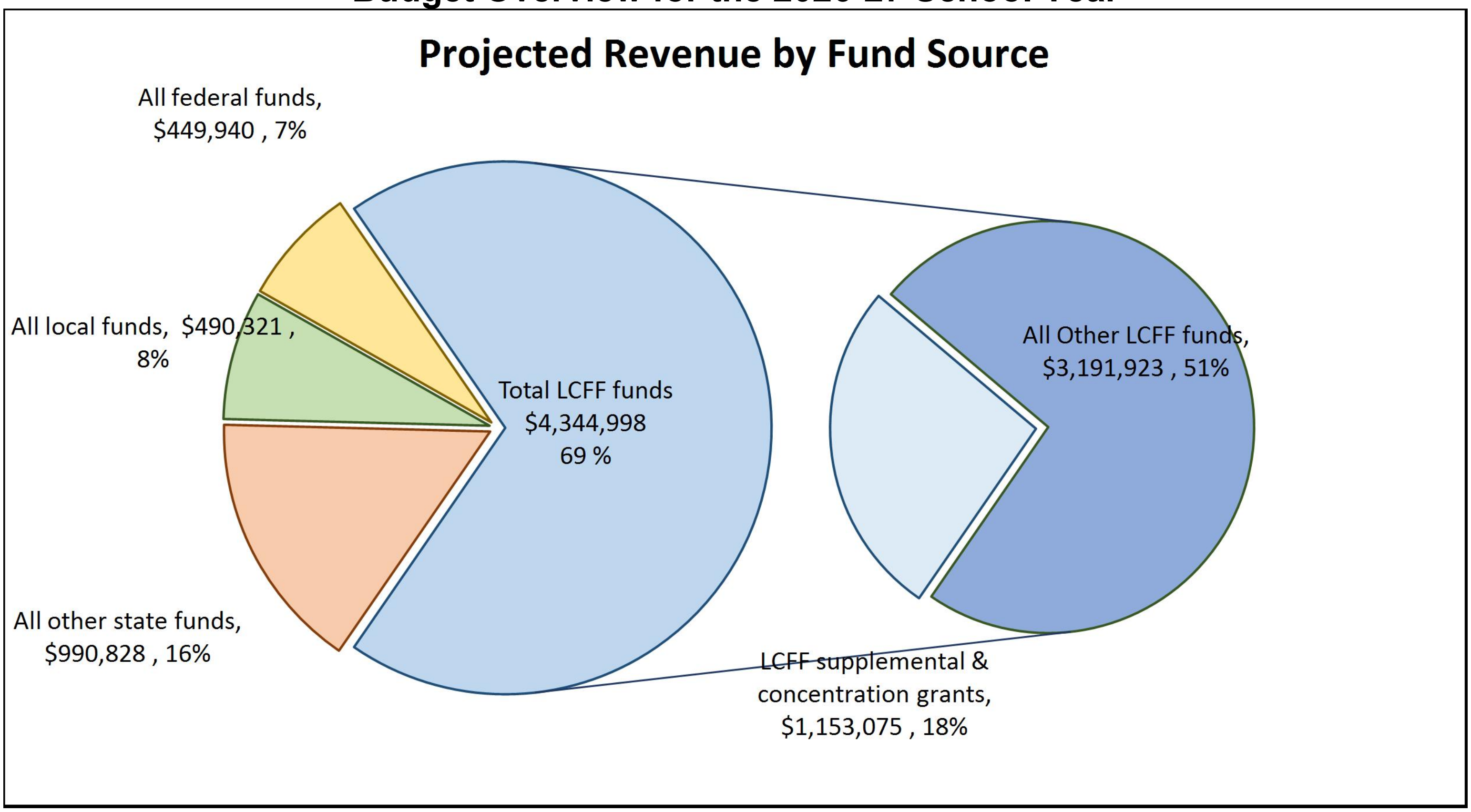
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: West Park Elementary School District
CDS Code: 10-62539-0000000
School Year: 2026-27
LEA contact information:

Tamita Boyd
Acting Superintendent
tamita_b@wpesd.org
(559) 233-6501

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

Budget Overview for the 2026-27 School Year

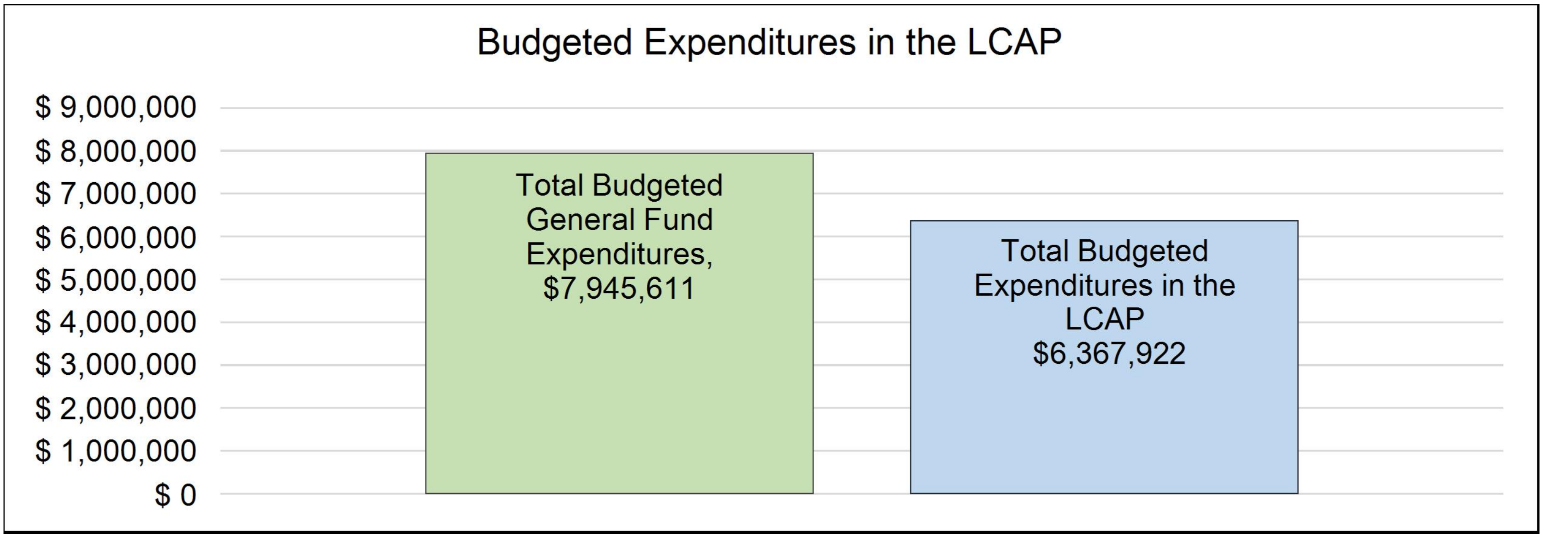


This chart shows the total general purpose revenue West Park Elementary School District expects to receive in the coming year from all sources.

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

LCFF Budget Overview for Parents

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



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

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

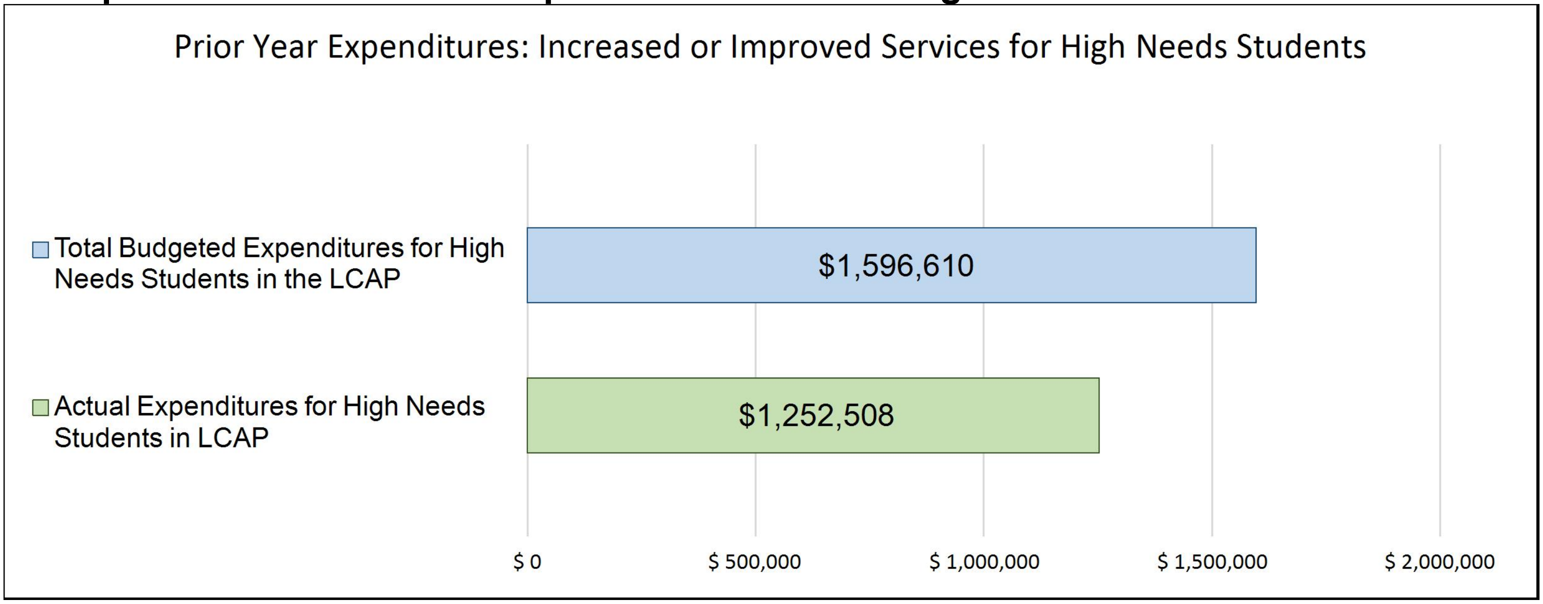
The total expenditures not included in the LCAP are related to district administration costs, utilities and other district operational costs.

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

In 2026-27, West Park Elementary School District is projecting it will receive $1,153,075.00 based on the enrollment of Foster Youth, English learner, and low-income students. West Park Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. West Park Elementary School District plans to spend $1,885,155.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, West Park Elementary School District's LCAP budgeted $1,596,610.00 for planned actions to increase or improve services for high needs students. West Park Elementary School District actually spent $1,252,508.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $344,102 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. The vacant coaching positions restricted student progress by limiting the availability of targeted interventions and reducing the data-driven analysis needed to identify learning gaps early. Furthermore, without coaches to help teachers implement professional development into classroom practices, a "knowing-doing" gap continues to persist. In all other actions where differences occured there was no impact on West Park Elementary School District's ability to increase or improve services for high needs students because the difference was covered by other funding sources.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
West Park Elementary School District	Tamita Boyd Acting Superintendent	tamita_b@wpesd.org (559) 233-6501

Plan Summary [2026-27]

General Information

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

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

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

West Park Elementary School engages all learners through a focus on equity, access, and academic rigor with inclusive practices in a variety of environments. Low student-teacher ratios and the support of additional adults on campus ensure personalized attention to the needs of each learner. The district is focused on equity through the integration of California’s Social and Emotional Guiding Principles: 1) Whole child development, 2) Commitment to equity, 3) Building capacity through an intentional focus on relationship-centered learning environments, 4) Partner with families and community partnerships, and 5) Learning and continuous improvement. Access to technology supports equitable learning opportunities by providing all students with an electronic device for use at both home and school. Teachers and student support staff are provided professional development and are encouraged to participate in learning opportunities that enhance student learning.

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

The LEA does not receive Equity Multiplier funding.

Reflections: Annual Performance

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

REQUIRED ACTIONS - 2023 DASHBOARD

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

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

UPDATE - 2024 DASHBOARD

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

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

UPDATE - 2025 DASHBOARD

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

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

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

ACADEMIC INDICATORS IN ELA AND MATH

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

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

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

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

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

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

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

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

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

ENGLISH LEARNER PROGRESS INDICATOR

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

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

CHRONIC ABSENTEEISM INDICATOR

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

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

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

SUSPENSION RATE INDICATOR

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

English Learners: Chronic absenteeism and suspension rates
Low-Income Students: Chronic absenteeism and suspension rates
Hispanic Students: Chronic absenteeism, suspension rates, ELA 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 rose to 7.3%, 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	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. 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. Teachers continue to advocate for an SEL block to ensure students receive direct SEL instruction on a routine basis. Teachers also

Educational Partner(s)	Process for Engagement
	continue to support student opportunities for music, art, hands-on learning experiences, and excursions.
Principal/Administrators	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. 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.
Certificated Bargaining Unit (WPECA)	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.
Classified Bargaining Unit	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.
Parents	Parents were engaged in the development of the 2026-27 LCAP through informal discussions focused on students' needs and the expectations that parents have for the school during Coffee with Parents held on 8/12/25, 9/16/25, 10/14/25, 11/18/25, 1/20/26, 3/17/26, and 5/19/26. During the Open House and Resource Fair held on 3/25, parents engaged in the development of the plan through opportunities to provide input and feedback by completing the district survey. Also, data was presented, and parent feedback was collected during AVID Night held on 4/16 by participating in discussions, asking questions, and sharing feedback about their students' needs. Their

Educational Partner(s)	Process for Engagement
	perspectives helped inform school planning and supported efforts to align programs and services with the needs of students and families. Parents expressed ongoing support for recent facility investments while identifying several key areas for growth. Specifically, they advocate for increased classified staffing, specialized training to improve campus safety, and targeted efforts to reduce bullying. Additionally, families emphasized the need for enhanced communication, expanded counseling services to support students' academic and social-emotional well-being, and a broader selection of extracurricular clubs and activities. Parents expressed a need for increased access to information, training, and opportunities that strengthen their ability to support student learning and engagement at home.
Students	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. 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.
SELPA	Site leadership consulted with the SELPA on 8/19, 9/18, 10/30, 12/12, 1/27, 2/26, 4/30, and 5/29 to ensure the 2026-27 LCAP actions focused on students with disabilities are aligned with IEP goals and other improvement plans designed to improve outcomes for students with disabilities.
Other School Personnel	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.

Educational Partner(s)	Process for Engagement
PAC, DELAC, Public Comment, Public Hearing, LCAP and Budget Adoption	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. 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. 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. Public Hearing: In accordance with Education Code section 42062(a)(3), the public hearing date was held on June 15, 2026. Adoption by the Governing Board: In accordance with Education Code section 52062(b)(2), the governing board adopted the LCAP in a public meeting on June 23, 2026. The governing board adopted the budget, and the LEA presented the Local Indicator Report: Progress on Local Indicators at the same meeting as the LCAP adoption. Midyear Report: The LCAP Midyear Report was presented to the governing board on February 10, 2026.

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

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

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

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

Since 2023, student performance in ELA has increased overall by 8.4%. The performance of each numerically 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), 5.3% (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 numerically 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 numerically 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
			Reported to Governing Board June 23, 2025	Reported to Governing Board June 23, 2026		
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	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	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
		English Learners 9.6% LTELs 0% Foster <11 students Asian 23.8% Hispanic 14.8% Low-Income Hispanic: 16.2% White 11.8% Data Year: 2022-23 Data Source: DataQuest	17.3% English Learners 11.7% LTELs 0% Foster <11 students Asian 37.5% Hispanic 15.6% Low-Income Hispanic: 15.4% White 11.7% Data Year: 2023-24 Data Source: DataQuest	23.1% English Learners 8.1% LTELs <11 students Foster <11 students Asian 44.4% Hispanic 21.0% Low-Income Hispanic: 34.8% White 23.5% Data Year: 2024-25 Data Source: DataQuest	Low-Income 30.0% English Learners 20.0% LTELs 20.0% Foster 30.0% Asian 40.0% Hispanic 35.0% Low-Income Hispanic 35.0% White 35.0% Data Year: 2025-26 Data Source: DataQuest	Low-Income: +8.0% English Learners: -1.5% LTELs: <11 students Foster <11 students Asian: +20.6% Hispanic: +6.2% Low-Income Hispanic: +18.6% White: +11.7%
1.5	Smarter Balanced Math	Students Meeting or Exceeding Standards in Math Overall 10.0% SWD 3.2% Low-Income 7.6% English Learners 6.0% LTELs 0% Foster <11 students Asian 15.0% Hispanic 9.3% Low-Income Hispanic 7.8% White 11.8% Data Year: 2022-23 Data Source: DataQuest	Students Meeting or Exceeding Standards in Math Overall 12.7% SWD 5.3% Low-Income 11.7% English Learners 3.9% LTELs 0% Foster <11 students Asian 25.0% Hispanic 11.0% Low-Income Hispanic 9.8% White 5.9% Data Year: 2023-	Students Meeting or Exceeding Standards in Math Overall 15.7% SWD 5.1% Low-Income 14.6% English Learners 9.4% LTELs <11 students Foster <11 students Asian 22.2% Hispanic 15.2% Low-Income Hispanic 14.4% White 11.8%	Students Meeting or Exceeding Standards in Math Overall 25.0% SWD 10.0% Low-Income 20.0% English Learners 15.0% Long-term English Learners 15.0% Foster 20.0% Asian 25.0% Hispanic 20.0% Low-Income Hispanic 20.0% White 20.0%	Students Meeting or Exceeding Standards in Math Overall: +5.7% Students with Disabilities: +1.9% Low-Income: +7.0% English Learners: +3.4% LTELs: <11 students Foster <11 students Asian: +7.2% Hispanic: +5.9% Low-Income Hispanic: +6.6% White: No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			24 Data Source: DataQuest	Data Year: 2024-25 Data Source: DataQuest	Data Year: 2025-26 Data Source: DataQuest	
1.6	California Science Test	Students Meeting or Exceeding Standards in Science Overall 15.6% SWD <11 students Low-Income 12.2% English Learners 3.8% LTELs <11 students Foster <11 students Asian <11 students Hispanic 11.1% Low-Income Hispanic 11.4% White <11 students Data Year: 2022-23 Data Source: DataQuest	Students Meeting or Exceeding Standards in Science 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 Data Year: 2023-24 Data Source: DataQuest	Students Meeting or Exceeding Standards in Science 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 Data Year: 2024-25 Data Source: DataQuest	Students Meeting or Exceeding Standards in Science Overall 25.0% SWD 10.0% Low-Income 20.0% English Learners 15.0% Long-term English Learners 15.0% Foster 20.0% Asian 25.0% Hispanic 20.0% Low-Income Hispanic 20.0% White 20.0% Data Year: 2025-26 Data Source: DataQuest	Students Meeting or Exceeding Standards in Science 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
1.7	English Learner Students Making Progress toward English Language Proficiency	17.1% Making progress toward English language proficiency Data Year: 2022-23	64.3% Making progress toward English language proficiency	53.8% Making progress toward English language proficiency	35.0% Making progress toward English language proficiency	+36.7% Making progress toward English language proficiency

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: 2023 California School Dashboard English Learner Progress Indicator (ELPI)	Data Year: 2023-24 Source: 2024 California School Dashboard English Learner Progress Indicator (ELPI)	Data Year: 2024-25 Source: 2025 California School Dashboard English Learner Progress Indicator (ELPI)	Data Year: 2025-26 Source: 2026 California School Dashboard English Learner Progress Indicator (ELPI)	
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: 2025-26 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
		English Learners 20.9% Foster Youth 0% Data Year: Spring Semester 2024 Data Source: iReady	Low-Income Hispanic 15.9% English Learners 26.9% Foster Youth <11 students Data Year: Spring Semester 2025 Data Source: iReady	Low-Income Hispanic: 21.3% English Learners: 40.0% Foster Youth <11 students Data Year: Spring Semester 2026 Data Source: iReady	Low-Income Hispanic 40.0% English Learners 30.0% Foster Youth 20.0% Data Year: Spring Semester 2027 Data Source: iReady	Low-Income Hispanic -12.7% English Learners +19.1% Foster Youth <11 students
1.11	Other Pupil Outcomes: Local Benchmark Assessment Math	Students Above or On Grade Level in Math 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 Data Year: Spring Semester 2024 Data Source: iReady	Students Above or On Grade Level in Math 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 Data Year: Spring Semester 2025 Data Source: iReady	Students Above or On Grade Level in Math 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 Data Year: Spring Semester 2026 Data Source: iReady	Students Above or On Grade Level in Math 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% Data Year: Spring Semester 2027 Data Source: iReady	Students Above or On Grade Level in Math Overall +5.6% K-2 +10.9% 3-5 -3.3 6-8 +10.2 Low-Income +8.9% Low-Income Hispanic -12.3% English Learners +7.5% Foster Youth <11 students

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: 2 - Partially Implemented

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

Action 1.5 Supplemental Supports
Implementation Level: 3 - Fully Implemented
Description:
Action 1.5 provided supplemental academic support programs, including Reading Corps and Math Corps, to address skill sets that allow low-income, English learner, and foster youth students to access enrichment activities and interests. It also provided supplemental materials, supplies, and resources for staff to effectively differentiate lessons within the core instructional program and deliver well-rounded, contextualized activities that enhance learning for low-income, English learner students and foster youth, building upon and connecting learning experiences to the contexts of students' lives. The Reading Corps and Math Corps programs were implemented as planned. The efforts of Reading Corps staff were utilized at all grade levels

Action 1.6 Student Tutorial Support
Implementation Level: 2 - Partially Implemented
Description:
Action 1.6 aimed to offer supplemental instructional support, including opportunities for qualified staff to assist low-income and English learner students, as well as their families, outside of regular school hours. This need was addressed through tutoring services provided by the California Teaching Fellows Foundation. However, this action was only partially implemented as planned, as classroom teachers did not participate in providing the intended after-school academic support. Recruiting teachers for after-school tutoring services has remained an ongoing challenge in fully implementing this action.

Action 1.7 Intersessions
Implementation Level: 2 - Partially Implemented
Description:
Action 1.7 included instructional intersessions during the fall, spring, and summer breaks, with plans to offer a winter intersession, which was never implemented. While the action was partially implemented as planned, an ongoing challenge was that, although more students could have participated, only about half of the student population joined in. However, the number of participants has continued to increase each year, including in summer school, where additional support was provided.

Action 1.8 Reading and Math Instructional Coaches
Implementation Level: 2 - Partially Implemented
Description:
Action 1.8 allocated resources for a math and an ELA instructional coach with the goal of providing co-planning during PLC time, supporting lesson design, offering real-time instructional coaching and modeling best practices in the classroom, and integrating instructional rounds to enhance the effectiveness of all teachers. The action was partially implemented as planned, with a math instructional coach hired during the 2024-25 school year. However, the coach left mid-year. Additionally, a qualified ELA instructional coach was not identified or hired during the 2025-26 school year. The district plans to post both positions in the 2026-27 school year.

Action 1.9 Paraprofessional Support for Students
Implementation Level: 2 - Partially Implemented
Description:
Action 1.9 provided funding for ten (10) paraprofessionals to offer direct instructional support to low-income and English learner students in the classroom, under the supervision of qualified teachers. The success of this action was that seven (7) paraprofessionals, who are dedicated to the students and teachers at West Park Elementary School, were able to deliver these services as planned. However, the challenge was that three (3) positions remained unfilled due to a lack of qualified candidates. For the 2026-27 school year, the target number of paraprofessionals has been adjusted to eight (8), reflecting the changing needs caused by declining enrollment.

Action 1.10 Technology and Infrastructure to Support Student Learning
Implementation Level: 3 - Fully 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: 3 - Fully Implemented
Description:
Action 1.11 continued to provide students with disabilities with specialized and targeted support as outlined in their Individualized Education Plans (IEPs). This action was implemented as planned in 2025-26 with the hiring and retention of a qualified Resource Teacher at the beginning of the 2024-25 school year. A Special Day Class teacher was also hired and retained during the 2025-26 school year. The implementation of the program for students with disabilities continues to face challenges, particularly in ensuring that general education teachers fully understand and effectively apply IEP requirements, accommodations, and evidence-based strategies tailored to specific disabilities within inclusive classroom settings.

Action 1.12 Class Size Reduction
Implementation Level: 3 - Fully Implemented
Description:
Action 1.12 provided additional teachers to support reduced class sizes and smaller staff-to-student ratios, thereby offering more targeted support to students. This action was implemented as planned, with small class sizes maintained. The success of this action lies in the fact that teachers effectively implemented more targeted small group lessons. However, a challenge remains in continuing to deepen teachers' skills in using differentiated strategies to fully capitalize on the benefits of reduced class sizes. In the 2026-27 school year, reduced class sizes will continue, although the structure will be adjusted due to declining enrollment.

Action 1.13 School Instructional Leadership
Implementation Level: 2 - Partially Implemented
Description:
Action 1.13 provided for a dedicated instructional leader at the elementary school campus. While this action was partially implemented with the appointment of a leader, the new leader left mid-year. The previously retired principal was hired back to fill the position for the remainder of the year. Ongoing challenges persist in building the capacity, expertise, and knowledge necessary for effective leadership. These leadership transitions impacted the continuity of support and development needed for fostering a high-performing instructional environment.

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

Action 1.1: Planned expenditures were greater than estimated actuals because the district hired later in the year for multiple positions, open positions, and substitutes.
Action 1.2: Planned expenditures were greater than estimated actuals because fewer teachers participated, and professional development services were embedded in the curriculum costs.
Action 1.4: Planned expenditures were greater than estimated actuals because staff did not attend the summer institute as originally planned. Alternatively, the services will be provided in-house in October for a lower cost.
Action 1.5: Planned expenditures were greater than estimated actuals because Reading Corp received more grants, resulting in lower contract obligations.
Action 1.6: Planned expenditures were greater than estimated actuals because teachers did not provide after-school tutoring as originally planned.
Action 1.8: Planned expenditures were greater than estimated actuals because the position of ELA Coach was not filled during the 2025-26 school year, and the Math Coach position was only filled for two months.
Action 1:10: Planned expenditures were less than estimated actuals because there was a need to buy more chromebooks than originally anticipated.
Action 1:11: Planned expenditures were greater than estimated actuals because salary costs were lower than estimated due to the hiring of an intern teacher.
Action 1:13: Planned expenditures were greater than estimated actuals because the principal left midyear and the district later hired back a retiree on an interim basis.

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

Action 1.1: Access to a Broad Course of Study including programs and services for unduplicated pupils and students with exceptional needs
Effectiveness of Action: 2 - Partially Effective
Metrics: Smarter Balanced assessments overall in ELA and math, access to a broad course of study
Analysis Statement:

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

Action 1.2: Professional Development for Teachers and Paraprofessionals
Effectiveness of Action: 2 - Partially Effective
Metrics: Smarter Balanced ELA and Math, California Science Test, Local Assessment Reading and Math (iReady)
Analysis Statement:

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

Results on the California Science Test continue to indicate the need for a new curriculum and an increased focus on this subject area. Performance on the California Science Test decreased from 15.6% meeting or exceeding standards in 2023 to 9.5% meeting or exceeding standards in 2024, and decreased again in 2025 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: 2 - Partially Effective
Metrics: ELPI, Smarter Balanced assessment in ELA for English learners, Local Assessment Reading (iReady), Reclassification Rate
Analysis Statement:

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

Action 1.4: Supplemental Instructional and Assessment Resources, Action 1.5: Supplemental Supports, Action 1.6: Student Tutorial Support, Action: 1.7: Intersessions
Effectiveness of Action: 2 - Partially Effective
Metrics: Smarter Balanced ELA and Math, California Science Test, Local Assessment Reading and Math (iReady)
Analysis Statement:

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

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

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

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

Action 1.8: Reading and Math Instructional Coaches
Effectiveness of Action: 2 - Partially Effective
Metrics: Smarter Balanced assessments overall in ELA and math, Local Assessment Reading and Math (iReady), ELPI
Analysis Statement:

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

Action 1.9: Paraprofessional Support for Students
Effectiveness of Action: 2 - Partially Effective
Metrics: Smarter Balanced ELA and Math, California Science Test, Local Assessment Reading and Math (iReady)
Analysis Statement:

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

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

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

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

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

Action 1.10: Technology and Infrastructure to Support Student Learning
Effectiveness of Action: 2 - Partially Effective
Metrics: Smarter Balanced ELA and Math, California Science Test, Local Assessment Reading and Math (iReady)
Analysis Statement:

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

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

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

The local assessments (iReady) in reading and math further support the overall effectiveness of these actions, with gains in both reading and math overall. In 2024, 31.1% of students were at or above grade level in reading. In 2025, this percentage increased to 34.8%. In 2026, the percentage increased again to 39.0%. In math, 32.3% of students were at or above grade level in 2026, an increase from 28.1% in 2025 and 26.7% 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: 2 - Partially Effective
Metrics: Smarter Balanced ELA and Math, California Science Test, Local Assessment Reading and Math (iReady)
Analysis Statement:

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

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

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

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

Action 1.13: School Instructional Leadership
Effectiveness of Action: 2 - Partially Effective

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

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

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

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

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

2025 DATA ANALYSIS SUMMARY

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

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

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

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

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

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

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

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

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

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

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

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

The percentage of students meeting or exceeding standards on the SBAC assessment in ELA increased by 2.4% from 2023 to 2025, while math proficiency rose by 5.7% over the same period. ELA proficiency improved for all numerically significant student groups except English learners, whose performance declined by 1.5%. In contrast, math proficiency increased overall and across all numerically significant student groups. Science scores declined overall and across all numerically significant student groups, 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 1.2 was revised to include a renewed focus in 2026-27.
Action 1.8 is not a contributing action. Only LREBG funds will be used. The action was revised to include only a reading coach in 2026-27. Due to challenges with qualified candidate availability, the district has decided to focus on filling only one position.
Action 1.9 was revised with fewer paraprofessionals due to declining enrollment.
Action 1.11 was revised to include a description of collaborative differentiated assistance activities.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Access to a Broad Course of Study including programs and services for unduplicated pupils and students with exceptional needs	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. 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.	$2,485,170.00	No

Action #	Title	Description	Total Funds	Contributing
		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. 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.		
1.2	Professional Development for Teachers and Paraprofessionals	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. 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	$213,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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. 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. 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.		
1.3	Integrated and Designated ELD	Designated and integrated English Language Development (ELD) will be provided to all English learner students. It will be taught by appropriately credentialed teachers and supported by qualified bilingual paraprofessionals. The English Learner Coordinator will ensure the development and implementation of an annual English Learner Master Plan. Designated and integrated ELD will be provided daily with designated instruction provided in small-group settings with a certificated teacher and	$149,815.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. The program will focus attention on the differences in instructional needs of long-term English learners (LTELs) versus newcomers or younger students. A continued focus of teacher professional development will be on enhancing integrated ELD instruction across core academic subjects, with particular attention to supporting English learners who have plateaued at the intermediate level of English proficiency. Professional development will prioritize academic language including English syntax, grammar, and vocabulary. Writing instruction will also be a focus of English learner students including LTELs. The professional development for upper- and middle-grade teachers is particularly important to help long-term English learners reading below grade level who are struggling with content areas that require literacy. 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. This action is a REQUIRED ACTION to address the needs of long-term English learner (LTEL) students.		
1.4	Supplemental Instructional and Assessment Resources	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. 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.	$201,499.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
1.5	Supplemental Supports	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. 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.	$201,247.00	Yes
1.6	Student Tutorial Support	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.	$280,660.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
1.7	Intersessions	In collaboration with the Academic Leadership Team, district leadership will plan and offer instructional intersessions during fall, winter, and spring breaks, and during the summer to increase student learning time and improve student outcomes for traditionally underserved youth including low-income students, English learner students, and foster youth.	$198,509.00	Yes
1.8	Reading Instructional Coach	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. 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	$251,154.00	No

Action #	Title	Description	Total Funds	Contributing
		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. LREBG funds in the amount of $251,154.00 will be allocated to this action. 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.		
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	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	$255,109.00	No

Action #	Title	Description	Total Funds	Contributing
		programs to ensure students achieve their highest academic potential and all social-emotional needs are met. 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. During the 2025–26 school year, the district partnered with Fresno County Superintendent of Schools (FCSS) experts to conduct a comprehensive root cause analysis. This initiative examined the underlying factors driving the increase in suspension rates and analyzed the specific behaviors leading to these disciplinary actions. A primary focus of this analysis is to identify where student behaviors directly intersect with or relate to their identified disabilities. This action is a REQUIRED ACTION to address the 2023 Dashboard RED Suspension Rate Indicator for students with disabilities		
1.12	Class Size Reduction	West Park Elementary School is committed to ensuring lower class sizes in grades K-6 beyond statutory requirements to ensure teachers can effectively differentiate their support to provide increased attention to students in need of additional support including low-income students, English learner students, foster and homeless youth. These identified students are traditionally underserved students who are provided equitable access to core learning opportunities through individualized and personalized instruction and support within all learning environments.	$285,000.00	Yes
1.13	School Instructional Leadership	West Park Elementary School District will continue to refine the instructional leadership model with a dedicated instructional leader at the elementary school campus and will continue the role of the Academic Leadership Team. Instructional leadership is a model of school leadership in which the administrator spends the majority of their time (.5 FTE)	$172,640.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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.		

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 numerically 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: No difference 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
		Data Source: Local Parent Survey Reported to Governing Board June 11, 2024	Data Year: 2024-25 Data Source: Local Parent Survey Reported to Governing Board June 23, 2025	Data Year: 2025-26 Data Source: Local Parent Survey Reported to Governing Board June 23, 2026	Data Year: 2026-27 Data Source: Local Parent Survey	
2.2	Attendance Rate	Attendance Rate: 93.0% Data Year: 2023-24 Data Source: SIS P2	Attendance Rate: 91.0% Data Year: 2024-25 Data Source: SIS P2	Attendance Rate: 91.0% Data Year: 2025-26 Data Source: SIS P2	Attendance Rate: 98.0% Data Year: 2026-27 Data Source: SIS P2	Attendance Rate: -2%
2.3	Chronic Absenteeism Rate	Chronic Absenteeism Rate: Overall 33.9% Low-Income 35.7% English Learners 27.2% Hispanic 35.6% White 19.0% Students with Disabilities 59.7% Foster Youth < 11 students Data Year 2022-23 Data Source: California School Dashboard	Chronic Absenteeism Rate: Overall 34.2% Low-Income 34.7% English Learners 25.2% LTEL 23.3% Hispanic 35.3% White 37.5% Students with Disabilities 51.4% Foster Youth < 11 students Data Year 2023-24 Data Source: California School Dashboard	Chronic Absenteeism Rate: Overall 41.0% Low-Income 42.9% English Learners 33.9% LTEL 34.4% Hispanic 44.4% White 30.0% Students with Disabilities 50.0% Foster Youth < 11 students Data Year 2024-25 Data Source: California School Dashboard	Chronic Absenteeism Rate: Overall 15.0% Low-Income 15.0% English Learners 15.0% LTEL 15.0% Hispanic 15.0% White 15.0% Students with Disabilities 20.0% Foster Youth 20.0% Data Year 2025-26 Data Source: California School Dashboard	Chronic Absenteeism Rate: Overall +7.1% Low-Income +7.2% English Learners +6.7% LTEL +11.1% Hispanic +8.8% White +11.0% Students with Disabilities -9.7% Foster Youth < 11 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Suspension Rate	Suspension Rate: 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 Data Year 2022-23 Data Source: California School Dashboard	Suspension Rate: 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 Data Year 2023-24 Data Source: California School Dashboard	Suspension Rate: 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 Data Year 2024-25 Data Source: California School Dashboard	Suspension Rate: 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 Data Year 2025-26 Data Source: California School Dashboard	Suspension Rate: 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
2.5	Expulsion Rate	Expulsion Rate: 0% Data Year 2023-24 Data Source: Local Data	Expulsion Rate: 0% Data Year 2024-25 Data Source: Local Data	Expulsion Rate: 0% Data Year 2025-26 Data Source: Local Data	Expulsion Rate: 0% Data Year 2026-27 Data Source: Local Data	Expulsion Rate: No difference
2.6	Middle School Dropout Rate	Middle School Dropout Rate: 0% Data Year 2023-24 Data Source: Local Data	Middle School Dropout Rate: 0% Data Year 2024-25 Data Source: Local Data	Middle School Dropout Rate: 0% Data Year 2025-26 Data Source: Local Data	Middle School Dropout Rate: 0% Data Year 2026-27 Data Source: Local Data	Middle School Dropout Rate: No difference
2.7	Sense of Safety and School Connectedness	40.7% of students agree they feel safe at school 50.4% of students agree they feel connected to school	51.4% of students agree they feel safe at school 65.7% of students agree they feel connected to school	80.8% of students agree they feel safe at school 71.2% of students agree they feel connected to school	90% of students reported feeling safe at school 90% of students feel connected to school	Students agree they feel safe at school: +40.1% Students agree they feel connected to school: +20.8%

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

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. To address the need to improve the quality of data and implement routine practices to ensure accurate data collection, an IT support tech was hired to support student technology. 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 numerically 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 numerically 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 numerically significant student groups, except White students and students with disabilities. Overall, between 2023 and 2025, chronic absenteeism declined for only one student group, White students.

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

2025 DATA ANALYSIS SUMMARY

Chronic Absenteeism Rate Percentage Change 2023 to 2025:
Overall: 33.9% (2023), 34.2% (2024), 41.0% (2025); Change from 2023 to 2025 is +7.1%
Low-Income: 35.7% (2023), 34.7% (2024), 42.9% (2025); Change from 2023 to 2025 is +7.2%
English Learners: 27.2% (2023), 25.2% (2024), 33.9% (2025); Change from 2023 to 2025 is +6.7%
Hispanic: 35.6% (2023), 35.3% (2024), 44.4% (2025); Change from 2023 to 2025 is +8.8%
White: 19.0% (2023), 37.5% (2024), 30.0% (2025); Change from 2023 to 2025 is +11.0%
Students with Disabilities 59.7% (2023), 51.4% (2024), 50.0% (2025); Change from 2023 to 2025 is -9.7%

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

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

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

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

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

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

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

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

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

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

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

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

Based on this analysis, the actions in Goal 2 are determined to be partially effective overall. The increases in chronic absenteeism and suspension rates do not support the effectiveness of the actions in Goal 2. A primary barrier to consistent implementation and positive data trends has been administrative leadership turnover, which has impacted the systemic coordination and implementation of these initiatives. These trends highlight a critical opportunity to strengthen the approach through stabilized leadership in the upcoming cycle, ensuring staff are fully supported to effectively organize, motivate, and engage the school community. Entering the 2026–27 school year, the district is prioritizing leadership stability to effectively put this targeted attendance plan into action. This plan centers on a unified campus effort where all staff members participate in attendance interventions. Importantly, teachers will utilize immediate and personalized family outreach strategies to strengthen student connectedness and quickly mitigate absenteeism. In 2026-27, Action 2.2 will also be strengthened by adding more campus supervisors who will support the work with the PBIS team to provide more opportunities for organized play and general campus supervision.

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

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

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	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. 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	$121,634.00	Yes

Action #	Title	Description	Total Funds	Contributing
		for regular attendance at school through strategies such as Wolf Bucks to purchase school supplies. 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.		
2.2	Positive Behavioral Interventions and Supports (PBIS)	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. 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	$110,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		greater levels of trauma and low-income students who may not otherwise have access to mental health services. 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. 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.		
2.3	Two-Way Communication with Families	Use electronic two-way communication systems such as ParentSquare, Zoom, Google tools, and automated calls to improve parent engagement and increase response rates on annual district surveys.	$93,195.00	Yes
2.4	Parent and Family Engagement	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. 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.	$26,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The district will continue administering its annual parent surveys to track metrics related to safety, satisfaction, and community participation.		
2.5	Mental Health Support	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. 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 two counselors. LREBG funds will be used to fund a second counselor ($108,280) 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.	$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
		Low-Income 32.2% Low-Income Hispanic: 34.0% English Learners 20.9% Foster Youth 0% Data Year: Spring Semester 2024 Data Source: iReady	6-8 23.6% Low-Income 40.7% Low-Income Hispanic 15.9% English Learners 26.9% Foster Youth <11 students Data Year: Spring Semester 2025 Data Source: iReady	6-8 34.5% Low-Income: 48.4% Low-Income Hispanic: 21.3% English Learners: 40.0% Foster Youth <11 students Data Year: Spring Semester 2026 Data Source: iReady	6-8 35.0% Low-Income 40.0% Low-Income Hispanic 40.0% English Learners 30.0% Foster Youth 20.0% Data Year: Spring Semester 2027 Data Source: iReady	6-8 +8.4% Low-Income +16.2% Low-Income Hispanic -12.7% English Learners +19.1% Foster Youth <11 students
3.3	Other Pupil Outcomes: Local Benchmark Assessment Math	Students Above or On Grade Level in Math Overall 26.7% K-2 34.0% 3-5 20.4% 6-8 24.2% Low-Income 26.6% Low-Income Hispanic 27.8% English Learners 18.2% Foster Youth 100% Data Year: Spring Semester 2024 Data Source: iReady	Students Above or On Grade Level in Math 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 Data Year: Spring Semester 2025 Data Source: iReady	Students Above or On Grade Level in Math 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 Data Year: Spring Semester 2026 Data Source: iReady	Students Above or On Grade Level in Math 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% Data Year: Spring Semester 2027 Data Source: iReady	Students Above or On Grade Level in Math Overall +5.6% K-2 +10.9% 3-5 -3.3 6-8 +10.2 Low-Income +8.9% Low-Income Hispanic -12.3% English Learners +7.5% Foster Youth <11 students

Goal Analysis [2025-26]

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

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

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

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

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

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

Action 3.1: Planned expenditures were greater than estimated actuals because the district did not procure a bid for projects during 2025-26. They have been postponed to 2026-27. Also, the action was changed to a non-contributing action.
Action 3.2: Planned expenditures were greater than estimated actuals because investments in security systems enhancements were postponed to 2026-27.

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

Action 3.1: Expanded Learning Environments
Effectiveness of Action: 2 - Partially Effective
Metrics: Local Assessments in reading and math, Chronic Absenteeism Rate, Attendance Rate, Student survey results measuring student connectedness to school, Parent survey results measuring parent connectedness to school
Analysis Statement:

Action 3.1 was effective as evidenced by increases in reading and math performance on state and local assessments. However, it was not effective in meeting the goal as measured by increases in chronic absenteeism. The original aim of this action was to create engaging outdoor spaces that would help students feel a stronger sense of connection and belonging at school. By fostering a more welcoming and positive school environment, the intention was to improve student attendance and reduce chronic absenteeism. Increased attendance would provide students with more opportunities for consistent instruction and learning, which was expected to contribute to improved academic achievement and higher test scores. Another goal of this action was to develop outdoor learning spaces that would allow teachers to extend instruction beyond the traditional classroom setting. These spaces were intended to support hands-on, experiential learning opportunities that increase student engagement, foster deeper understanding of content, and ultimately contribute to improved academic performance and higher test scores. However, due to rising rates of chronic absenteeism and student suspensions, the district has determined that supplemental and concentration funds should be redirected to actions that have demonstrated a greater impact on student outcomes. As a result, this action will be reclassified as a non-contributing action for the 2026–27 school year.

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

The local assessments (iReady) in reading and math further support the overall effectiveness of this action, with gains in both reading and math overall. In 2024, 31.1% of students were at or above grade level in reading. In 2025, this percentage increased to 34.8%. In 2026, the percentage increased again to 39.0%. In the area of math in 2026, 32.3% of students were at or above grade level, an increase from 28.1% in 2025 and 26.7% 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 numerically significant student groups, except White students and students with disabilities. Overall, between 2023 and 2025, chronic absenteeism declined for only one student group, White students. Additionally, the attendance rate remained the same at 91.0%.

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

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

Action 3.2: Facility Monitoring, Action 3.3: Clean and Safe Schools
Effectiveness of Action: 2 - Partially Effective
Metrics: Student survey results measuring school safety and cleanliness, Parent survey results measuring school safety and cleanliness.

Analysis Statement:

These actions were partially effective, as evidenced by the student and parent surveys. Although the planned expansion of the security system was not completed during the 2025–26 school year, the existing system continues to function effectively and provides ongoing support for maintaining a safe and secure learning environment. The percentage of students who agree they feel safe at school increased to 54.2% in 2025-26 from 51.4% in 2024-25. However, only 18.8% of students agree or strongly agree that the school is clean. Also, fewer parents feel that school is safe. In 2025-26, 84.2% of parents agreed or strongly agreed that 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 that 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), 28.1% (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 71.2% 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 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.

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

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

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

Actions

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

Action #	Title	Description	Total Funds	Contributing
		physical activity that align with students' interests outside of academics, these spaces may increase students' motivation to attend and engage in school activities.		
3.2	Facility Monitoring	West Park Elementary School is located in an area where response and monitoring off-hours require more manpower than it can afford. The intent of this action is to decrease vandalism and to increase the supervision of areas that have low supervision. Perimeter protection and storage capacity will be increased, and coverage extended for delayed reporting of incidents. This will also provide data through automated electronic monitoring. The action will increase server capacity to allow for the expansion of the security system.	$20,000.00	No
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	$146,013.00

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
37.712%	11.698%	$358,975.48	49.410%

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	**Action:** Professional Development for Teachers and Paraprofessionals **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	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	Smarter Balanced ELA Smarter Balanced Math California Science Test Local Assessment Reading (iReady) Local Assessment Math (iReady)

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
	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. 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. 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. 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	year to support teachers with the implementation of what they learned through professional development courses. With a strengthened approach of refocusing on principal oversight to reinforce expectations around data-driven instruction, 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. 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.	

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
	student groups, except low-income Hispanic students in both reading and math. 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. **Scope:** Schoolwide		
1.4	**Action:** Supplemental Instructional and Assessment Resources **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.	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. 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. 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.	Smarter Balanced ELA Smarter Balanced Math California Science Test Local Assessment Reading (iReady) Local Assessment Math (iReady)

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
	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. 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. 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. 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,	These resources include but are not limited to Renaissance Reading and Math and iReady online instructional and assessment resources. 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. 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. Using supplemental instructional and assessment resources in supporting instruction and learning can have a significant positive impact on the	

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	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. 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. **Scope:** Schoolwide	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. 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.	
1.5	**Action:** Supplemental Supports **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	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. 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	Smarter Balanced ELA Smarter Balanced Math California Science Test Local Assessment Reading (iReady) Local Assessment Math (iReady)

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	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. 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. 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.	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. 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. 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. 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	

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	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. 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. **Scope:** Schoolwide	experiences outside of the classroom due to limited resources and time.	
1.6	**Action:** Student Tutorial Support **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	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. Increased instructional support is intended to help low-income students, English learner students,	Smarter Balanced ELA Smarter Balanced Math California Science Test Local Assessment Reading (iReady) Local Assessment Math (iReady)

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	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. 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. 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.	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. 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. 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.	

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	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. 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. **Scope:** Schoolwide		
1.7	**Action:** Intersessions **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	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. 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.	Smarter Balanced ELA Smarter Balanced Math California Science Test Local Assessment Reading (iReady) Local Assessment Math (iReady)

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	core content areas which indicates student performance on the 2024 CAASPP assessments will also show growth. 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. 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. 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. Requests from educational parents, which are supported by low academic performance,	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. 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.	

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	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. **Scope:** Schoolwide		
1.9	**Action:** Paraprofessional Support for Students **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.	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. 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. 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	Smarter Balanced ELA Smarter Balanced Math California Science Test Local Assessment Reading (iReady) Local Assessment Math (iReady)

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	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. 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. 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. In our experience, our low-income students and foster youth experience greater barriers to learning, such as food insecurity, poverty, and	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. 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. 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.	

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	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. **Scope:** Schoolwide		
1.10	**Action:** Technology and Infrastructure to Support Student Learning **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. The 2024 CAASPP results for our low-income students and English learner students show	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. 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	Smarter Balanced ELA Smarter Balanced Math California Science Test Local Assessment Reading (iReady) Local Assessment Math (iReady)

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	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. 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. These early indicators of success suggest continued investment in this action with a continued focus on following the new technology replacement plan. 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.	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. 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. 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.	

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	Scope: Schoolwide		
1.12	**Action:** Class Size Reduction **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. 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.	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. 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. 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	Smarter Balanced ELA Smarter Balanced Math California Science Test Local Assessment Reading (iReady) Local Assessment Math (iReady)

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	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. 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. **Scope:** Schoolwide	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. 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.	
1.13	**Action:** School Instructional Leadership **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	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	Smarter Balanced ELA Smarter Balanced Math California Science Test Local Assessment Reading (iReady) Local Assessment Math (iReady)

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	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. 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. 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.	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. 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	

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	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. 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. **Scope:** Schoolwide	language development, use of scaffolds to increase productive language, and frequent use of student-to-student interactions. 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. 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. 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	

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
		trauma, hunger, and/or language barriers that result in an achievement gap.	
2.1	**Action:** Students and Parents: Positive Attendance Support **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. 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 disproportionally 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 disproportionally impacts low-income students, English learners, and foster youth since it has the potential to accelerate	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. 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. 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	Chronic Absenteeism Rate Local Assessment Reading (iReady) Local Assessment Math (iReady)

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
	achievement gaps and compound other factors impacting academic achievement. **Scope:** Schoolwide	affect them disproportionally such as transportation needs, medical needs, or other circumstances that make it difficult to ensure their child is in school, on-time, every day. 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. 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	

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
		cultivate a campus-wide culture of shared accountability. 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. 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.	
2.2	**Action:** Positive Behavioral Interventions and Supports (PBIS) **Need:** Disproportionate suspension rates, high chronic absenteeism, and low student connectedness to school persist. Looking back, in 2022-23, the suspension rate increased to 4.0% from 3.5% in 2021-22 and is disproportionally 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	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	Suspension Rate Expulsion Rate Chronic Absenteeism Rate Student survey results measuring student connectedness to school Student survey results measuring school safety

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
	8.5% overall, to 9.4% for low-income students, to 11.5% for English learners, to 21.9% for long-term English learners. 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. 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	discipline matrix will support appropriate student interventions 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. 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. 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.	

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
	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. 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. **Scope:** Schoolwide		
2.3	**Action:** Two-Way Communication with Families **Need:** The district's low-income students, English learner students, foster youth, and their families are at the greatest risk of not receiving	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.	Chronic Absenteeism Parent survey results measuring parent input in decision making Parent survey results measuring parent connectedness to school

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
	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 with 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. **Scope:** Schoolwide	District staff assist parents and other staff to enhance the effective use of technology. 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. 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 percentange of parents who feel they have more input in decision making and a greater connectedness to school. 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	

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
		low-income students, English learner students, and foster youth.	
2.4	**Action:** Parent and Family Engagement **Need:** Based on parent educational partner input and survey data, parents and families of low-income students, English learners, and foster youth need increased access to information, training, and opportunities that strengthen their ability to support student learning and engagement at home. Families of English learners experience language barriers that limit their ability to communicate with school staff, support learning at home, and access school and community resources. Families of low-income students have limited access to technology, instructional resources, and information about available health, mental health, and other community services. Foster youth and their caregivers may need intentional outreach and accessible opportunities to remain informed, connected, and involved in the student's education. Addressing these needs is expected to strengthen family participation, improve communication between families and the school, and increase students' sense of connectedness and engagement. **Scope:**	Parent and family engagement is 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 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 satisfaction. The district will continue administering its annual parent surveys to track metrics related to safety, satisfaction, and community participation.	Student survey results measuring student connectedness to school Parent survey results measuring parent connectedness to school

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	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." 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.	
2.5	**Action:** Mental Health Support **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	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, 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.	Chronic Absenteeism Rate Suspension Rate Student and parent survey results measuring school safety Surveys of students and parents measuring connectedness to school

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
	learners to 34.4%. These rates all exceed county and state rates. Looking back, in 2022-23, the suspension rate increased to 4.0% from 3.5% in 2021-22 and is disproportionally 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. 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. Research demonstrates, and our own experience confirms, that students who 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	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. 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 disproportionally higher rates of childhood trauma and food scarcity that can contribute to or trigger mental health challenges and concerns.	

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
	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. **Scope:** Schoolwide		

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	**Action:** Integrated and Designated ELD **Need:** 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	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	ELPI Smarter Balanced ELA Local Assessment Reading (iReady) Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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. 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%. 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. 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 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	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. This action will be strengthened by the recruitment of an English Learner Coordinator through local job fares 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. 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.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	lack of oral and literacy skills needed for academic success. **Scope:** Limited to Unduplicated Student Group(s)	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.	

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 counselor (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 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 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	$3,057,599.00	$1,153,075.00	37.712%	11.698%	49.410%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,547,436.00	$2,338,923.00	$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	$2,460,286.00	$24,884.00	$1,450,579.00	$935,045.00	$99,546.00		$2,485,170.00	
1	1.2	Professional Development for Teachers and Paraprofessionals	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	Ongoing	$27,074.00	$186,426.00	$198,194.00			$15,306.00	$213,500.00	0.00
1	1.3	Integrated and Designated ELD	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: WPES	Ongoing	$133,495.00	$16,320.00	$134,815.00			$15,000.00	$149,815.00	0.00
1	1.4	Supplemental Instructional and Assessment Resources	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	Ongoing	$0.00	$201,499.00	$179,592.00	$21,907.00			$201,499.00	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 Instructional Coach	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	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Paraprofessional Support for Students	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	Ongoing	$447,213.00	$0.00	$308,059.00	$69,501.00		$69,653.00	$447,213.00	0.00
1	1.10	Technology and Infrastructure to Support Student Learning	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	Ongoing	$0.00	$50,000.00	$50,000.00				$50,000.00	0.00
1	1.11	Support To Students With Disabilities	Students with Disabilities	No			Specific Schools: WPES	Ongoing	$201,193.00	$53,916.00		$162,298.00		$92,811.00	$255,109.00	
1	1.12	Class Size Reduction	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	Ongoing	$285,000.00	$0.00	$285,000.00				$285,000.00	0.00
1	1.13	School Instructional Leadership	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	Ongoing	$170,911.00	$1,729.00	$172,640.00				$172,640.00	0.00
2	2.1	Students and Parents: Positive Attendance Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	Ongoing	$119,847.00	$1,787.00	$121,634.00				$121,634.00	0.00
2	2.2	Positive Behavioral Interventions and Supports (PBIS)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	Ongoing	$0.00	$110,000.00	$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	$146,976.00	$108,280.00		$15,500.00	$270,756.00	0.00
3	3.1	Expanded Learning Environments	All	No			All Schools	Ongoing	$0.00	$342,619.00		$342,619.00			$342,619.00	0.00
3	3.2	Facility Monitoring	All	No			Specific Schools: WPES	Ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	
3	3.3	Clean and Safe Schools	All	No			Specific Schools: WPES	Ongoing	$191,702.00	$0.00	$191,702.00				$191,702.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$3,057,599.00	$1,153,075.00	37.712%	11.698%	49.410%	$1,885,155.00	0.000%	61.655 %	**Total:**	$1,885,155.00
								LEA-wide Total:	$0.00
								Limited Total:	$134,815.00
								Schoolwide Total:	$1,750,340.00

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	**1.9**	Paraprofessional Support for Students	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: WPES	$308,059.00	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 (%)
					Low Income			
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	$146,976.00	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	$1,252,508.00	$344,102.42	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	0.00
1	1.3	Integrated and Designated ELD	Yes	$103,720.00	$135,677.00	0.00	0.00
1	1.4	Supplemental Instructional and Assessment Resources	Yes	$200,806.00	$99,511.00	0.00	0.00
1	1.5	Supplemental Supports	Yes	$108,500.00	$29,060.00	0.00	0.00
1	1.6	Student Tutorial Support	Yes	$10,685.00	$4,864.00	0.00	0.00
1	1.7	Intersessions	Yes	$50,000.00	$1,989.00	0.00	0.00
1	1.8	Reading and Math Instructional Coaches	Yes	$137,721.00	$20,434.00	0.00	0.00
1	1.9	Paraprofessional Support for Students	Yes	$60,905.00	$160,885.00	0.00	0.00
1	1.10	Technology and Infrastructure to Support Student Learning	Yes	$61,000.00	$111,544.00	0.00	0.00
1	1.12	Class Size Reduction	Yes	$121,754.00	$125,796.00	0.00	0.00
1	1.13	School Instructional Leadership	Yes	$116,320.00	$86,824.00	0.00	0.00
2	2.1	Students and Parents: Positive Attendance Support	Yes	$82,188.42	$103,217.00	0.00	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	0.00
2	**2.3**	Two-Way Communication with Families	Yes	$55,810.00	$92,384.00	0.00	0.00
2	**2.4**	Parent and Family Engagement	Yes	$24,250.00	$1,349.00	0.00	0.00
2	**2.5**	Mental Health Support	Yes	$153,384.00	$98,606.00	0.00	0.00
3	**3.1**	Expanded Learning Environments	Yes	$25,000.00	$0	0.00	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)
3,068,632.00	1,194,886.00	13.576%	52.515%	$1,252,508.00	0.000%	40.816%	$358,975.48	11.698%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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