced campus security.

To reduce paper filing requirements and better organize the growing volume of reports, student records, and staff documentation, the district is exploring the implementation of Laserfiche. Laserfiche is a cloud-based document management and workflow automation platform that enables organizations to securely store records, automate processes, and provide efficient access to information across departments.

When documents are scanned into the system, they are converted into searchable digital records that are automatically organized, securely stored, and easily retrieved by authorized staff, improving efficiency, reducing physical storage needs, and strengthening document security. Laserfiche also offers artificial intelligence (AI) to automate document processing by extracting information from scanned files to classify records, generate summaries, and trigger automated workflows, reducing manual data entry and improving overall district-wide efficiency.

ITEM: Cafeteria Report

PRESENTER: LILIA ROMERO

DATE: June 15th, 2026

Report: Monthly Report

Good evening, President Lopez, board members, staff & community.

End of the Year

June was a busy month with the 8th graders' promotion and preschool graduation. On the last day of school students enjoyed their lunch in adorable sack lunch bags, each having a delightful ice cream surprise. My team and I finished the year by deep cleaning the kitchen, freezer, and walk-in refrigerator.

Summer Session

Summer Session started on June 4th, and we are thrilled to have 70 students joining us. I will be providing breakfast and lunch to students. Also, our afterschool program is running in the summer, and I will be providing them a snack.

Thank you. Do you have any questions?

ITEM: Human Resources Dept. Report

PRESENTER: Carmen Mares, Human Resources Manager

DATE: 06/15/2026

Report: Monthly Report

Good evening Board President Lopez, Acting Superintendent Ms. Boyd fellow board members, and members of our community and staff.

Human Resources updates:

Hiring efforts continue as we work to fill remaining positions and prepare for the upcoming school year. We continue reviewing applications, conducting interviews. As the school year comes to a close, HR department is focused on summer transitions onboarding preparations, and ensuring a smooth start for the 2006-2027 school year.

It was wonderful to see our charter graduates in May and to celebrate our 8th grade promotions ceremony for our West Park Elementary School last week. These events highlighted the hard work and accomplishments of our students, staff, and families throughout the year.

As always, thank you for your continued support.

**PUBLIC
HEARING**

#1

WEST PARK SCHOOL DISTRICT



2695 S Valentine Ave Fresno, CA 93706
Tel 559-233-6501 Fax 559-497-1944
www.westpark.k12.ca.us
Dr. Brian Clark 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:

- Dates:** Monday, June 15th , 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 Music Center, 2695 S. Valentine Ave, Fresno, ca 93706** and viewable online.

Topic of Hearing:

A public hearing will be held for the purpose of receiving public comment regarding the Local Control Accountability Plan (LCAP) for the 2026–27 fiscal year. The public hearing will be held on June 15th, 2026, at the Regular Board Meeting at 5:30 p.m.

LCAP Viewing:

The draft LCAP is available for public viewing at the West Park Elementary School District Office, located at 2695 S. Valentine Ave, Fresno, CA 93706, and on the district website.

Questions:

Contact Assistant Superintendent of Business Operations & Acting Superintendent
West Park Elementary School District
2695 S. Valentine Ave
Fresno, Ca 93706
Email: tamita_b@wpesd.org
Phone: 559-233-6501

BOARD OF TRUSTEES

Araceli Lopez
President

Michael Smith

Aida Garcia

Yaritza Astudillo

Sylvia Higgins



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

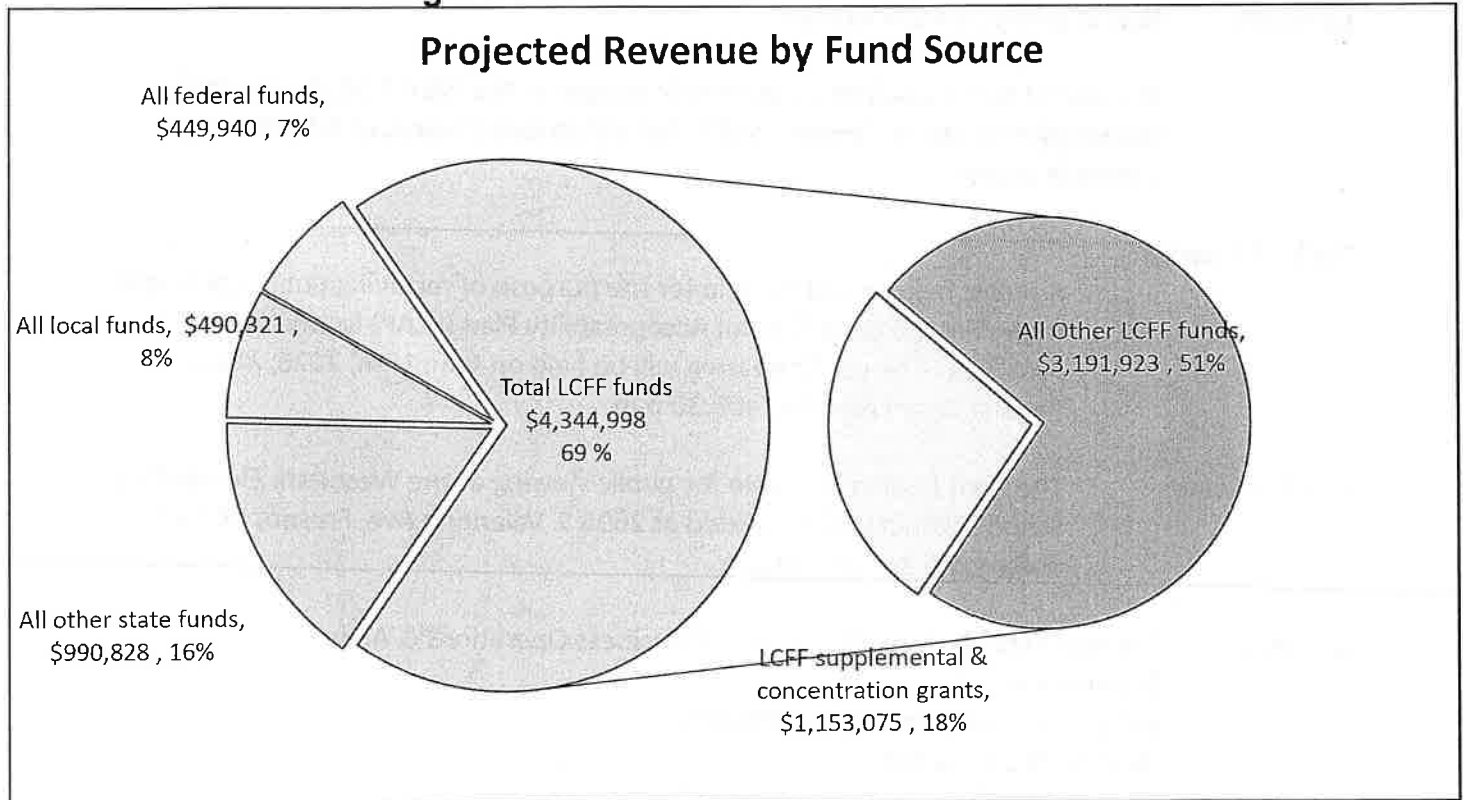
Acting Superintendent

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).

West Park Elementary School District 2026-27 Local Control Accountability Plan (LCAP) and Budget Presentation

Public Hearing

Governing Board Meeting

June 15, 2026



1 School District

2 LCAPs

- On, or before, July 1 each year, a Local Educational Agency (LEA) shall prepare an LCAP
- LEA 1 - West Park Elementary School District
- LEA 2 - West Park Charter Academy
- Local board adopts school district LCAP and submits to County Superintendent of Schools for approval
- Local board (charter authorizer) approves charter school LCAP

Overview of LCAP Sections

- LCFF Budget Overview for Parents
- Plan Summary
- Engaging Educational Partners
- Goals, Actions, Goal Analysis
- Increased or Improved Services
- Expenditure Tables
 - 2026-27 Expenditures
 - 2025-26 Annual Update

Budget Overview for Parents

	West Park Elementary School	West Park Charter Academy
Total Estimated Revenue	\$5,549,482	\$3,327,477
LCFF Supplemental and Concentration (S&C)	\$1,153,075	\$855,763
LCFF S&C Carryover from 2025-26	\$373,961	\$303,464
Planned LCAP Expenditures for 2026-27	\$5,959,973	\$3,754,462.50

Engaging Educational Partners

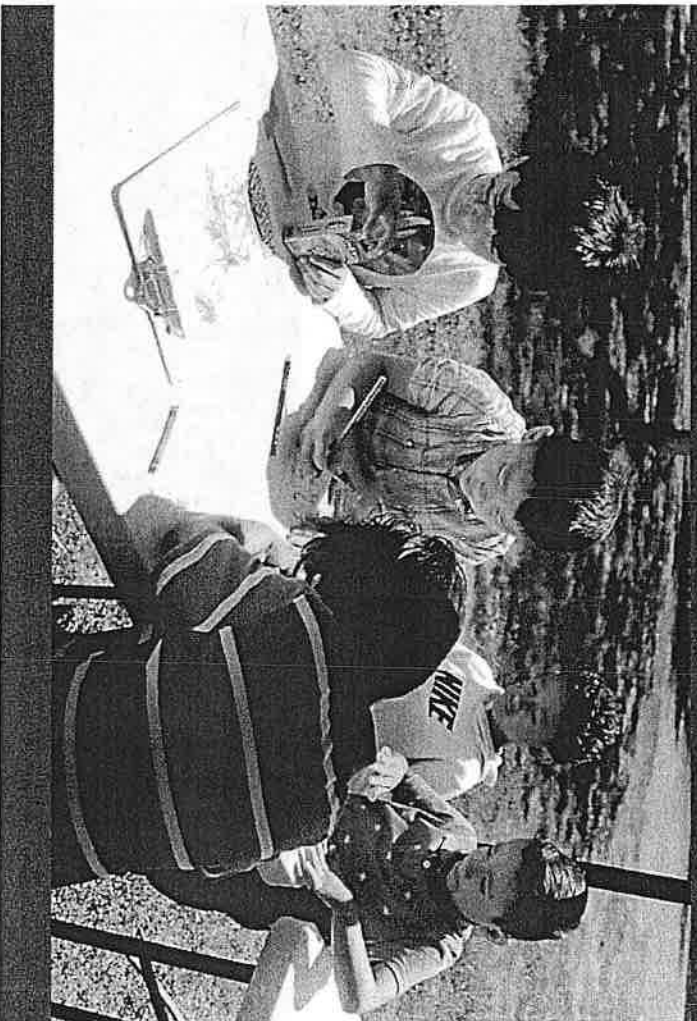
West Park Elementary School

- New ELA/ELD and math curriculum
- AVID
- Social-emotional curriculum
- Professional development and coaching
- Bilingual paraprofessionals
- Reduced class sizes
- EL Coordinator to support EL program
- Social and emotional learning
- Counselors
- Mental health support
- Extracurricular activities and clubs
- Field trips
- Improved campus and facilities

West Park Charter Academy

- Teacher professional development
- Progress monitoring assessments
- Student tutoring support
- Career Technical Education (CTE)
- CTE and academic counselors
- Mental health support
- Partnerships with community colleges
- Technology
- Extracurricular activities and clubs
- Social events
- Field trips
- Transportation passes

Increased or Improved Services to Support the Needs of our Students

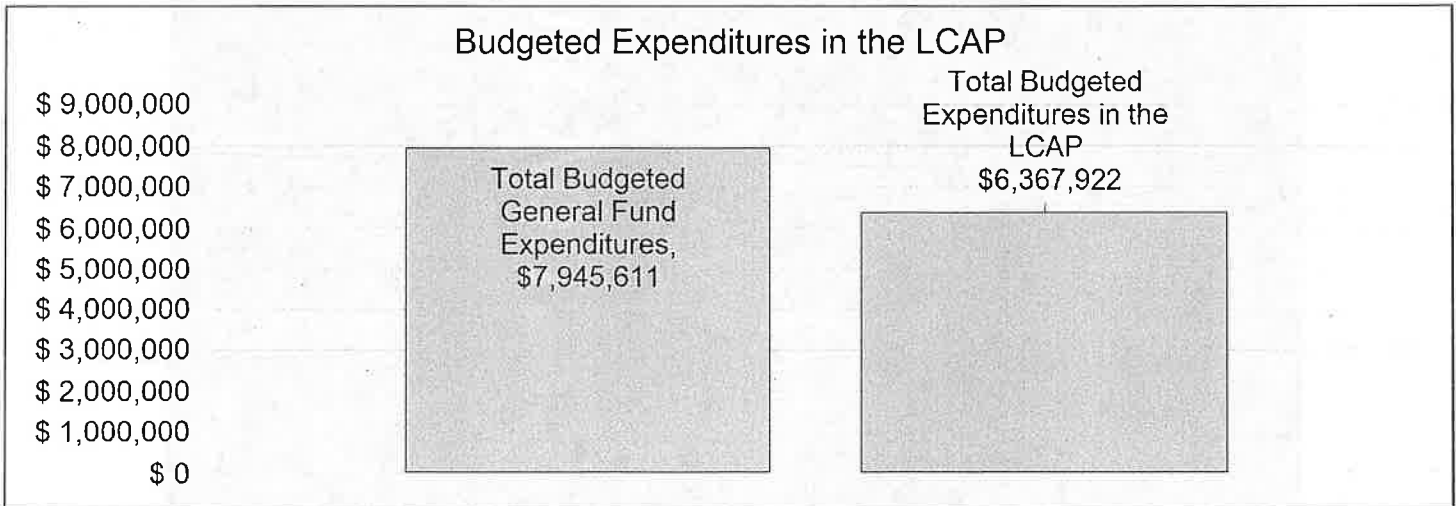


- Instructional Leadership
- Class Size Reduction
- Tutoring Support
- Paraprofessionals
- Reading Instructional Coach
- AVID
- Pupil Services Specialist
- Counselors

Thank you

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.

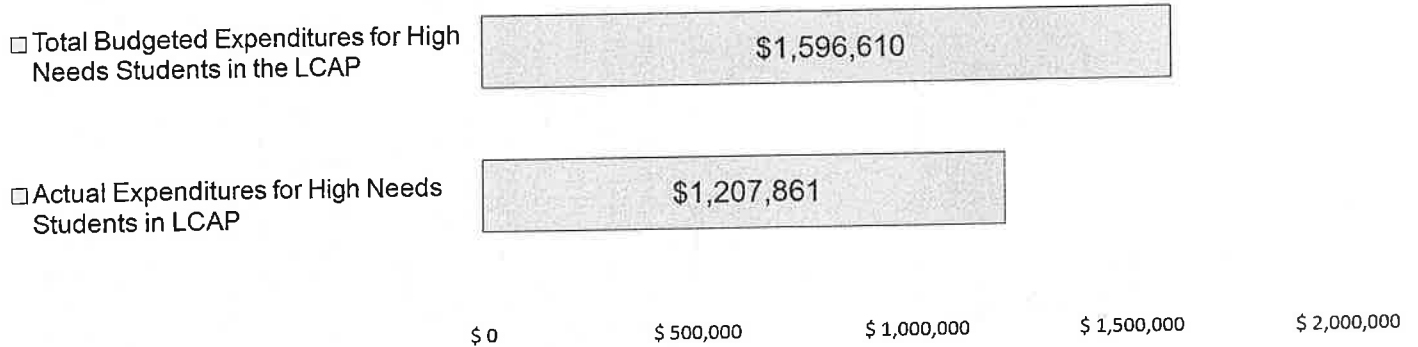
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

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

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



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 totalling \$497,788. 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 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, family events held on 4/4/26 (Carnival/Easter), 12/6/25 (Breakfast with Santa), 3/25 (Open House and Resource Fair), and 4/16/26 (AVID Night).</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.</p>

Educational Partner(s)	Process for Engagement
Students	<p>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> <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 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>

Educational Partner(s)	Process for Engagement
	<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:

- Action 1.1 provides for the recruitment and retention of highly qualified staff through more competitive salaries.
- Action 1.2 prioritizes professional development focused on the effective implementation of the new ELA/ELD, math, and SEL curriculum.
- Action 1.3 added a focus on supporting the needs of L TELs through professional development to support effective integrated ELD in the core academic areas.
- Action 1.4 provides for continued weekly teacher release time to engage in professional learning communities (PLCs).
- Action 1.8 will fund the instructional coaches with LREBG funds based on teacher input for professional development support for the implementation of the new curriculum and differentiated strategies.
- Action 1.9 aligns with the input from teachers and parents alike for more qualified classified staff to support classroom instruction and campus safety.
- Action 2.3 prioritizes effective two-way communication with families. Parents continue to advocate for improved communication between school and home.
- Action 2.5 will fund counselors based on parent input for additional SEL/mental health support for students.

Action 3.1 provides for continued resources to invest in upgraded technology, facilities, and infrastructures, which is supported by input from all educational partners.

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% (2025); 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%</p> <p>LTEs 0%</p> <p>Asian 23.8%</p> <p>Hispanic 14.8%</p> <p>Low-Income Hispanic: 16.2%</p> <p>White 11.8%</p> <p>Data Year: 2022-23</p> <p>Data Source: DataQuest</p>	<p>17.3%</p> <p>English Learners 11.7%</p> <p>LTEs 0%</p> <p>Foster <11 students</p> <p>Asian 37.5%</p> <p>Hispanic 15.6%</p> <p>Low-Income Hispanic: 15.4%</p> <p>White 11.7%</p> <p>Data Year: 2023-24</p> <p>Data Source: DataQuest</p>	<p>23.1%</p> <p>English Learners 8.1%</p> <p>LTEs <11 students</p> <p>Foster <11 students</p> <p>Asian 44.4%</p> <p>Hispanic 21.0%</p> <p>Low-Income Hispanic: 34.8%</p> <p>White 61.8%</p> <p>Data Year: 2024-25</p> <p>Data Source: DataQuest</p>	<p>Low-Income 30.0%</p> <p>English Learners 20.0%</p> <p>LTEs 20.0%</p> <p>Asian 40.0%</p> <p>Hispanic 35.0%</p> <p>Low-Income Hispanic 35.0%</p> <p>White 35.0%</p> <p>Data Year: 2025-26</p> <p>Data Source: DataQuest</p>	<p>Low-Income: +8.0%</p> <p>English Learners: -1.5%</p> <p>LTEs: <11 students</p> <p>Foster <11 students</p> <p>Asian: +20.6%</p> <p>Hispanic: +6.2%</p> <p>Low-Income Hispanic: +18.6%</p> <p>White: +50.0%</p>
		<p>Students Meeting or Exceeding Standards in Math</p> <p>Overall 10.0%</p> <p>SWD 3.2%</p> <p>Low-Income 7.6%</p> <p>English Learners 6.0%</p> <p>LTEs 0%</p> <p>Asian 15.0%</p> <p>Hispanic 9.3%</p> <p>Low-Income Hispanic 7.8%</p> <p>White 11.8%</p> <p>Data Year: 2022-23</p> <p>Data Source: DataQuest</p>	<p>Students Meeting or Exceeding Standards in Math</p> <p>Overall 12.7%</p> <p>SWD 5.3%</p> <p>Low-Income 11.7%</p> <p>English Learners 3.9%</p> <p>LTEs 0%</p> <p>Foster <11 students</p> <p>Asian 25.0%</p> <p>Hispanic 11.0%</p> <p>Low-Income Hispanic 9.8%</p> <p>White 5.9%</p> <p>Data Year: 2023-</p>	<p>Students Meeting or Exceeding Standards in Math</p> <p>Overall 15.7%</p> <p>SWD 5.1%</p> <p>Low-Income 14.6%</p> <p>English Learners 9.4%</p> <p>LTEs <11 students</p> <p>Foster <11 students</p> <p>Asian 22.2%</p> <p>Hispanic 15.2%</p> <p>Low-Income Hispanic 14.4%</p> <p>White 11.8%</p>	<p>Students Meeting or Exceeding Standards in Math</p> <p>Overall 25.0%</p> <p>SWD 10.0%</p> <p>Low-Income 20.0%</p> <p>English Learners 15.0%</p> <p>Long-term English Learners 15.0%</p> <p>Asian 25.0%</p> <p>Hispanic 20.0%</p> <p>Low-Income Hispanic 20.0%</p> <p>White 20.0%</p> <p>Data Year: 2025-26</p>	<p>Students Meeting or Exceeding Standards in Math</p> <p>Overall: +5.7%</p> <p>Students with Disabilities: +1.9%</p> <p>Low-Income: +7.0%</p> <p>English Learners: +3.4%</p> <p>LTEs: <11 students</p> <p>Foster <11 students</p> <p>Asian: +7.2%</p> <p>Hispanic: +5.9%</p> <p>Low-Income Hispanic: +6.6%</p> <p>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 <11 students Low-Income 12.2% English Learners 3.8% LTELs <11 students Asian <11 students Hispanic 11.1% Low-Income Hispanic 11.4% White <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 <11 students Low-Income 10.5% English Learners 3.7% LTELs <11 students Foster <11 students Asian <11 students Hispanic 8.3% Low-Income Hispanic 8.9% White <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% LTELs <11 students Foster <11 students Asian <11 students Hispanic 8.3% Low-Income Hispanic 9.1% White <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: <11 students in Baseline Low-Income: -4.9% English Learners: -3.8% LTELs: <11 students Foster <11 students Asian: <11 students Hispanic: -2.8% Low-Income Hispanic -2.3% White: <11 students</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>53.8% Making progress toward English language proficiency</p>	<p>35.0% Making progress toward English language proficiency</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	English Learner Reclassification Rate 8.0% Data Year: 2023-24 Data Source: Local Data	English Learner Reclassification Rate 3.0% Data Year: 2024-25 Data Source: Local Data	English Learner Reclassification Rate 13.3% Data Year: 2024-25 Data Source: Local Data	English Learner Reclassification Rate 15.0% Data Year: 2026-27 Data Source: Local Data	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: State self-reflection tool Reported to Governing Board June 23, 2025	100% of students have access to a broad course of study. Data Year: 2025-26 Data Source: State self-reflection tool Reported to Governing Board June 23, 2026	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 <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 <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 <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 < 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 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 <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 <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 <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 - Fully 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. A success of this action has been the use of benchmark assessment results during teacher common planning time. A continued challenge is ensuring the consistent and effective use of benchmark assessment results by all teachers on a routine basis to guide instruction.

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 1.13: 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 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.

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% (2025); 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 to 44.9%. 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 1.8 is not a contributing action. Only LREGB funds will be used. The action was revised to include only an reading coach in 2026-27. Action 1.9 was revised with fewer paraprofessionals due to declining enrollment.

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 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 REQUIRED ACTION to address the 2023 Dashboard RED Academic Indicator in ELA for Hispanic students. This action is a REQUIRED ACTION to address the 2023 Dashboard RED Academic Indicator in math for Hispanic students.</p>	\$2,485,170.00	No

Action #	Title	Description	Total Funds	Contributing
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 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>	\$213,500.00	Yes

Action # Title	Description	Total Funds	Contributing
	<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>		
1.3 Integrated and Designated ELD	<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 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>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</p>	\$149,815.00	Yes

Action # Title	Description	Total Funds	Contributing
	<p>prioritize academic language including English syntax, grammar, and vocabulary. Writing instruction will also be a focus of English learner students including L.TELs. 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 REQUIRED ACTION to address the needs of long-term English learner (L.TEL) students.</p>		
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> <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>	\$201,499.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	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
1.6	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> <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. 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>	\$280,660.00	Yes
1.7	Intersessions	<p>In collaboration with the Academic Leadership Team, district leadership will plan and offer instructional intersessions during fall, winter, and spring</p>	\$198,509.00	Yes

Action # Title	Description	Total Funds	Contributing
1.8 Reading and Math Instructional Coaches	<p>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>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 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 REQUIRED ACTION to address the 2023 Dashboard RED Academic Indicator in math for English learner students. This action is a REQUIRED ACTION to address the 2023 Dashboard RED English Learner Progress Indicator.</p>	\$251,154.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	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
1.10	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
1.11	Support To Students With Disabilities	<p>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.</p> <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</p>	\$255,109.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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	<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>	\$285,000.00	Yes
1.13	School Instructional Leadership	<p>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 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</p>	\$172,640.00	Yes

Action # Title	Description	Total Funds	Contributing
	<p>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: no difference
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 < 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 < 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 < 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 < 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 < 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 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 2025, and 50.4% 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 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.

No changes were made 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
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 for regular attendance at school through strategies such as Wolf Bucks to purchase school supplies.</p>	\$121,634.00	Yes

Action # Title	Description	Total Funds	Contributing
	<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 sitewide 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>		
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 greater levels of trauma and low-income students who may not otherwise have access to mental health services.</p>	\$110,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<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>		
2.3	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
2.4	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 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</p>	\$26,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Mental Health Support	<p>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> <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

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

Year	Month	Day	Event	Location	Notes
1912	Jan	1	...	...	...
1912	Jan	2	...	...	...
1912	Jan	3	...	...	...
1912	Jan	4	...	...	...
1912	Jan	5	...	...	...
1912	Jan	6	...	...	...
1912	Jan	7	...	...	...
1912	Jan	8	...	...	...
1912	Jan	9	...	...	...
1912	Jan	10	...	...	...
1912	Jan	11	...	...	...
1912	Jan	12	...	...	...
1912	Jan	13	...	...	...
1912	Jan	14	...	...	...
1912	Jan	15	...	...	...
1912	Jan	16	...	...	...
1912	Jan	17	...	...	...
1912	Jan	18	...	...	...
1912	Jan	19	...	...	...
1912	Jan	20	...	...	...
1912	Jan	21	...	...	...
1912	Jan	22	...	...	...
1912	Jan	23	...	...	...
1912	Jan	24	...	...	...
1912	Jan	25	...	...	...
1912	Jan	26	...	...	...
1912	Jan	27	...	...	...
1912	Jan	28	...	...	...
1912	Jan	29	...	...	...
1912	Jan	30	...	...	...
1912	Jan	31	...	...	...

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.

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.

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. 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 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.

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	<p>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.</p> <p>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, these spaces may increase students' motivation to attend and engage in school activities.</p>	\$342,619.00	No
3.2	Facility Monitoring	<p>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.</p>	\$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	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
\$1,153,075.00	\$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>Action: Professional Development for Teachers and Paraprofessionals</p> <p>Need: 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>Scope: Schoolwide</p>		
1.4	<p>Action: Supplemental Instructional and Assessment Resources</p> <p>Need: 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>	

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>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>Scope: 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>Action: Supplemental Supports</p> <p>Need: 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>

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>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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	<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>Scope: Schoolwide</p>	<p>experiences outside of the classroom due to limited resources and time.</p>	
1.6	<p>Action: Student Tutorial Support</p> <p>Need: 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>Scope: Schoolwide</p>		
1.7	<p>Action: Intersessions</p> <p>Need: 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>

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>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 instruction provided between 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>Scope: Schoolwide</p>		
1.9	<p>Action: Paraprofessional Support for Students</p> <p>Need: 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>

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 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>Scope: 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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	<p>Scope: Schoolwide</p>		
1.12	<p>Action: Class Size Reduction</p> <p>Need: 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>Scope: 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>Action: School Instructional Leadership</p> <p>Need: 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>Scope: 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>	

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2.1	<p>Action: Students and Parents: Positive Attendance Support</p> <p>Need: 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>

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	<p>achievement gaps and compound other factors impacting academic achievement.</p> <p>Scope: 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 and protocols to ensure consistent implementation and</p>	

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		<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>Action: Positive Behavioral Interventions and Supports (PBIS)</p> <p>Need: 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 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</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>

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	<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>	

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	<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>Scope: Schoolwide</p>		
2.3	<p>Action: Two-Way Communication with Families</p> <p>Need: The district's low-income students, English learner students, foster youth, and their families are at the greatest risk of not receiving</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>

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	<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>Scope: 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>	

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2.4	<p>Action: Parent and Family Engagement</p> <p>Need: 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>Scope: 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>

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		<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>Action: Mental Health Support</p> <p>Need: 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>Scope: 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>Action: Integrated and Designated ELD</p> <p>Need:</p>	<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>	<p>ELPI Smarter Balanced ELA Local Assessment 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>Scope: 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	\$4,323,475.00	\$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	Planned Percentage of Improved Services
1	1.1	Access to a Broad Course of Study including programs and services for unduplicated pupils and students with exceptional needs	All	No			Specific Schools: WPES	Ongoing	\$2,460,266.00	\$24,884.00	\$1,450,579.00	\$935,045.00	\$99,546.00		\$2,485,170.00	0.00
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	\$188,426.00	\$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	\$134,615.00			\$15,000.00	\$149,615.00	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	\$179,582.00	\$21,907.00			\$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	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	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	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	LCHF 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	\$82,500.00			\$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	All Schools	Ongoing	\$0.00	\$342,619.00	\$342,619.00				\$342,619.00	0.00
3	3.2	Facility Monitoring	All	No		All	Specific Schools: WPES	Ongoing	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
3	3.3	Clean and Safe Schools	All	No		All	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 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	\$1,982,783.00
								LEA-wide Total: \$0.00	\$0.00
								Limited Total: \$134,815.00	\$134,815.00
								Schoolwide Total: \$1,847,968.00	\$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.

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 wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

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

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.
- 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 succinctly 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

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- 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**

- o 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)**
 - o 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**
 - o 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)**
 - o 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 (%)**
 - o This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - o 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)**
 - o 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 %)**
 - o 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)**
 - o 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



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

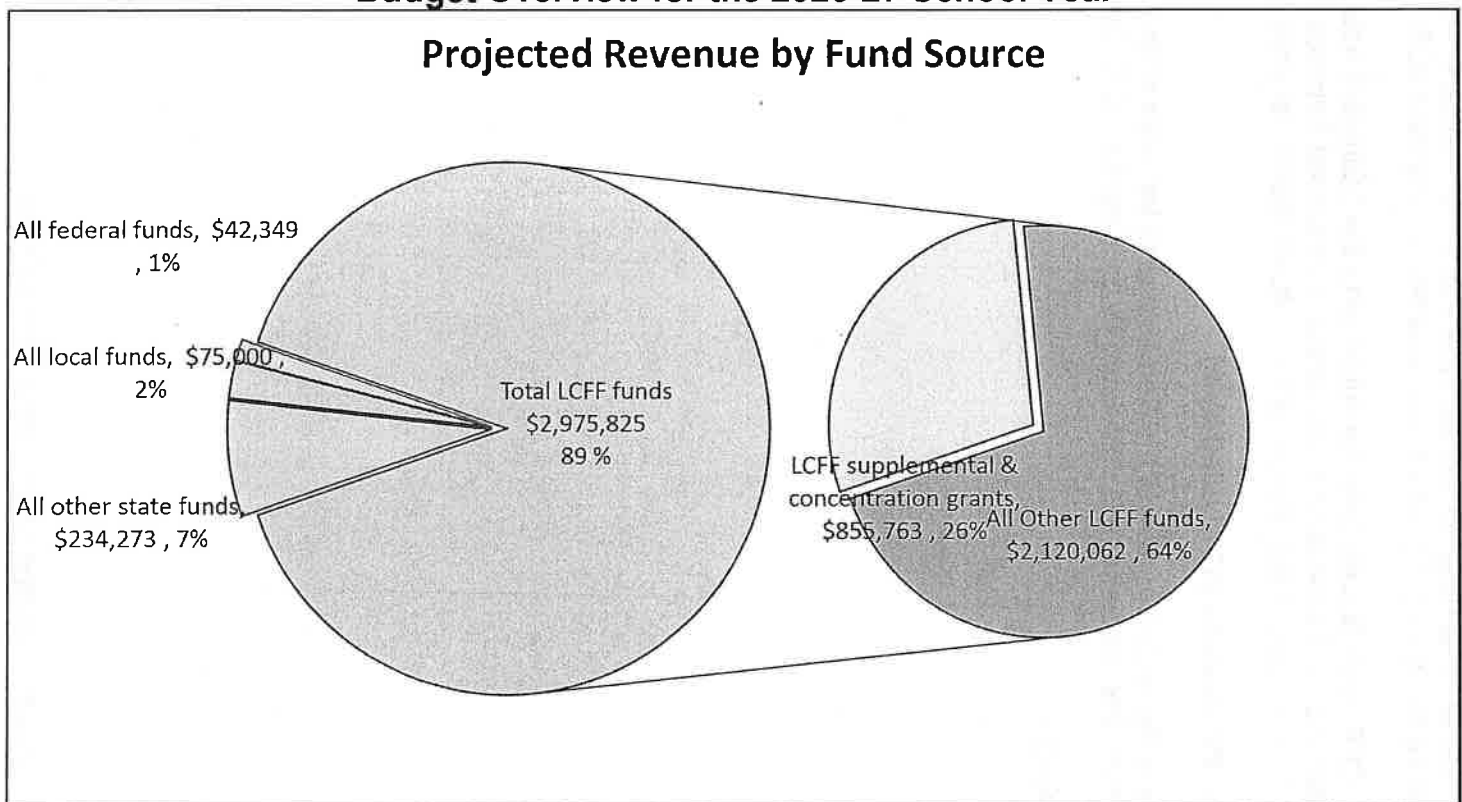
Acting Superintendent

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

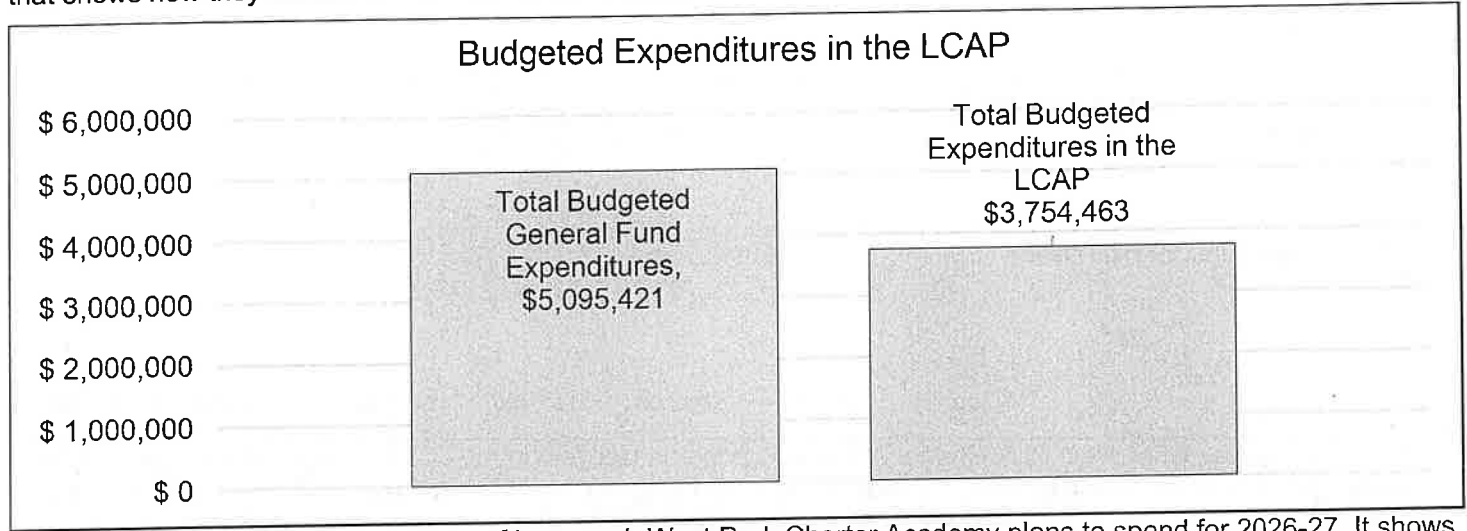


This chart shows the total general purpose revenue West Park Charter Academy expects to receive in the coming year from all sources.

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 \$1,340,958.50 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

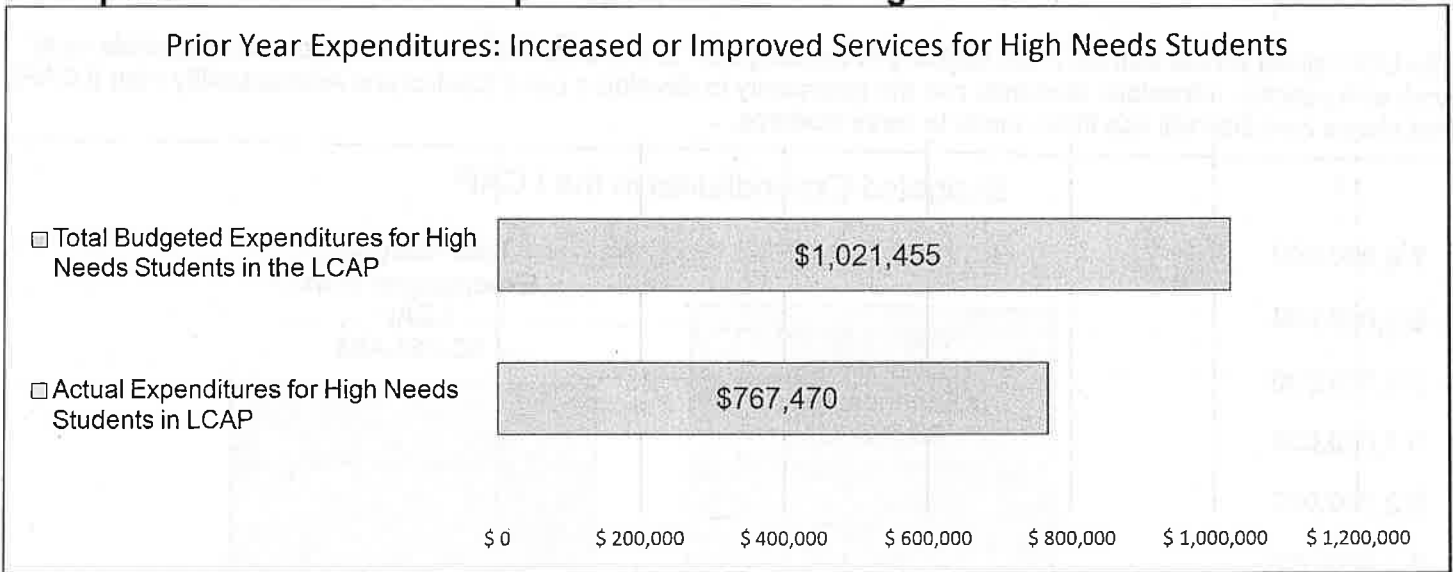
The total expenditures not included in the LCAP are related to district administration costs, utilities and other district operational costs.

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 \$1,122,076.50 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



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

Hisp.: 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.

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 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: 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: 4.0% Low-Income: 4.5% EL: 0.0% LTEs: <11 students SWD: <11 students Data Year: 2024-25 Data Source: DataQuest	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	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	Data Source: DataQuest 100% Data Year: 2024-25 Data Source: Internal Data	Data Source: DataQuest 100% Data Year: 2025-26 Data Source: Internal Data	Data Source: DataQuest 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% LTEs: 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%

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

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
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.

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, WPCA will fund two 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 also coordinate individualized learning and transition plans.	\$188,292.00	Yes
1.3	Professional Development, Learning and Support	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.	\$387,241.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<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>		
1.4	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
1.5	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 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>	\$92,537.00	Yes
1.6	School Instructional Leadership	<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</p>	\$139,594.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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>		
1.7	College and Career Readiness	<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>This action is a required action to address the RED College/Career Indicator for low-income students.</p>	\$274,368.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	West Park Charter Academy will continually improve its positive school culture and climate. State Priorities addressed by this goal.	Broad 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
			Data Source: Dashboard	Data Source: Dashboard	Data Source: Dashboard	

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.

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,	\$ 119,822.50	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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 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.	\$28,661.00	Yes
2.4	Support Parent/Guardian Communication	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.	\$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

Action # Title	Description	Total Funds	Contributing
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>Action: Supplemental Curriculum and Resources</p> <p>Need: 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>Scope:</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>Action: Professional Development, Learning and Support</p> <p>Need: There is a need for teachers to have continuous professional development opportunities to better serve their unduplicated student groups.</p> <p>Scope: 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 & 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>Action: Progress-Monitoring Resources and Tools</p> <p>Need: 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>Scope: 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>	CAASPP ELA CAASPP Math CAASPP Science
1.5	<p>Action: Technology/Devices Needed for Teaching and Learning</p> <p>Need: There is a need for teachers and students to have access to technology for teaching and learning.</p> <p>Scope:</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>	CAASPP ELA CAASPP Math CAASPP Science

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>Action: School Instructional Leadership</p> <p>Need: There is a need for administrative coaching to guide the administrator with the development of the program.</p> <p>Scope: 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>Action: College and Career Readiness</p> <p>Need:</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>Scope: 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>Action: Support Student Attendance</p> <p>Need: There is a need to ensure and support student engagement in rural regions through attendance and transportation by maintaining 95% annual attendance.</p> <p>Scope: 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>Action: Opportunities for Student and Parent/Guardian Engagement</p> <p>Need: There is a need to provide students and parents with co-curricular opportunities.</p> <p>Scope: 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>	Survey - Sense of School Safety and Connectedness
2.3	<p>Action: Student Recognition</p> <p>Need: 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>Scope: 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>	Survey - Sense of School Connectedness
2.4	<p>Action: Support Parent/Guardian Communication</p> <p>Need: 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>	Chronic Absenteeism 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
<p>2.5</p>	<p>Scope: Schoolwide</p> <p>Action: Healthy Snacks and Lunches for Students</p> <p>Need: There is a need to provide students at WPCA with healthy snacks, breakfast and lunch when on-site.</p> <p>Scope: Schoolwide</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>2.6</p>	<p>Action: Mental Health Support</p> <p>Need: There is need for mental health services for students and parents</p> <p>Scope: 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

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	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	\$2,924,517.50	\$724,103.00	\$67,381.00	\$68,461.00	\$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	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel	Planned Percentage of Improved Services
1	1.1	Teaching and Supporting Staff	All	No	Schoolwide		All Schools		\$2,379,219.00	\$0.00	\$1,762,044.00	\$521,333.00	\$67,381.00	\$39,461.00	\$2,379,219.00		\$2,379,219.00	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	\$54,500.00	\$188,292.00				\$188,292.00		\$188,292.00	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	\$90,720.00	\$296,521.00	\$90,720.00			\$90,720.00		\$387,241.00	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		\$38,640.00	\$12,860.00	\$46,490.00				\$46,490.00		\$46,490.00	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	\$17,875.00	\$92,537.00				\$92,537.00		\$92,537.00	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	\$0.00	\$139,594.00				\$139,594.00		\$139,594.00	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	\$70,000.00	\$162,318.00	\$112,050.00			\$162,318.00		\$274,368.00	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	\$7,600.00	\$119,922.50				\$119,922.50		\$119,922.50	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		\$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 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
2,120,062.00	855,763.00	40.365%	15.769%	56.134%	\$1,122,076.50	0.000%	52.927 %	Total:	\$1,122,076.50

LEA-wide Total: \$0.00

Limited Total: \$0.00

Schoolwide Total: \$1,122,076.50

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	\$188,292.00	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.

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, school-site-level advisory groups, as applicable (e.g., school-site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals. 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 wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

- 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.”

2026-27 Local Control and Accountability Plan for West Park Charter Academy

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.	<ul style="list-style-type: none"> ○ 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).

- 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 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 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 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 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

**PUBLIC
HEARING**

#2

WEST PARK SCHOOL DISTRICT



2695 S Valentine Ave Fresno, CA 93706
Tel 559-233-6501 Fax 559-497-1944
www.westpark.k12.ca.us
Dr. Brian Clark 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:

Dates: Monday, June 15th, 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 Music Center, 2695 S. Valentine Ave, Fresno, ca 93706** and viewable online.

Topic of Hearing:

A public hearing will be held for the purpose of receiving public comment regarding the Budget for the 2026–27 fiscal year. The public hearing will be held on June 15, 2026, at the Regular Board Meeting at 5:30 p.m.

LCAP Viewing:

The draft Budget is available for public viewing at the West Park Elementary School District Office, located at 2695 S. Valentine Ave, Fresno, CA 93706, and on the district website.

Questions:

Contact Assistant Superintendent of Business Operations & Acting Superintendent
West Park Elementary School District
2695 S. Valentine Ave
Fresno, Ca 93706
Email: tamita_b@wpesd.org
Phone: 559-233-6501

BOARD OF TRUSTEES

Araceli Lopez
President

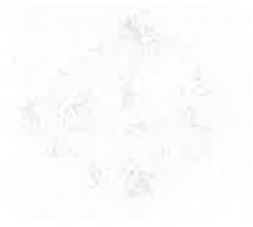
Fernando Alvarez
Clerk

Michael Smith

Aida Garcia

Yaritza Astudillo

WEST HAVEN BOARD OF HEALTH



OFFICE OF THE BOARD OF HEALTH
WEST HAVEN, CONNECTICUT
JANUARY 1910



REPORT OF THE BOARD OF HEALTH FOR THE YEAR 1909

The Board of Health of the City of West Haven, Connecticut, has the honor to submit to the Board of Selectmen the following report for the year 1909.

Respectfully,
J. H. [Name]

Secretary

WEST HAVEN, CONNECTICUT

The Board of Health of the City of West Haven, Connecticut, has the honor to submit to the Board of Selectmen the following report for the year 1909.

J. H. [Name]

Secretary

The Board of Health of the City of West Haven, Connecticut, has the honor to submit to the Board of Selectmen the following report for the year 1909.

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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	

Budget, July 1
FINANCIAL REPORTS
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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	
SUPPLEMENTAL INFORMATION			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	
SUPPLEMENTAL INFORMATION (continued)			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
ADDITIONAL FISCAL INDICATORS			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	
ADDITIONAL FISCAL INDICATORS (continued)			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	

Budget, July 1
FINANCIAL REPORTS
2026-27 Budget
School District Certification

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)	
A. REVENUES									
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	448,940.00	448,940.00	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. EXPENDITURES									
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	1,077,987.50	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)	-37.6%
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%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			(853,286.56)	(808,068.81)	(1,661,355.37)	(608,906.99)	(1,060,617.00)	(1,669,523.98)	0.5%
D. OTHER FINANCING SOURCES/USES									
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%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)									
			(1,326,150.56)	(335,204.81)	(1,661,355.37)	(1,100,251.98)	(569,272.00)	(1,669,523.98)	0.5%
F. FUND BALANCE, RESERVES									
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		9785	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	387,281.00	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%
G. ASSETS									
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		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
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				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00	0.00	0.00				
LCFF SOURCES									
Principal Apportionment		8011	3,447,469.00	0.00	3,447,469.00	3,421,580.00	0.00	3,421,580.00	-0.8%
State Aid - Current Year									
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%
LCFF Transfers									
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%
FEDERAL REVENUE									
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)		
Title III, Immigrant Student Program	4201	8290		0.00	0.00			1,007.00	1,007.00	New
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, 3051, 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%
TOTAL, FEDERAL REVENUE			0.00	415,259.00	415,259.00	0.00		449,940.00	449,940.00	8.4%
OTHER STATE REVENUE										
Other State Apportionments										
Special Education Master Plan										
Current Year	6500	8311		0.00	0.00			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										
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										
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, 6660, 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%
TOTAL, OTHER STATE REVENUE			89,753.00	978,001.00	1,067,754.00	89,753.00		901,075.00	990,826.00	-7.2%
OTHER LOCAL REVENUE										
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				0.00	0.00		0.00	0.00	0.0%
From Districts or Charter Schools	6500	8791		237,499.00	237,499.00		240,321.00	240,321.00	1.2%
From County Offices	6500	8792			0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
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%
TOTAL, OTHER LOCAL REVENUE			250,000.00	237,499.00	487,499.00	250,000.00	240,321.00	490,321.00	-0.6%
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%
CERTIFICATED SALARIES									
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%
TOTAL, CERTIFICATED SALARIES			1,563,240.00	503,007.80	2,066,247.80	1,531,051.00	540,925.00	2,071,976.00	0.3%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	31,064.00	158,839.00	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%
TOTAL, CLASSIFIED SALARIES			442,735.60	281,614.00	724,349.60	1,077,987.60	361,888.00	1,439,875.60	98.8%
EMPLOYEE BENEFITS									
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	74,951.00	208,607.00	282,360.00	94,303.00	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	48,939.98	17,595.00	66,534.98	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%
TOTAL, EMPLOYEE BENEFITS			1,151,880.24	506,182.00	1,658,062.24	1,307,895.38	538,631.00	1,846,526.38	11.4%
BOOKS AND SUPPLIES									
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%
TOTAL, BOOKS AND SUPPLIES			300,182.72	101,326.50	401,509.22	243,578.00	92,769.00	336,347.00	-16.2%
SERVICES AND OTHER OPERATING EXPENDITURES									
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%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,058,138.00	822,889.51	1,881,027.51	1,206,910.00	698,803.00	1,905,713.00	1.3%
CAPITAL OUTLAY									
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	71,836.00	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%
TOTAL, CAPITAL OUTLAY			1,146,183.00	159,494.00	1,305,657.00	0.00	342,619.00	342,619.00	-73.8%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	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%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			51,681.00	21,250.00	72,931.00	50,781.00	4,040.00	54,821.00	-24.8%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
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%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(126,882.00)	43,064.00	(83,818.00)	(124,545.00)	72,278.00	(52,267.00)	-37.6%
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%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
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%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
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) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES									
SOURCES									
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%
USES									
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%
CONTRIBUTIONS									
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)	
A. REVENUES									
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. EXPENDITURES (Objects 1000-7999)									
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	-68.7%
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	966,052.98	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 Except 7600-7699	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%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)									
			(853,286.56)	(808,088.81)	(1,661,355.37)	(608,906.98)	(1,060,617.00)	(1,669,523.98)	0.5%
D. OTHER FINANCING SOURCES/USES									
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%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)									
			(1,326,150.56)	(335,204.81)	(1,661,355.37)	(1,100,251.98)	(569,272.00)	(1,669,523.98)	0.5%
F. FUND BALANCE, RESERVES									
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 (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
Total, Restricted Balance		1,410,008.73	840,736.73

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
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. EXPENDITURES					
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%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
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%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)					
F. FUND BALANCE, RESERVES					
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)					
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%
G. ASSETS					
1) Cash					