



GUAJOME PARK ACADEMY
2000 North Santa Fe Avenue, Vista, California
92083
Phone (760) 631-8500
Website www.guajome.net

Through innovation and excellence, our mission is to inspire and empower all learners to become responsible, critically thinking, compassionate global citizens who approach the future with curiosity, courage and resolve.

Administration

Humphrey, Kevin
Superintendent

Thompson, Judd
Head of School

Dhillon, Mary
Admin of GPPA

Arias, Lindsay
Administrator

Wright, Kenneth
Administrator

BOARD OF DIRECTORS MEETING Agenda June 10, 2025

Public Session 4:00 p.m.
Building 1, Student Services Building
Administration Training Center

Board of Directors

McAfee, Anna, Chair
Duffy, Debbie, Vice Chair
Harper, Sylvia
Kildoo, Steve
Semrow, Casey

Student Board Representative

Agenda	Presenter	Action/ Information
1. PUBLIC SESSION- CALL TO ORDER (4:00 p.m.) Roll call and establishment of quorum: Pledge of Allegiance	Anna McAfee	
2. APPROVAL OF AGENDA Recommended motion: The Board of Directors approve the agenda for the June 10, 2025 Board of Directors Meeting	Anna McAfee	Action
3. PUBLIC COMMENTS ON AGENDA ITEMS The Board welcomes and encourages public comments. Each Individual will be allotted a maximum of three minutes to address the Board. The Board will limit the total agenda time for public input to 20 minutes.		
4. PUBLIC COMMENTS ON NON-AGENDA ITEMS The Board welcomes and encourages public comments. Each Individual will be allotted a maximum of three minutes to address the Board. The Board will limit the total agenda time for public input to 20 minutes.		
5. CHARTER SCHOOL SUPERINTENDENT REPORT A. General Updates	Kevin Humphrey	Information
6. HEAD OF SCHOOL REPORT	Judd Thompson	Information
7. BOARD OF DIRECTORS A. Election of Board Members 2025-26 School Year	Anna McAfee	Action

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|---|--|--|
| <p>B. Election of Board Officers</p> <ol style="list-style-type: none"> 1. Board Chair 2. Board Vice Chair 3. Board Financial Officer 4. Board Secretary | <p>Anna McAfee
Anna McAfee
Anna McAfee
Anna McAfee</p> | <p>Action
Action
Action
Action</p> |
| | | |
| <p>8. PUBLIC HEARING</p> <p>The public will be given the opportunity to provide testimony on the proposal of the Local Control and Accountability Plan.</p> | <p>Anna McAfee</p> | <p>Information</p> |
| | | |
| <p>9. FISCAL SERVICES</p> <ol style="list-style-type: none"> A. Local Control and Accountability Plan B. 2025-2026 Budget Adoption C. Salary Schedules D. Stipend Schedule | <p>Kevin Humphrey
Stephanie Whitehouse
Kevin Humphrey
Kevin Humphrey</p> | <p>Action
Action
Action
Action</p> |
| | | |
| <p>10. EDUCATIONAL SERVICES</p> <ol style="list-style-type: none"> A. Student Handbook B. Local Indicators/Data Dashboard C. GPPA RSDS Screener D. GPPA Student Handbook | <p>Kenny Wright
Judd Thompson
Mary Dhillon
Mary Dhillon</p> | <p>Action
Action
Action
Action</p> |
| | | |
| <p>The purpose of the consent calendar motion is to expedite action on routine agenda items. All agenda action items that are not held for discussion at the request member of the audience or Board member will be approved as written as part of a single motion Consent Calendar Motion. Action items designated or held for discussion will be acted upon individually.</p> | | |
| <p>11. CONSENT CALENDAR</p> <ol style="list-style-type: none"> A. APPROVAL OF MINUTES <ol style="list-style-type: none"> 1. May 16, 2025 Board of Directors Meeting B. INSTRUCTIONAL MATERIALS ADOPTION <ol style="list-style-type: none"> 1. English Curriculum Adoption | | <p>Action</p> |
| | | |
| <p>12. COMMUNICATION FROM THE BOARD</p> | <p>Anna McAfee</p> | |
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| <p>13. PROPOSED AGENDA ITEMS FOR UPCOMING MEETINGS</p> | <p>Anna McAfee</p> | |
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| <p>14. FUTURE BOARD MEETING DATES</p> <ul style="list-style-type: none"> • August 7, 2025 (3:00 p.m. Brown Act Training/ 4:00 Regular Board Meeting) • September 4, 2025 • October 2, 2025 • November 6, 2025 • December 4, 2025 | | |
| | | |
| <p>15. ADJOURNMENT</p> | <p>Anna McAfee</p> | |

Upon request, this agenda will be made available in appropriate alternative formats to persons with disabilities. Any person with a disability who requires a modification or accommodation in order to participate in a meeting should direct such request to the Office of the Charter School Superintendent at (760) 631-8500, Ext. 1222, at least 72 hours before the Board meeting.

TO: Board of Directors
FROM: Superintendent
DATE: June 10, 2025

SUBJECT: Election of Board of Directors 20235-2026 School Year

The Board has received one nomination for one Community Member Board position, a two-year term.

- Debbie Duffy

The Board has received one nomination for one Parent Member Board position, a three-year term.

- Mark Dykstra

The Board has received two nominations for two Staff Member Board positions, a three-year term.

- Casey Semrow
- Berenice Resendiz

FISCAL IMPACT:
None

RECOMMENDATION:
The Board will consider the nominations and vote thereon.

Prepared by:
Dawn Voss

Approved by:
Kevin Humphrey, Superintendent

Guajome Park Academy Board of Directors
Nomination Form: Staff Director

General Qualifications: The qualifications for Directors are generally as follows: (1) the ability to attend at least 80% of regularly scheduled Board meetings and workshops; (2) a willingness to actively support and promote Guajome Park Academy; (3) a record of non adverse behavior toward Guajome Park Academy; and (4) a dedication to Guajome Park Academy's educational philosophy and goals. Nominees to the Board will be assessed as to their ability to maintain board confidentiality, comply with fiduciary standards, and the ability to keep the mission and vision of Guajome Park Academy as a primary focus.

If you would like to nominate yourself or another person to serve on the GPA Board of Directors, please complete the form below with signatures of both the nominee and nominator. (Please print or type)

Name of Nominee	Email	Date
Address	City	Zip Code
Phone/day	Phone/evening	Cell Phone

Please give a brief description (not to exceed 150 words) of the nominee's background, including experiences with GPA, schools, committees, service clubs, community, and other related information that would pertain to serving on the GPA Board of Directors. (This information will be presented at a public meeting of the GPA Board of Directors.)

I am interested in joining the Guajome Schools Board because I truly see Guajome as a second home. Over the past three years, I have had the privilege of growing both personally and professionally within this community. Guajome has given me countless opportunities to develop my career, and I am incredibly thankful for the support and trust I've received.

Being part of Guajome has shown me the importance of building strong relationships with students, families, and staff. I am passionate about continuing this work and contributing to an environment where everyone can thrive. I want to keep learning, growing, and helping Guajome Schools continue its mission. It would be an honor to serve as a board member and give back to a place that has given me so much.

Sincerely,
Berenice Resendiz
Administrator Support Specialist

I hereby certify that I am an (please check one) ☐ Interested person (as defined above), that I meet the qualifications to serve on the GPA Board of Directors, and that I am willing to fulfill the responsibilities of serving on the GPA Board of Directors if appointed/elected. I further understand that it is my responsibility to promptly notify the President and/or Secretary of the GPA Board of Directors if I become ineligible for this position at any time during the nomination process or at any time during the term of office if I am appointed/elected.

Signature of Nominee

Printed Name

Phone

Guajome Board of Directors Nomination Form:

General Qualifications: The qualifications for Directors are generally as follows: (1) No more than three (3) absences in a fiscal year (July 1 – June 30), without prior notification of personal emergency, for all Board meetings including regularly scheduled meetings, special meetings, and Board workshops Prior notification must be communicated to the Board President or designee at least 48 hours before the Board meeting whenever possible. Non-adherence to the attendance requirement will be recognized as a tacit resignation; (2) a willingness to actively support and promote Guajome; (3) a record of non adverse behavior toward Guajome; and (4) a dedication to Guajome's educational philosophy and goals. Nominees to the Board will be assessed as to their ability to maintain board confidentiality, comply with fiduciary standards, and the ability to keep the mission and vision of Guajome as a primary focus.

If you would like to nominate yourself or another person to serve on the Board of Directors, please complete the form below with signatures of both the nominee and nominator. (Please print or type)

Name of Nominee Mark Dykstra	Email mdykstra@goodsource.com	Date May 28, 2025
Address 1607 Via Otano	City Oceanside	Zip Code 92056
Phone/day (949) 677-4024	Phone/evening (949) 677-4024	Cell Phone (949) 677-4024

Please give a brief description (not to exceed 150 words) of the nominee's background, including experiences with Guajome, schools, committees, service clubs, community, and other related information that would pertain to serving on the Board of Directors. (This information will be presented at a public meeting of the Board of Directors.)

Thanks for the opportunity to serve the GPA Community. My name is Mark Dykstra. I am the father of Mats and Soren Dykstra. Mats will be a junior in the 2025/26 school year and Soren will be a freshman.

My professional background is a mix of leadership and technology, having served at the Director level at companies like Quest Software, Dell Technologies, Thermo Fisher Scientific, and most recently, GoodSource Solutions. My LinkedIn profile is available here: <https://www.linkedin.com/in/madykstra>.

Outside of work, I have served as a volunteer at the Ivey Ranch Park Foundation since May 2023. We rescue horses and provide equine therapy to children and adults with special needs. Previously, I served as a fundraising volunteer for the Leukemia and Lymphoma Society.

I am excited about the idea of getting more involved with Guajome Park Academy and the Guajome Learning Centers. I greatly appreciate the difference Guajome teachers and staff have made in my boys' lives and I will work hard to extend the same opportunities to current and future students and community members.

I hereby certify that I am a non-Interested person, that I meet the qualifications to serve on the Board of Directors, and that I am willing to fulfill the responsibilities of serving on the Board of Directors if appointed/elected. I further understand that it is my responsibility to promptly notify the President and/or Secretary of the Board of Directors if I become ineligible for this position at any time during the nomination process or at any time during the term of office if I am appointed/elected.

Signature of Nominee

Printed Name Mark Dykstra

Phone (949) 677-4024

Signature of Nominator

Printed Name

Phone

Please return the completed and signed nomination to Dawn Voss.

TO: Board of Directors
FROM: Superintendent
DATE: June 10, 2025

SUBJECT: ELECTION OF BOARD OFFICERS

The GPA Bylaws state: "The officers of this corporation shall be a President, a Secretary, and a Financial Officer. The corporation may also have at the discretion of the Board, Chairman and Vice-Chairman one or more assistant secretaries of the Board. Any number of offices may be held by the same person, except that neither the Secretary nor the Financial Officer may serve concurrently as the president or of the Board."

Officers will take office effective at the regular August Board meeting.

Chairman:

The GPA Bylaws state: "The Chairman shall preside at all meetings of the Board and exercise and perform such other powers and duties as may from time to time be assigned by the Board."

Currently held by Anna McAfee

Vice Chairman:

The GPA Bylaws state: "In the absence or disability of the Chairman, the Vice Chairman shall perform the duties of the Chairman."

Currently held by Debbie Duffy

Secretary (Not required to be a member of the Board)

The GPA Bylaws state: "The secretary shall keep or cause to be kept at the principal office of the corporation the State of California, the original or a copy of the corporation's Articles of Incorporation and bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses. The secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument. The secretary also shall keep or cause to be kept at the principal office, or at such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, with the time and place of holding; whether regular or special; if special how authorized; the notice thereof given; the names of those present and absent; and the proceedings thereof. The secretary shall give or cause to be given notice of all the meetings of the Board required by these bylaws or by law to be given; shall keep the seal of the corporation in safe custody; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the treasurer; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board."

Currently held by Dawn Voss

Financial Officer (Not required to be a member of the Board)

The GPA Bylaws state: "The financial officer shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains, and losses. The books of account shall at all times be open to inspection by any Director. The financial officer shall deposit, or cause to be deposited, all monies and other valuables in the name and to the credit of the corporation in such depositories as may be designated by the Board. The financial officer shall disburse the funds of the corporation as shall be ordered by the Board, shall render to the president and the Directors, upon request, an account of all transactions as financial officer. The financial officer shall present an operating statement and report, since the last preceding board meeting, to the Board at all regular meetings of the Board. The financial officer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board."

Currently held by Stephanie Whitehouse

FISCAL IMPACT: None.

RECOMMENDATION: The Board will call for nominations and elect the following:

Chairman, Board Vice-Chair, Board Secretary (not required to be a Board member);
Board Financial Officer (not required to be a Board member)

Prepared by: Dawn Voss

Approved by: Kevin Humphrey, Superintendent

GUAJOME PARK ACADEMY**AGENDA ITEM 9A**

TO: Board of Directors
FROM: Superintendent
DATE: June 10, 2025

SUBJECT: GUAJOME PARK ACADEMY LCAP ADOPTION

The Guajome Park Academy will be submitting the 2025-2026 Local Control Accountability Plan (LCAP). This will be year two of a three year cycle. We will discuss the adoption of the final document including all necessary updates as mandated. All goals, metrics, and action steps will remain in place for the 25/26 school year.

FISCAL IMPACT:

Will direct decisions on a portion of the revenues expected in 2024 through 2027.

RECOMMENDATION:

Adoption

Prepared by:
Kevin Humphrey

Approved by:
Kevin Humphrey, Superintendent

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
Guajome Park Academy Charter	Kevin Humphrey Charter School Superintendent	humphreyke@guajome.net 7606318500

Plan Summary 2025-26

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.

LEA Overview Guajome Park Academy (GPA) is a public charter school located in Vista, California, serving students in grades transitional kindergarten through 12th grade. As part of the Guajome Schools Local Educational Agency (LEA), GPA offers both a traditional classroom-based program and a flexible, independent study model through Guajome Learning Centers. The school is committed to cultivating a diverse, inclusive learning environment that values academic excellence, student voice, and community engagement. Schools and Programs Guajome operates two distinct yet interconnected schools: Guajome Park Academy, which offers a classroom-based K–12 educational experience, and Guajome Learning Centers, which provides personalized, independent study options for students in grades 6–12. The LEA features robust academic programming, including Advanced Placement (AP) courses, the International Baccalaureate (IB) Diploma Programme, and Career and Technical Education (CTE) pathways. GPA also supports student success through intervention programs, mental health resources, and strong advisory and mentorship systems. Student Demographics Guajome serves approximately 1,350 students, reflecting the rich cultural and linguistic diversity of North San Diego County. About 73% of students qualify for free or reduced-price meals, 10% are English language learners, and 13% receive special education services. The school prioritizes equity and access, ensuring all students have the tools and support needed to succeed academically and socially. Vision and Strategic Focus Guajome’s vision is to empower every student to become a self-aware, critical thinker who contributes positively to the world. The LEA’s strategic priorities include fostering a culture of learning and belonging, closing opportunity gaps, promoting college and career readiness, and strengthening family and community partnerships. Through intentional planning and reflective practice, Guajome Park Academy remains steadfast in its mission to prepare students for success in college, career, and life.

Reflections: Annual Performance

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

Guajome made significant growth as it relates to our goals and metrics. We still see an opportunity for growth when it comes to CAASPP performance in ELA and Math

Reflections: Technical Assistance

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

Guajome has been removed from Technical assistance

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.

Guajome has not 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.

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

GPA employed multiple strategies to gather input from its educational partners: Surveys: Annual LCAP surveys were distributed to students, parents, and staff to collect feedback on school programs, climate, and areas for improvement. Guajome Focus Groups: Student focus groups provided a platform for learners to share their experiences and suggestions directly. School Site Council (SSC): The SSC, comprising parents, teachers, and administrators, reviewed and provided input on the LCAP, ensuring that the plan reflected the community's needs. Additional Data Sources: Insights from the Western Association of Schools and Colleges (WASC) visit, the school's Strategic Plan, the California Healthy Kids Survey, and the School Culture and Climate survey were also considered to inform decision-making.

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal 1	To ensure a safe and consistent learning environment for all students, we will implement comprehensive safety protocols, including emergency procedures, health guidelines, and anti-bullying measures, developed with stakeholders. Regular staff training will cover conflict resolution, trauma-informed practices, and cultural competency. Campus security will be enhanced with improved surveillance and access control. Positive behavior will be promoted through restorative	Maintenance

Justice and social-emotional learning programs. We will foster inclusion through peer mentoring and diversity workshops, focusing on marginalized students. For students with disabilities, Positive Behavior Interventions and Supports (PBIS) will be implemented, supported by professional development for staff.

State Priorities addressed by this goal.

1,2,3,4,5,6,8

An explanation of why the LEA has developed this goal.

A school would develop this goal to ensure a safe and supportive environment for all students, which is crucial for effective learning. By implementing comprehensive safety protocols, enhancing campus security, and promoting positive behavior, the school can reduce disruptions and address students' social-emotional needs. Fostering inclusion and supporting students with disabilities through specialized interventions further ensures that every student feels valued and able to succeed. This holistic approach aims to create a positive school climate where all students can thrive academically and personally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Meet Quarterly to develop school safety protocols with stakeholders including students, staff, and parents.	We meet twice a year and it is just staff.	We met quarterly this year.		4 meetings will have taken place for three straight years.	We met quarterly this year.
2	Decrease in the percentage of students suspended at least once.	8.1% of students at Guajome have been suspended at least once and we have 5 student sub-groups in red.	We have seen a significant decrease in suspensions.		Less than 5% of student population has been suspended and there are 0 student sub-groups in red.	We have seen a significant decrease in suspensions.
3	All staff will receive at least on training per year that focuses on Tier 1 interventions that	This is not currently tracked	All staff have undergone at least one training.		Staff will have undergone at least three specific trainings that focus	All staff have undergone at least one training.

	include but are not limited to conflict resolution, restorative practices, trauma inform practices, and cultural competency.				on Tier 1 interventions.	
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Goal Analysis for 2025-26

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

A description of any substantive differences in planned actions and actual implementation of these actions.

No substantive differences

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.

No material differences

An explanation of how effective the specific actions were in making progress toward the goal.

A decrease in suspensions as a result of an increase in restorative supports has helped us improve towards our goal

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

No changes

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
Action #1	Implement Comprehensive Safety Protocols	Develop and implement comprehensive safety protocols in collaboration with stakeholders, including students, parents, teachers, and local law enforcement. These protocols should cover areas such as emergency procedures, health and sanitation guidelines, and measures to prevent bullying and harassment.	\$365,320.02	Yes
Action #2	Provide Ongoing Staff Training	Offer regular training sessions for staff members to ensure they are equipped with the knowledge and skills necessary to maintain a safe and consistent learning environment. Topics may include conflict resolution, trauma-informed practices, and cultural competency.	\$202,818.57	Yes
Action #3	Implement Positive Behavior Interventions and Supports (PBIS)	Implement a Positive Behavior Interventions and Supports (PBIS) framework specifically tailored to meet the needs of students with disabilities. Provide professional development opportunities for staff members to learn evidence-based strategies for supporting students with diverse learning needs and addressing challenging behaviors in a proactive and supportive manner. Emphasize	\$201,019.52	Yes

Action #	Title	Description	Total Funds	Contributing
		the importance of individualized behavior plans, positive reinforcement strategies, and restorative justice practices to minimize the need for suspensions and promote a positive school climate for all students, including those with disabilities. Regularly monitor and adjust PBIS implementation to ensure effectiveness and equity in disciplinary practices across all student populations.		
Action #4	Foster a Sense of Belonging and Inclusion:	Create a school culture that prioritizes belonging and inclusion for all students. This can be achieved through initiatives such as peer mentoring programs, diversity and inclusion workshops, and celebrations of cultural heritage. Additionally, provide resources and support for marginalized or vulnerable student populations to ensure their voices are heard and their needs are addressed.	\$501,303.05	No

Goal

Goal #	Description	Type of Goal
Goal 2	Develop a comprehensive career exploration program with guest speakers, industry tours, and job shadowing. Expand access to college preparation resources like counseling, SAT/ACT prep, and financial aid workshops, ensuring availability to all students, especially first-generation and minority students. Strengthen partnerships with higher education institutions for seamless transitions through	Broad Goal

dual enrollment and internships. Integrate work-based learning opportunities such as internships and apprenticeships, partnering with employers to provide hands-on experiences. Address equity gaps by analyzing data and implementing targeted interventions to ensure all students have access to necessary support for postsecondary success.

State Priorities addressed by this goal.

Priorities 4,5,6,7,8

An explanation of why the LEA has developed this goal.

Guajome Park Academy would choose this goal to ensure that all students are prepared for college and careers, regardless of their background. By developing a comprehensive career exploration program, students gain exposure to various professions, helping them make informed decisions about their futures. Expanding access to college preparation resources and strengthening partnerships with higher education institutions provide students with the tools and opportunities needed for successful transitions. Integrating work-based learning and addressing equity gaps ensure that every student receives the support they need to thrive. This holistic approach promotes academic success, career readiness, and equitable opportunities for all learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Develop a K-12 career pathway articulation that includes pathway exposure, strength and interest finding, and career planning and goal setting.	We do not currently have a plan for implementation.	We have met to develop a plan for articulation.		Develop and implement a K-12 career pathway articulation that includes pathway exposure, strength and interest finding, and career planning and goal setting.	We have met to develop a plan for articulation.
2	Increase our working partnerships with universities from 2 to at least 3 in the next 3 years.	Guajome currently has a working partnership with Palomar College and CSUSM.	We are now partnering with UCSD on multiple educational fronts.		An increase in partnerships with post secondary universities and organizations that will help develop	We are now partnering with UCSD on multiple educational fronts.

				career and college partnerships for our students.	
3	Utilize and implement the California Colleges system to help track college and career readiness numbers to ensure all of our students needs are met.	We don't currently utilize a program and we don't have a consistent method for tracking post secondary data.	We are now a part of California Colleges system.	An analysis of disaggregated data to identify disparities based on race, ethnicity, socioeconomic status, and other factors, and implement targeted interventions to ensure that all students have equitable access to the support they need to succeed in postsecondary education and careers.	We are now a part of California Colleges system.

Goal Analysis for 2025-26

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

A description of any substantive differences in planned actions and actual implementation of these actions.

No substantive differences

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.

No material differences

An explanation of how effective the specific actions were in making progress toward the goal.

We have developed new partnerships with UCSD and California Colleges that will help provide more options for our students

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

No changes were made

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
Action #1	Comprehensive Career Exploration Program	Develop and implement a comprehensive career exploration program that exposes students to a wide range of career options aligned with their interests, skills, and aspirations. This program should incorporate guest speakers, industry tours, job shadowing opportunities, and informational interviews to provide students with firsthand exposure to various professions.	\$487,450.86	Yes
Action #2	Strengthen Partnerships with Higher Education Institutions	Forge partnerships with local colleges, universities, and vocational training programs to create seamless pathways from high school to postsecondary education or career training. Establish articulation agreements, dual enrollment programs, and internship opportunities to facilitate	\$16,014.73	Yes

Action #	Title	Description	Total Funds	Contributing
		academic and career transitions for students.		
Action #3	Integrate Work-Based Learning Opportunities	Integrate work-based learning opportunities into the curriculum, such as internships, apprenticeships, and cooperative education experiences. Partner with employers in various industries to provide students with hands-on learning experiences that develop essential workplace skills and expose them to potential career pathways.	\$168,781.68	Yes
Action #4	Address Equity Gaps in Access and Achievement	Identify and address equity gaps in access to college and career readiness resources and opportunities. Analyze disaggregated data to identify disparities based on race, ethnicity, socioeconomic status, and other factors, and implement targeted interventions to ensure that all students have equitable access to the support they need to succeed in postsecondary education and careers. This may include providing additional support services, scholarships, or mentorship programs for historically underserved student populations.	\$232,698.37	Yes

Goal

Goal #	Description	Type of Goal
Goal 3	Collaborate with educators to enhance the curriculum, prioritizing skills like critical thinking, problem-solving, creativity, and collaboration. Align instructional materials and assessments with these objectives to provide real-world application opportunities. Support English Language Learners by offering professional development on effective strategies, including language acquisition and culturally responsive teaching. Utilize verified data to monitor student growth and inform instruction. Develop specialized math support for homeless students through tutoring and resources. Promote engaging instructional practices, such as project-based learning and hands-on activities, to increase student motivation and make learning relevant.	Maintenance

State Priorities addressed by this goal.

Priorities 4,5,6,7,8

An explanation of why the LEA has developed this goal.

Guajome Park Academy would choose this goal to equip students with essential durable skills like critical thinking, problem-solving, creativity, and collaboration, preparing them for future academic and career success. Enhancing support for English Language Learners ensures equitable access to quality education, meeting the diverse needs of the student body. Utilizing verified data for monitoring student growth allows for tailored instruction, improving learning outcomes. Providing targeted math support for homeless students addresses unique challenges they face, promoting academic stability. Promoting engaging instructional practices increases student motivation and engagement, making learning more meaningful and relevant to their lives.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Create a verified data measurement system that tracks student growth.	We do not have a measurement system that actively tracks student growth.	We have developed a system to track growth.		Math and ELA teachers have a method to track yearly student performance and growth through the use of verified data.	We have developed a system to track growth.
2	Further develop and implement the ELL roadmap.	We currently have an ELL roadmap.	We are focusing on UBD next year as well as tier 1 interventions to		An updated ELL roadmap has been completed and implemented.	We are focusing on UBD next year as well as tier 1 interventions to

			continue to move down our ELL Roadmap.		continue to move down our ELL Roadmap.
3	Increase services to students that are classified as homeless as it relates to providing additional math support.	We do not have a systematic approach to supporting our homeless population as it relates to math.	We have set up a systematic approach for next year.	A documented systematic, tiered level of support plan has been developed and implemented as it relates to targeted support for math for our students.	We have set up a systematic approach for next year.

Goal Analysis for 2025-26

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

A description of any substantive differences in planned actions and actual implementation of these actions.

No substantive differences

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.

No material differences

An explanation of how effective the specific actions were in making progress toward the goal.

We have determined that we need to focus on designing assessments to help us continue to make progress toward our goal

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

No changes were made

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
Action #1	Utilize Verified Data for Student Growth Monitoring	Establish a system for collecting, analyzing, and utilizing verified data to monitor student growth and inform instructional decision-making. This may involve implementing formative assessments, benchmark assessments, and other tools to track progress over time. Use data-driven insights to identify areas of strength and areas needing improvement, enabling educators to tailor instruction to individual student needs effectively.	\$378,158.02	Yes
Action #2	Provide Targeted Math Support for Homeless Students	Develop specialized interventions and support services for homeless students who are struggling with math. This could include small-group tutoring sessions, access to online math resources, or partnerships with community organizations to provide additional academic support outside of school hours. Ensure that homeless students have access to the necessary materials and technology to engage effectively in math	\$15,787.85	Yes

Action #	Title	Description	Total Funds	Contributing
		instruction, even in transient living situations.		
		Encourage educators to employ engaging instructional practices that foster student interest and motivation in learning. This may involve incorporating project-based learning, technology-enhanced lessons, hands-on activities, and other interactive approaches to make the curriculum more accessible and relevant to students' lives.		
Action #3	Promote Engaging Instructional Practices	Provide professional development opportunities and resources to support teachers in implementing these engaging instructional strategies effectively.	\$313,336.32	Yes
Action #4	Provide Targeted Support for English Language Learners (ELLs)	Allocate resources and professional development opportunities to support teachers in implementing effective instructional strategies for ELLs. This may include training on language acquisition techniques, culturally responsive teaching practices, and differentiated instruction to meet the diverse needs of English learners in the classroom.	\$408,470.18	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$3,034,343.00	\$0.00

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
100.00%	0.00%	\$0.00	100.00%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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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.

None

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.

None

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	0	120:1
Staff-to-student ratio of certificated staff providing direct services to students	0	14:1

2025-26 Total Planned Expenditures Table

LCAP Year	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 (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	\$14,152,061.00	\$3,034,343.00	21.44%	0.00%	21.44%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	\$2,634,202.77	\$90,607.75	\$0.00	\$566,348.65	\$3,291,159.17	\$2,925,037.81	\$366,121.36

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	Implement Comprehensive Safety Protocols	All Students	Yes	LEA-Wide	ELL's, Homeless, Low Socio-economic	Guajome	3 years
1	2	Provide Ongoing Staff Training	All Students	Yes	LEA-Wide	ELL's, Homeless, Low Socio-economic	Guajome	3 years
1	3	Implement Positive Behavior Interventions and Supports (PBIS)	All Students	Yes	LEA-Wide	ELL's, Homeless, Low Socio-economic	Guajome	3 years
1	4	Foster a Sense of Belonging and Inclusion:	All Students	No	LEA-Wide	ELL's, Homeless, Low Socio-economic	Guajome	3 years
2	1	Comprehensive Career Exploration Program	All Students	Yes	LEA-Wide	ELL's, Homeless, Low Socio-economic	Guajome	3 years
2	2	Strengthen Partnerships with Higher Education Institutions	All Students	Yes	LEA-Wide	ELL's, Homeless, Low Socio-economic	Guajome	3 years

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
2	3	Integrate Work-Based Learning Opportunities	All Students	Yes	LEA-Wide	ELL's, Homeless, Low Socio-economic	Guajome	3 years
2	4	Address Equity Gaps in Access and Achievement	All Students	Yes	LEA-Wide	ELL's, Homeless, Low Socio-economic	Guajome	3 years
3	1	Utilize Verified Data for Student Growth Monitoring	All Students	Yes	LEA-Wide	ELL's, Homeless, Low Socio-economic	Guajome	3 years
3	2	Provide Targeted Math Support for Homeless Students	Homeless Students	Yes	LEA-Wide	Homeless	Guajome	3 years
3	3	Promote Engaging Instructional Practices	All Students	Yes	LEA-Wide	ELL's, Homeless, Low Socio-economic	Guajome	3 years
3	4	Provide Targeted Support for English Language Learners (ELLs)	English Language Learners	Yes	LEA-Wide	English Language Learners	Guajome	3 years

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds of Improved Services	Planned Percentage of Improved Services
1	1	\$365,320.02	\$0.00	\$365,320.02	\$0.00	\$0.00	\$0.00	\$365,320.02	0.00%
1	2	\$19,655.84	\$183,162.73	\$202,818.57	\$0.00	\$0.00	\$0.00	\$202,818.57	0.00%
1	3	\$201,019.52	\$0.00	\$201,019.52	\$0.00	\$0.00	\$0.00	\$201,019.52	0.00%
1	4	\$501,303.05	\$0.00	\$501,303.05	\$0.00	\$0.00	\$0.00	\$501,303.05	0.00%
2	1	\$487,450.86	\$0.00	\$487,450.86	\$0.00	\$0.00	\$0.00	\$487,450.86	0.00%
2	2	\$16,014.73	\$0.00	\$16,014.73	\$0.00	\$0.00	\$0.00	\$16,014.73	0.00%
2	3	\$77,544.45	\$91,237.23	\$168,781.68	\$0.00	\$0.00	\$0.00	\$168,781.68	0.00%
2	4	\$232,698.37	\$0.00	\$0.00	\$90,607.75	\$0.00	\$142,090.62	\$232,698.37	0.00%
3	1	\$286,436.62	\$91,721.40	\$378,158.02	\$0.00	\$0.00	\$0.00	\$378,158.02	0.00%
3	2	\$15,787.85	\$0.00	\$0.00	\$0.00	\$0.00	\$15,787.85	\$15,787.85	0.00%
3	3	\$313,336.32	\$0.00	\$313,336.32	\$0.00	\$0.00	\$0.00	\$313,336.32	0.00%
3	4	\$408,470.18	\$0.00	\$0.00	\$0.00	\$0.00	\$408,470.18	\$408,470.18	0.00%

2025-26 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)
\$14,152,061.00	\$3,034,343.00	21.44%	0.00%	21.44%	\$2,634,202.77	0.00%	18.61%

Totals by Type		Total LCFF Funds
Total:		\$2,634,202.77
LEA-wide Total:		\$2,634,202.77
Limited Total:		\$0.00
Schoolwide Total:		\$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Implement Comprehensive Safety Protocols	Yes	LEA-Wide	ELL's, Homeless, Low Socio-economic	Guajome	\$365,320.02	0.00%
1	2	Provide Ongoing Staff Training	Yes	LEA-Wide	ELL's, Homeless, Low Socio-economic	Guajome	\$202,818.57	0.00%
1	3	Implement Positive Behavior Interventions and Supports (PBIS)	Yes	LEA-Wide	ELL's, Homeless, Low Socio-economic	Guajome	\$201,019.52	0.00%
2	1	Comprehensive Career Exploration Program	Yes	LEA-Wide	ELL's, Homeless, Low Socio-economic	Guajome	\$487,450.86	0.00%
2	2	Strengthen Partnerships with Higher	Yes	LEA-Wide	ELL's, Homeless, Homeless,	Guajome	\$16,014.73	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 (%)
		Education Institutions			Low Socio-economic			
2	3	Integrate Work-Based Learning Opportunities	Yes	LEA-Wide	ELL's, Homeless, Low Socio-economic	Guajome	\$168,781.68	0.00%
2	4	Address Equity Gaps in Access and Achievement	Yes	LEA-Wide	ELL's, Homeless, Low Socio-economic	Guajome	\$0.00	0.00%
3	1	Utilize Verified Data for Student Growth Monitoring	Yes	LEA-Wide	ELL's, Homeless, Low Socio-economic	Guajome	\$378,158.02	0.00%
3	2	Provide Targeted Math Support for Homeless Students	Yes	LEA-Wide	Homeless	Guajome	\$0.00	0.00%
3	3	Promote Engaging Instructional Practices	Yes	LEA-Wide	ELL's, Homeless, Low Socio-economic	Guajome	\$313,336.32	0.00%
3	4	Provide Targeted Support for English Language Learners	Yes	LEA-Wide	English Language Learners	Guajome	\$0.00	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 (%)
		Learners (ELs)						

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)			Total Estimated Actual Expenditures (Total Funds)				
Totals			\$3,135,605.01				\$2,992,295.41	

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Implement Comprehensive Safety Protocols	Yes	\$486,635.45	\$486,635.45
1	2	Provide Ongoing Staff Training	Yes	\$207,784.04	\$207,784.04
1	3	Implement Positive Behavior Interventions and Supports (PBIS)	Yes	\$182,654.73	\$182,654.73
1	4	Foster a Sense of Belonging and Inclusion:	No	\$486,701.62	\$486,701.62
2	1	Comprehensive Career Exploration Program	Yes	\$442,816.38	\$442,816.38
2	2	Strengthen Partnerships with Higher Education	Yes	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		Institutions			
2	3	Integrate Work-Based Learning Opportunities	Yes	\$251,868.64	\$251,868.64
2	4	Address Equity Gaps in Access and Achievement	Yes	\$219,810.79	\$219,810.79
3	1	Utilize Verified Data for Student Growth Monitoring	Yes	\$362,731.89	\$362,731.89
3	2	Provide Targeted Math Support for Homeless Students	Yes	\$14,810.42	\$14,810.42
3	3	Promote Engaging Instructional Practices	Yes	\$143,309.60	\$0.00
3	4	Provide Targeted Support for English Language Learners (ELLs)	Yes	\$336,481.45	\$336,481.45

Goal Analysis

A description of any substantive differences in planned actions and actual implementation of these actions.

No substantive differences

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.

No material differences

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

We saw a decrease in student suspension rate and an increase in tracked professional development

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

No changes were made

A description of any substantive differences in planned actions and actual implementation of these actions.

No substantive differences

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.

No material differences

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

We have taken initial steps in creating and implementing partnerships.

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

No changes were made

A description of any substantive differences in planned actions and actual implementation of these actions.

No substantive differences

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.

No material differences

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

We have seen effective growth

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

No changes were made

2024-25 Contributing Actions Annual Update Table

Totals	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
Totals	\$3,043,343.00	\$2,077,800.73	\$2,505,593.79	(\$427,793.06)	900.00%	900.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total 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	Implement Comprehensive Safety Protocols	Yes	\$486,635.45	\$486,635.45	100.00%	100.00%
1	2	Provide Ongoing Staff Training	Yes	\$207,784.04	\$207,784.04	100.00%	100.00%
1	3	Implement Positive Behavior Interventions and Supports (PBIS)	Yes	\$182,654.73	\$182,654.73	100.00%	100.00%
2	1	Comprehensive Career Exploration Program	Yes	\$442,816.38	\$442,816.38	100.00%	100.00%
2	2	Strengthen Partnerships with Higher Education Institutions	Yes	\$0.00	\$0.00	0.00%	0.00%
2	3	Integrate Work-Based Learning Opportunities	Yes	\$251,868.64	\$251,868.64	100.00%	100.00%
2	4	Address Equity Gaps in Access and Achievement	Yes	\$0.00	\$219,810.79	100.00%	100.00%
3	1	Utilize Verified Data for Student Growth Monitoring	Yes	\$362,731.89	\$362,731.89	100.00%	100.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total 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)
3	2	Provide Targeted Math Support for Homeless Students	Yes	\$0.00	\$14,810.42	100.00%	100.00%
3	3	Promote Engaging Instructional Practices	Yes	\$143,309.60	\$0.00	0.00%	0.00%
3	4	Provide Targeted Support for English Language Learners (ELLs)	Yes	\$0.00	\$336,481.45	100.00%	100.00%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (Input Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus 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)
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\$14,152,061.00	\$3,043,343.00	0.00%	21.50%	\$2,505,593.79	900.00%	917.70%	\$0.00 - No Carryover	0.00% - No Carryover
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Local Control and Accountability Plan Instructions

[Plan Summary.](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
 - Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).
- The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.
- If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. 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.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\)](#) ([California Legislative Information](#)) and [52066\(g\)](#) ([California Legislative Information](#)) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: EC Section [47606.5\(d\)](#) ([California Legislative Information](#)) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of EC Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners	
Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.	
Process for Engagement	
Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.	

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFE State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier school sites 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 school site would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier school site would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSP.

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently

succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (EC Section 42238.07[a][1], EC Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFE 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 CCSP. 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 CCSP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or

if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing

Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
 - **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
 - **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
 - **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
 - **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
 - **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
 - **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).
- LCFF Carryover Table**
- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
 - **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

LCFF Budget Overview for Parents

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

CDS Code: 37684523730942

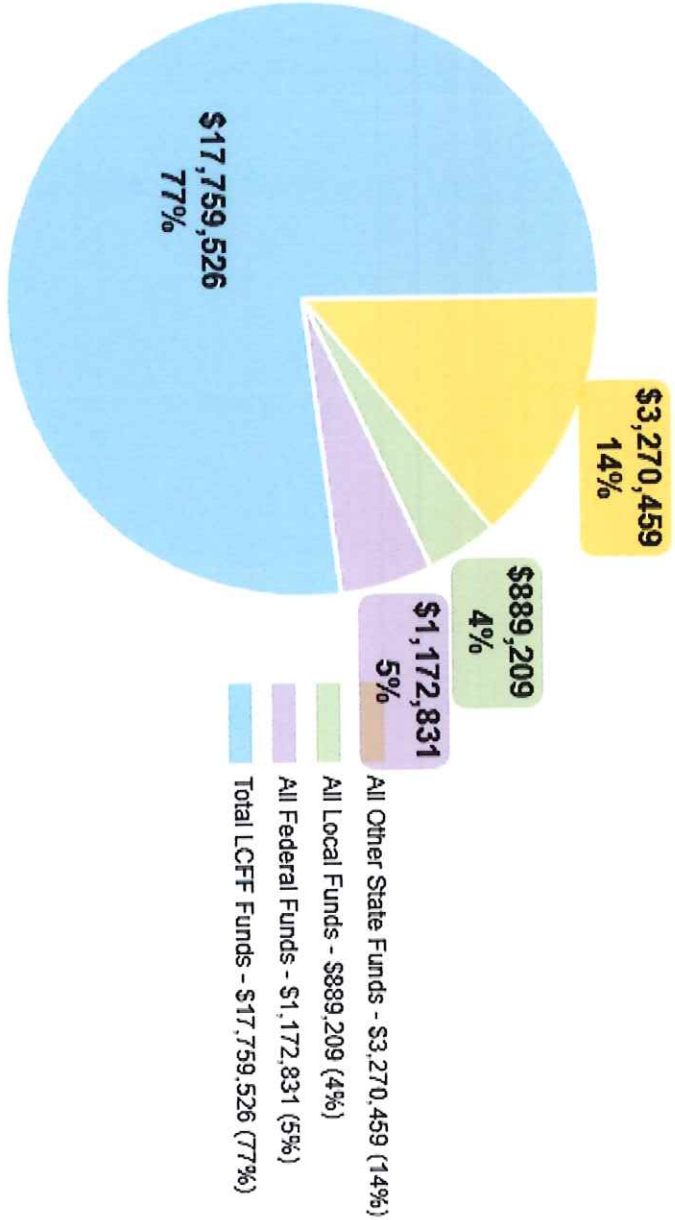
School Year: 2025-26

LEA Contact Information: Kevin Humphrey | humphreyke@guajome.net | 7606318500

School districts receive funding from different sources: state funds under the Local Compromise services for high needs studentstrol 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).

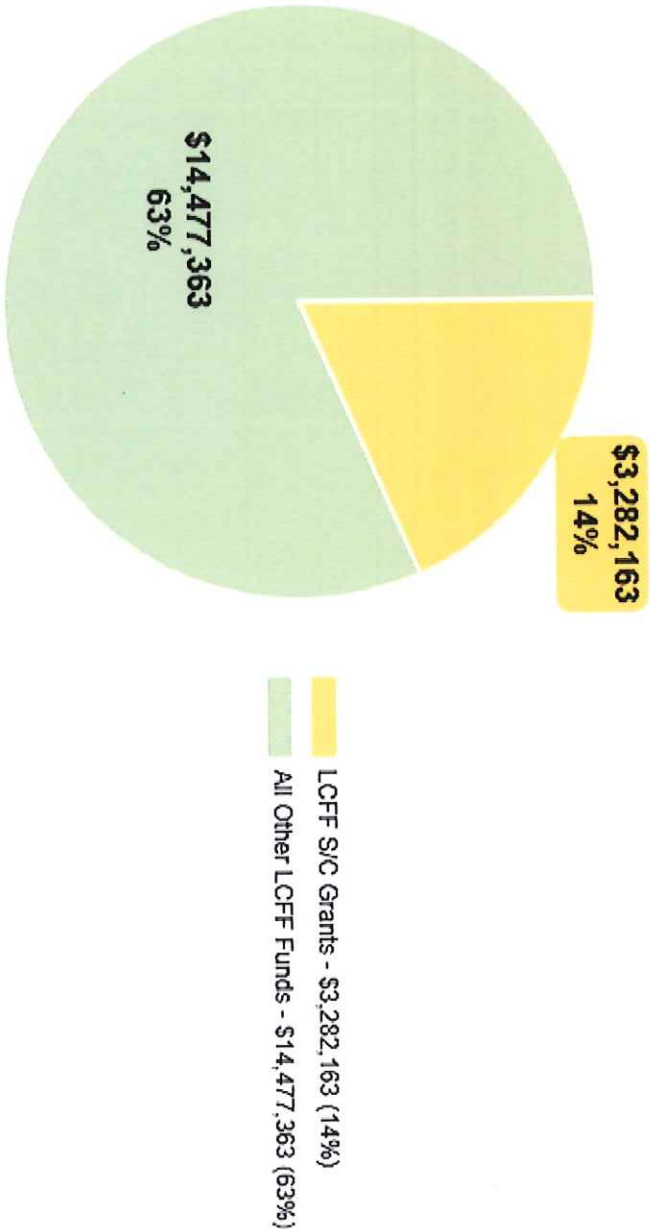
Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$3,270,459	14%
All Local Funds	\$889,209	4%
All Federal Funds	\$1,172,831	5%
Total LCFF Funds	\$17,759,526	77%

Breakdown of Total LCFF Funds



Source	Funds	Percentage
LCFF S/C Grants	\$3,282,163	14%
All Other LCFF Funds	\$14,477,363	63%

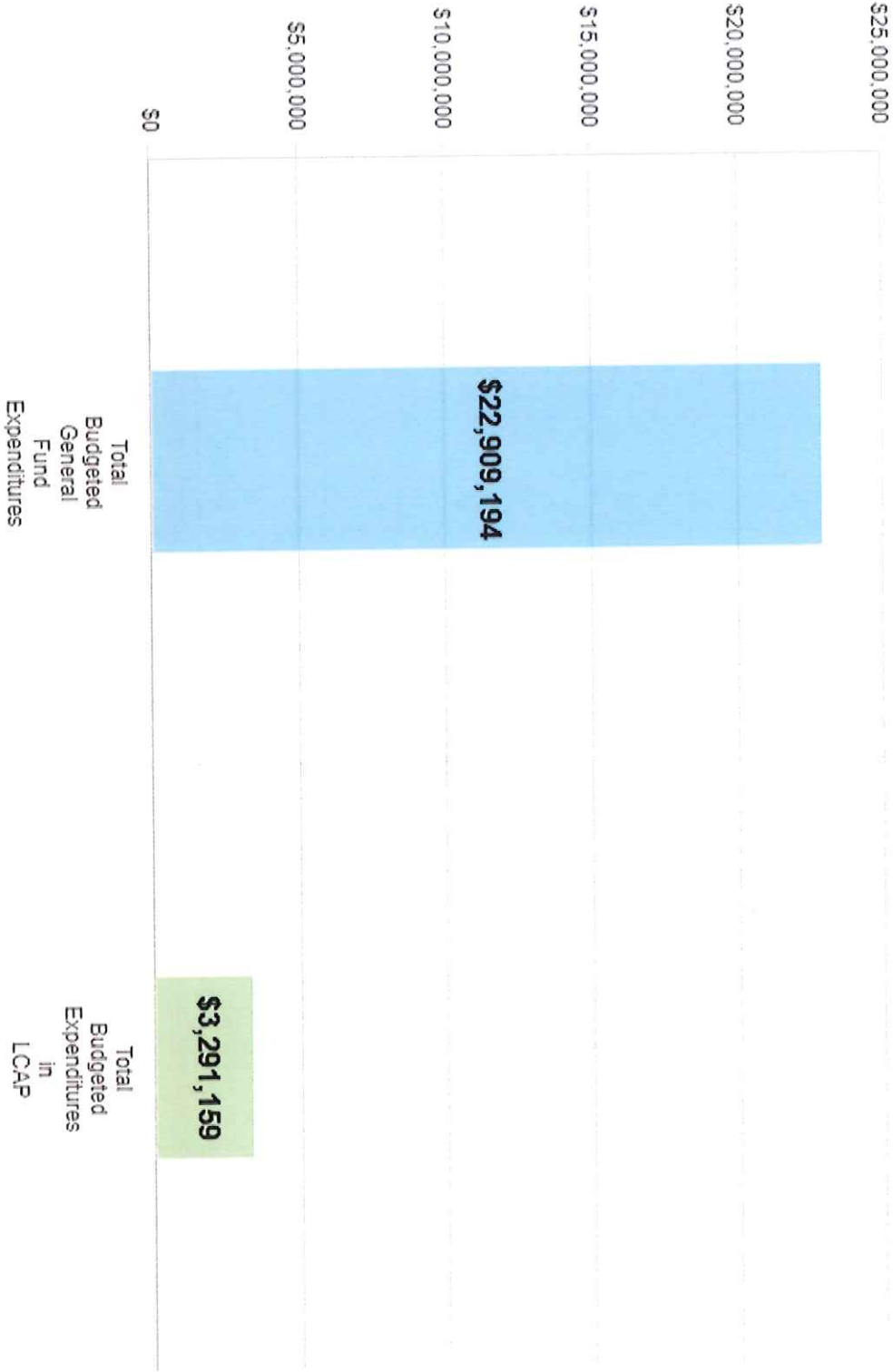
These charts show the total general purpose revenue Guajome Park Academy Charter expects to receive in the coming year from all sources.

The total revenue projected for Guajome Park Academy Charter is \$23,092,025, of which \$17,759,526 is Local Control Funding Formula (LCFF), \$3,270,459 is other state funds, \$889,209 is local funds, and \$1,172,831 is federal funds. Of the \$17,759,526 in LCFF

Funds, \$3,282,163 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

Budgeted Expenditures in the LCAP



This chart provides a quick summary of how much Guajome Park Academy Charter plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

Guajome Park Academy Charter plans to spend \$22,909,194 for the 2025-26 school year. Of that amount, \$3,291,159 is tied to actions/services in the LCAP and \$19,618,035 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

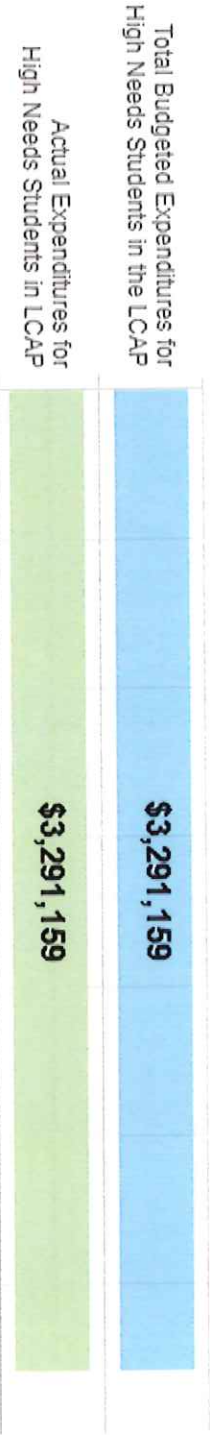
General education program and general Administration Expenses are not included in the LCAP. These include expenses for core teaching staff, audit, legal, accounting, and district oversight.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Guajome Park Academy Charter is projecting it will receive \$3,282,163 based on the enrollment of foster youth, English learner, and low-income students. Guajome Park Academy Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Guajome Park Academy Charter plans to spend \$3,282,163 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2024-25

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



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

and services that contribute to increasing or improving services for high needs students in the current year.

In 2024-25, Guajome Park Academy Charter's LCAP budgeted \$3,291,159 for planned actions to increase or improve services for high needs students. Guajome Park Academy Charter actually spent \$3,291,159 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of \$0 had the following impact on Guajome Park Academy Charter's ability to increase or improve services for high needs students:

TO: Board of Directors
FROM: Superintendent
DATE: June 10, 2025

SUBJECT: 2024-2025 Budget Adoption

This presentation will cover the details of the current budget projection along with the initial projections for the proposed budget projections for 2025-2026, 2026-2027, and 2027-2028.

FISCAL IMPACT:

We are projecting a spending surplus of \$93,966.00 this year. We are projecting a small budget surplus over the next three years.

RECOMMENDATION:

Approval.

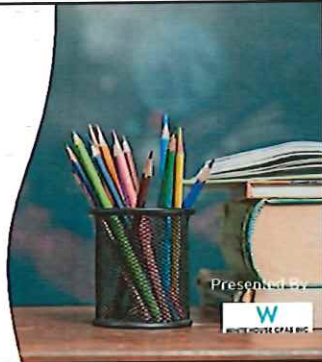
Prepared by:
Whitehouse CPA's

Approved by:
Kevin Humphrey, Superintendent

Guajome Park Academy

Financial Update

Tuesday, June 10th, 2025

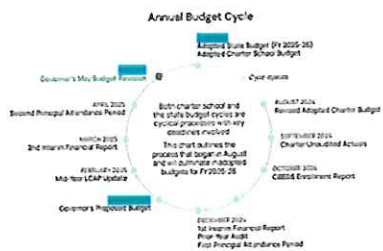


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Presentation Agenda

- Budget Timeline
- Governor's May Revision
- GPA's Proposed Budget FY25-26
- GPA's Multi Year Financial Projections
- GPA's Estimated Actuals Update FY24-25
- Compliance Update

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Overview of Governor's 2025-24 May Revision

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Themes for the 2025-26 May Revision

-  Governor Gavin Newsom released his 2025-26 May Revision amid significant financial and economic uncertainty
-  Significant emphasis on federal policy and its impacts on California foreign trade, tourism, and immigration
-  First seen in his January 2025 Budget proposal, the plan to under-appropriate the 2024-25 minimum guarantee remains in his May Revision to the tune of \$1.3 billion
-  His May Revision projects both lower revenues and increased costs of health care in the current year and near term
-  To address the budget deficit, he uses a combination of reductions, borrowing, funding shifts, deferrals, and expenditures that would only be activated if sufficient revenues materialize
-  Proposition 98 is largely insulated from these problems, with minimal disruptions to the proposals from the Governor's Budget in early January 2025, despite all that has come to pass since then

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What is Prop 98?

- Prop 98 is a constitutional amendment adopted by California voters in 1988 that establishes an annual minimum funding level for K-14 education each fiscal year –
- Referred to as the "Prop 98 Guarantee"
- Prop 98 funding comes from a combination of state General Fund revenue and local property taxes
- Approx 40% of the state's budget is the Prop 98 Guarantee

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The May Revision and the Economy

- The "Big Three" sources of state revenue (i.e., personal income, corporation, and sales and use taxes) are projected to be lower by \$4.8 billion over the three-year budget window when compared to January
- Job growth has been downgraded due to weaker labor market conditions and federal policy changes
- Inflation assumptions are about 1.0% higher than Governor's Budget estimates
- The May Revision assumes a "Growth Recession"
 - To last through the first three quarters of 2025
 - Below trend growth
 - Rising unemployment
- Slow growth is expected to continue through 2028
- The May Revision forecasts a 27.0% average California tariff rate, significantly higher than the 2.4% tariff rate in 2024

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Risks to the Economy and the State Budget

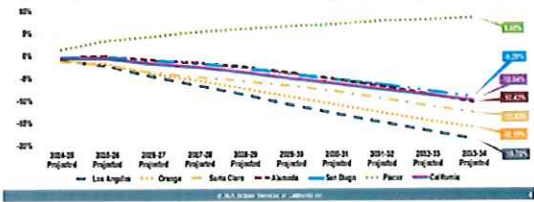
- Stock market volatility in response to federal policy changes can impact projected state revenue
- California's unemployment rate is projected to increase in the budget year
- California's Gross Domestic Product (GDP) is projected to decrease in a similar pattern to U.S. GDP in the budget year
- Anticipated cuts to key federal programs will increase pressure to backfill losses in federal funding with state dollars
- California has several lawsuits pending against the federal government, the outcome of which could affect the California economy
- The "Big Three" revenues are projected to be lower by \$4.8 billion over the three-year budget window when compared to January

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District Financial Conditions—Declining Enrollment by County

- 44 (or 78%) of the 58 counties are projected to decline in enrollment through 2033-34
- The 44 declining enrollment counties are projected to be down by approximately 600,000
- The 14 (or 24%) growing enrollment counties are projected to increase by approximately 14,000



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Enrollment and FTE Trends

Year	Enrollment	UPP			Attendance Rate	FTE	
		Count	%	ADA		Count	Classified
2015-16	1,342	886	51%				
2016-17	1,305	43	81%			70	22
2017-18	1,340	-25	84%			86	24
2018-19	1,438	58	83%	1,358.54	96%	84	24
2019-20	1,413	-5	81%			85	27
2020-21	1,430	2	86%			83	28
2021-22	1,507	42	73%	1,205.79	96%	96	31
2022-23	1,546	-1	89%	1,244.44	82%	101	34
2023-24	1,553	7	74%	1,205.87	84%	89	35
2024-25 P1	1,540	-12	77%	1,201.61	96%	104	36
2024-25 P2	1,512	-19					

Difference
pre-
pandemic: -15%

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Property, Liability, and Workers' Compensation

Property and Liability

- The Los Angeles wildfires are expected to be more than a \$50 billion insurable event—the global market can withstand \$100 billion+ in annual losses
- Assembly Bill (AB) 218 (Gonzalez, Statutes of 2013) and AB 452 (Adelstein, Statutes of 2023) create short- and long-term sexual abuse and molestation insurance availability challenges
- Most insurance platforms are requiring an increased deductible for wildfire-related losses, related to changing wildfire predictive modeling
- FCMAA's "Childhood Sexual Assault: Fiscal Implications for California Public Agencies" report outlines some of those challenges and potential solutions

FORECAST: LEAs can expect at least 20% premium increases pending legislation and changes in coverage

Workers' Compensation

- Claim severity and continuous trauma claims are on the rise due to medical wage and medical inflation
- Workers' Compensation claims costs are increasing as they remain open longer and medical costs increase

FORECAST: LEAs can expect 5-10% premium increases pending legislation and district-specific claim trends

Source: KPMG, "Local Public Finance and Management Solutions Team"

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2025-26 School District and Charter School LCFF

Grade Span	TK-5	6-8	9-12	9-12
2024-25 Base Grant per ADA	\$10,025	\$10,177	\$10,478	\$12,144
2.50% Cost-of-Living Adjustment (COLA)	\$231	\$234	\$241	\$279
2025-26 Base Grant per ADA	\$10,256	\$10,411	\$10,719	\$12,423
Grade Span Adjustment	\$1,067	—	—	\$323
2025-26 Adjusted Base Grant per ADA	\$11,323	\$10,411	\$10,719	\$12,746
20% Supplemental Grant per ADA ¹	\$2,265	\$2,082	\$2,144	\$2,540
65% Concentration Grant per ADA ²	\$3,312	\$3,045	\$3,135	\$3,728

TK Add-On per ADA (inclusive of COLA) \$5,545³

¹Transitional Kindergarten (TK)

²Maximum amount per ADA—to serve at local educational agency's (LEA) grant amount, multiply adjusted base grant per ADA by 20% and unallocated pupil percentage (UPP)

³Maximum amount per ADA—to serve at LEA's grant amount, multiply adjusted base grant per ADA by 65% and UPP above 65%

⁴Inclusive of an additional \$2,357 for the student-to-adult ratio reduction from 12:1 to 10:1

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SSC Financial Projection Dashboard

	Planning Yr Action					
	2024-25	2025-26	2026-27	2027-28	2028-29	
DOF Planning COLA	1.87%	2.30%	3.02%	3.42%	3.31%	
California CPP	3.87%	3.42%	2.98%	2.77%	2.95%	
CalSTRS Employer Rate	18.10%	19.10%	19.10%	19.10%	19.10%	
CalPERS Employer Rate	27.69%	26.81%	26.30%	27.30%	27.40%	
Unemployment Insurance	0.95%	0.95%	0.95%	0.95%	0.95%	
California Lottery	Unrestricted per ADA	\$191	\$191	\$191	\$191	
	Restricted per ADA	\$82	\$82	\$82	\$82	
Mandate Block Grant (K12)***	Grades K-4 per ADA	\$36.21	\$36.39	\$40.22	\$41.56	\$41.52
	Grades 5-12 per ADA	\$79.82	\$79.31	\$77.58	\$80.25	\$82.89
Mandate Block Grant (Charter)	Grades K-4 per ADA	\$26.06	\$26.32	\$21.14	\$21.44	\$22.58
	Grades 5-12 per ADA	\$35.76	\$37.84	\$38.76	\$40.77	\$42.78

*Department of Finance; **Consumer Price Index; ***California State Teachers' Retirement System; ****California Public Employees' Retirement System; *****County Office of Education Mandate Block Grant: \$36.21 per ADA grades K-4, \$79.31 per ADA grades 5-12, \$1.31 per unit of countywide ADA

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Next Steps for 2025-26 Budget Development

- The only proposal codified in Education Code is the statutory COLA—OK to include in local budget
- The following are still subject to negotiations between the Governor and Legislature

Proposal	SSC Action	Risk Level	Risk of Including in Your Adopted Budget
3.30% COLA	Yes	Very Little	Statutory COLA is a known number as of April 2025
LEADS Additional Funding	No	Low	Lower than others, but still subject to negotiation
TK Ratio LCFF Add-On	No	High	Amount decreased from January
Discretionary Block Grant	No	High	Amount decreased and the allocation method, allowable uses, and amount may change again before the budget is enacted
Teacher Preparation and Professional Development	No	High	Amounts have been reduced and repurposed since January
Universal ELO-P 95% Threshold	No	Low	Lower than others, but still subject to negotiation

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Possible funds added in the future

Name or Expense Funding	Estimate of rates per CDDC	Amount for GPA
LEADS Additional Funding	15% x ADA x UPR	122,133
TK LCFF Add-on for Ratios	no TK at this time	
Discretionary Block Grant (Student Support & Prof Dev)	\$12 per ADA	433,144
TK 12 Library and Math Coaches/Screenings	23.35 per enrollment K-2 & 33.85 per student for materials	75,764
ELO-P 95% threshold	\$2790 x ADA x UPR%	952,142
Other funding not in the budget		228,258
From DA		48,836
SE740 - other costs	prior year	

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Guajome Park Academy's
Fy25-26 Proposed Budget

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Budget Assumptions - Revenue

- Enrollment is projected at 1322 students with a 96% attendance rate
- LCFF revenue assumptions are per the Governor's May revise
 - 2.30% statutory COLA
- Expiration of Community Schools grant, possible funds in the future
- Expiration of CalShape Grant, possible prop 2 funds down the road

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Budget Assumptions - Expense

- Salary schedule step & column increases
- Salary Schedule increase of 3%
- Minimum wage considerations
- Current Year to Date (YTD) Actuals were used to project out the remainder of the current school year and used as the base for future years

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Budget Summary

	2024-25 Estimated Actuals	2025-26 World Budget	CHS 24-25	CHS 25-26	Describe Item/Explanation
Enrollment	1,322	1,322	-	0%	
PPADA	1,300	1,300	0	0%	
WELL-BEING ACT	\$17,186,454	\$17,718,320	\$531,866	3%	
ELIGIBLE STATE INCOME	\$1,170,273	\$1,170,823	(550)	0%	
ELIGIBLE STATE INCOME	\$1,103,564	\$1,170,439	(66,875)	6%	CalShape & Community
ELIGIBLE STATE INCOME	\$10,325	\$10,325	\$0	0%	
TOTAL INCOME	\$19,460,412	\$19,059,487	\$400,925	2%	
Total 2000 Certificated Salaries	\$ 9,140,000	\$ 9,658,000	\$518,000	5%	Compensation/Health
Total 2000 Classified Salaries	2,314,073	2,338,740	24,667	1%	Compensation/Health
Total 2000 Employee Benefits	4,790,000	5,026,000	236,000	4%	
Total 2000 Supplies	1,818,000	1,876,774	58,774	3%	General Fund
Total 2000 Services and Other Costs	4,473,000	4,615,521	142,521	3%	
Total 2000 Capital Outlay	140,000	207,000	67,000	4%	
TOTAL EXPENSES	\$19,795,073	\$20,715,035	\$919,662	4%	
SURPLUS/(DEFICIT)	\$ 665,339	\$ (655,548)			
NET INCREASE/(DECREASE) IN FUND BALANCE	\$ 665,339	\$ (655,548)			
BEGINNING FUND BALANCE	\$ 20,424,338	\$ 20,589,726			
ENDING FUND BALANCE	\$ 21,089,677	\$ 19,934,178			

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Budget Adjusted for One Time Funds

	FY25-26	FY26-27	FY27-28
Budget Surplus/(Deficit)	140,812	208,807	\$ 349,737
One Time Funds			
2023 Universal Prekindergarten Planning & Implementation Grant	-	128,237	-
One Time Educator Effectiveness Grant	133,333	-	-
Community School	-	-	-
Art, Music, and Instructional Materials Dictionary Book Grant	355,308	-	-
State Child Nutrition - Equipment/Infrastructure	-	-	-
State Child Nutrition - Training	-	-	-
A-G Access Grants	53,218	-	-
A-G Learning Loss Mitigation Grant	37,340	-	-
Learning Recovery Emergency Book Grant	-	774,670	774,670
Ethnic Studies	-	-	45,818
Adjusted Budget Surplus/(Deficit)	(140,812)	(140,808)	(170,002)

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Additional Considerations

- Maintain enough cash on hand for possible state revenue deferrals
 - GPA has days cash on hand approx. 364 days, greater than 60 days is the metric
- Plan ahead and consider long term impacts by projecting multi-year budgets
- Create backup plans, goals and deadlines
- One time funds are not recommended to fund ongoing expenses
- Maintain a flexible budget as more information becomes available
- Maintain adequate reserves
 - GPA's reserve is approx. 90%, greater than 17% is the metric

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Guajome Park Academy's Multi-year Projections

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MYP Budget Assumptions

- Revenue
 - FCMAT'S LCFF calculator is used for LCFF
 - No changes to enrollment or ADA
 - School Services of California's May revise Dartboard is used for lottery, mandated block grant
- Expense
 - Staffing step and column increases are actual for out years, no additional increases to salary schedules

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Multi-year Budget Summary

	2024-25 Estimated Actuals	2025-26 YTD of Budget	2026-27 BUDGET	2027-28 BUDGET	2028-29 BUDGET
Enrollment	1,522	1,522	1,522	1,522	1,522
PT ADA	1,263	1,263	1,263	1,263	1,263
REVENUE					
2024-25 LCFF	\$12,286,424	\$12,775,520	\$13,121,100	\$13,458,800	\$13,796,812
2024-25 Federal Income	\$1,517,275	\$1,525,851	\$1,534,558	\$1,543,266	\$1,551,974
2024-25 State Income	\$3,015,544	\$3,275,439	\$3,522,534	\$3,769,630	\$4,016,726
2024-25 Local Income	\$60,762	\$60,762	\$60,762	\$60,762	\$60,762
TOTAL REVENUE	\$15,879,905	\$17,637,572	\$18,239,954	\$19,032,458	\$19,426,274
EXPENSES					
Total 2024-25 Certificated Salaries	\$ 8,345,028	\$ 8,438,008	\$ 8,531,000	\$ 8,624,000	\$ 8,717,000
Total 2024-25 Classified Salaries	2,354,275	2,358,761	2,363,250	2,367,750	2,372,250
Total 2024-25 Employee Benefits	4,752,282	5,018,962	5,285,642	5,552,322	5,819,002
Total 2024-25 Supplies	1,638,138	1,675,778	1,713,418	1,751,058	1,788,698
Total 2024-25 Services and Other Oper	4,475,188	4,435,753	4,395,319	4,354,884	4,314,449
Total 2024-25 Capital Outlay	287,489	287,489	287,489	287,489	287,489
TOTAL EXPENSES	\$17,853,370	\$20,539,988	\$22,313,618	\$24,038,623	\$25,836,888
NET INCREASE (DECREASE) IN FUND BALANCE	\$ 8,366	\$ 2,097,584	\$ 5,926,336	\$ 4,393,835	\$ 3,589,386
BEGINNING FUND BALANCE	\$21,454,308	\$21,454,308	\$21,454,308	\$21,454,308	\$21,454,308
ENDING FUND BALANCE	\$21,462,674	\$23,551,892	\$27,380,644	\$25,848,143	\$25,043,694

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Multi Year Projections (MYP)

- * MYP Budgets are exactly wrong but approximately right based on assumptions at that time" - SSCal

Multiyear Projections

- Multiyear projections (MYPs) are the result of mathematical calculations for future years based on the following:
 - Industry standard economic assumptions
 - Locally estimated data projections
 - Decisions that have already been made



- MYPs are not:
 - Projections or forecasts
 - Crystal balls
 - Measuring sticks for "emergence"

Estimated Actuals FY24-25

	2024-25 Estimated Budget	2024-25 Estimated Actuals	(% Diff)	% Diff	Description/Explanation
Expenditures	\$ 3,300	\$ 3,300	100	100%	
FY Adm	\$ 3,300	\$ 3,300	100	100%	
REG. REG. LDR	\$ 1,110,000	\$ 1,110,000	100	100%	Reg. in 2024
REG. REG. LDR	\$ 1,110,000	\$ 1,110,000	100	100%	
REG. REG. LDR	\$ 1,110,000	\$ 1,110,000	100	100%	
REG. REG. LDR	\$ 1,110,000	\$ 1,110,000	100	100%	
TOTAL REG. LDR	\$ 1,110,000	\$ 1,110,000	100	100%	
Total 2024 Capitalized Salaries	\$ 1,110,000	\$ 1,110,000	100	100%	
Total 2024 Capitalized Salaries	\$ 1,110,000	\$ 1,110,000	100	100%	
Total 2024 Capitalized Salaries	\$ 1,110,000	\$ 1,110,000	100	100%	
Total 2024 Capitalized Salaries	\$ 1,110,000	\$ 1,110,000	100	100%	
Total 2024 Capitalized Salaries	\$ 1,110,000	\$ 1,110,000	100	100%	
TOTAL EXPENSE	\$ 3,300,000	\$ 3,300,000	100	100%	
NET INCREASE (DECREASE) IN FUND BALANCE	\$ 3,300,000	\$ 3,300,000	100	100%	
ENDING FUND BALANCE	\$ 3,300,000	\$ 3,300,000	100	100%	
ENDING FUND BALANCE	\$ 3,300,000	\$ 3,300,000	100	100%	

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Projects

Vendor	Project	Amount
Apple	iPad and pencils	28,854 *
Calculator Inc	Texas Instruments	18,105 *
Calhoun	Building improvements	184,105 *
Charter Tech Services	LPS Software	78,866 *
Charter Tech Services	Lexus Chromebook	238,668 *
Charter Tech Services	Uniquis Enterprise Security	3,337 *
Clutter Pavilion	Businesses and Decks	10,111 *
Free Form Clay	Kin	5,908 *
Heart Zones	ADP	6,474 *
Hertz	Black pickup chairs	7,079 *
Hertz	Table and chairs	30,912 *
SFS Education	Campus and classroom communication system	325,305 *
Tan Shad	for Kins	6,150 *
Windstream Store	Quantis Greenball Hops Gold Food Holding	11,563 *
Windstream	Receipts QMS and attendance windows	7,330 *
		\$ 1,054,993

* These are based on current pricing.

Estimated Unaudited Actuals FY24-25 - Effect of Depreciation

	2024-25 Estimated Budget	2024-25 Estimated Actuals	(% Diff)	% Diff	Description/Explanation
Expenditures	\$ 3,300	\$ 3,300	100	100%	
FY Adm	\$ 3,300	\$ 3,300	100	100%	
REG. REG. LDR	\$ 1,110,000	\$ 1,110,000	100	100%	Reg. in 2024
REG. REG. LDR	\$ 1,110,000	\$ 1,110,000	100	100%	
REG. REG. LDR	\$ 1,110,000	\$ 1,110,000	100	100%	
REG. REG. LDR	\$ 1,110,000	\$ 1,110,000	100	100%	
TOTAL REG. LDR	\$ 1,110,000	\$ 1,110,000	100	100%	
Total 2024 Capitalized Salaries	\$ 1,110,000	\$ 1,110,000	100	100%	
Total 2024 Capitalized Salaries	\$ 1,110,000	\$ 1,110,000	100	100%	
Total 2024 Capitalized Salaries	\$ 1,110,000	\$ 1,110,000	100	100%	
Total 2024 Capitalized Salaries	\$ 1,110,000	\$ 1,110,000	100	100%	
Total 2024 Capitalized Salaries	\$ 1,110,000	\$ 1,110,000	100	100%	
TOTAL EXPENSE	\$ 3,300,000	\$ 3,300,000	100	100%	
NET INCREASE (DECREASE) IN FUND BALANCE	\$ 3,300,000	\$ 3,300,000	100	100%	
ENDING FUND BALANCE	\$ 3,300,000	\$ 3,300,000	100	100%	
ENDING FUND BALANCE	\$ 3,300,000	\$ 3,300,000	100	100%	

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Compliance Update

- June 2025
 - Action: 2025-26 Initial budget
 - Action: 2025-26 LCAP which includes Budget Overview for Parents and Action Tables
 - Action: CARS application
- Upcoming
 - Action: Education Protection Act FY24-25 Actuals, and FY25-26 Budget
 - Action: 2024-25 Unaudited Actuals (Sept)
 - Action: 2024-25 AMS expenditure report (Sept)

Guajome Park Academy
Multi Year Budget Detailed
Fy25-26

			COLA CPI Index	1.0243 1.0292	1.0352 1.0270	1.0363 1.0276	1.0349 1.0290
Object Code	Res Code	Object Title					
			Fy24-25 Estimated Actuals	Fy25-26 Budget	Fy26-27	Fy27-28	Fy28-29
INCOME							
8011-8096 Local Control Funding Formula Sources (per FCMAT LCFF Calc)							
8011000	0	LCFF Apportionment	8,461,418	8,972,515	9,461,663	9,991,368	10,521,996
8012000	0	Epa State Aid - Current Year	2,696,754	2,758,779	2,842,094	2,939,294	3,036,583
8019	0	Charter Schools General Purpose - Prior Year	-	-	-	-	-
8096000	0	Trfr To Cht Sch In Lieu Proptx	6,028,232	6,028,232	6,028,232	6,028,232	6,028,232
Total 8011-8096 Local Control Funding Formula Sources			17,186,404	17,759,526	18,331,989	18,958,894	19,586,811
8100-8299 Federal Income							
8181	3310	Federal Special Education (IDEA) Part B, Sec 611	219,400	215,169	215,169	215,169	215,169
8182	0	Special Ed: IDEA Mental Health	14,107	13,896	-	-	-
8220000	0	Child Nutrition - Federal	426,977	426,977	426,977	426,977	426,977
8290000	3010	Title I, Part A	416,159	416,159	416,159	416,159	416,159
8290000	4035	Title II, Supporting Effective Instruction	54,228	54,228	54,228	54,228	54,228
8290000	4203	Title III, English Learner	18,496	18,496	18,496	18,496	18,496
8290000	4201	Title III, Immigrant Student Program	2,014	2,014	2,014	2,014	2,014
8290000	4127	Title IV	25,893	25,893	25,893	25,893	25,893
8290000		All Other Federal Revenue	-	-	-	-	-
Total 8100-8299 Federal Income			1,177,275	1,172,831	1,158,936	1,158,936	1,158,936
8300-8599 State Income							
8311	6500	Special Ed - AB602	1,124,798	1,124,798	1,124,798	1,124,798	1,124,798
8677001	6546	SPED - ERHMS Level 2	104,370	104,370	104,370	104,370	104,370
8677001	6512	SPED - ERHMS Level 3	84,597	84,597	84,597	84,597	84,597
8677001	3305	SPED ARP	-	-	-	-	-
8560000	1100	Lottery - non prop (estimated)	241,281	241,281	241,281	241,281	241,281
8590000	2600	Expanded Learning Opportunities Program	510,000	500,000	500,000	500,000	500,000
8520000	5310	Child Nutrition - State	335,374	335,374	335,374	335,374	335,374
8590000	6030	Charter School Facility Grant Program	96,837	96,837	100,245	103,884	107,510
8590000	6053	2021 Universal Prekindergarten Planning & Implementation Grant	-	-	109,237	-	-
8590000	6266	One Time Educator Effectiveness Grant	153,283	153,283	-	-	-
8560000	6300	Lottery - prop 20 (estimated)	103,587	103,587	103,587	103,587	103,587
8590000	6331	Community School	91,514	-	-	-	-
8590000	6762	Arts, Music, and Instructional Materials Discretionary Block Grant	393,308	393,308	-	-	-
8520000	7028	State Child Nutrition - Equipment/ Infrastructure	-	-	-	-	-
8520000	7029	State Child Nutrition - Training	-	-	-	-	-
8590000	7412	A-G Access Grants	53,216	53,216	-	-	-
8590000	7413	A-G Learning Loss Mitigation Grant	37,500	37,500	-	-	-
8590000	7435	Learning Recovery Emergency Block Grant	-	-	774,670	774,670	-
8550000	0	Mandated Block Grant	41,363	42,312	44,350	45,908	47,575
8590000	7810	Ethnic Studies	-	-	-	-	13,755
8590000	0003	CalShape	184,920	-	-	-	-
8590000	0	All Other State Revenues	-	-	-	-	-
Total 8300-8599 State Income			3,555,944	3,270,459	3,522,508	3,418,468	2,662,845
8600-8799 Local Income							
8660000		Interest	500,000	500,000	500,000	500,000	500,000
8634001		Food Services Window Sales	25,000	25,000	25,000	25,000	25,000
8699001		Foundation Reimbursement	-	129,209	130,066	130,992	131,992
8699010		Glc Mou	265,000	235,000	235,000	235,000	235,000
8999		Other Local revenue	93,000	-	-	-	-
Total 8600-8799 Local Income			883,000	889,209	890,066	890,992	891,992
TOTAL INCOME			22,802,623	23,092,026	23,903,499	24,427,290	24,300,584
EXPENSE							
1000 Certificated Salaries							
1100001		Teacher Reg Contract Salaries	7,444,354	7,777,825	7,922,932	8,054,315	8,156,540
1100002		Teacher Hourly Salaries	58,989	61,458	63,621	65,931	68,324
1100003		Teacher Sub	50,783	72,461	74,833	77,205	79,578
1100005		Coaches	9,400	19,783	19,783	19,783	19,783
1100007		Teacher Added Responsibility	139,782	147,468	147,468	147,468	147,468
1100010		Retired Teacher Consultancy	-	-	-	-	-
1200001		Pupil Support Services	546,033	635,489	649,421	663,810	674,786
1200002		Pupil Support Services	-	-	-	-	-
1300001		Monthly Admin Salaries	899,696	923,574	942,431	962,658	967,531
Total 1000 Certificated Salaries			9,149,036	9,638,058	9,820,489	9,991,169	10,114,010
2000 Classified Salaries							
2100001		Instr'L Aide Monthly Salaries	435,153	463,000	478,366	489,792	500,590
2100002		Instr'L Aide Hourly Salaries	-	-	-	-	-
2100011		Instr'L Aide Overtime Salaries	67	-	-	-	-
2100020		Walk-On Coaches	31,850	27,350	27,350	27,350	27,350
2200001		Monthly Classified Support	274,309	250,736	253,084	255,550	260,992
2200002		Hourly Classified Support	92,178	166,533	238,181	248,579	256,032

Guajome Park Academy
Multi Year Budget Detailed
Fy25-26

			COLA		1.0243	1.0352	1.0363	1.0349
			CPI Index		1.0292	1.0270	1.0276	1.0290
Object Code	Res Code	Object Title						
				Fy24-25				
				Estimated				
				Actuals	Fy25-26 Budget	Fy26-27	Fy27-28	Fy28-29
INCOME								
2200011		Overtime Classified Support		3,012	2,049	2,121	2,198	2,277
2300001		Class.Mgmt Monthly Salaries		191,816	97,895	102,790	102,790	104,651
2400001		Office Monthly Salaries		1,011,725	1,188,571	1,226,837	1,247,216	1,269,032
2400002		Office Hourly Salaries		31,144	36,547	37,833	39,207	40,630
2400003		Classified Added Responsibility		10,000	10,243	10,604	10,988	11,387
2400011		Office Overtime Salaries		5,000	5,122	5,302	5,494	5,694
2900001		Other Classified		54,899	64,771	68,009	68,009	68,009
2900002		Other Classified Hourly Salary		172,922	195,926	202,822	210,185	217,814
Total 2000 Classified Salaries				2,314,075	2,508,741	2,653,299	2,707,357	2,764,459
3000 Employee Benefits								
3111000		STRS, Certificated Positions		1,716,791	1,838,659	1,873,028	1,905,152	1,928,614
3112000		STRS, Classified Positions		15,785	15,135	15,505	16,264	16,672
3211000		PERS, Certificated Positions		25,067	27,567	28,330	29,970	29,539
3212000		PERS Classified Positions		523,383	530,264	549,600	577,328	580,310
3311000		OASDI, Certificated Positions		6,891	7,091	7,271	7,452	7,480
3312000		OASDI, Classified Positions		127,287	144,255	153,072	156,151	159,531
3321000		Medicare Certificated Position		135,460	141,242	143,894	146,375	148,163
3322000		Medicare Classified Positions		33,895	34,886	36,976	37,754	38,575
3401000		Health & Welfare Benefits, cer		1,503,848	1,600,808	1,728,873	1,867,183	2,016,558
3402000		Health & Welfare Benefits, cla		529,130	575,205	621,221	670,919	724,592
3501000		State Unemployment Insurance,		4,130	4,870	4,962	5,047	5,109
3502000		State Unemployment Insurance,		1,666	1,203	1,275	1,302	1,330
3601000		Workers' Compensation Insuranc		99,204	111,046	113,130	115,081	116,486
3602000		Workers' Compensation Insuranc		25,110	27,428	29,071	29,682	30,328
3901000		Other Benefits, certificated p		4,732	-	-	-	-
3902000		Other Benefits, classified		-	-	-	-	-
Total 3000 Employee Benefits				4,752,380	5,059,660	5,306,208	5,565,659	5,803,287
4000 Books and Supplies								
4100000		Textbooks		65,562	67,476	69,298	71,211	73,276
4200000		Books Other Than Textbooks		8,874	9,133	9,380	9,638	9,918
4300000		Materials and Supplies		414,148	426,241	437,750	449,832	462,877
4300011		Subscriptions		1,563	1,608	1,652	1,697	1,747
4300021		Testing Assessment		40,265	41,440	42,559	43,734	45,002
4300101		Maint/Operation Materials/Supplies		52,610	54,147	55,608	57,143	58,800
4400001		Non-Cap Equip (\$4999 & under)		886,162	100,000	102,700	105,535	108,595
4700000		Food		368,955	379,729	389,981	400,745	412,366
Total 4000 Supplies				1,838,138	1,079,774	1,108,928	1,139,534	1,172,581
5000 Services and Other Operating Expenditures								
5200001		Meetings		3,166	3,259	3,347	3,439	3,539
5200002		Mileage Allow/Reimbursement		1,665	1,714	1,760	1,809	1,861
5200003		IB Training & Conferences		25,785	26,538	27,254	28,007	28,819
5200004		Conferences		103,830	106,862	109,747	112,776	116,047
5200005		Staff Development - In House		10,847	11,163	11,465	11,781	12,123
5300000		Dues & Memberships		48,351	49,763	51,106	52,517	54,040
5300004		WASC Annual Membership		1,230	1,266	1,300	1,336	1,375
5450001		Property & Liability Insurance		209,834	215,962	221,793	227,914	234,524
5500004		Gas & Electric		379,498	390,579	401,125	412,196	424,149
5500005		Irrigation/Sewer		37,866	38,971	40,024	41,128	42,321
5500008		Contracted Trash Disposal		21,816	22,453	23,059	23,695	24,382
5500009		Contracted Pest Services		3,087	3,177	3,263	3,353	3,450
5500010		Contracted Cleaning Service		225,548	232,133	238,401	244,981	252,085
5600001		Lease - Buildings & Grounds		140,548	144,652	148,558	152,658	157,085
5600004		Facility Rental		15,020	15,459	15,876	16,314	16,787
5600005		Rental/Lease Of Vehicles		4,112	4,232	4,346	4,466	4,595
5600006		Contracts - Maint Agreement		36,661	37,732	38,751	39,820	40,975
5600007		Grounds Maint/Repairs		160,222	164,900	169,353	174,027	179,074
5600008		Rental/Lease of Equipment		14,450	14,872	15,273	15,695	16,150
5600009		Maint/Repair Service Call		189,087	194,608	199,863	205,379	211,335
5600020		Site Improvements		39,110	40,252	41,338	42,479	43,711
5800001		NonInstructional Consultants		514,906	529,941	544,249	559,271	575,489
5800002		Bank Expenses		2,485	2,558	2,627	2,700	2,778
5800007		Contracted Services - Flex Plan		3,904	4,018	4,127	4,240	4,363
5800008		Subs		228,577	235,252	241,604	248,272	255,472
5800009		Other Admin/Operating Expenses		17,056	17,555	18,028	18,526	19,063
5800011		Other Contracted Services		56,700	58,355	59,931	61,585	63,371
5800013		Instructional Consultants		706,883	727,524	747,167	767,789	790,055
5800014		Employment Services		18,529	19,070	19,585	20,125	20,709
5800015		Site Security Services		52,069	53,589	55,036	56,555	58,195
5800016		Field Trips		88,649	91,237	93,701	96,287	99,079
5800022		Software Licensing		289,000	297,438	305,469	313,900	323,003
5800020		Site Improvements		184,920	-	-	-	-

Guajome Park Academy
Multi Year Budget Detailed
Fy25-26

Object Code Res Code Object Title

INCOME

5800050 VUSD Oversight Fees 3%
5800054 VUSD Print Shop Expenses
5800101 Legal
5800004 Advertising
5900002 Postage
5900003 Other Postage-Special Delivery
5900006 Telephone-Internet Expense
5900010 Cellular Phones
Total 5000 Services and Other Operating Expenditures

6000 Capital Outlay
6900

Depreciation Expense
Total 6000 Capital Outlay

7000 Other Outgo
7221
7438

Transfers to District
Debt Service- Interest
Total 7000 Other Outgo

TOTAL EXPENSE

SURPLUS/(DEFICIT)

BEGINNING FUND BALANCE

ENDING FUND BALANCE

5% of expense
1% of expense

COLA
CPI Index

		1.0243	1.0352	1.0363	1.0349
		1.0292	1.0270	1.0276	1.0290
Fy24-25 Estimated Actuals	Fy25-26 Budget	Fy26-27	Fy27-28	Fy28-29	
515,592	532,786	549,960	568,767	587,604	
189	195	200	206	212	
62,433	64,256	65,991	67,813	69,779	
19,298	19,861	20,397	20,960	21,568	
5,622	5,786	5,943	6,107	6,284	
3,247	3,342	3,432	3,527	3,629	
26,309	27,077	27,808	28,575	29,404	
4,989	5,135	5,274	5,419	5,576	
4,473,088	4,415,521	4,537,529	4,666,393	4,804,062	
181,939	207,440	207,440	207,440	207,440	
181,939	207,440	207,440	207,440	207,440	
-	-	-	-	-	
-	-	-	-	-	
22,708,657	22,909,194	23,633,892	24,277,553	24,865,838	
93,966	182,832	269,607	149,737	(565,254)	
20,454,308	\$ 20,548,274	\$ 20,731,107	\$ 21,000,714	\$ 21,150,451	
20,548,274	\$ 20,731,107	\$ 21,000,714	\$ 21,150,451	\$ 20,585,196	
	1,145,460	1,181,695	1,213,878	1,243,292	
	229,092	236,339	242,776	248,658	

[illegible]

Total 1000 Certified Salaries														
	9,182,014	80,730	805,762	781,380	793,425	824,068	919,421	818,573	822,409	826,245	830,570	826,083	820,371	9,149,036
2000 Classified Salaries														
Inst'L Aide Monthly Salaries	410,683	30,047	32,889	35,731	34,858	36,820	43,694	37,016	36,710	36,772	36,871	36,873	36,873	435,153
Inst'L Aide Hourly Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	67
Walk-On Coaches	27,350	21,744	26,203	22,394	22,394	23,514	28,166	23,514	16,700	21,483	21,107	10,900	21,000	31,850
Monthly Classified Support	318,909	-	672	9,874	9,016	10,606	10,814	7,149	8,841	9,493	9,016	6,698	10,000	274,309
Hourly Classified Support	142,789	-	-	-	-	-	-	-	-	-	-	-	-	92,178
Overtime Classified Support	2,000	-	-	-	-	-	-	-	-	-	-	-	-	3,012
Class.Mgmt Monthly Salaries	191,808	15,223	3,566	26,881	15,223	15,985	19,030	15,985	15,985	15,985	15,985	15,985	15,985	191,816
Office Monthly Salaries	1,006,732	77,330	80,580	80,645	80,645	84,604	99,114	83,811	88,426	84,107	84,355	83,569	84,604	1,011,725
Office Hourly Salaries	35,680	1,821	1,821	3,519	3,231	3,894	2,773	2,880	2,135	1,720	3,725	3,047	3,000	31,144
Classified Added Responsibility	10,000	1,888	1,888	91	91	91	91	91	91	91	91	91	91	10,000
Office Overtime Salaries	5,000	4,753	4,753	4,753	4,753	4,753	4,753	4,753	4,753	4,753	4,753	4,753	4,753	5,000
Other Classified	59,890	4,753	4,753	4,753	4,753	4,753	4,753	4,753	4,753	4,753	4,753	4,753	4,753	54,899
Other Classified Hourly Salary	191,278	54	30,950	13,802	17,553	15,597	14,003	11,054	9,222	11,487	18,583	15,616	15,000	172,922
Total 2000 Classified Salaries	2,402,119	149,151	183,322	187,625	187,832	202,087	223,813	185,406	205,556	186,662	195,876	198,424	198,321	2,314,075
3000 Employee Benefits														
STRS, Certified Positions	1,746,466	15,420	154,146	150,285	134,994	155,450	171,455	157,365	153,695	155,931	157,021	156,030	155,000	1,716,791
STRS, Classified Positions	14,376	571	543	1,114	1,127	1,170	1,393	1,170	1,170	1,170	1,170	2,484	1,200	15,785
PERS, Certified Positions	331,000	39,322	40,784	40,906	41,139	44,054	52,123	43,220	45,640	43,930	45,183	43,381	44,000	325,067
PERS, Classified Positions	536,691	8,271	524	1,016	619	582	686	636	622	569	569	569	500	523,383
OASDI, Certified Positions	8,271	9,062	10,474	9,965	9,394	11,040	12,294	10,233	11,524	10,360	10,808	11,092	11,040	127,287
OASDI, Classified Positions	138,363	1,176	16,724	10,777	11,267	11,712	13,113	11,619	11,839	11,757	11,839	11,764	12,000	135,440
Medicare Certified Position	331,200	2,163	4,275	2,169	2,624	2,824	3,145	2,606	2,906	2,632	2,755	2,755	3,000	333,895
Medicare Classified Positions	332,000	1,530,739	194,874	135,779	131,165	129,346	130,262	130,612	129,839	129,906	131,659	129,906	130,500	1,503,848
Health & Welfare Benefits, cor	3401,000	4,661	44,233	48,877	48,359	47,160	51,235	48,005	48,067	46,530	46,809	46,835	48,359	529,130
Health & Welfare Benefits, da	3402,000	547,050	44,233	48,877	48,359	47,160	51,235	48,005	48,067	46,530	46,809	46,835	48,359	529,130
State Unemployment Insurance,	3501,000	4,639	35	400	396	412	459	408	411	413	415	413	400	4,130
State Unemployment Insurance,	3502,000	1,153	75	606	94	101	112	93	103	93	98	99	100	1,666
Workers' Compensation Insurance	3601,000	8,604	8,522	8,604	9,059	9,779	8,886	8,870	9,014	8,933	9,024	9,004	9,000	99,204
Workers' Compensation Insuranc	3602,000	26,299	1,611	2,470	2,029	2,179	2,021	2,021	2,246	2,046	2,124	2,160	2,100	25,110
Other Benefits, certified p	3901,000	349	398	398	398	398	398	398	398	398	398	398	400	4,732
Other Benefits, classified	3902,000	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 3000 Employee Benefits	4,840,813	75,515	482,278	414,162	394,494	417,884	447,802	419,669	419,600	416,646	423,682	419,349	420,599	4,752,380
4000 Books and Supplies														
Textbooks	68,775	44,757	15,667	5,138	-	-	-	-	-	-	-	-	-	65,562
Books Other Than Textbooks	410,000	219	50,695	24,513	14,948	22,564	31,708	30,718	56,614	27,424	89,242	8,655	29,500	8,874
Materials and Supplies	328,420	2,239	33,982	50,695	24,513	14,948	22,564	31,708	30,718	56,614	27,424	89,242	29,500	414,148
Subscriptions	697	86	256	901	56	124	124	124	60	60	80	80	80	1,563
Testing Assessment	45,029	8,142	3,371	3,626	3,626	3,626	3,626	3,626	6,625	4,613	2,774	2,718	2,718	40,265
Maint/Operation Materials/Supplies	44,796	84,675	3,884	7,130	-	-	-	-	-	-	-	-	-	52,610
Non-Cap Equip (\$4999 & under)	510,000	7,977	84,675	3,884	7,130	-	-	-	-	-	-	-	-	886,162
Food	368,304	540	38,409	40,665	38,343	31,552	25,109	31,332	32,399	27,183	30,584	37,839	35,000	368,955
Total 4000 Supplies	1,367,419	55,514	184,635	105,564	78,384	86,933	51,355	88,040	69,742	90,494	139,649	422,176	465,653	1,838,138
5000 Services and Other Operating Expenditures														
Meetings	3,166	132	144	-	-	-	-	-	-	-	-	-	-	3,166
Mileage Allow/Reimbursement	1,665	-	-	-	-	-	-	-	-	-	-	-	-	1,665
IB Training & Conferences	16,196	6,123	1,018	5,985	1,018	5,985	1,350	2,690	225	78	78	8,009	1,110	25,785
Conferences	81,947	3,290	3,148	14,844	3,148	7,414	15,148	4,550	4,550	12,089	14,896	28,450	2,230	103,830
Staff Development - In House	5,075	2,747	1,887	3,737	3,737	3,737	3,737	3,737	5,141	12,314	12,314	(1,555)	2,230	48,351
Dues & Memberships	49,173	2,747	1,887	3,737	3,737	3,737	3,737	3,737	5,141	12,314	12,314	(1,555)	2,230	48,351
WASC Annual Membership	1,228	-	-	-	-	-	-	-	-	-	-	-	-	1,230
Property & Liability Insurance	197,983	192,267	3,683	42,852	30,949	36,262	30,220	29,980	26,409	24,326	25,000	25,000	25,000	209,834
Gas & Electric	434,246	31,545	42,852	49,630	36,262	30,949	30,220	29,980	26,409	24,326	25,000	25,000	25,000	375,498
Irrigation/Sewer	43,474	2,549	16,327	2,549	2,659	16,327	2,090	2,090	2,009	1,735	1,959	2,000	2,000	21,816
Contracted Trash Disposal	21,816	600	3,852	1,628	1,685	1,685	1,685	1,685	4,178	4,440	3,370	4,440	2,000	21,816
Contracted Pest Services	2,142	909	122	122	122	122	122	122	122	122	122	122	200	3,087
Contracted Cleaning Service	243,816	21,523	18,323	20,463	16,182	18,323	18,323	36,645	10,925	18,323	19,123	18,323	20,000	225,548
Lease - Buildings & Grounds	133,286	2,188	10,926	2,188	10,926	10,926	2,188	26,213	10,925	10,926	10,926	11,629	14,290	140,548
Facility Rental	15,020	550	550	550	550	550	550	550	550	550	550	550	550	15,020
Rental/Lease Of Vehicles	4,112	415	415	415	415	415	415	415	415	415	415	415	415	4,112
Contracts - Maint Agreement	36,661	4,361	6,270	4,361	3,797	496	-	971	23	362	1,070	728	728	36,661
Contracts - Maint Agreement	560,006	4,361	6,270	4,361	3,797	496	-	971	23	362	1,070	728	728	560,006

[illegible]

REVENUES

		2024-25		2024-25		2024-25		2024-25		2025-26		2026-27		2027-28	
		ADOPTED		FIRST		SECOND		PROJECTED		ADOPTED		PROJECTED		PROJECTED	
		BUDGET		INTERIM		INTERIM		ACTUALS		BUDGET		BUDGET		BUDGET	
Total Student Enrollment		1,325		1,343		1,341		1,322		1,322		1,322		1,322	
Total Student ADA		1,265		1,283		1,281		1,263		1,263		1,263		1,263	
Revenue Limit Sources															
1400	8012 Education Protection Account	4,057,028		4,137,749		2,735,949		2,696,754		2,758,779		2,842,094		2,939,294	
0000	8011 LCFF Apportionment	7,580,364		7,731,737		8,655,401		8,461,418		8,972,515		9,461,663		9,991,368	
0000	8096 In lieu of Property Taxes	5,529,226		5,646,595		6,028,232		6,028,232		6,028,232		6,028,232		6,028,232	
TOTALS		17,166,618		17,516,081		17,419,582		17,186,404		17,759,526		18,331,989		18,958,894	
Federal Revenues															
5310	8220 Child Nutrition Programs	459,000		459,000		459,000		426,977		215,169		215,169		215,169	
5310	8220 Child Nutrition Programs - PY														
0000	8290 All Other Federal Revenue	635,088		637,653		716,022		750,298		957,662		943,767		943,767	
TOTALS		1,094,088		1,096,653		1,175,022		1,177,275		1,172,831		1,158,936		1,158,936	
Other State Revenues															
5310	8520 Child Nutrition Programs	361,000		361,000		361,000		335,374		335,374		335,374		335,374	
5310	8520 Child Nutrition Programs - PY														
0000	8550 Mandated Costs	39,791		42,025		41,960		41,363		42,312		44,350		45,908	
1100	8560 State Lottery - CY Unrestricted	223,971		244,970		244,788		241,281		241,281		241,281		241,281	
6300	8560 State Lottery - CY Restricted	91,107		105,170		105,092		103,587		103,587		103,587		103,587	
0000	8590 One-time Funds	705,554		637,307		637,307		913,740		637,307		883,907		774,670	
0000	8590 College Readiness														
0000	All Other State Revenue	444,721		662,837		838,271		606,837		596,835		600,245		603,884	
TOTALS		1,866,144		2,053,309		2,228,418		2,242,181		1,956,695		2,208,744		2,104,704	
Other Local Revenues															
5310	8634-000 Child Nutrition Programs	25,000		25,000		25,000		25,000		25,000		25,000		25,000	
0000	8660-000 Interest	300,000		500,000		500,000		500,000		500,000		500,000		500,000	
6500	8677-001 SpEd Reimbursement	1,300,536		1,317,062		1,331,037		1,313,764		1,313,765		1,313,765		1,313,765	
0000	8699-001 Foundation Reimbursement			119,486		119,486				129,209		130,066		130,992	
0000	8699-005 GPA Foundation After School														
0000	8699-010 GLC MOU									235,000		235,000		235,000	
0000	8699-020 Other Local Revenue	228,086		265,000		265,000		265,000							
0000	8699-015 Contributions / Donations			93,000		93,000		93,000							
0000	8662-0000 Fair Market Value Adj														

TOTALS	1,853,622	2,319,548	2,333,523	2,196,764	2,202,974	2,203,831	2,204,757
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TOTAL REVENUE	21,980,472	22,985,591	23,156,545	22,802,625	23,092,026	23,903,500	24,427,291
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EXPENDITURES***Certificated Salaries***

1000-1999

2024-25 ADOPTED BUDGET	2024-25 FIRST INTERIM	2024-25 SECOND INTERIM	2024-25 PROJECTED ACTUALS	2025-26 ADOPTED BUDGET	2026-27 PROJECTED BUDGET	2027-28 PROJECTED BUDGET
9,497,992	9,328,214	9,182,014	9,149,036	9,638,058	9,820,489	9,991,169

Classified Salaries

2000-2999

2,156,698	2,385,329	2,402,119	2,314,075	2,508,741	2,653,299	2,707,357
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Employee Fringes

3000-3999

4,683,746	4,812,350	4,840,813	4,752,380	5,059,660	5,306,208	5,565,659
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Books and Supplies

4000-4999

930,500	967,420	1,367,420	1,838,138	1,079,774	1,108,928	1,139,534
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Services, Other Operating Expenses

5000-5999

4,316,090	4,227,065	4,299,172	4,473,089	4,415,521	4,537,529	4,666,393
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Capital Outlay

6000-6999

171,772	181,939	181,939	181,939	207,440	207,440	207,440
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TOTAL EXPENDITURES

21,756,798	21,902,317	22,273,477	22,708,657	22,909,194	23,633,893	24,277,552
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EXPENDITURES DETAIL

	2024-25	2024-25	2024-25	2024-25	2024-25	2025-26	2026-27	2027-28
Object #	ADOPTED	FIRST	SECOND	PROJECTED	ADOPTED	PROJECTED	PROJECTED	PROJECTED
	BUDGET	INTERIM	INTERIM	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET
Payroll - Certificated	9,497,992	9,328,214	9,182,014	9,149,036	9,638,058	9,820,489	9,991,169	
Payroll - Classified	2,156,698	2,385,329	2,402,119	2,314,075	2,508,741	2,653,299	2,707,357	
Payroll - Fringes	4,683,746	4,812,350	4,840,813	4,752,380	5,059,660	5,306,208	5,565,659	
TOTAL PAYROLL EXPENSES	16,338,436	16,525,893	16,424,946	16,215,491	17,206,459	17,779,996	18,264,185	
TEXTBOOKS	40,000	68,775	68,775	65,562	67,476	69,298	71,211	
OTHER BOOKS	-	1,399	1,399	8,874	9,133	9,380	9,638	
MATERIALS & SUPPLIES	330,000	328,420	328,420	414,148	426,241	437,750	449,832	
SUBSCRIPTIONS	500	697	697	1,563	1,608	1,652	1,697	
TESTING ASSESSMENT	45,000	45,029	45,029	40,265	41,440	42,559	43,734	
MAINT/OPER MATERIALS/SUPPLIES	50,000	44,796	44,796	52,610	54,147	55,608	57,143	
FURN & EQUIP LESS THAN \$5000	100,000	110,000	510,000	886,162	100,000	102,700	105,535	
NON-CAP EQUIP (\$4999 & under)								
CAPITALIZED F&E (over \$5000)								
CNS FOOD	365,000	368,304	368,304	368,955	379,729	389,981	400,745	
TOTAL 4000's	930,500	967,420	1,367,420	1,838,138	1,079,774	1,108,928	1,139,534	
SUBAGREEMENTS (SUBS)								
MEETINGS	10,000	3,166	3,166	3,166	3,259	3,347	3,439	
MILEAGE	2,500	1,665	1,665	1,665	1,714	1,760	1,809	
IB TRAINING/CONFERENCES	50,000	16,196	16,196	25,785	26,538	27,254	28,007	
CONFERENCES	93,000	81,904	81,904	103,830	106,862	109,747	112,776	
STAFF DEVELOPMENT - IN HOUSE	42,000	10,847	10,847	10,847	11,163	11,465	11,781	
DUES & MEMBERSHIP	40,761	49,173	49,173	48,351	49,763	51,106	52,517	
WASC	2,500	1,228	1,228	1,230	1,266	1,300	1,336	
PROPERTY & LIABILITY INSURANCE	185,000	197,983	197,983	209,834	215,962	221,793	227,914	
GAS & ELECTRIC	362,743	434,246	434,246	379,498	390,579	401,125	412,196	
IRRIGATION & SEWER	38,642	43,474	43,474	37,866	38,971	40,024	41,128	
CONTRACTED TRASH DISPOSAL	18,727	21,816	21,816	21,816	22,453	23,059	23,695	
CONTRACTED PEST SERVICES	2,075	2,142	2,142	3,087	3,177	3,263	3,353	
CONTRACTED CLEANING SVCS	209,300	243,816	243,816	225,548	232,133	238,401	244,981	
LEASE-BUILDING&GROUNDS	129,264	133,286	133,286	140,548	144,652	148,558	152,658	
FACILITY RENTAL	5,022	15,020	15,020	15,020	15,459	15,876	16,314	
RENTAL/LEASE OF VEHICLES	1,000	4,112	4,112	4,112	4,232	4,346	4,466	
CONTRACTS-MAINT AGREEMENT	36,000	36,661	36,661	36,661	37,732	38,751	39,820	
GROUNDS MAINT/REPAIRS	150,000	79,346	154,346	160,222	164,900	169,353	174,027	
RENTAL/LEASE OF EQUIPMENT	56,000	62,694	62,694	14,450	14,872	15,273	15,695	
MAINT/REPAIR SERVICE CALL	300,000	189,087	189,087	189,087	194,608	199,863	205,379	
SITE IMPROVEMENTS	50,000	39,110	39,110	39,110	40,252	41,338	42,479	

EXPENDITURES DETAIL

		2024-25	2024-25	2024-25	2024-25	2024-25	2025-26	2026-27	2027-28
	Object #	ADOPTED	FIRST	SECOND	PROJECTED	ADOPTED			
		BUDGET	INTERIM	INTERIM	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET
NON INSTRUCTIONAL CONSULTANTS	5800-001	404,858	514,906	514,906	514,906	529,941	544,249	559,271	
BANK EXPENSES	5800-002	2,370	2,485	2,485	2,485	2,558	2,627	2,700	
CONTRACTED SERVICES - FLEX PLAN	5800-007	4,800	3,966	3,966	3,904	4,018	4,127	4,240	
SUBS	5800-008	189,458	259,834	259,834	228,577	235,252	241,604	248,272	
OTHER ADMIN/OPERATING	5800-009	20,000	17,056	17,056	17,056	17,555	18,028	18,526	
OTHER CONTRACTED SERVICES	5800-011	261,708	12,756	12,756	56,700	58,355	59,931	61,585	
INSTRUCTIONAL CONSULTANTS	5800-013	665,000	695,798	695,798	706,883	727,524	747,167	767,789	
EMPLOYMENT SERVICES	5800-014	15,808	18,529	18,529	18,529	19,070	19,585	20,125	
SITE SECURITY SERVICES	5800-015	7,164	52,069	52,069	52,069	53,589	55,036	56,555	
FIELD TRIPS	5800-016	75,000	88,649	88,649	88,649	91,237	93,701	96,287	
SOFTWARE LICENSING	5800-022	260,000	289,000	289,000	289,000	297,438	305,469	313,900	
SITE IMPROVEMENTS	5800-020	14,000	-	-	184,920	-	-	-	
VUSD OVERSIGHT FEES 3%	5800-050	514,999	525,482	522,589	515,592	532,786	549,960	568,767	
VUSD PRINT SHOP EXPENSES	5800-054	300	142	142	189	195	200	206	
LEGAL	5800-101	42,000	12,783	12,783	62,433	64,256	65,991	67,813	
ADVERTISING	5800-104	1,000	12,411	12,411	19,298	19,861	20,397	20,960	
POSTAGE - REGULAR	5900-002	8,172	3,684	3,684	5,622	5,786	5,943	6,107	
POSTAGE - SPECIAL DELIVERY	5900-003	1,500	7,047	7,047	3,247	3,342	3,432	3,527	
TELEPHONE - INTERNET	5900-006	37,419	38,508	38,508	26,309	27,077	27,808	28,575	
CELLULAR PHONES	5900-010	6,000	4,989	4,989	4,989	5,135	5,274	5,419	
TOTAL 5000's		4,316,090	4,227,065	4,299,172	4,473,089	4,415,521	4,537,529	4,666,393	
BUILDINGS & IMPROVEMENTS	6200-000								
LEASE/PURCHASE OF EQUIP.	6400-005								
DEPRECIATION EXPENSE	6900-001	171,772	181,939	181,939	181,939	207,440	207,440	207,440	
TOTAL 6000's		171,772	181,939	181,939	181,939	207,440	207,440	207,440	
TOTAL EXPENDITURES		21,756,798	21,902,317	22,273,477	22,708,557	22,909,194	23,633,893	24,277,552	

GUAJOME PARK ACADEMY

AGENDA ITEM 9C

TO: Board of Directors
FROM: Superintendent
DATE: June 10, 2025

SUBJECT: FY 25/26 Salary Schedule 3% increase

3% increase to the 25/26 Salary Schedules for Certificated and Classified

FISCAL IMPACT:
\$316,082.16

RECOMMENDATION:
Approval

Prepared by:
Kendria Tavares, Business Services

Approved by:
Kevin Humphrey, Superintendent

**GUAJOME SCHOOLS
CERTIFICATED TEACHERS
2025-26
180 DAYS
GROUP 11**

STEPS	BA DEGREE RANGE 1	BA + 15 RANGE 2	BA + 30 RANGE 3	BA + 45 RANGE 4	BA + 60 RANGE 5	BA + 90 or BA + 75 (incl MA) RANGE 6	STEPS
1	64,955	64,955	64,955	67,716	70,477	75,915	1
2	64,955	64,955	67,327	70,088	72,849	78,406	2
3	64,955	67,327	69,699	72,461	75,222	80,897	3
4	67,327	69,699	72,072	74,833	77,594	83,388	4
5	69,699	72,072	74,444	77,205	79,966	85,878	5
6	72,072	74,444	76,816	79,577	82,338	88,369	6
7	72,072	76,816	79,188	81,950	84,711	90,860	7
8	72,072	76,816	81,561	84,322	87,083	93,351	8
9	72,072	76,816	83,933	86,694	89,455	95,842	9
10	72,072	76,816	86,305	89,066	91,828	98,333	10
11	72,072	76,816	88,678	91,439	94,200	100,824	11
12	72,072	76,816	88,678	93,811	96,572	103,315	12
13	72,072	76,816	88,678	93,811	98,944	105,805	13
14	72,072	76,816	88,678	93,811	98,944	105,805	14
15	72,072	76,816	88,678	93,811	101,317	105,805	15
16	72,072	76,816	91,050	96,183	101,317	105,805	16
17	72,072	76,816	93,422	98,555	103,689	108,296	17
18	72,072	76,816	93,422	98,555	103,689	108,296	18
19	72,072	76,816	93,422	98,555	106,061	110,787	19
20	72,072	76,816	93,422	98,555	106,061	110,787	20
21	72,072	76,816	95,794	100,928	108,433	113,278	21
22	72,072	76,816	95,794	100,928	108,433	113,278	22
23	72,072	76,816	95,794	100,928	108,433	113,278	23
24	72,072	76,816	95,794	100,928	110,806	115,769	24
25	72,072	76,816	95,794	100,928	110,806	115,769	25
26	72,072	76,816	95,794	100,928	110,806	115,769	26
27	72,072	76,816	95,794	100,928	110,806	118,260	27
28	72,072	76,816	95,794	100,928	110,806	118,260	28
29	72,072	76,816	95,794	100,928	110,806	118,260	29
30	72,072	76,816	95,794	100,928	110,806	120,751	30

An additional stipend of \$2,000 will be allowed for a single earned Masters and Doctoral Degree from an accredited college or university.

TEACHER HOURLY RATE IS \$30.00

**GUAJOME SCHOOLS
CERTIFICATED BEHAVIOR PROGRAM SPECIALIST
2025-26
180 DAYS
GROUP 11**

STEPS	BA DEGREE RANGE 1	BA + 15 RANGE 2	BA + 30 RANGE 3	BA + 45 RANGE 4	BA + 60 RANGE 5	BA + 90 or BA + 75 (incl MA) RANGE 6	STEPS
1	64,955	64,955	64,955	67,716	70,477	75,915	1
2	64,955	64,955	67,327	70,088	72,849	78,406	2
3	64,955	67,327	69,699	72,461	75,222	80,897	3
4	67,327	69,699	72,072	74,833	77,594	83,388	4
5	69,699	72,072	74,444	77,205	79,966	85,878	5
6	72,072	74,444	76,816	79,577	82,338	88,369	6
7	72,072	76,816	79,188	81,950	84,711	90,860	7
8	72,072	76,816	81,561	84,322	87,083	93,351	8
9	72,072	76,816	83,933	86,694	89,455	95,842	9
10	72,072	76,816	86,305	89,066	91,828	98,333	10
11	72,072	76,816	88,678	91,439	94,200	100,824	11
12	72,072	76,816	88,678	93,811	96,572	103,315	12
13	72,072	76,816	88,678	93,811	98,944	105,805	13
14	72,072	76,816	88,678	93,811	98,944	105,805	14
15	72,072	76,816	88,678	93,811	101,317	105,805	15
16	72,072	76,816	91,050	96,183	101,317	105,805	16
17	72,072	76,816	93,422	98,555	103,689	108,296	17
18	72,072	76,816	93,422	98,555	103,689	108,296	18
19	72,072	76,816	93,422	98,555	106,061	110,787	19
20	72,072	76,816	93,422	98,555	106,061	110,787	20
21	72,072	76,816	95,794	100,928	108,433	113,278	21
22	72,072	76,816	95,794	100,928	108,433	113,278	22
23	72,072	76,816	95,794	100,928	108,433	113,278	23
24	72,072	76,816	95,794	100,928	110,806	115,769	24
25	72,072	76,816	95,794	100,928	110,806	115,769	25
26	72,072	76,816	95,794	100,928	110,806	115,769	26
27	72,072	76,816	95,794	100,928	110,806	118,260	27
28	72,072	76,816	95,794	100,928	110,806	118,260	28
29	72,072	76,816	95,794	100,928	110,806	118,260	29
30	72,072	76,816	95,794	100,928	110,806	120,751	30

An additional stipend of \$2,000 will be allowed for a single earned Masters and Doctoral Degree from an accredited college or university.

TEACHER HOURLY RATE IS \$30.00

**GUAJOME SCHOOLS
CERTIFICATED COUNSELOR
2025-26
192 DAYS
GROUP 12**

STEPS	BA DEGREE	BA + 15	BA + 30	BA + 36	BA + 48 (incl MA)	BA + 90 or BA + 75 (incl MA)	STEPS
	RANGE 1	RANGE 2	RANGE 3	RANGE 4	RANGE 5	RANGE 6	
1	72,749	74,204	74,204	74,946	77,195	81,054	1
2	-	74,204	74,204	77,195	79,511	83,486	2
3	-	74,204	76,430	79,511	81,896	85,991	3
4	-	74,204	78,723	81,896	84,353	88,570	4
5	-	76,430	81,085	84,353	86,883	91,227	5
6	-	78,723	83,518	86,883	89,490	93,964	6
7	-	81,085	86,023	89,490	92,174	96,783	7
8	-	-	88,604	92,174	94,940	99,687	8
9	-	-	91,262	94,940	97,788	102,677	9
10	-	-	94,000	97,788	100,722	105,758	10
11	-	-	-	100,722	103,743	108,930	11
12	-	-	-	100,722	106,855	112,198	12
13	-	-	-	100,721	110,061	115,564	13
14	-	-	-	103,743	110,061	115,564	14
15	-	-	-	106,855	110,061	115,564	15
16	-	-	-	110,061	113,363	119,031	16
17	-	-	-	110,061	116,764	122,602	17
18	-	-	-	110,061	116,764	122,602	18
19	-	-	-	110,061	120,267	126,280	19
20	-	-	-	110,061	120,267	126,280	20
21	-	-	-	110,061	123,875	130,069	21
22	-	-	-	113,363	123,875	133,971	22
23	-	-	-	-	123,875	133,971	23
24	-	-	-	-	127,591	137,990	24
25	-	-	-	-	127,591	137,990	25
26	-	-	-	-	127,591	137,990	26
27	-	-	-	-	127,591	142,129	27
28	-	-	-	-	127,591	142,129	28
29	-	-	-	-	127,591	142,129	29
30	-	-	-	-	127,591	142,129	30

An additional stipend of \$2,000 will be allowed for a single earned Masters and Doctoral Degree from an accredited college or university.

TEACHER HOURLY RATE IS \$30.00

**GUAJOME SCHOOLS
PSYCHOLOGIST
SPEECH & LANGUAGE PATHOLOGIST
2025-26
180 DAYS
GROUP 13**

STEPS	RANGE 1
1	79,490
2	82,670
3	85,977
4	89,416
5	92,992
6	96,712
7	96,712
8	96,712
9	100,581
10	100,581
11	100,581
12	100,581
13	100,581
14	100,581
15	104,604
16	104,604
17	104,604
18	104,604
19	104,604
20	104,604
21	108,788
22	108,788
23	108,788
24	113,139
25	113,139
26	113,139
27	117,665
28	117,665
29	117,665
30	122,372

An additional stipend of \$2,000 will be allowed for a single earned Masters and Doctoral Degree from an accredited college or university.

TEACHER HOURLY RATE IS \$30.00

**GUAJOME SCHOOLS
OCCUPATIONAL
THERAPIST
2025-26
HOURLY
GROUP 14**

STEPS	RANGE 1
1	\$ 46.50
2	\$ 48.83
3	\$ 51.27
4	\$ 53.83
5	\$ 56.53
6	\$ 59.35

GUAJOME PARK ACADEMY
CERTIFICATED ADMINISTRATION SCHEDULE
2025-26
GROUP 23
Superintendent
220 Days
RANGE 2

STEP	Annual	Monthly	Per Diem
1	135,000.00	11,250.00	613.64
2	135,000.00	11,250.00	613.64
3	155,000.00	12,916.67	704.55
4	160,053.00	13,337.75	727.51
5	160,053.00	13,337.75	727.51
6	175,000.00	14,583.33	795.45
7	180,000.00	15,000.00	818.18
8	185,000.00	15,416.67	840.91
9	190,000.00	15,833.33	863.64
10	200,000.00	16,666.67	909.09
11	210,000.00	17,500.00	954.55
12	220,000.00	18,333.33	1,000.00
13			
14			
15			

**GUAJOME PARK ACADEMY
CERTIFICATED COORDINATOR SCHEDULE
2025-26
GROUP 20**

205 Days

RANGE 3

	Annual	Monthly	Per Diem
STEP			
1	99,321	8,277	484.49
2	102,797	8,566	501.45
3	106,395	8,866	519.00
4	110,119	9,177	537.16
5	113,973	9,498	555.97
6	117,962	9,830	575.42
7-10	122,091	10,174	595.56
11-15	126,364	10,530	616.41
16-20	130,786	10,899	637.98

An additional stipend of \$2,000 will be allowed for a single earned Masters and Doctoral Degree from an accredited college or university.

**GUAJOME PARK ACADEMY
CERTIFICATED ADMINISTRATION SCHEDULE
2025-26
GROUP 48
Assistant Site Administrator
210 Days
RANGE 1**

	Annual	Monthly	Per Diem
STEP			
1	117,213	9,768	558.16
2	121,315	10,110	577.69
3	125,561	10,463	597.91
4	129,956	10,830	618.84
5	134,504	11,209	640.50
6	139,212	11,601	662.91
7-10	144,084	12,007	686.12
11-15	149,127	12,427	710.13
16-20	154,347	12,862	734.99

An additional stipend of \$2,000 will be allowed for a single earned Masters and Doctoral Degree from an accredited college or university.

GUAJOME PARK ACADEMY
CERTIFICATED ADMINISTRATION SCHEDULE
GROUP 19
2025-26
Head of School
215 Days
RANGE 1

STEP	Annual Monthly Per Diem		
1	127,481	10,623	592.93
2	133,855	11,155	622.58
3	140,548	11,712	653.71
4	147,575	12,298	686.39
5-6	154,954	12,913	720.71
7-8	162,701	13,558	756.75
9-10	170,836	14,236	794.59

An additional stipend of \$2,000 will be allowed for
 a single earned Masters and Doctoral Degree
 from an accredited college or university.

GUAJOME PARK ACADEMY
SOCIAL WORKER SALARY SCHEDULE (ANNUAL)
NON- EXEMPT

2025-26
BASED ON 180 CALENDAR DAYS

GROUP 46																		
Range	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEPS 7	STEPS 8	STEPS 9	STEPS 10	STEP 11	STEP 12	STEP 13-14	STEP 15-16	STEP 17-18	STEP 19-20	STEP 21-23	STEP 24-30
13	70,477	72,849	75,222	77,594	79,966	82,338	84,711	87,083	89,455	91,828	94,200	96,572	98,944	101,317	103,689	106,061	108,433	110,806

Job Classification	Range	Days
School Social Worker	13	180

Note: Salaries will be prorated using the listed rates for contracts that contain more or fewer days than what is listed

GUAJOME SCHOOLS
MANAGEMENT SALARY SCHEDULE (ANNUAL) DAILY / HOURLY
EXEMPT
2025-26

BASED ON 225 CALENDAR DAYS

GROUP 127

	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEPS 7-9	STEPS 10-14	STEPS 15-19	STEPS 20-24	STEP 25
Range											
2080 hrs	80,394	84,414	88,635	93,066	97,720	102,606	107,736	113,123	118,779	124,718	130,954
52	69,572	73,051	76,703	80,538	84,565	88,793	93,233	97,895	102,790	107,929	113,325
Daily	309.21	324.67	340.90	357.95	375.85	394.64	414.37	435.09	456.84	479.68	503.67
Hourly	38.65	40.58	42.61	44.74	46.98	49.33	51.80	54.39	57.11	59.96	62.96
	FTE										
	0.8654										

Job Classification		Range	Days
Plant Manager		52	225

Note: Salaries will be prorated using the listed rates for contracts that contain more or fewer days than what is listed.

Note: 2080 hrs are used for FTE

GUAJOME SCHOOLS
MANAGEMENT SALARY SCHEDULE (ANNUAL) DAILY / HOURLY
EXEMPT
2025-26

BASED ON 220 CALENDAR DAYS

GROUP 128

Range	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEPS 7-9	STEPS 10-14	STEPS 15-19	STEPS 20-24	STEP 25
2080 hrs	142,922	147,924	153,102	158,460	164,006	169,747	175,688	181,837	188,201	194,788	201,606
60	120,934	125,167	129,548	134,082	138,775	143,632	148,659	153,862	159,247	164,821	170,589
Daily	549.70	568.94	588.85	609.46	630.79	652.87	675.72	699.37	723.85	749.18	775.41
Hourly	68.71	71.12	73.61	76.18	78.85	81.61	84.47	87.42	90.48	93.65	96.93

FTE
0.8462

Job Classification	Range	Days
Directors	60	220

Note: Salaries will be prorated using the listed rates for contracts that contain more or fewer days than what is listed.

Note: 2080 hrs are used for FTE

GUAJOME SCHOOLS
MANAGEMENT SALARY SCHEDULE (ANNUAL) DAILY / HOURLY

EXEMPT

2025-26

BASED ON 205 CALENDAR DAYS

GROUP 136

Range	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEPS 7-9	STEPS 10-14	STEPS 15-19	STEPS 20-24	STEP 25	FTE
2080 hrs	85,558	89,836	94,327	99,044	103,996	109,196	114,656	120,388	126,408	132,728	139,365	0.7885
50	67,459	70,832	74,374	78,092	81,997	86,097	90,402	94,922	99,668	104,651	109,884	
Daily	329.07	345.52	362.80	380.94	399.98	419.98	440.98	463.03	486.18	510.49	536.02	
Hourly	41.13	43.19	45.35	47.62	50.00	52.50	55.12	57.88	60.77	63.81	67.00	

Range	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
2080 hrs	170,590	176,561	182,741	189,137	195,756
51	134,504	139,212	144,084	149,127	154,346
Daily	656.12	679.08	702.85	727.45	752.91
Hourly	82.01	84.89	87.86	90.93	94.11

0.7885

Job Classification	Range	Days
Site Manager	50	205
Chief of Staff	51	205

Note: Salaries will be prorated using the listed rates for contracts that contain more or fewer days than what is listed.

Note: 2080 hrs are used for FTE

GUAJOME SCHOOLS
MANAGEMENT SALARY SCHEDULE (ANNUAL) DAILY / HOURLY
EXEMPT
2025-26
BASED ON 205 CALENDAR DAYS
GROUP 138

Range	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEPS 7-9	STEPS 10-14	STEPS 15-19	STEPS 20-24	STEP 25	FTE
2080 hrs	125,968	130,377	134,940	139,663	144,551	149,611	154,847	160,267	165,876	171,682	177,690	0.7885
57	99,321	102,797	106,395	110,119	113,973	117,962	122,091	126,364	130,787	135,364	140,102	
Daily	484.49	501.45	519.00	537.17	555.97	575.43	595.57	616.41	637.98	660.31	683.42	
Hourly	60.56	62.68	64.88	67.15	69.50	71.93	74.45	77.05	79.75	82.54	85.43	

Job Classification	Range	Days
Coordinators	57	205

Note: Salaries will be prorated using the listed rates for contracts that contain more or fewer days than what is listed.

Note: 2080 hrs are used for FTE

GUAJOME SCHOOLS
SALARY SCHEDULE (ANNUAL) DAILY / HOURLY
NON EXEMPT
2025-26
BASED ON 205 CALENDAR DAYS
GROUP 137

Range	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEPS 7-9	STEPS 10-14	STEPS 15-19	STEPS 20-24	STEP 25	FTE
2080 hrs	73,241	76,903	80,749	84,786	89,025	93,477	98,150	103,058	108,211	113,621	119,302	0.7885
30	57,748	60,635	63,667	66,851	70,193	73,703	77,388	81,257	85,320	89,586	94,065	
Daily	281.70	295.78	310.57	326.10	342.41	359.53	377.50	396.38	416.20	437.01	458.86	
Hourly	35.21	36.97	38.82	40.76	42.80	44.94	47.19	49.55	52.02	54.63	57.36	
2080 hrs	95,166	99,925	104,921	110,167	115,675	121,459	127,532	133,909	140,604	147,634	155,016	0.7885
31	75,035	78,787	82,726	86,862	91,206	95,766	100,554	105,582	110,861	116,404	122,224	
Daily	366.02	384.33	403.54	423.72	444.90	467.15	490.51	515.03	540.78	567.82	596.22	
Hourly	45.75	48.04	50.44	52.96	55.61	58.39	61.31	64.38	67.60	70.98	74.53	
2080 hrs	86,643	90,976	95,524	100,301	105,316	110,581	116,110	121,916	128,012	134,412	141,133	0.7885
32	68,315	71,731	75,317	79,083	83,037	87,189	91,549	96,126	100,932	105,979	111,278	
Daily	333.24	349.91	367.40	385.77	405.06	425.31	446.58	468.91	492.35	516.97	542.82	
Hourly	41.66	43.74	45.93	48.22	50.63	53.16	55.82	58.61	61.54	64.62	67.85	
2080 hrs	59,251	62,213	65,324	68,590	72,020	75,621	79,402	83,372	87,540	91,917	96,513	0.7885
33	46,717	49,053	51,505	54,081	56,785	59,624	62,605	65,736	69,022	72,473	76,097	
Daily	227.89	239.28	251.25	263.81	277.00	290.85	305.39	320.66	336.69	353.53	371.21	
Hourly	28.49	29.91	31.41	32.98	34.62	36.36	38.17	40.08	42.09	44.19	46.40	

Job Classification	Range	Days
Accountant Specialist	30	205
Human Resources Specialist	30	205
Fiscal Services Specialist	31	205
Information Specialist	32	205
HR Technician II	33	205

Note: Salaries will be prorated using the listed rates for contracts that contain more or fewer days than what is listed.
Note: 2080 hrs are used for FTE

GUAJOME SCHOOLS
OFFICE/TECHNICAL SALARY SCHEDULE (ANNUAL) DAILY / HOURLY
NON- EXEMPT
2025-26

BASED ON 215 CALENDAR DAYS
GROUP 140

Range	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEPS 7-9	STEPS 10-14	STEPS 15-19	STEPS 20-24	STEP 25
2080 hrs	82,613	86,744	91,081	95,635	100,417	105,438	110,710	116,245	122,058	128,161	134,569
27	68,315	71,731	75,317	79,083	83,037	87,189	91,549	96,126	100,932	105,979	111,278
Daily	317.74	333.63	350.31	367.83	386.22	405.53	425.81	447.10	469.45	492.93	517.57
Hourly	39.72	41.70	43.79	45.98	48.28	50.69	53.23	55.89	58.68	61.62	64.70
FTE											0.8269

Job Classification	Range	Days
Student Data Systems Specialist	27	215

Note: Salaries will be prorated using the listed rates for contracts that contain more or fewer days than what is listed.

Note: 2080 hrs are used for FTE

GUAJOME SCHOOLS
OFFICE/TECHNICAL SALARY SCHEDULE (ANNUAL) DAILY / HOURLY
NON- EXEMPT

2025-26
BASED ON 210 CALENDAR DAYS
GROUP 141

Range	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEPS 7-9	STEPS 10-14	STEPS 15-19	STEPS 20-24	STEP 25	FTE
2080 hrs	62,832	65,974	69,272	72,736	76,373	80,191	84,201	88,411	92,832	97,473	102,347	0.8077
29	50,749	53,286	55,951	58,748	61,686	64,770	68,009	71,409	74,979	78,728	82,665	
Daily	241.66	253.75	266.43	279.75	293.74	308.43	323.85	340.04	357.04	374.90	393.64	
Hourly	30.21	31.72	33.30	34.97	36.72	38.55	40.48	42.51	44.63	46.86	49.21	
2080 hrs	89,882	94,376	99,095	104,050	109,252	114,715	120,450	126,473	132,797	139,436	146,408	0.8077
58	72,597	76,227	80,038	84,040	88,242	92,654	97,287	102,151	107,259	112,622	118,253	
Daily	345.70	362.99	381.13	400.19	420.20	441.21	463.27	486.43	510.76	536.29	563.11	
Hourly	43.21	45.37	47.64	50.02	52.53	55.15	57.91	60.80	63.84	67.04	70.39	

Job Classification	Range	Days
GESS Manager	29	210
Registrar	29	210
Executive Assistant	58	210

Note: Salaries will be prorated using the listed rates for contracts that contain more or fewer days than what is listed.

Note: 2080 hrs are used for FTE

2025-26
BASED ON 200 CALENDAR DAYS
GROUP 142

FTE
0.7692

0.7692

Note: 2080 hrs are used for FTE

GUAJOME SCHOOLS
OFFICE/TECHNICAL SALARY SCHEDULE (ANNUAL) DAILY / HOURLY
NON- EXEMPT
2025-26
BASED ON 190 CALENDAR DAYS
GROUP 150

Range	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	FTE
2080 hrs	103,596	110,997	118,396	125,796	129,316	0.7308
51	75,705	81,113	86,520	91,928	94,500	
Daily	398.45	426.91	455.37	497.37		
Hourly	49.81	53.36	56.92	60.48	62.17	

Job Classification	Range	Days
Grants & Development Specialist	51	190

Note: Salaries will be prorated using the listed rates for contracts that contain more or fewer days than what is listed.

Note: 2080 hrs are used for FTE

GUAJOME SCHOOLS
OFFICE/TECHNICAL SALARY SCHEDULE (ANNUAL) DAILY / HOURLY
NON- EXEMPT

2025-26
BASED ON 195 CALENDAR DAYS
GROUP 143

Range	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEPS 7-9	STEPS 10-14	STEPS 15-19	STEPS 20-24	STEP 25	FTE
2080 hrs	54,880	57,624	60,505	63,530	66,707	70,042	73,544	77,222	81,083	85,137	89,394	0.7500
22	41,160	43,218	45,379	47,648	50,030	52,532	55,158	57,916	60,812	63,853	67,045	
Daily	211.08	221.63	232.71	244.35	256.57	269.39	282.86	297.01	311.86	327.45	343.82	
Hourly	26.38	27.70	29.09	30.54	32.07	33.67	35.36	37.13	38.98	40.93	42.98	

Job Classification	Range	Days
Media Services Tech	22	195
Office Assistant	22	195
Attendance Technician	22	195

Note: Salaries will be prorated using the listed rates for contracts that contain more or fewer days than what is listed.

Note: 2080 hrs are used for FTE

GUAYOME SCHOOLS
OFFICE/TECHNICAL SALARY SCHEDULE (ANNUAL) DAILY / HOURLY
NON- EXEMPT

2025-26
 BASED ON 185 CALENDAR DAYS
 GROUP 145

Range	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEPS 7-9	STEPS 10-14	STEPS 15-19	STEPS 20-24	STEP 25	FTE
2080 hrs	45,447	47,719	50,105	52,610	55,241	58,003	60,903	63,948	67,145	70,503	74,028	0.7115
21	32,337	33,954	35,652	37,434	39,306	41,271	43,335	45,501	47,776	50,165	52,674	
Daily	174.79	183.53	192.71	202.35	212.46	223.09	234.24	245.95	258.25	271.16	284.72	
Hourly	21.85	22.94	24.09	25.29	26.56	27.89	29.28	30.74	32.28	33.90	35.59	
2080 hrs	55,348	58,115	61,021	64,072	67,275	70,639	74,171	77,880	81,774	85,862	90,156	0.7115
22	39,382	41,351	43,419	45,590	47,869	50,263	52,776	55,414	58,185	61,094	64,149	
Daily	212.88	223.52	234.70	246.43	258.75	271.69	285.27	299.54	314.51	330.24	346.75	
Hourly	26.61	27.94	29.34	30.80	32.34	33.96	35.66	37.44	39.31	41.28	43.34	
2080 hrs	57,790	60,680	63,714	66,899	70,244	73,757	77,444	81,317	85,383	89,652	94,134	0.7115
23	41,120	43,176	45,335	47,602	49,982	52,481	55,105	57,860	60,753	63,791	66,980	
Daily	222.27	233.38	245.05	257.31	270.17	283.68	297.86	312.76	328.39	344.81	362.05	
Hourly	27.78	29.17	30.63	32.16	33.77	35.46	37.23	39.09	41.05	43.10	45.26	
2080 hrs	59,252	62,214	65,325	68,591	72,021	75,622	79,403	83,373	87,542	91,919	96,515	0.7115
24	42,160	44,268	46,481	48,805	51,246	53,808	56,498	59,323	62,290	65,404	68,674	
Daily	227.89	239.29	251.25	263.81	277.00	290.85	305.40	320.67	336.70	353.54	371.21	
Hourly	28.49	29.91	31.41	32.98	34.63	36.36	38.17	40.08	42.09	44.19	46.40	
2080 hrs	54,880	57,624	60,505	63,530	66,707	70,042	73,544	77,221	81,082	85,136	89,393	0.7115
33	39,049	41,001	43,052	45,204	47,464	49,838	52,329	54,946	57,693	60,578	63,607	
Daily	211.08	221.63	232.71	244.35	256.56	269.39	282.86	297.00	311.85	327.45	343.82	
Hourly	26.38	27.70	29.09	30.54	32.07	33.67	35.36	37.13	38.98	40.93	42.98	

Job Classification	Range	Days
Library Technician	21	185
Health Services Technician	22	185
Health Services Specialist	23	185
HR / Finance Technician	24	185
Administrative Assistant	24	185
Attendance Technician	33	185
Family & Community Liaison	33	185
Office Assistant	33	185

Note: Salaries will be prorated using the listed rates for contracts that contain more or fewer days than what is listed.
 Note: 2080 hrs are used for FTE

GUAJOME SCHOOLS
PARAPROFESSIONAL SALARY SCHEDULE (ANNUAL) DAILY / HOURLY

NON- EXEMPT

2025-26

BASED ON 175 CALENDAR DAYS

GROUP 147

Range	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEPS 7-9	STEPS 10-14	STEPS 15-19	STEPS 20-24	STEP 25	FTE
2080 hrs	38,376	40,295	42,310	44,425	46,646	48,979	51,428	53,999	56,699	59,534	62,510	0.6731
10	25,830	27,122	28,478	29,901	31,397	32,966	34,615	36,345	38,163	40,071	42,074	
Daily	147.60	154.98	162.73	170.87	179.41	188.38	197.80	207.69	218.07	228.98	240.42	
Hourly	18.45	19.37	20.34	21.36	22.43	23.55	24.72	25.96	27.26	28.62	30.05	
2080 hrs	43,029	45,181	47,440	49,812	52,302	54,917	57,663	60,546	63,574	66,753	70,090	0.6731
12	28,962	30,410	31,931	33,527	35,203	36,964	38,812	40,752	42,790	44,930	47,176	
Daily	165.50	173.77	182.46	191.58	201.16	211.22	221.78	232.87	244.51	256.74	269.58	
Hourly	20.69	21.72	22.81	23.95	25.15	26.40	27.72	29.11	30.56	32.09	33.70	
2080 hrs	52,192	54,801	57,541	60,418	63,439	66,611	69,942	73,439	77,111	80,966	85,015	0.6731
13	35,129	36,885	38,730	40,666	42,700	44,834	47,076	49,430	51,902	54,497	57,221	
Daily	200.74	210.77	221.31	232.38	244.00	256.20	269.01	282.46	296.58	311.41	326.98	
Hourly	25.09	26.35	27.66	29.05	30.50	32.02	33.63	35.31	37.07	38.93	40.87	
2080 hrs	63,290	66,454	69,777	73,266	76,929	80,776	84,815	89,055	93,508	98,183	103,093	0.6731
15	42,599	44,729	46,965	49,314	51,779	54,368	57,087	59,941	62,938	66,085	69,389	
Daily	243.42	255.59	268.37	281.79	295.88	310.68	326.21	342.52	359.65	377.63	396.51	
Hourly	30.43	31.95	33.55	35.22	36.99	38.83	40.78	42.82	44.96	47.20	49.56	

Job Classification		Range	Days
CNS Assistant		10	175
Instructional Assistant I		12	175
Instr. Asst. SpEd I		12	175
Instructional Assistant II		13	175
Instr. Asst. SpEd II		13	175
Campus Security I		13	175
Campus Security II		15	175

Note: Salaries will be prorated using the listed rates for contracts that contain more or fewer days than what is listed.

Note: 2080 hrs are used for FTE

GUAJOME SCHOOLS
CLASSIFIED HOURLY SALARY SCHEDULE
NON- EXEMPT

2025-26

GROUP 35

Range	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEPS 7-9	STEPS 10-14	STEPS 15-19	STEPS 20-24	STEP 25
9	17.30	18.17	19.07	20.03	21.03	22.08	23.18	24.34	25.56	26.84	28.18
10	18.44	19.36	20.33	21.35	22.41	23.53	24.71	25.95	27.24	28.61	30.04
12	20.69	21.72	22.81	23.95	25.15	26.41	27.73	29.11	30.57	32.10	33.70
13	25.09	26.34	27.66	29.04	30.50	32.02	33.62	35.30	37.07	38.92	40.87
15	30.42	31.94	33.54	35.21	36.98	38.82	40.77	42.80	44.94	47.19	49.55
16	30.00	30.00	30.00	30.00	30.00	30.00	30.00	30.00	30.00	30.00	30.00
17	27.17	28.53	29.95	31.45	33.03	34.68	36.41	38.23	40.14	42.15	44.26
18	28.48	29.90	31.40	32.97	34.62	36.35	38.17	40.07	42.08	44.18	46.39

Job Classification	Range
Student Worker	9
CNS Assistant	10
After School Instructional Assistant	10
GPPA Lunchtime Supervision	10
Instructional Assistant I	12
Instructional Assistant II	13
Instructional Assistant SpEd I	12
Instructional Assistant SpEd II	13
GESS SITE Lead	13
Assistant to GESS Program Manager	13
Campus Security I	13
Campus Security II	15
Enrichment Support	16
Hourly Office Assistant Support	17
Hourly HR / Finance Technician	18

GUAJOME SCHOOLS
CLASSIFIED HOURLY OCCUPATIONAL THERAPIST SALARY SCHEDULE

2025-26

EXEMPT

GROUP 114

Range	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
1	46.50	48.83	51.27	53.83	56.52	59.35

Job Title	Range
Occupational Therapist	1

Note: Salaries will be prorated using the listed rates for contracts that contain more or fewer days than what is listed.

GUAJOME PARK ACADEMY

AGENDA ITEM 9D

TO: Board of Directors
FROM: Superintendent
DATE: June 10, 2025

SUBJECT: 25/26 Stipend Schedule Amendment

Effective 07/01/25, an additional annual stipend of \$1,000 will be added to the existing stipend salary schedule for responsibilities related to student enrollment.

FISCAL IMPACT:
\$1,000 annually

RECOMMENDATION:
Approval.

Prepared by:
Julie Hoopes

Approved by:
Kevin Humphrey, Superintendent

**GUAJOME PARK ACADEMY STIPENDS
2025-2026 SCHOOL YEAR**

RANGE	ANNUAL	MONTHLY (11 MONTHS)
1	\$1,000.00	\$90.91
2	\$1,250.00	\$113.64
3	\$1,500.00	\$136.36
4	\$1,700.00	\$154.55
5	\$2,000.00	\$181.82
6	\$3,000.00	\$272.73
7	\$4,700.00	\$427.27
8	\$10,000.00	\$909.09

RANGE	STIPEND NAME
1	Academic Coach IB Career Program Service Learning Coordinator IB Career Program Language Development Coordinator BTSA Lead Summer School Lead Teacher (per session) Security Lead Scholarships Enrollment
2	High School Junior Varsity Coach Work Experience Short Term Independent Study
3	Mentor Teacher Lead Counselor After School Enrichment (per semester)
4	Middle School Coach BTSA Support Provider (per participant) ASB Advisor -GPPA Yearbook Advisor - GPPA
5	Advanced Degree Stipend AVID Coordinator AVID Site Director Extended Essay Lead CAS Lead
6	High School Varsity Coach Drumline Coach
7	ASB Advisor – High School ASB Advisor - Middle School IB Coordinator Yearbook Advisor Grade Level Lead-SAC ILT Guajome Performance Support Team (GPST) Teacher
8	Athletic Director Teacher on Special Assignment

GUAJOME PARK ACADEMY

AGENDA ITEM 10 A

TO: Board of Directors
FROM: Superintendent
DATE: June 10, 2025

SUBJECT: GUAJOME PARK ACADEMY HANDBOOK ADOPTION

GPA's handbook additions and revisions will be presented with additional commentary and detailed explanations of updates.

FISCAL IMPACT:

None

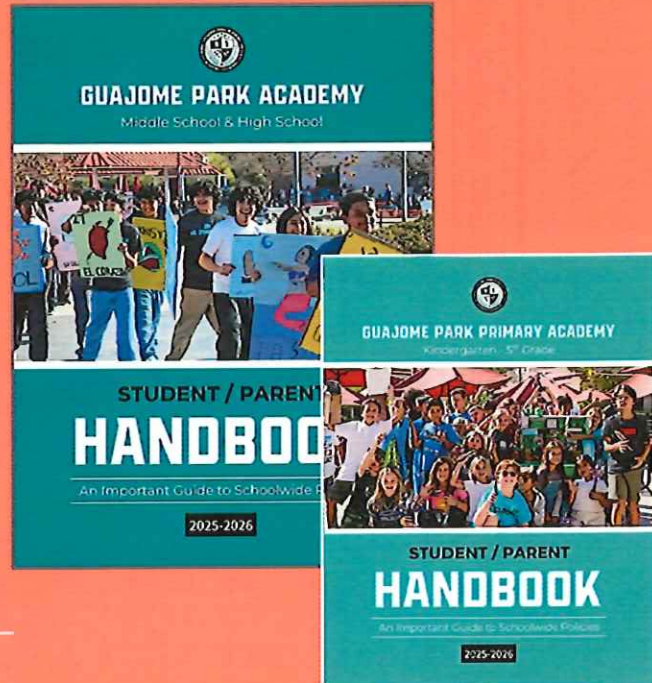
RECOMMENDATION:

Administration recommends approval of the GPA Handbook

Prepared by:
Amber Trumble

Approved by:
Kevin Humphrey, Superintendent

25/26 GPA Student/Parent Handbooks



1

Updates

- > Complete reorganization of the document adding subject headers.

Truancy Policy	The language was updated to outline current practices and notifications for truancy.
Promotion/Activity Eligibility	Updated eligibility requirements for students to participate in end of the year activities
PDA Policy	Updated language outlining permitted and unpermitted behavior
Student Dress Code	Updates made to permitted and not permitted items
Tardy Policy	Updated to outline of the importance of being on time and the consequences of multiple tardies

2

Additions

SCHOOL INFORMATION

Introduction	A brief introduction to Guajome Park Academy charter school
Non-Discrimination Statement	Our current statement
25/26 School Calendar	Complete instructional calendar for 2025-2026
General Contact Information	Departments listed with staff names and extensions

3

Additions

PARENT INFORMATION

Parent Involvement	Explanation of the importance of parent involvement and Guajome's commitments to building relationships
---------------------------	---

ATTENDANCE

Attendance Notifications	Explanation on how families can expect to receive notifications for absences through ParentSquare via email and text (if opted in)
Homeless Student Policy	An outline of our current policy

4

Additions

SCHOOL SAFETY

School Safety Plan	Information for parents about the safety plans in place on campus
Visitors on School Campus	An outline of the procedures for all campus visitors
School Volunteer Clearance	An outline of the policy and procedures for volunteers at Guajome
Campus Security Staff	Information about the presence of security staff and expectations for cooperation
Campus Surveillance and Monitoring	Notification that GPA utilizes a combination of video and audio surveillance equipment throughout the campus
Attendance Notifications	Explanation on how families can expect to receive notifications for absences through ParentSquare via email and text (if opted in)

5

Additions

STUDENT BEHAVIOR, CONDUCT AND DISCIPLINE

Food/Drink Drop Off	Notification that food deliveries from off-campus vendors are not permitted
Selling Items at School	Notice that students are not permitted to sell items without administrative approval

TITLE IX OFFENSES AND PROCEDURES

Title IX
Federal Definition of Sexual Harassment
Procedures Following Allegations of Sexual Harassment
Prohibited Bullying

6

Additions

STUDENT SERVICES AND RESPONSIBILITIES

PED Policy	GPA's policy on personal electronic devices
Skateboards, Scooters, Bikes and E-Bikes	Guidelines for the use and storage of these items on campus
Wellness Center	Introduction to the support on campus for students' mental, emotional and physical well being

7

Additions

CURRICULUM AND INSTRUCTION

International Baccalaureate	An outline of the IB programmes offered at GPA
Report Cards	Notification of how report cards are provided electronically through ParentSquare and accessed by student and parents in Aeries
Cal Grant Program Notice	Notification of GPA submitting grade point average unless parent opt out
Summer School	Information on summer school for credit recovery
Parent/Teacher Conference	Information for parents on when and how to schedule a parent/teacher conference
Homework Policy	An outline of GPA's philosophy and policy regarding homework

8

Additions

STATE AND GPA TESTING/ASSESSMENTS

Assessment Info	Information about the state-mandated assessments administered at GPA
Opt Out	Notification of opt out procedures

CO-CURRICULAR/EXTRA CURRICULAR ACTIVITIES

Sports Information	Information on the sports offered each season at GPA
Athletic Clearance	Notification of required Athletic Clearance to participate in sports
Campus Clubs	Information about student clubs, the application process and eligibility to participate
Dances and Other Selected Activities	A brief introduction to the dances and activities scheduled through the year.

9

Additions

MEDICAL AND HEALTH

Health Office Information	General information about our health office including staff, hours, and student sign-out procedures
Medication	Policies surrounding students requiring medication
Miscellaneous Health Information	Policy on sending students home for illness, when to return to school, doctor's notes, blood drives on campus, and communications for communicable illnesses
Suicide Prevention Policy and Mental Health Support	Information about suicide prevention for families
Immunizations	Notification that GPA adhering to state guidelines for entering students and information on maintaining immunizations on file for students.
Community Resource Guide	Emergency medical and mental help services and helpline phone numbers

10

Additions

FOOD AND NUTRITION SERVICES

National School Lunch Program	Notification of GPA's participation in the State of California's <i>Universal Free Meals for All</i> program. Explanation of how, when and where students received meals at GPA.
Medically Prescribed Diet Requirements	Instructions for parents on how to submit form CNP-925 to request substitution for a medically prescribed diet.

11

Additions

COMMUNICATION

Google Classroom	Notification of Google Classroom as the official Learning Management System for all classes, teacher use, assignment management and parent/guardian access
Aeries Parent Portal	Information about what information can be accessed on the Parent Portal and instructions
ParentSquare	Information about the ParentSquare as the primary home-to-school communication platform, ways families and teachers engage, QR codes for mobile apps
GPA Website	Information about our school website and the resources available on the website
Parent Email & Phone	Information about communications from school via email, phone and text (if opted in) and the importance of parents updating their current contact information with the school
Student Email	Notice and policies surrounding GPA students' assigned email accounts for instructional purposes and the Acceptable Computer and Internet Use Policy
Social Media	Information about GPA's official social media accounts
Media Release	Information about school policies and procedures for news media on campus

12

Additions

FAMILY AND COMMUNITY RESOURCE CENTER

Guajome's Family & Community Resource Center

Information for families about the services and support available through our Family and Community Resource Center.

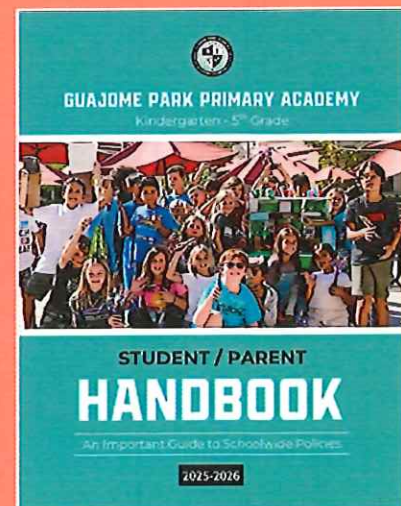
13

25/26 GPPA Student/Parent Handbook

> **Same updated areas as the GPA handbook.**

> **Additions include all of the new sections added to the GPA Handbook that pertain to GPPA students and families as well as the Reading Difficulties Screener.**

Beginning in the 2025-26 school year, California law mandates that all students in kindergarten through second grade undergo annual screening for the risk of reading difficulties, as outlined in Education Code Section 53008.



14

Questions?

GUAJOME PARK ACADEMY

AGENDA ITEM 10B

TO: Board of Directors
FROM: Superintendent
DATE: June 10, 2025

SUBJECT: Data Dashboard Local Indicators

Reporting of the progress of Local Indicators for California Data Dashboard. Local indicators include Basic Conditions, Implementation of Academic Standards, Parent Engagement, School Climate, and Access to a Broad Course of Study.

FISCAL IMPACT:

None

RECOMMENDATION:

To approve the Local Indicators

Prepared by:
Judd Thompson

Approved by:
Kevin Humphrey, Superintendent

California Dashboard: Local Indicators

Guajome Park Academy
Presentation for Board of Directors
June 10, 2025



1

State and Local Indicators

- State Indicators
 - Chronic Absenteeism
 - Suspension Rate
 - English Learner Progress
 - Graduation Rate
 - College/Career Readiness
 - Academics
- Local Indicators
 - Basics – teacher miss assignments, student access to instructional materials, and conditions of facilities
 - Implementation of State Academic Standards
 - Parent Engagement
 - School Climate



2

Priority 1: Basic Conditions

- Student Access to Standards-Aligned Curriculum
 - 100% Access
- Facilities
 - 66 Identified instances of facilities not meeting "good repair" out of a total of 1,858 areas inspected



3

Priority 2: Implementation Academic Standards

- Common Core State Standard Aligned Curriculum for both Math and English-Language Arts
- Next Generation Science Standards aligned units/unit design
- Social Studies Aligned to California History-Social Studied Framework
- Growth of Arts, Health and Career-pathway
- Continued focus on Curriculum Training and Adoption



4

Priority 3: Parent Engagement



Decision Making

- Board of Directors
- ELAC
- School Site Council
- LCAP
- Friends of Frogs/Tadpoles
- Foundation Board

Participation in Programs

- Community Family Resource Center and Website
- Parent University
 - Parenting Partners
 - Latino Family Literacy
 - Computer Classes

5

Priority 6: School Climate



School Connection

- 2025 – 51%
- 2024 – 55%
- Positive Relationships – Increased from 42% to 70%

Academic Mindset

- Academic expectations significant increase
- Showed Strong understanding of Summative Assessments and formative feedback

School Participation

- Shows increase in engagement – specifically Kagan

Environment and Safety

- Overall continue to feel safe and supportive environment

Social Emotional Health

- Continue to focus on areas like stress reduction, restorative practices, behavior supports

6

Priority 7: Access to a Broad Course of Study



- A-Social Science: 5/5 = 100%
- B-English: 6/6 = 100%
- C-Math: 13/10 = 100%
- D-Lab Science: 7/7 = 100%
- E-Foreign Language: 13/13 = 100%
- F-Visual Performing Arts: 15/15 = 100%
- G-Elective: 11/11 = 100%
- Non A-G courses:
 - Support Classes: Study Skills, Study Hall, Intervention Lab, Individualized Learning Lab, ELD
 - 9th Grade Electives: PE
 - Junior and Senior Electives: TA and Office Assistant
 - Career Related Studies: Moonlight Internship Semester 1 and 2, Palomar Medical Pathway Semester 1 and 2, Palomar Computer Science - Cyber Security Semester 1 and 2
- Percentage of CSU/UC APPROVED COURSES FOR 2020-2021 = 83% (67 out of 81 courses)

7

TO: Board of Directors
FROM: Superintendent
DATE: June 10, 2025

SUBJECT: GPPA RSDS SCREENER

Reading Difficulties Screener

Overview: Beginning in the 2025–26 school year, California law mandates that all students in kindergarten through second grade undergo annual screening for the risk of reading difficulties, as outlined in Education Code Section 53008. These brief assessments focus on foundational reading skills such as letter recognition, phonemic awareness, and rapid naming, aiming to identify students who may benefit from additional support early in their educational journey. Parents will receive advance notice at least 15 calendar days before the screening, including information on how to opt their child out in writing if they choose. Screening results will be shared with families within 45 days of administration, accompanied by guidance on interpreting the findings and outlining potential next steps, which may include evidence-based instruction or further evaluation. These screenings are not diagnostic tools but serve as an early alert system to ensure timely interventions, supporting every child's path to reading success.

Pilot Program: After research and training, we selected Amplify - mClass DIBELS as the platform for us to pilot here at Guajome. There were several reasons for our choice. The first was that many of our teachers had used this program in the past as a reading intervention program. The second and more important reason is that this platform provides students with the ability to test in English and Spanish. Since our population is over 70% Spanish speakers, we thought this was a critical component for accurate testing. We trained ten staff members on the use of Amplify, and we began the pilot program over four weeks ago. Generally, the feedback from students and teachers has been positive, and we have been working with the company to answer some of our questions and concerns. The service level for the platform has been extraordinary.

FISCAL IMPACT:

Total Cost - 3688.00

Literacy Screenings Professional Development Grant - \$3175 from GPA, \$64 from GLC, and then the difference will come from unrestricted general fund dollars

RECOMMENDATION:

To approve funds for the RSDS Screener

Prepared by:
Mary Dhillon

Approved by:
Kevin Humphrey, Superintendent

GUAJOME PARK ACADEMY

AGENDA ITEM 10 D

TO: Board of Directors
FROM: Kevin Humphrey
DATE: June 10, 2025

SUBJECT: GUAJOME PARK PRIMARY ACADEMY HANDBOOK ADOPTION

GPPA's handbook additions and revisions will be presented with additional commentary and detailed explanations of updates.

FISCAL IMPACT:

None

RECOMMENDATION:

Administration recommends approval of the GPPA Handbook

Prepared by:
Amber Trumble

Approved by:
Kevin Humphrey, Superintendent

Board of Directors
REGULAR MEETING
UNADOPTED MINUTES
May 8, 2025

1. **Public Session - Call to Order**

Anna McAfee called the meeting to order in public session at 4:01 p.m. in Building 1, Student Services Building, Administrative Training Center.

Roll Call and Establishment of Quorum:

Members Present: Anna McAfee, Debbie Duffy, Sylvia Harper, Casey Semrow, Steve Kildoo
Absent: None
2. **Approval of Agenda**

Moved by Debbie Duffy; second by Sylvia Harper; the Board unanimously approved the agenda with the following vote:

Yes: Anna McAfee, Debbie Duffy, Sylvia Harper, Casey Semrow, Steve Kildoo
No: 0
Absent: 0
3. **Public Comments on Agenda Items**

None
4. **Public Comments on Non-Agenda Items**

None
5. **Head of School Report**

Judd Thompson reported updates about current and upcoming events at Guajome Park Academy.
6. **Charter School Superintendent Report**

A. General Update
Kevin Humphrey reported on general updates at Guajome Park Academy.

B. Student Recognition
Kevin Humphrey and the board recognized seniors Nashon Strickland and Shane Gartland, Rising Star of the Month Award Winners.

C. Staff Recognition
Kevin Humphrey handed out the Teacher of the Year Awards to Samantha Lewis, Danae Elton, and Jenilee Moorman, and the Mission Award of Excellence to Tina Farrell.

D. Student Board Representative Recognition
Kevin Humphrey recognized Madeline Farnam for serving as the student board representative for the 2024/25 school year.
7. **ASB Student Board Representative Report**

Madeline Farnam reported on student events and ASB activities at GPA.
8. **Educational Services**

A. Counselor Report
Alaina Krystek, part of GPA's Counseling team, presented an overview of the work the counseling office is doing with Guajome students academically and socially/emotionally, and the college and career guidance and opportunities that the counseling department provides for student success.

B. Athletic Report
Melissa Marley presented an overview of the Athletic program at Guajome Park Academy, the sports offered in middle school and high school, the growth in the number of student-athletes as well as special recognition for outstanding student-athlete achievements.

C. Special Education Report

Wendy Gammarano, Special Education Coordinator at GPA, provided an overview of the Special Education Department and its team of educators. She also reviewed current special education enrollment and analyzed year-over-year trends in the data.

D. ELOP Presentation

Carolina Trejo, GPA's GESS Manager, and Leilah Rivadeneyra presented an overview of the ELOP program and 2025/26 plan for board approval, including recent activities, field trips, as well as the number of students served in the program.

Moved by Sylvia Harper, seconded by Debbie Duffy, the Board unanimously approved the ELOP plan with the following vote:

Yes: Anna McAfee, Debbie Duffy, Sylvia Harper, Casey Semrow, Steve Kildoo

No: 0

Absent: 0

E. MS and HS Course Catalog

Judd Thomson presented an overview of the changes and updates suggested for the middle school and high school course catalogs for the 2025-2026 school year, recommending board approval.

Moved by Steve Kildoo, seconded by Casey Semrow, the Board unanimously approved the updates to the Middle School and High School Course Catalogs with the following vote:

Yes: Anna McAfee, Debbie Duffy, Sylvia Harper, Casey Semrow, Steve Kildoo

No: 0

Absent: 0

F. LCAP Update

Kevin Humphrey presented an LCAP update to the board, including a timeline and the progress to date.

Sylvia Harper, Casey Semrow and Anna McAfee recused themselves from item 9.

9. Business Services

A. Classified Employee Handbook

Judd Thomson presented the amended policies and new language in the classified employee handbook for board approval.

Moved by Steve Kildoo, seconded by Debbie Duffy, the Board unanimously approved the updates to the Classified Employee Handbook with the following vote:

Yes: Debbie Duffy, Steve Kildoo

No: 0

Absent: 0

Recusal: Sylvia Harper, Casey Semrow, Anna McAfee

B. Certificated Employee Handbook

Judd Thomson presented the amended policies and new language included in the classified employee handbook for board approval.

Moved by Steve Kildoo, seconded by Debbie Duffy, the Board unanimously approved the updates to the Certificated Employee Handbook with the following vote:

Yes: Debbie Duffy, Steve Kildoo

No: 0

Absent: 0

Recusal: Sylvia Harper, Casey Semrow, Anna McAfee

C. Employee Health Benefits

Kevin Humphrey reviewed the benefit plans that the Benefits Committee selected through March & McLennan Agency for board approval. To help mitigate the financial impact of the projected increase in employee medical benefit rates for the upcoming year, administration is proposing a

varied contribution strategy that adjusts the district's share based on coverage level (employee-only, employee + spouse, family, etc.). This approach aims to offer greater support for employees with dependents while maintaining overall budget alignment.

Fiscal Impact: Variable

Moved by Steve Kildoo, seconded by Debbie Duffy, the Board unanimously approved the updates to the Employee Health Benefits with the following vote:

Yes: Debbie Duffy, Steve Kildoo

No: 0

Absent: 0

Recusal: Sylvia Harper, Casey Semrow, Anna McAfee

D. STS Audio and Bell Project

Kevin Humphrey reviewed the plan for board approval to upgrade the school's bell system, which will improve office-to-classroom communication and in-classroom communication.

Fiscal Impact: \$325,395.25

Moved by Steve Kildoo, seconded by Debbie Duffy, the Board unanimously approved the STS Audio and Bell Project with the following vote:

Yes: Debbie Duffy, Steve Kildoo

No: 0

Absent: 0

Recusal: Sylvia Harper, Casey Semrow, Anna McAfee

E. Job Descriptions

Kevin Humphrey presented the following job descriptions for board approval:

1. Community Outreach Specialist
2. HR Tech II
3. Information Specialist

Moved by Steve Kildoo, seconded by Debbie Duffy, the Board unanimously approved the updates to the Job Descriptions with the following vote:

Yes: Debbie Duffy, Steve Kildoo

No: 0

Absent: 0

Recusal: Sylvia Harper, Casey Semrow, Anna McAfee

Sylvia Harper, Casey Semrow, and Anna McAfee rejoined the meeting.

10. Board of Directors

A. Board of Directors 2025-2026 Calendar Adoption

Anna McAfee presented the 2025-26 Board Meeting Dates and Board Meeting Agenda Calendar for approval.

Moved by Debbie Duffy; second by Casey Semrow; the Board unanimously approved the 2025/26 Board Calendar with the following vote:

Yes: Anna McAfee, Debbie Duffy, Sylvia Harper, Casey Semrow, Steve Kildoo

No: 0

Absent: 0

B. SDCOE Annual Resolutions

Kevin Humphrey outlined the following SDCOE annual resolutions for board approval.

1. Designating Authorized Agent to Receive Mail and Pick up Warrants at the County Office- Resolution
No. 01-2025/2026

Moved by Sylvia Harper; second by Casey Semrow; Board unanimously approved SDCOE

Resolution No. 01-2025/2026 with the following vote:

Yes: Anna McAfee, Debbie Duffy, Sylvia Harper, Casey Semrow, Steve Kildoo

No: 0

Absent: 0

2. Payment Order Resolution No. 02-2025/2026

Moved by Sylvia Harper; second by Steve Kildoo; Board unanimously approved SDCOE Resolution No. 02-2025/2026 with the following vote:

Yes: Anna McAfee, Debbie Duffy, Sylvia Harper, Casey Semrow, Steve Kildoo

No: 0

Absent: 0

3. Designating Authorized Agent to Sign School Orders
(Commercial Warrants)- Resolution No.03-2025/2026

Moved by Sylvia Harper; second by Debbie Duffy; Board unanimously approved SDCOE Resolution No. 03-2025/2026 with the following vote:

Yes: Anna McAfee, Debbie Duffy, Sylvia Harper, Casey Semrow, Steve Kildoo

No: 0

Absent: 0

4. Authorization of Replacement of Warrants- Resolution No. 04-2025/2026

Moved by Casey Semrow; second by Steve Kildoo; Board unanimously approved SDCOE Resolution No. 04-2025/2026 with the following vote:

Yes: Anna McAfee, Debbie Duffy, Sylvia Harper, Casey Semrow, Steve Kildoo

No: 0

Absent: 0

5. Declaration of Need for Fully Qualified Educators- Resolution No. 05-2025/2026

Moved by Debbie Duffy; second by Casey Semrow; Board unanimously approved SDCOE Resolution No. 05-2025/2026 with the following vote:

Yes: Anna McAfee, Debbie Duffy, Sylvia Harper, Casey Semrow, Steve Kildoo

No: 0

Absent: 0

11. Consent Calendar

The purpose of the consent calendar motion is to expedite action on routine agenda items. All agenda action items that are not held for discussion at the request of a member of the audience or Board member will be approved as written as part of a single motion Consent Calendar Motion. No action items were held for discussion.

Moved by Steve Kildoo; second by Sylvia Harper; the Board unanimously approved the Consent Calendar with the following vote:

Yes: Anna McAfee, Debbie Duffy, Sylvia Harper, Casey Semrow

No: 0

Absent: Steve Kildoo

Consent Calendar

A. APPROVAL OF MINUTES

1. Board of Directors Minutes March 6, 2025

11. Communication from the Board

Anna McAfee reminded members of the opportunity to donate to the Board's senior laptop scholarship fund.

12. Future Board Meeting Dates

- Finance Committee Meeting June 3, 2025
- Regular Board Meeting June 12, 2025

13. Adjournment of Public Session


Anna McAfee adjourned the Public Session meeting at 5:49 p.m.

Guajome Park Academy
Instructional Materials Adoption Proposal Form

Subject area/department: Guajome Park Academy		Date: 6/10/25
Submitted by: Lindsay Arias		
Textbook: CommonLit		
Publisher: CommonLit	Year: Ongoing	Edition: N/A
Description (include which course/s and grade level/s the textbook is designed for): CommonLit is an online English Language Arts (ELA) curriculum that serves students in grades 6-12 <ul style="list-style-type: none"> • CommonLit has rigorous and engaging materials that support both teachers and students (online and printed) • The curriculum is frequently updated to reflect the more current reading and writing resources that align with current events and student interests 		
Rationale for selecting this textbook: CommonLit was originally designed for teachers by teachers. It was created as a free resource (still is), but with this adoption, we get so much more. From rigorous assessments to consistent support, CommonLit is a great, user friendly curriculum that provides teachers with the tools to be a reading teacher, a writing teachers, and a data analyst all by design.		
Does the textbook align with content standards? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No Have you reviewed/sampled the text? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Did you contact at least 3 other districts prior to selecting this text? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Please list districts contacted: Vista, Oceanside, San Marcos		
Describe the process for selecting this textbook (i.e. who was involved, what other textbooks were considered?): Teachers were asked to select curriculum to pilot. ILT and oversight administrator met with respective curriculum reps and chose programs to pilot based on the programs we felt would align with Guajome's needs as well as align with content standards. Feedback from English teachers was collected and discussed and a decision was made.		
Cost (include a detailed account of all costs including the cost of textbooks, supplemental materials, tax, shipping & handling): See Attached		
Reviewed by Instructional Lead:		Date:
Signature		

Please return completed form to Administrator of GPA.

To be completed by administration:

Reviewed by Administrator of GPA:	
Signature	Date:
Recommendation made by Instructional Leadership Team to Superintendent: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Date:	
Approved by Superintendent:	
Signature 	Date: 6-2-25
Adopted by GPA Board of Directors: <input type="checkbox"/> Yes <input type="checkbox"/> No	
Date:	



SCHOOL ESSENTIALS PRO PLUS

SY25-30

Prepared for Guajome Park Academy, CA on 2025-01-15

Grades 6-12
1 school building(s)

CommonLit Representative: Eryn Reighard, at eryn.reighard@commonlit.org

Quote for SY25-30

Package	Number of Schools	Length of contract	Cost per school per year	Total Cost
School Essentials PRO Plus	1 school(s)	5 years	\$5,750 / school / year <i>Including \$750 discount per school</i>	\$28,750

Payment Terms

Date	Payment Due
Net 30 from invoice date	100% of contract for SY25-30

Description of Services: CommonLit School Essentials PRO Plus

The CommonLit School Essentials PRO Plus package enables schools to implement CommonLit 360 for grades 6-12. CommonLit 360 is a full-year secondary English Language Arts curriculum ([EdReports Green rated for grades 6-8](#)) designed to support student growth in reading, writing, speaking, and listening. Our curriculum is grounded in research-based practices and is built around the idea that students learn best when they are engaged in meaningful, relevant, and challenging work. By providing educators with rigorous content and instructional support, CommonLit 360 enables students to reach their full potential.

School Essentials PRO Plus Pricing

CommonLit's standard per school price for the CommonLit School Essentials PRO Plus package is **\$6,500 per school per year**. This cost does not include in-person professional development sessions.

Service	Description
Professional Learning	<p>The dedicated Account Manager for Guajome Park Academy will provide strategic implementation support and planning for professional learning as it pertains to the CommonLit 360 Curriculum.</p> <p>The CommonLit School Essentials PRO Plus package includes four live, virtual professional development sessions per contract, per year. Sessions are up to 60 minutes and led by 1 facilitator. You can choose from sessions which cover the CommonLit Text Library, Target Lessons, and Assessment Series or our CommonLit 360 curriculum.</p> <p>Additionally, teachers and leaders will have unlimited access to our on-demand Professional Development Portal (featuring over 80 self-paced training modules) and ongoing CommonLit kickoff webinars that teachers can sign up to attend individually.</p> <p><i>Note: CommonLit's curriculum implementation support for CommonLit 360 does not include custom curriculum design or data analysis.</i></p>
Assessments & Data	<p>Teachers will gain access to CommonLit's Assessment Series and CommonLit 360's Unit Skills Assessments.</p> <p>The Assessment Series includes three easy-to use benchmark assessments (a Pre-, Mid-,</p>

	<p>and Post-Assessment) are standardized, grade-level exams. They are designed to assess the key grade-level standards that students will be practicing throughout the school year. The assessments are administered directly through CommonLit's online platform and provide instant data for teachers.</p> <p>Additionally, the CommonLit 360 curriculum includes two Unit Skills Assessments per unit. Unit Skills Assessments are standards-aligned assessments featuring cold read passages that are connected to the unit's theme, topic, and focus skills.</p> <p>School and district leaders will gain access to CommonLit's Administrator Data Dashboard to track student performance on all CommonLit 360 lessons, formative assessments, and benchmark assessments.</p>
Premium Support & Integrations	<p>Guajome Park Academy will have a dedicated Account Manager who will coordinate technical setup of accounts for the duration of the partnership.</p> <p>Guajome Park Academy can choose from our premium rostering and integration solutions to set-up accounts: Clever, ClassLink, Canvas LMS.</p> <p>The CommonLit User Support team is available for teachers and leaders via email through help@commonlit.org or live chat during business hours. As a partner, Guajome Park Academy will receive priority user support.</p>

Add-On Services

CommonLit knows that the needs of every school and district are different. In addition to our virtual professional development options, we offer on-site professional development for schools who prefer in person sessions. Our expert facilitators will bring hands-on learning to you. These sessions, designed for teams new to CommonLit 360, will set your teachers up for success. Over the course of one or two days, we'll introduce your team to best practices for the core components of our curriculum. We'll facilitate the targeted practice and supported planning time that your team will need to jumpstart strong implementation. Ask your CommonLit representative to learn more about our [On-Site Foundations Jumpstart and Advanced Day agendas](#).

On-Site Professional Development Pricing	Cost
One Facilitator <ul style="list-style-type: none"> • 6 hours of sessions • Groups of 1-35 	\$6,000 per day
Two or More Facilitators <ul style="list-style-type: none"> • 6 hours of sessions • Groups of 35+ • Recommend for: <ul style="list-style-type: none"> ○ mixed middle school and high school groups ○ districts who would like to run Foundations Jumpstart Sessions and Advanced Sessions simultaneously 	\$5,000 per facilitator per day

If scheduling a 2-day session, both days must be consecutive.

Novels

If you have any questions, please reach out to Eryn Reighard, at eryn.reighard@commonlit.org

Should your team teach all units in CommonLit 360, there are multiple units that feature a novel as a core text. These are not included on our website and will have to be purchased separately. Please [use this document](#) for a list of ISBN numbers for each novel for each grade.