

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, December 2024
Instructions are located at
<https://www.cde.ca.gov/re/lc/documents/budgetoverviewins2025.docx>

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Guajome Park Academy
CDS code:	37684523730942
LEA contact information:	Kevin Humphrey
Coming School Year:	2026-27
Current School Year:	2025-26

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

Projected General Fund Revenue for the 2026-27 School Year		Amount
Total LCFF funds	\$	18,183,196
LCFF supplemental & concentration grants	\$	3,389,525
All other state funds	\$	3,923,579
All local funds	\$	845,690
All federal funds	\$	1,205,478
Total Projected Revenue	\$	24,157,943
Total Budgeted Expenditures for the 2026-27 School Year		Amount
Total Budgeted General Fund Expenditures	\$	24,037,426
Total Budgeted Expenditures in the LCAP	\$	3,892,465
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	3,396,688
Expenditures not in the LCAP	\$	20,144,961
Expenditures for High Needs Students in the 2025-26 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	2,789,856
Actual Expenditures for High Needs Students in LCAP	\$	3,152,961

LCFF Budget Overview for Parents Narrative Responses Sheet

A prompt may display based on information provided in the Data Input tab. If a prompt displays the local educational agency must respond to the prompt.

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	We have a number of staffing positions and educational programs and curriculum that use general funds but are not accounted for in the LCAP
No response required.	
No response required.	

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Guajome Park Academy

CDS Code: 37684523730942

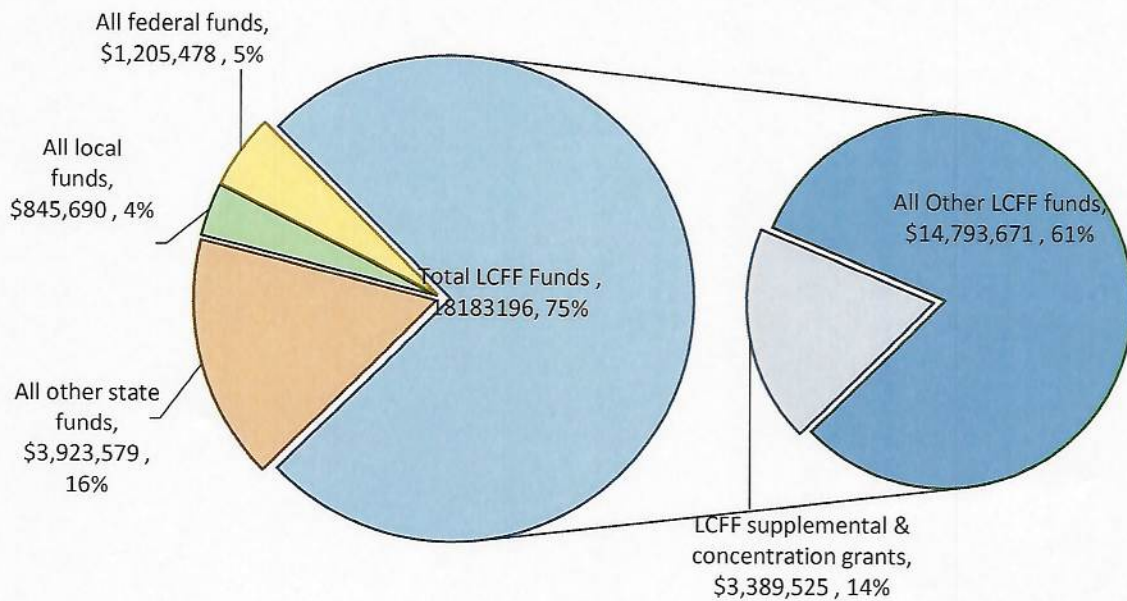
School Year: 2026-27

LEA contact information: Kevin Humphrey

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

Budget Overview for the 2026-27 School Year

Projected Revenue by Fund Source

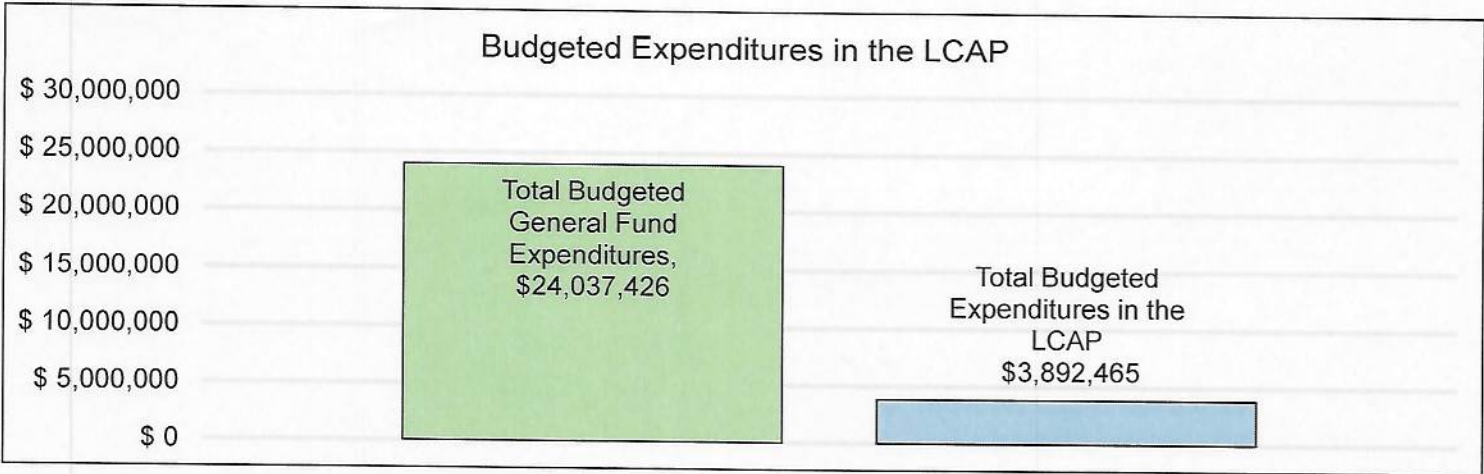


This chart shows the total general purpose revenue Guajome Park Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Guajome Park Academy is \$24,157,943.00, of which \$18,183,196.00 is Local Control Funding Formula (LCFF), \$3,923,579.00 is other state funds, \$845,690.00 is local funds, and \$1,205,478.00 is federal funds. Of the \$18,183,196.00 in LCFF Funds, \$3,389,525.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



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

The text description of the above chart is as follows: Guajome Park Academy plans to spend \$24,037,426.00 for the 2026-27 school year. Of that amount, \$3,892,464.85 is tied to actions/services in the LCAP and \$20,144,961.15 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

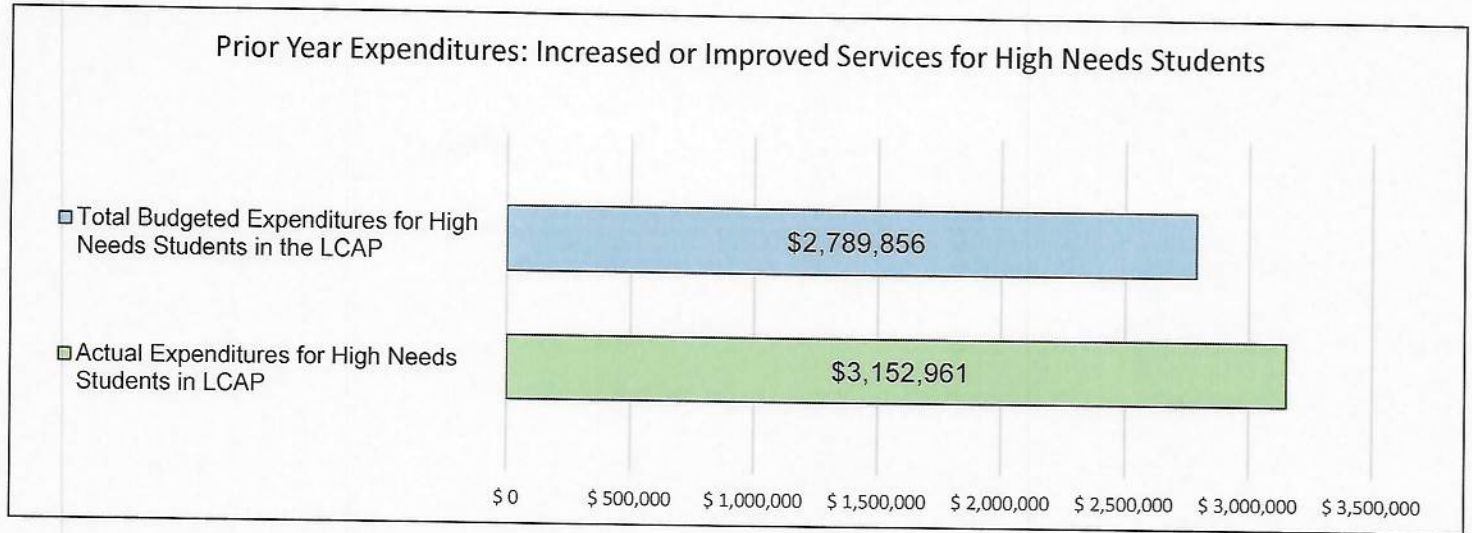
We have a number of staffing positions and educational programs and curriculum that use general funds but are not accounted for in the LCAP

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

In 2026-27, Guajome Park Academy is projecting it will receive \$3,389,525.00 based on the enrollment of foster youth, English learner, and low-income students. Guajome Park Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Guajome Park Academy plans to spend \$3,396,687.86 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Guajome Park Academy's LCAP budgeted \$2,789,856.13 for planned actions to increase or improve services for high needs students. Guajome Park Academy actually spent \$3,152,961.00 for actions to increase or improve services for high needs students in 2025-26.

Accessibility Information

This workbook contains 3 dynamic charts located in the 'Template' tab. The chart in cell A7 with the title "Projected Revenue by Fund Source", the full text description is located in cell A9. The chart in cell A11 with the title "Budgeted Expenditures in the LCAP", the full text description is located in cell A13. The chart in cell A16 with the title "Prior Year Expenditures: Increased or Improved Services for High Needs Students", the full text description is located in cell A18.

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	Kevin Humphrey Superintendent	humphreyke@guajome.net 760-631-8500

Plan Summary [2026-27]

General Information

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

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 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 77% 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.

Over the past year, Guajome Park Academy has demonstrated meaningful growth aligned to its Local Control and Accountability Plan (LCAP) goals, reflecting a focused commitment to student success, equity, and college and career readiness. Progress toward school climate and student support is evident through strengthened implementation of PBIS practices, expanded social-emotional supports, and intentional efforts to build a more inclusive campus culture. Student engagement and sense of belonging have improved as a result of these targeted actions.

In the area of college and career readiness, Guajome has expanded opportunities for students to explore postsecondary pathways. Increased access to counseling, dual enrollment, and career exploration experiences—such as guest speakers and real-world learning opportunities—has better prepared students for life beyond high school. Partnerships with higher education institutions and workforce organizations have also contributed to stronger, more clearly defined pathways.

With respect to equity and academic achievement, the school has deepened its use of data to identify and address learning gaps among student groups. Targeted interventions, expanded academic supports, and a continued emphasis on engaging instructional practices have helped improve outcomes for historically underserved students. Efforts to ensure equitable access to resources and rigorous coursework remain central to this work.

Overall, Guajome's growth reflects a strategic and student-centered approach to achieving its LCAP goals. By aligning resources, strengthening programs, and maintaining a clear focus on continuous improvement, the school continues to build a strong foundation for sustained success and positive student outcomes.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Surveys, board meetings, family events, meet and greets, food distributions, school site council, focus groups
Students	Surveys, board meetings, family events, meet and greets, food distributions, school site council, focus groups
Teachers	Surveys, board meetings, family events, meet and greets, food distributions, school site council, focus groups
Classified Staff	Surveys, board meetings, family events, meet and greets, food distributions, school site council, focus groups
Community Members	Surveys, board meetings, family events, meet and greets, food distributions, school site council, focus groups

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
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 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 (PBI)	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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
1.1	Meet Quarterly to develop school safety protocols with	We meet twice a year and it is just staff.	We met quarterly this year.	We met just twice this year	4 meetings will have taken place	We met the goal in year one but not in year 2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	stakeholders including students, staff, and parents.				for three straight years.	
1.2	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 subgroups in red.	We have seen a significant decrease in suspensions.	We are on pace for another decrease	Less than 5% of student population has been suspended and there are 0 student subgroups in red.	We have seen a significant decrease in suspensions.
1.3	All staff will receive at least on training per year that focuses on Tier 1 interventions that include but are not limited to conflict resolution, restorative practices, trauma inform practices, and cultural competency.	All staff have undergone at least one training.	All staff have undergone at least one training.	All staff continue to undergo at least one training	Staff will have undergone at least three specific trainings that focus on Tier 1 interventions.	All staff have undergone at least one training.

Goal Analysis [2025-26]

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

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

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

A description of the effectiveness or ineffectiveness of the specific actions to date 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. We need to ensure we are planned out to meet as a safety committee on a quarterly basis

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

No changes

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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.		Yes
1.2	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.		Yes
1.3	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 2025-26 Local Control and Accountability Plan Annual Update https://api.mycdeconnect.org/reports/lcap/25-26?id=49b381c3-d888-4cae-905a-17e57b5d9936f8/21/2025 8:32:53 AM] Action #3 Implement Positive Behavior Interventions and Supports (PBIS) addressing challenging behaviors in a proactive and supportive manner. Emphasize 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.		Yes

Action #	Title	Description	Total Funds	Contributing
1.4	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.		Yes

Goals and Actions

Goal

Goal #	Description	Type of 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 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.	Broad Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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
2.1	Develop a K-12 career pathway articulation that includes pathway exposure, strength and	We do not currently have a plan for implementation.	We have met to develop a plan for articulation.	We have begun implementing aspects of the plan	Develop and implement a K12 career pathway articulation that	We have begun implementation.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	interest finding, and career planning and goal setting.				includes pathway exposure, strength and interest finding, and career planning and goal setting.	
2.2	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.	Goal was reached in year 1 and maintained in year 2	An increase in partnerships with post secondary universities and organizations that will help develop career and college partnerships for our students.	We are now partnering with UCSD on multiple educational fronts.
2.3	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.	We have begun to gather data from California Colleges	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 [2025-26]

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

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

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

A description of the effectiveness or ineffectiveness of the specific actions to date 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. We have begun to implement strategies that have come out of the UCSD partnership and we have begun to analyze data received from California Colleges.

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

No changes were made.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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.		Yes
2.2	Strengthen Partnerships with	Forge partnerships with local colleges, universities, and vocational training programs to create seamless pathways from high school to postsecondary		Yes

Action #	Title	Description	Total Funds	Contributing
	Higher Education Institutions	education or career training. Establish articulation agreements, dual enrollment programs, and internship opportunities to facilitate academic and career transitions for students.		
2.3	Integrate WorkBased 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.		Yes
2.4	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.		Yes

Goals and Actions

Goal

Goal #	Description	Type of 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 projectbased learning and hands-on activities, to increase student motivation and make learning relevant.	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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
3.1	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.	The system is being implemented	Math and ELA teachers have a method to track yearly student	We have developed and implementeda

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	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 continue to move down our ELL Roadmap.	ELL road map was updated	An updated ELL roadmap has been completed and implemented.	ELL roadmap has been updated
3.3	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 year 2	Tutoring at beneficial times has been provided for students	A documented systematic, tiered level of support plan has been developed and implemented as it relates to targeted support for math for our students.	Services have increased

Goal Analysis [2025-26]

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

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

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

A description of the effectiveness or ineffectiveness of the specific actions to date 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, target 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
3.1	Utilize Verified Data for Student Growth Monitoring	Establish a system for collecting, analyzing, and utilizing verified data to monitor student growth and inform instructional decisionmaking. 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.		Yes
3.2	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 instruction, even in transient living situations.		Yes
3.3	Promote Engaging Instructional Practices	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. Provide professional development opportunities and resources to support teachers in implementing these engaging instructional strategies effectively.		Yes

Action #	Title	Description	Total Funds	Contributing
3.4	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.		Yes

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

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

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
	0.000%	\$0.00	

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 #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Implement Comprehensive Safety Protocols Need: A safe and consistent learning environment Scope: LEA-wide	Implement Comprehensive Safety Protocols	Reduction or elimination of incidents
1.2	Action:	Implementing comprehensive safety protocols	Frequency of meetings

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Provide Ongoing Staff Training Need: To learn in a safe and consistent learning environment Scope: LEA-wide		
1.3	Action: Implement Positive Behavior Interventions and Supports (PBIS) Need: Creation of additional student interventions Scope: LEA-wide	Additional interventions will create a safe campus for all students	Fewer suspensions
1.4	Action: Foster a Sense of Belonging and Inclusion: Need: A safe and positive learning environment Scope: LEA-wide	Creates an environment that increases belonging	Decrease in bullying
2.1	Action: Comprehensive Career Exploration Program Need: Relevant and future-ready educational plan	It will help them overcome institutional barriers	Increase in the IB CP program

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.2	Action: Strengthen Partnerships with Higher Education Institutions Need: Increased career opportunities Scope: LEA-wide	More college options have been provided	More students attending post secondary institutions
2.3	Action: Integrate WorkBased Learning Opportunities Need: A relevant educational experience that allows all students to engage Scope: LEA-wide	Students experience real world learning opportunities	6 essential skills addressed in the day to day lessons
2.4	Action: Address Equity Gaps in Access and Achievement Need: Increased students' academic performance Scope: LEA-wide	Allows us to address barriers to learning for all students	Data Dashboard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.1	Action: Utilize Verified Data for Student Growth Monitoring Need: More data points to measure student growth Scope: LEA-wide	This will provide us with more data points to measure student growth	Multiple measures have been developed
3.3	Action: Promote Engaging Instructional Practices Need: Engaging lessons Scope: LEA-wide	Students will become more active learners	Increased student participation
3.4	Action: Provide Targeted Support for English Language Learners (ELLs) Need: Strategies that focus on language acquisition techniques Scope: LEA-wide	These strategies are effective for all learners	Improved ELA scores

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	Action: Implement Positive Behavior Interventions and Supports (PBIS) Need: Creation of additional student interventions Scope: Limited to Unduplicated Student Group(s)	Additional interventions will create a safe campus for all students	Fewer suspensions
3.2	Action: Provide Targeted Math Support for Homeless Students Need: More tutoring opportunities Scope: Limited to Unduplicated Student Group(s)	Students will receive more guided practice	Program participation

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.

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

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant		2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover—Percentage from Prior Year	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 18,183,196 \$		3,399,525	18.641%	0.000%	18.641%	\$	0.000%	10.146%	Total:	\$ 1,844,862
									LEA-wide Total:	\$ -
									Limited Total:	\$ -
									Schoolwide Total:	\$ 1,844,862

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	Schoolwide	All	Guajome	\$ 393,512	0.000%
1	2	Provide Ongoing Staff Training	Yes	Schoolwide	All	Guajome	\$ 252,385	0.000%
1	3	Implement Positive Behavior Interventions &	Yes	Schoolwide	All	Guajome	\$ 293,036	0.000%
1	4	Foster a Sense of Belonging and Inclusion	No	Schoolwide		Guajome	\$ -	0.000%
2	1	Comprehensive Career Exploration Program	Yes	Schoolwide	All	Guajome	\$ -	0.000%
2	2	Strengthen Partnerships with Higher Education	Yes	Schoolwide	All	Guajome	\$ 15,840	0.000%
2	3	Integrate Work-Based Learning Opportunities	Yes	Schoolwide	All	Guajome	\$ 238,459	0.000%
2	4	Address Equity Gaps in Access and Achievement	Yes	Schoolwide	All	Guajome	\$ -	0.000%
3	1	Utilize Verified Data for Student Growth Monitoring	Yes	Schoolwide	All	Guajome	\$ 355,850	0.000%
3	2	Provide Targeted Math Support for Homeless	Yes	Schoolwide	All	Guajome	\$ 1,486	0.000%
3	3	Promote Engaging Instructional Practices	Yes	Schoolwide	All	Guajome	\$ 303,295	0.000%
3	4	Provide Targeted Support for English Language Learners	Yes	Schoolwide	All	Guajome	\$ -	0.000%

2026-27 Annual Update Table

Totals:		Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)	
Totals:		\$ 3,892,464.87	\$	-

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Implement Comprehensive Safety Protocols	Yes	\$ 383,512	\$ -
1	2	Provide Ongoing Staff Training	Yes	\$ 252,385	\$ -
1	3	Implement Positive Behavior Interventions and Supports (PBIS)	Yes	\$ 293,036	\$ -
1	4	Foster a Sense of Belonging and Inclusion	No	\$ 495,777	\$ -
2	1	Comprehensive Career Exploration Program	Yes	\$ 514,464	\$ -
2	2	Strengthen Partnerships with Higher Education Institutions	Yes	\$ 15,840	\$ -
2	3	Integrate Work-Based Learning Opportunities	Yes	\$ 238,459	\$ -
2	4	Address Equity Gaps in Access and Achievement	Yes	\$ 476,987	\$ -
3	1	Utilize Verified Data for Student Growth Monitoring	Yes	\$ 356,850	\$ -
3	2	Provide Targeted Math Support for Homeless Students	Yes	\$ 1,486	\$ -
3	3	Promote Engaging Instructional Practices	Yes	\$ 303,295	\$ -
3	4	Provide Targeted Support for English Language Learners (ELLs)	Yes	\$ 560,375	\$ -

2026-27 Contributing Actions Annual Update Table

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)
\$ -	\$ 1,844,862	\$ -	\$ 1,844,862	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Implement Comprehensive Safety Protocols	Yes	\$ 383,512		0.000%	0.000%
1	2	Provide Ongoing Staff Training	Yes	\$ 252,385		0.000%	0.000%
1	3	Implement Positive Behavior Interventions and Supports (PBIS)	Yes	\$ 293,036		0.000%	0.000%
1	4	Foster a Sense of Belonging and Inclusion	No	\$ -	\$ -	0.000%	0.000%
2	1	Comprehensive Career Exploration Program	Yes	\$ -		0.000%	0.000%
2	2	Strengthen Partnerships with Higher Education Institutions	Yes	\$ 15,840		0.000%	0.000%
2	3	Integrate Work-Based Learning Opportunities	Yes	\$ 238,459		0.000%	0.000%
2	4	Address Equity Gaps in Access and Achievement	Yes	\$ -		0.000%	0.000%
3	1	Utilize Verified Data for Student Growth Monitoring	Yes	\$ 356,850		0.000%	0.000%
3	2	Provide Targeted Math Support for Homeless Students	Yes	\$ 1,486		0.000%	0.000%
3	3	Promote Engaging Instructional Practices	Yes	\$ 303,295		0.000%	0.000%
3	4	Provide Targeted Support for English Language Learners (ELLs)	Yes	\$ -		0.000%	0.000%

2026-27 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ -	\$ -	0.000%	0.000%	\$ -	0.000%	0.000%	\$ -	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 3,291,155.45	\$ 3,676,261.43

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Implement Comprehensive Safety Protocols	Yes	\$ 365,320	\$ 370,894
1	2	Provide Ongoing Staff Training	Yes	\$ 202,818	\$ 251,875
1	3	Implement Positive Behavior Interventions and Supports (PBIS)	Yes	\$ 201,019	\$ 207,053
1	4	Foster a Sense of Belonging and Inclusion	No	\$ 501,303	\$ 523,300
2	1	Comprehensive Career Exploration Program	Yes	\$ 487,450	\$ 485,499
2	2	Strengthen Partnerships with Higher Education Institutions	Yes	\$ 16,015	\$ 15,129
2	3	Integrate Work-Based Learning Opportunities	Yes	\$ 168,781	\$ 230,301
2	4	Address Equity Gaps in Access and Achievement	Yes	\$ 232,698	\$ 234,665
3	1	Utilize Verified Data for Student Growth Monitoring	Yes	\$ 378,158	\$ 353,149
3	2	Provide Targeted Math Support for Homeless Students	Yes	\$ 15,788	\$ 15,744
3	3	Promote Engaging Instructional Practices	Yes	\$ 313,336	\$ 314,338
3	4	Provide Targeted Support for English Language Learners (ELLs)	Yes	\$ 408,470	\$ 674,315
				\$ -	\$ -

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals				0.000%	

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Targeted Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Guajome Learning Centers K-12									
	1.2	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Guajome Learning Centers K-12									
1	1.3	Utilize Verified Data to Measure Student Growth	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Guajome Learning Centers K-12									
2	2.1	Internships and Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Guajome Learning Centers K-12									
2	2.2	Stakeholder Workshops	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Guajome Learning Centers K-12									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Improved access to career and college readiness support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Guajome Learning Centers K-12									
3	3.1	Increase stakeholder participation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Guajome Learning Centers K-12									
3	3.2	Improve Communication	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools Specific Schools: Guajome Learning Centers K-12									
3	3.3	Stakeholder Advisory Group	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools Specific Schools: Guajome Learning Centers K-12									

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
			0.000%			0.000%	0.000 %	Total:	
								LEA-wide Total:	
								Limited Total:	
								Schoolwide Total:	

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	1.1	Targeted Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Guajome Learning Centers K-12		
1	1.2	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Guajome Learning Centers K-12		
1	1.3	Utilize Verified Data to Measure Student Growth	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Guajome Learning Centers K-12		
2	2.1	Internships and Partnerships	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Guajome Learning Centers K-12		

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage from Prior Year	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals		\$3,034,343.00		0.0000%	

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Planned Percentage of Improved Services
1	1.1	Implement Comprehensive Safety Protocols	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Guajome Park Academy K-12								
1	1.2	Provide Ongoing Staff Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Guajome Park Academy K-12								
1	1.3	Implement Positive Behavior Interventions and Supports (PBIS)	English Learners Foster Youth Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Guajome Park Academy K-12								
1	1.4	Foster a Sense of Belonging and Inclusion:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Guajome Park Academy K-12								
2	2.1	Comprehensive Career Exploration Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Guajome Park Academy K-12								

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Strengthen Partnerships with Higher Education Institutions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Guajome Park Academy K-12									
2	2.3	Integrate WorkBased Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Guajome Park Academy K-12									
2	2.4	Address Equity Gaps in Access and Achievement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Guajome Park Academy K-12									
3	3.1	Utilize Verified Data for Student Growth Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Guajome Park Academy K-12									
3	3.2	Provide Targeted Math Support for Homeless Students	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools Specific Schools: Guajome Park Academy K-12									
3	3.3	Promote Engaging Instructional Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Guajome Park Academy K-12									
3	3.4	Provide Targeted Support for English Language Learners (ELLs)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Guajome Park Academy K-12									

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
	\$3,034,343.00		0.000%		\$0.00	0.000%	0.000 %	Total:	\$0.00
								LEA-wide Total:	\$0.00
								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	1.1	Implement Comprehensive Safety Protocols	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Guajome Park Academy K-12			
1	1.2	Provide Ongoing Staff Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Guajome Park Academy K-12			
1	1.3	Implement Positive Behavior Interventions and Supports (PBIS)	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income				
1	1.4	Foster a Sense of Belonging and Inclusion:	Yes	LEA-wide	English Learners Foster Youth Low Income				
2	2.1	Comprehensive Career Exploration Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Guajome Park Academy			

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Strengthen Partnerships with Higher Education Institutions	Yes	LEA-wide	English Learners Foster Youth Low Income	K-12 All Schools Specific Schools: Guajome Park Academy K-12		
	2.3	Integrate WorkBased Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Guajome Park Academy K-12		
	2.4	Address Equity Gaps in Access and Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Guajome Park Academy K-12		
3	3.1	Utilize Verified Data for Student Growth Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Guajome Park Academy K-12		
3	3.2	Provide Targeted Math Support for Homeless Students	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools Specific Schools: Guajome Park Academy K-12		
3	3.3	Promote Engaging Instructional Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Guajome Park Academy K-12		
3	3.4	Provide Targeted Support for English Language Learners (ELLs)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Guajome Park Academy K-12		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
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2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)		4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
		\$0.00	\$0.00	\$0.00	0.000%	0.000%	0.000%
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services ?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.000%	\$0.00	0.000%	0.000%	\$0.00	0.000%