

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Palm Lane Global Academy

CDS Code: 30-66423-6027379

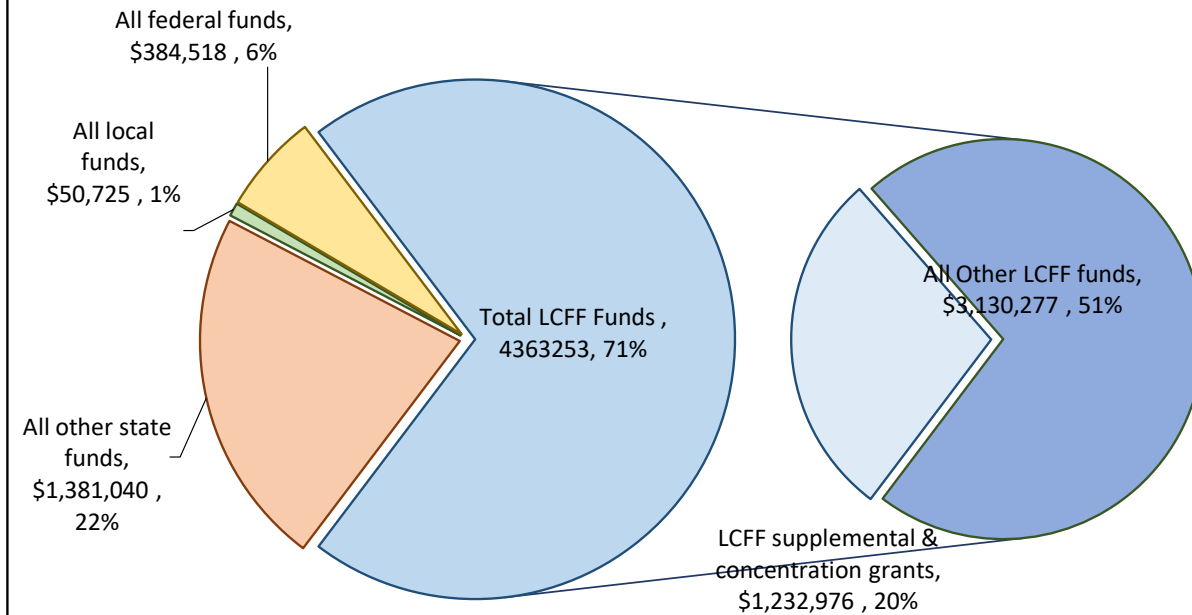
School Year: 2025-26

LEA contact information: Debby Prado, Principal, dprado@vistacharterps.org, 657-213-8980

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 2025-26 School Year

Projected Revenue by Fund Source

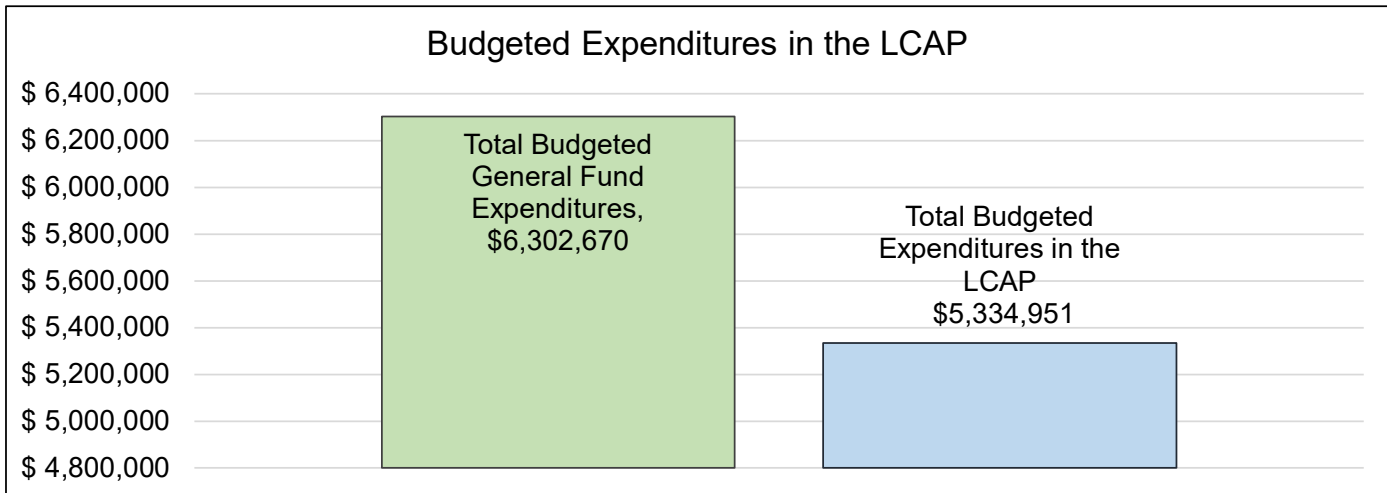


This chart shows the total general purpose revenue Palm Lane Global Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Palm Lane Global Academy is \$6,179,536.00, of which \$4,363,253.00 is Local Control Funding Formula (LCFF), \$1,381,040.00 is other state funds, \$50,725.00 is local funds, and \$384,518.00 is federal funds. Of the \$4,363,253.00 in LCFF Funds, \$1,232,976.00 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 Palm Lane Global Academy plans to spend for 2025-26. 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: Palm Lane Global Academy plans to spend \$6,302,670.00 for the 2025-26 school year. Of that amount, \$5,334,951.00 is tied to actions/services in the LCAP and \$967,719.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

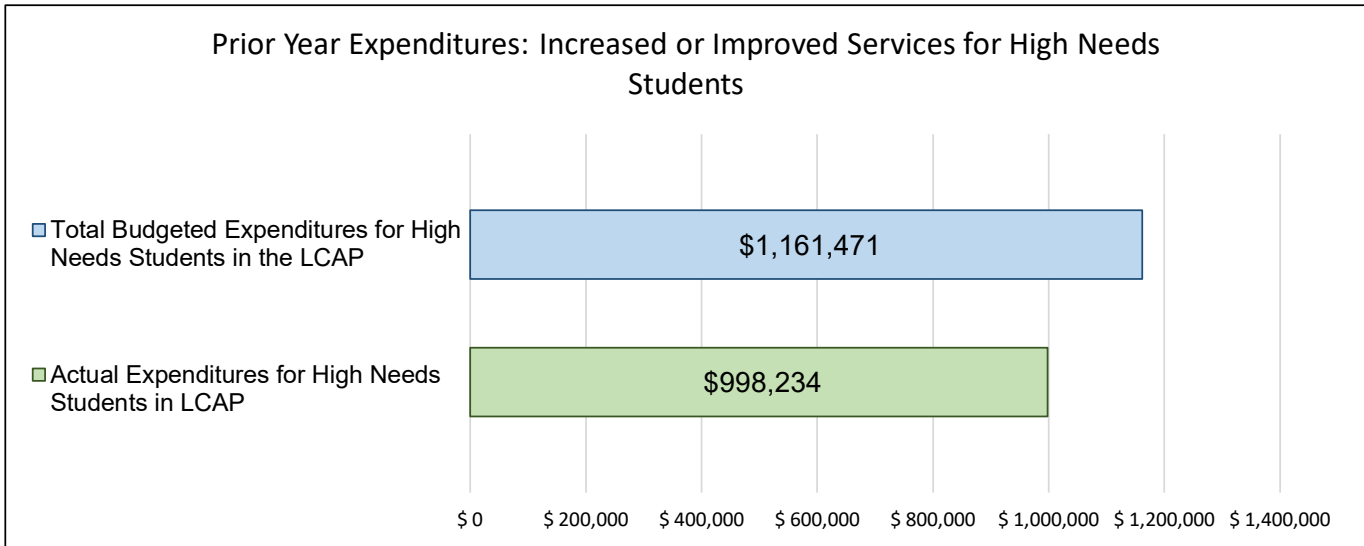
There are several items not included in the LCAP: shared costs for other home office and district wide positions, student and staff advertising and recruitment, school equipment and furniture, office supplies, school lunch program, etc.

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

In 2025-26, Palm Lane Global Academy is projecting it will receive \$1,232,976.00 based on the enrollment of foster youth, English learner, and low-income students. Palm Lane Global Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Palm Lane Global Academy plans to spend \$1,232,976.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Palm Lane Global Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Palm Lane Global 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 2024-25, Palm Lane Global Academy's LCAP budgeted \$1,161,471.00 for planned actions to increase or improve services for high needs students. Palm Lane Global Academy actually spent \$998,234.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of \$163,237.00 had the following impact on Palm Lane Global Academy's ability to increase or improve services for high needs students:

The original budget and expenditures in the LCAP were for a higher enrollment, the budgeted expenditures ended up being higher than the final S&C funding amount for the year. The school exceeded its required % of improved services for the year. With that said, with the lower funding there were less expenditures in the following areas: Conference PD travel, books and reference materials, educational fieldtrips, and TA costs came in lower than budgeted.

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
Palm Lane Global Academy	Debby Pardo, Principal	dprado@vistacharterps.org (657) 213-8980

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.

Palm Lane Global Academy (PLGA) is a public charter school established in 2018 and authorized by the Orange County Department of Education (OCDE). We serve 288 students in grades TK-6, operating as one of six charter schools under the Vista Charter Public Schools (VCPS) Governing Board in Southern California.

Our diverse student body reflects the communities we serve, with 81% Hispanic students, 6% African American, 5% White, 2% Filipino, and 1% Asian students. The school primarily serves students who face significant educational challenges, including 36% English Learners (EL), 16% Students with Disabilities (SED), 77% Socioeconomically Disadvantaged (SED), and 0.3% Homeless Youth.

Mission and Vision

Mission: To create a transformative TK-6 learning experience that is engaging, globally oriented, and builds a strong STEAM foundation for college and career readiness. We provide quality education for all students by focusing on both heart and mind as critical tools of student engagement.

Vision: To close the achievement gap for our targeted population—predominantly low-income and historically underserved students—while addressing the growing opportunity gap. Our compassionate community of global learners develops students' knowledge, skills, attitudes, behaviors, aspirations, and beliefs for success in the 21st century economy.

Educational Approach

Comprehensive Student Support

PLGA embraces a holistic approach grounded in the belief that all students can thrive when provided appropriate support and opportunities. Our educational model integrates academic excellence with social-emotional development through a sophisticated, data-driven support system.

Our Coordination of Scholar Support Services Team (COSST) enables teachers to identify and refer students needing additional support in reading and mathematics. Struggling students receive targeted interventions through individualized and small-group instruction during the school day without disrupting regular classroom participation. We also offer a comprehensive after-school tutoring program focusing on reading and

math that is available to all students. Additionally, our dedicated budget maintains instructional aides across all grade levels to provide individualized attention to students who need it most.

Inclusive Education Model

We take pride in our full inclusion model for Students with Disabilities, reflecting our core belief that all students—especially EL and SWD—can flourish in inclusive environments with appropriate supports. Research demonstrates that integration in general education settings allows students to model language, behavior, and academic skills from their peers, enhancing learning while fostering belonging and community that positively impacts social-emotional development.

Community School Initiative

CA Community Schools Partnership Program (CCSPP): PLGA was awarded the prestigious CCSPP Implementation Grant (Cohort IV), a five-year grant that provides critical resources to strengthen our Multi-Tiered System of Supports (MTSS) and expand services to students and families.

The grant supports several key areas:

- **Staff Development:** The funding provides instructional coaches and comprehensive professional development to strengthen our instructional program and build capacity among our educators and Instructional Leadership Team (ILT).
- **Community Coordination:** The grant will partially fund a Community Schools Coordinator who will co-lead our Attendance Team and initiatives while seeking partnerships with community-based organizations and agencies to support student and family needs.
- **Enhanced Services:** These resources enable us to expand our support services and create stronger connections between our school and the broader community.

Strategic Planning and Accountability: PLGA has developed a one-year Local Control and Accountability Plan (LCAP) with newly revised goals and actions that align to the school's mission, the CA Community Schools Framework, MTSS, and CA School Dashboard performance indicators. The LCAP metrics have been revised to align with CDE required metrics, ensuring comprehensive accountability and continuous improvement in student outcomes. PLGA is not eligible to receive Equity Multiplier Funds; but will expend Learning Recovery Emergency Block Grant (LREBG) Funds in the 2025-26 school year.

Transformative Community School Model: Our community school vision weaves together educational excellence, community engagement, and comprehensive support systems to ensure every student thrives. This approach represents our commitment to educational equity and whole-child development, recognizing that academic success is inextricably linked to student well-being and community involvement.

PLGA aims to revolutionize traditional education by creating an integrated ecosystem where learning, support services, and community engagement converge. We envision our school serving as both an educational institution and a community hub where students receive high-quality instruction enhanced by comprehensive wrap-around support services, families access resources and educational opportunities with meaningful engagement in their children's education, and deep collaboration with community partners addresses both academic and non-academic barriers to learning. This environment enables educators, staff, administrators, and families to innovate and collaborate effectively, ensuring that PLGA serves not just as a school, but as a cornerstone of community transformation and student success.

Reflections: Annual Performance

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

The following table reflects Palm Lane Global Academy’s (PLGA) performance on the **2023 California School Dashboard**, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Red	Blue	N/A	Orange	Orange
English Learners	Orange	Red	Blue	N/A	Orange	Orange
Foster Youth	N/A	--	--	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	Red	Blue	N/A	Orange	Orange
Students with Disabilities	N/A	Red	Blue	N/A	--	--
African American	N/A	--	--	N/A	N/A	N/A
Asian	N/A	--	--	N/A	N/A	N/A
Filipino	N/A	--	--	N/A	N/A	N/A
Hispanic	N/A	Red	Blue	N/A	Yellow	Orange
White	N/A	--	--	N/A	--	--
Two or More Races	N/A	--	--	N/A	N/A	N/A

PLGA received a RED performance level for the Chronic absenteeism Indicator for all students and the following student groups: English Learners (EL), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic. Through implementation of robust attendance monitoring and support systems, PLGA achieved significant improvement, reducing chronic absenteeism rates from 46% (2022-23) to 36.1% (2023-24), resulting in a YELLOW performance level on the 2024 Dashboard for all students. Building on this progress, PLGA will continue strengthening comprehensive SEL and mental health supports to further improve student outcomes, engagement, and school climate.

2024 CA SCHOOL DASHBOARD

The following table reflects Palm Lane Global Academy's (PLGA) performance on the **2024 California School Dashboard**, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Yellow	Blue	N/A	Yellow	Yellow
English Learners	Red	Orange	Blue	N/A	Orange	Yellow
Long-Term English Learners	--	--	--	N/A	--	--
Foster Youth	N/A	--	--	N/A	N/A	N/A
Homeless	N/A	--	--	N/A	N/A	--
Socioeconomically Disadvantaged	N/A	Yellow	Blue	N/A	Yellow	Yellow
Students with Disabilities	N/A	Orange	Blue	N/A	--	--
African American	N/A	--	--	N/A	--	--
American Indian or Alaska Native	N/A	--	--	N/A	N/A	N/A
Asian	N/A	--	--	N/A	N/A	N/A
Filipino	N/A	--	--	N/A	N/A	--
Hispanic	N/A	Yellow	Blue	N/A	Yellow	Yellow
White	N/A	--	--	N/A	--	--
Two or More Races	N/A	--	--	N/A	N/A	N/A

English Learner Progress Indicator (ELPI): Needs Assessment

Palm Lane Global Academy (PLGA) serves 291 students in grades TK-6, with 38% English Learners representing a significant portion of the student population. The 2024 CA School Dashboard reveals critical performance gaps for English Learners, with **RED performance in English Learner Progress Indicator (ELPI)** and **Orange performance in ELA Academic Indicator**, necessitating immediate and comprehensive intervention.

Areas of Strength

Academic Support Infrastructure

- PLGA has established a robust Coordination of Scholar Support Services Team (COSST) that provides systematic referral and intervention processes, currently 48 students with individualized support during the school day. The school's comprehensive tutoring services have demonstrated remarkable growth, expanding from 70 students in 2023-24 to 135 students in 2024-25, indicating both growing capacity and increasing demand for academic support.
- The school operates under a full inclusion educational model for all students, including English Learners, which research demonstrates provides valuable peer modeling opportunities for language, behavior, and academic skill development. This approach is supported by seven dedicated instructional aides who provide targeted small-group instruction across all grade levels, receiving biweekly coaching from instructional staff to ensure quality implementation.

Demonstrated Growth Metrics

- English Learner students have shown significant improvement in reading proficiency, advancing from only 3% demonstrating grade-level proficiency in fall to 24% in spring as measured by iReady diagnostics. Similarly impressive gains occurred in vocabulary development, where EL proficiency increased from 7% to 22% during the school year. The data reveals a 25% decrease in students performing two or more grade levels below proficiency, while 26% of EL students met stretch growth targets and 56% achieved typical growth expectations.

Community Engagement Framework

- The establishment of the CCSPP Steering Committee has created a collaborative structure that meaningfully includes educational partners, parents, students, and community members in decision-making processes. Active participation in the District English Language Advisory Committee (DELAC) ensures regular family input on EL progress and needs, while partnerships with culturally relevant organizations and bilingual communication systems demonstrate the school's commitment to cultural responsiveness.

Identified Needs

- **Academic Performance Gaps:** The RED status on the English Learner Progress Indicator reflects minimal advancement in English proficiency levels despite intervention efforts. The Orange performance level in English Language Arts, with a Distance from Standard of -42.9, indicates continued underperformance that requires immediate attention. Low reclassification rates suggest that current interventions are insufficient to move students toward English proficiency, while reading comprehension deficits continue to prevent access to grade-level content across all subject areas.
- **Instructional Delivery Challenges:** Current core instruction lacks sufficient differentiation to address the diverse learning needs of English Learner students. The implementation of both designated and integrated English Language Development instruction remains inconsistent across classrooms and grade levels. A significant gap exists between formative growth measures, such as iReady assessments, and summative performance on state assessments, suggesting that internal improvements are not translating to standardized measure success. Additionally, systematic academic vocabulary and language structure instruction across content areas requires strengthening to support student access to grade-level curriculum.

- **Professional Development Requirements:** Teachers need enhanced capacity in evidence-based English language acquisition methodologies and sheltered instruction techniques. Insufficient structured collaboration time between general education, ELD, and support staff limits the coordination necessary for effective language development programming. Enhanced data analysis skills are needed to support formative assessment practices and data-driven instructional adjustments. Professional development in culturally and linguistically responsive teaching strategies would strengthen the school's ability to serve its diverse English Learner population effectively.
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Root Cause Analysis

Primary Root Causes

- **Instructional Capacity Gaps** represent the most significant barrier to English Learner success. Teachers lack specialized training in sheltered instruction techniques that enable simultaneous language and content development. This results in teaching approaches that fail to maintain academic rigor while providing appropriate language scaffolds, ultimately limiting student access to grade-level curriculum and slowing language acquisition progress.
 - **Systemic ELD Implementation Barriers** prevent consistent delivery of evidence-based language development instruction. The lack of systematic integration of language objectives into content instruction, combined with minimal coordination between content teachers and language development specialists, creates fragmented support for English Learners across their school experience.
 - **Assessment and Progress Monitoring Limitations** contribute to the disconnect between internal growth measures and external performance indicators. Insufficient formative assessment practices specific to language development, coupled with limited use of language proficiency data to inform instructional planning, prevent teachers from making necessary real-time adjustments to support student progress.
 - **Resource Allocation Inefficiencies** manifest in inadequate specialized instructional materials for language development, limited access to technology and digital resources supporting multilingual learners, and insufficient human resources dedicated specifically to ELD instruction.
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Resource Inequities

- **Instructional Materials and Curriculum:** The school faces significant gaps in access to high-quality designated ELD curricula and supplemental materials specifically designed for English language development. Unequal access to digital language learning platforms and adaptive software limits opportunities for personalized language practice and development. Limited formative assessment resources specifically designed for English language proficiency monitoring prevents teachers from accurately tracking student progress and adjusting instruction accordingly.
- **Professional Development and Support:** Uneven access to specialized ELD professional development opportunities creates disparities in teacher capacity across the school. Insufficient instructional coaching specifically focused on language development strategies limits ongoing support for classroom implementation. The lack of structured planning time for coordinated EL support across departments prevents the systematic approach necessary for effective language development programming.
- **Staffing and Expertise:** The need for a dedicated ELD instructional coach or coordinator represents a critical gap in specialized leadership for English Learner programming. Limited bilingual support staff affects the school's ability to facilitate effective home-school communication and support student transitions. Insufficient specialized reading interventionists with EL expertise limits the intensity and specificity of support

2025-26 Action Plan

1. Strengthen Instructional Delivery for English Learners

The primary objective focuses on increasing EL academic achievement through enhanced instructional practices and systematic ELD implementation. The school will implement a comprehensive ELD training initiative for all K-6 teachers, emphasizing both integrated and designated ELD strategies aligned with current research on effective language development practices.

A new ELD Instructional Coach position will provide ongoing classroom support and model effective language development practices through regular coaching cycles and demonstration lessons. The adoption and implementation of a structured literacy framework, including MyView for grades K-5 and MyPerspectives for 6th grade, will ensure systematic and evidence-based language and literacy instruction with specific ELD components integrated throughout.

Monthly cross-departmental planning sessions between general education, ELD, and support staff will establish the collaborative structures necessary for coordinated student support. These sessions will focus on aligning language objectives with content standards and developing consistent approaches to scaffolding instruction for English Learners.

The implementation timeline includes intensive teacher professional development during summer 2025, ELD Coach position launch in September 2025, monthly collaborative planning sessions throughout the year, and ongoing classroom coaching cycles to support sustained implementation of new practices.

2. Implement Comprehensive MTSS Framework for EL Students

This objective centers on developing a systematic Multi-Tiered System of Supports specifically addressing the academic, linguistic, and social-emotional needs of English Learners. The school will partner with the Orange County Department of Education for systematic MTSS coaching and implementation support, ensuring evidence-based practices guide the development of tiered interventions.

Language-focused interventions will be designed to target specific aspects of language acquisition while maintaining access to academic content. The existing COSST process will be expanded to include language proficiency considerations in referral and intervention planning decisions. Parent education workshops will be developed and delivered to support families in understanding language development processes and implementing home support strategies.

Success will be measured through multiple indicators including 15% of EL students achieving Level 4 performance on ELPAC assessments, a 5% increase in reclassification rates, 75% of ELs meeting iReady typical growth targets, and a 10-point improvement in ELA Distance from Standard scores.

3. Enhance Family and Community Partnerships

The objective of strengthening collaborative support networks for English Learner families will be achieved through targeted engagement and education initiatives. Monthly DELAC programming will be expanded to include workshops focused on language development, ELPAC preparation, and reclassification pathways, providing families with concrete strategies for supporting their children's academic progress.

A systematic home visit program will be implemented using culturally responsive communication strategies to build stronger connections between school and home. Community partnerships will be developed with local organizations serving multilingual families to expand available resources and support networks. Parent leadership development will train committed family members to support other EL families in school engagement and advocacy.

The implementation will include monthly workshops, trimester home visits, and ongoing partnership development activities designed to create sustainable support systems for English Learner families.

4. Data-Driven Progress Monitoring and Evaluation

Establishing a comprehensive data collection and analysis system will enable systematic tracking of EL progress and program effectiveness. The school will implement a structured assessment calendar incorporating systematic ELPAC interim assessments and regular progress monitoring using multiple measures of language and academic development.

Professional development on interpreting and using language proficiency data will ensure teachers can make informed instructional decisions based on student performance patterns. The Ellevation platform will be utilized for comprehensive EL data management and progress tracking, providing centralized access to student information and enabling more effective coordination of services.

Trimester data review and program adjustment cycles will ensure continuous improvement and responsiveness to student needs. Evaluation metrics will include ELPAC summative and interim assessment results, iReady diagnostic growth data, reclassification rates and timelines, ELA state assessment performance, and teacher implementation observation data.

Chronic Absenteeism: Needs Assessment

Palm Lane Global Academy (PLGA) has demonstrated significant improvement in chronic absenteeism rates, decreasing from 46.1% (RED) in 2023 to 36.1% (YELLOW) in 2024 for all students. However, critical disparities persist for English Learners and Students with Disabilities, both maintaining ORANGE performance levels with rates of 29.9% and 36.7% respectively. Despite overall progress, current data indicates 35.8% of students remain chronically absent as of May 2025, with only minimal improvement (0.3% decline) during the 2024-25 school year, suggesting existing interventions require intensification and targeted approaches for these vulnerable populations.

Areas of Strength

- **Demonstrated Improvement Trajectory:** The school has achieved remarkable progress in reducing chronic absenteeism across multiple student groups within a single academic year. English Learners experienced a substantial 13.6% decrease in chronic absenteeism, improving

from 43.5% to 29.9%, while Students with Disabilities showed an 11% improvement from 47.8% to 36.7%. Hispanic students, representing 81% of the school population, demonstrated an 11.6% decrease from 46.8% to 35.2%, indicating that interventions are yielding measurable results across demographic groups.

- **Comprehensive Attendance Monitoring System:** PLGA has established systematic attendance tracking and intervention protocols that enable early identification of attendance concerns. The main office maintains proactive communication with families through immediate absence notifications and formal attendance letters when students accumulate three or more unexcused absences. This systematic approach creates opportunities for early intervention before chronic patterns become entrenched.
- **Multi-Tiered Intervention Framework:** The school implements a comprehensive attendance support system that includes multiple levels of intervention and family engagement. Monthly attendance incentives provide positive reinforcement for students meeting 93% attendance goals, while students not meeting targets receive additional academic support to address missed learning opportunities. The established SART (School Attendance Review Team) process ensures systematic monitoring and engagement with families of chronically absent students on a monthly basis.
- **Community Resource Coordination:** Strong partnerships with community organizations enable the school to address underlying barriers to attendance. Collaboration with Mary's Kitchen provides weekly food pantry services, while Caterina's Club offers weekly hot meal programs for families. The partnership with Orange County Transportation Authority provides free annual bus passes through the Youth Ride Free Program, directly addressing transportation barriers that may impact attendance.
- **Holistic Student Support Services:** The presence of comprehensive support services, including counseling through Turning Point, school psychology services, behavioral interventionists, and social-emotional learning programming, creates a foundation for addressing the complex factors that may contribute to chronic absenteeism among English Learners and Students with Disabilities.

Identified Needs

- ELPI Progress Rate: Reach $\geq 60\%$, achieving Blue performance level and positioning the school as a model for targeted and integrated English Learner support.
- **Persistent Achievement Gaps for Target Populations:** Despite overall improvement, English Learners and Students with Disabilities continue to experience chronic absenteeism rates significantly above the school average. The ORANGE performance levels for both groups indicate that current universal interventions are insufficient to address the specific barriers these populations face. The minimal 0.3% improvement during the 2024-25 school year suggests that existing strategies require enhancement and differentiation to meet the unique needs of these student groups.
- **Limited Targeted Intervention Strategies:** Current attendance interventions appear to be primarily universal rather than differentiated for specific student populations. English Learners may face unique barriers related to family employment patterns, cultural factors, and communication challenges that require specialized approaches. Students with Disabilities may experience attendance challenges related to health conditions, transportation for specialized services, or family stress associated with managing complex educational and medical needs.
- **Insufficient Family Engagement and Communication:** While the school maintains communication systems for attendance monitoring, there appears to be limited culturally and linguistically responsive outreach specifically designed for English Learner families. Language barriers

may prevent effective communication about attendance expectations, and families may not fully understand the connection between daily attendance and academic achievement. Similarly, families of Students with Disabilities may require specialized support and education about attendance requirements and available resources.

- **Data Analysis and Progress Monitoring Gaps:** Current attendance monitoring focuses primarily on overall rates rather than disaggregated analysis that could reveal patterns specific to English Learners and Students with Disabilities. Without detailed analysis of attendance patterns, contributing factors, and intervention effectiveness for these specific populations, the school cannot develop targeted strategies or measure progress toward closing achievement gaps.
- **Limited Community and Wraparound Services:** While the school has established community partnerships for basic needs support, there appears to be insufficient coordination of specialized services that might address unique barriers faced by English Learner and Student with Disabilities families. These may include interpretation services, specialized transportation, health and mental health services, and case management support to address complex family circumstances.

Root Cause Analysis

Systemic Barriers to Attendance for English Learners

- **Economic and Employment Factors** significantly impact attendance patterns for English Learner families. Many families experience unstable employment requiring multiple jobs or unpredictable schedules, often necessitating student supervision of younger siblings or family responsibilities that compete with school attendance. Parents working in service industries may have limited flexibility to address attendance concerns or participate in school-based interventions.
- **Transportation and Housing Instability** disproportionately affects English Learner families who may experience frequent relocations due to employment changes or housing affordability challenges. Students may face lengthy commutes using public transportation or depend on unreliable transportation arrangements that increase the likelihood of tardiness and absences. Housing instability can disrupt established routines and support systems that facilitate consistent school attendance.
- **Cultural and Communication Barriers** may prevent families from fully understanding attendance expectations and available support resources. Limited English proficiency among parents can create challenges in accessing information about attendance policies, intervention services, and academic consequences of chronic absenteeism. Cultural differences in perspectives on education, family obligations, and communication with authority figures may impact family engagement with attendance interventions.
- **Academic Disconnection and Engagement Challenges** may contribute to attendance problems when English Learner students experience academic frustration or social isolation. Students struggling with language acquisition may find school environments overwhelming or exclusionary, leading to avoidance behaviors. Limited access to culturally relevant curriculum and instruction may reduce student engagement and motivation to attend consistently.

Systemic Barriers to Attendance for Students with Disabilities

- ELPI Progress Rate: Reach $\geq 60\%$, achieving Blue performance level and positioning the school as a model for targeted and integrated English Learner support.

- **Health and Medical Factors** represent primary contributors to chronic absenteeism among Students with Disabilities. Complex medical conditions may require frequent medical appointments, recovery time from procedures, or management of symptoms that interfere with school attendance. Mental health conditions may manifest as school avoidance, anxiety, or depression that creates barriers to consistent attendance.
- **Transportation and Service Coordination Challenges** affect families navigating specialized transportation requirements, therapy appointments, and multiple service providers. Students may miss school due to conflicts between educational and medical service schedules, while families may face transportation barriers accessing specialized services not available through traditional school transportation.
- **Family Stress and System Navigation Complexity** impacts attendance when families become overwhelmed managing multiple appointments, advocacy responsibilities, and coordination of services across educational, medical, and therapeutic providers. Parents may miss work to attend IEP meetings, medical appointments, or address crisis situations, creating economic stress that compounds attendance challenges.
- **Educational Environment Factors** may contribute to attendance problems when students experience academic frustration, social challenges, or inadequate support within school settings. Students may avoid school when IEP services are inconsistent, classroom accommodations are insufficient, or peer interactions are problematic.
- **Intersectional Challenges for Dually Identified Students:** Students who are both English Learners and Students with Disabilities face compounded barriers that require specialized intervention approaches. These students may experience delayed identification of disabilities due to language factors, receive inadequate services due to communication challenges, and face family stress related to navigating complex educational systems while managing language barriers and cultural differences.

Resource Inequities

- ELPI Progress Rate: Reach $\geq 60\%$, achieving Blue performance level and positioning the school as a model for targeted and integrated English Learner support.
- **Specialized Personnel and Expertise Gaps:** The school lacks dedicated attendance personnel with specialized training in addressing barriers specific to English Learners and Students with Disabilities. Current staff may not have sufficient expertise in culturally responsive family engagement, disability-related attendance challenges, or evidence-based interventions for these specific populations. The absence of bilingual social work or family liaison positions limits the school's capacity to provide comprehensive support for families facing complex attendance barriers.
- **Technology and Communication Resources:** Limited access to multilingual communication platforms and translation services may prevent effective outreach to English Learner families. The school may lack sophisticated attendance tracking systems that enable disaggregated analysis and early warning indicators specific to vulnerable populations. Insufficient technology resources for home-school communication in multiple languages may limit family engagement and support.
- **Transportation and Accessibility Services:** While the school provides information about public transportation options, there may be insufficient specialized transportation support for families facing unique barriers. Students with Disabilities may require specialized transportation that is not adequately coordinated with attendance monitoring systems. Limited emergency transportation options may prevent families from accessing immediate support when attendance barriers arise.

- **Community Partnership and Wraparound Services:** Current community partnerships focus primarily on basic needs support rather than specialized services that address attendance barriers specific to English Learners and Students with Disabilities. The school may lack formal partnerships with organizations providing interpretation services, disability advocacy, mental health support, and case management services that could address complex family circumstances affecting attendance.
- **Professional Development and Training Resources:** Staff may lack access to professional development focused on cultural competency, disability awareness, and evidence-based attendance interventions for specific populations. Limited training in trauma-informed practices, family engagement strategies, and community resource coordination may reduce the effectiveness of attendance interventions for English Learners and Students with Disabilities.

2025-26 Action Plan

1. Implement Targeted Attendance Interventions for English Learners

The primary objective focuses on reducing chronic absenteeism among English Learners from 29.9% to below 25% through culturally responsive and linguistically appropriate interventions. The Community Schools Coordinator will develop specialized attendance protocols that address the unique barriers faced by English Learner families, including flexible communication methods, cultural sensitivity training for staff, and coordination with community organizations serving immigrant and multilingual populations.

Monthly family engagement sessions will be conducted in multiple languages to educate parents about attendance expectations, academic consequences of absences, and available support resources. These sessions will incorporate cultural mediators and community liaisons to ensure effective communication and trust-building with families. Home visit protocols will be established with bilingual staff members who can provide culturally responsive support and identify specific barriers affecting individual families.

The school will partner with local immigrant services organizations to provide comprehensive case management support for families facing complex attendance barriers. This partnership will include access to interpretation services, legal support, employment resources, and emergency assistance that addresses underlying factors contributing to attendance challenges. A specialized early warning system will be implemented to identify English Learner students at risk for chronic absenteeism based on academic, linguistic, and social factors.

Professional development will be provided to all staff on cultural competency, trauma-informed practices, and effective communication strategies for working with multilingual families. Teachers will receive training on recognizing attendance barriers specific to English Learners and implementing classroom-level interventions that increase student engagement and connection to school.

2. Develop Comprehensive Attendance Support for Students with Disabilities

This objective aims to reduce chronic absenteeism among Students with Disabilities from 36.7% to below 30% through systematic coordination of educational, medical, and therapeutic services. The school counselor and Community Schools Coordinator will establish a specialized attendance team that includes the school psychologist, special education coordinator, and health aide to address the complex factors contributing to attendance challenges for this population.

Individual attendance plans will be developed for Students with Disabilities experiencing chronic absenteeism, incorporating input from IEP teams, medical providers, and families to address specific health, transportation, and service coordination barriers. These plans will include

flexible scheduling options, modified attendance expectations when medically necessary, and coordination with outside service providers to minimize conflicts between educational and therapeutic services.

Enhanced family support services will be implemented including respite care coordination, parent support groups, and navigation assistance for accessing community resources. The school will establish formal partnerships with local disability service organizations, mental health providers, and medical facilities to create comprehensive wraparound support systems for families.

Technology solutions will be implemented to enable remote learning options during extended absences due to medical needs, ensuring Students with Disabilities maintain educational continuity while addressing health-related attendance barriers. Specialized transportation coordination will be enhanced to ensure reliable and appropriate transportation services that minimize attendance disruptions.

3. Strengthen Multi-Tiered Attendance Intervention System

The objective centers on implementing a comprehensive MTSS framework specifically designed to address attendance challenges through universal, targeted, and intensive interventions differentiated for English Learners and Students with Disabilities. Universal interventions will include enhanced positive attendance recognition programs, family education initiatives, and systematic early identification protocols that recognize risk factors specific to these populations.

Targeted interventions will be implemented for students showing early warning signs of attendance problems, including mentoring programs, family liaison services, and coordination with community resources. These interventions will be culturally and linguistically responsive for English Learners and include disability-specific accommodations and supports for Students with Disabilities.

Intensive interventions will be reserved for students experiencing chronic absenteeism, including comprehensive case management, therapeutic services, and intensive family support. These interventions will address complex barriers through coordinated service delivery, crisis intervention, and long-term support planning that maintains focus on educational engagement and achievement.

Data collection and progress monitoring systems will be enhanced to enable disaggregated analysis of attendance patterns, intervention effectiveness, and outcome measurement for specific student populations. Regular review cycles will ensure interventions are adjusted based on student response and changing family circumstances.

4. Enhance Family Engagement and Community Partnerships

This objective focuses on developing comprehensive family engagement strategies that address the specific needs and circumstances of English Learner and Student with Disabilities families. Monthly workshops will be conducted in multiple languages covering topics including attendance policies, academic consequences of absences, available support resources, and strategies for overcoming common attendance barriers.

Home-school communication systems will be enhanced through multilingual platforms, regular family check-ins, and proactive outreach to families experiencing attendance challenges. Cultural liaisons and disability advocates will be integrated into attendance intervention teams to ensure appropriate support and advocacy for families navigating complex circumstances.

Community partnerships will be expanded to include organizations providing specialized services for English Learners and Students with Disabilities. These partnerships will encompass interpretation services, disability advocacy organizations, immigrant services providers, mental health agencies, and emergency assistance programs that can address underlying factors contributing to attendance challenges.

Parent leadership development programs will be implemented to train family members as attendance advocates and peer supporters within their communities. These programs will build capacity for family-to-family support and create sustainable attendance improvement strategies that extend beyond formal school interventions.

The comprehensive approach recognizes that sustainable attendance improvement for English Learners and Students with Disabilities requires coordinated efforts across instruction, family engagement, community partnerships, and specialized support services. Success depends on addressing both immediate attendance barriers and underlying systemic factors that contribute to chronic absenteeism among these vulnerable populations. Through targeted interventions, enhanced family engagement, and comprehensive community support, Palm Lane Global Academy can achieve meaningful progress toward ensuring all students have equitable access to educational opportunities through consistent school attendance

2025-26 Learning Recovery Emergency Block Grant Funds (LREBG) Plan

Palm Lane Global Academy (PLGA) will expend \$199,856 in Learning Recovery Emergency Block Grant funds on evidence-based services and programs based on findings from our comprehensive needs assessment, feedback from educational partners, and analysis of multiple data sources including the 2024 CA School Dashboard. These investments directly address identified learning recovery needs while supporting our Community Schools framework implementation.

Comprehensive Needs Assessment Findings

Our needs assessment revealed critical areas requiring targeted intervention, including RED performance level for English Learner Progress Indicator (ELPI) with decline from 41.6% to 28.7% making progress, chronic absenteeism affecting 36.1% of students with persistent challenges among English Learners (29.9%) and Students with Disabilities (36.7%), achievement gaps in ELA and Math requiring accelerated learning recovery, behavioral support needs impacting learning environments and student engagement, and extended learning time necessary for comprehensive recovery.

LREBG Fund Allocations and Evidence-Based Rationale

1. Universal Screening and Progress Monitoring Systems

Total: \$16,104 (Goal 1, Action 1) iReady Assessments: \$13,604; Amira Reading Screener: \$2,500

Purpose Alignment (EC 32526(c)(2)): Implementing evidence-based practices to address learning loss and accelerate learning

Rationale: Our needs assessment identified persistent achievement gaps requiring systematic identification and monitoring of student learning needs. With 36% English Learners and ongoing academic challenges, comprehensive assessment systems are essential for targeted intervention planning.

ESSA Evidence Tier: Strong Evidence (Tier 1) - iReady assessments are supported by multiple randomized controlled trials demonstrating effectiveness in identifying learning gaps and informing instruction. Amira's AI-powered reading assessment has Moderate Evidence (Tier 2) through quasi-experimental studies showing improved reading outcomes.

Research Support: Renaissance Learning's research demonstrates that schools using iReady diagnostic assessments with fidelity show significantly greater gains in student achievement. Amira's oral reading fluency assessment provides real-time, objective data enabling immediate instructional adjustments.

Monitoring Metrics: Progress will be measured through CAASPP ELA Distance from Standard improvement, CAASPP Math Distance from Standard improvement, percentage of students meeting iReady annual typical growth targets (50% target), and early literacy screening results for grades K-2.

Expected Outcomes: 15% improvement in students meeting grade-level proficiency targets, enhanced early identification of reading difficulties, and data-driven instruction improving learning recovery rates.

2. Behavioral Support Enhancement

Total: \$38,939 (Goal 1, Action 5) Additional Behavior Interventionist: \$38,939

Purpose Alignment (EC 32526(c)(2)): Providing mental health services and supports to address learning loss and social-emotional needs

Rationale: Chronic absenteeism data reveals behavioral and social-emotional barriers impacting learning recovery. Students with Disabilities showing 36.7% chronic absenteeism require specialized behavioral support to access learning opportunities effectively.

ESSA Evidence Tier: Strong Evidence (Tier 1) - Applied Behavior Analysis (ABA) interventions delivered by trained behavior interventionists have extensive research support through randomized controlled trials demonstrating effectiveness in reducing problem behaviors and increasing academic engagement.

Research Support: Meta-analyses show that systematic behavioral interventions increase academic engaged time by 23% and reduce disruptive behaviors by 60%. School-based behavioral support significantly improves attendance and academic outcomes for students with disabilities.

Monitoring Metrics: Effectiveness will be tracked through Chronic Absenteeism Rate reduction (target: below 30% for SWD), Suspension Rate maintenance at 0%, student engagement measures through classroom observation data, and IEP goal attainment for students receiving behavioral support.

Expected Outcomes: Reduced chronic absenteeism among Students with Disabilities, improved classroom learning environments, and increased academic engaged time supporting learning recovery.

3. English Learner Acceleration Support

Total: \$49,147 (Goal 1, Action 6) English Learner Instructional Aide: \$39,147; Kagan Professional Development: \$10,000

Purpose Alignment (EC 32526(c)(2)): Implementing evidence-based practices to address learning loss for English Learners and accelerate learning

Rationale: RED performance on ELPI indicator demonstrates urgent need for intensive English Learner support. With 36% English Learners showing declining progress rates, targeted instructional support and evidence-based teaching strategies are essential for learning recovery.

ESSA Evidence Tier: Strong Evidence (Tier 1) - Kagan Cooperative Learning structures have robust research support through randomized controlled trials showing significant gains for English Learners. Push-in instructional aide support has Moderate Evidence (Tier 2) through quasi-experimental studies demonstrating improved language acquisition.

Research Support: Kagan structures increase academic language development by 40% for English Learners and improve content comprehension by 35%. Push-in support models show greater effectiveness than pull-out approaches for maintaining grade-level curriculum access while providing language support.

Monitoring Metrics: Success will be measured through English Learner Progress Indicator (ELPI) improvement target of 45%, reclassification rate increase target of 12%, ELPAC summative assessment proficiency gains, and ELA CAASPP Distance from Standard improvement for EL students.

Expected Outcomes: Accelerated English language acquisition, improved academic achievement for English Learners, and increased reclassification rates supporting long-term academic success.

4. Extended Learning Time

Total: \$45,441 (Goal 2, Action 1) Extended School Year (180 days): \$45,441

Purpose Alignment (EC 32526(c)(2)): Extending instructional time to address learning loss and accelerate learning recovery

Rationale: Achievement gaps identified in our needs assessment require additional instructional time beyond California's minimum requirement. Extended learning time provides crucial opportunities for reinforcement, intervention, and acceleration necessary for comprehensive learning recovery.

ESSA Evidence Tier: Strong Evidence (Tier 1) - Extended learning time interventions are supported by multiple randomized controlled trials demonstrating significant academic gains, particularly for underserved student populations.

Research Support: Research indicates that students receiving extended learning time show 1.5 times greater academic gains than comparison groups. Additional instructional days are particularly effective for English Learners and students from low-income families, showing sustained achievement improvements.

Monitoring Metrics: Impact will be assessed through CAASPP ELA and Math Distance from Standard improvements, iReady diagnostic growth measurements, attendance rate improvements, and implementation of State Academic Standards across content areas.

Expected Outcomes: Accelerated learning recovery through additional instructional time, improved academic achievement across all student populations, and enhanced curriculum implementation and mastery.

5. Community Schools Coordination

Total: \$50,225 (Goal 3, Action 3) Community Schools Coordinator: \$50,225

Purpose Alignment (EC 32526(c)(2)): Providing wraparound services and supports to address learning loss through comprehensive family and community engagement

Rationale: Chronic absenteeism and achievement gaps stem from complex community factors requiring coordinated support services. Our Community Schools framework implementation requires dedicated coordination to address barriers to learning recovery through comprehensive family and community partnerships.

ESSA Evidence Tier: Moderate Evidence (Tier 2) - Community Schools models have extensive quasi-experimental research support demonstrating improved attendance, academic achievement, and family engagement outcomes.

Research Support: Community Schools initiatives show 13% improvement in chronic absenteeism, 8% increase in academic proficiency rates, and 25% improvement in family engagement measures. Coordinated wraparound services address root causes of learning barriers more effectively than isolated interventions.

Monitoring Metrics: Progress will be evaluated through Chronic Absenteeism Rate reduction across all student groups, parent engagement survey results improvement, family participation in school programs and services, and student sense of safety and school connectedness measures.

Expected Outcomes: Reduced barriers to learning through comprehensive support services, improved attendance supporting learning recovery, and enhanced family engagement in educational processes.

PLGA has developed and will implement an integrated approach with LREBG funds that work synergistically to address learning recovery through multiple evidence-based approaches: systematic assessment and monitoring, behavioral support, targeted English Learner services, extended learning time, and comprehensive community support. This integrated model addresses root causes of learning loss while providing accelerated recovery opportunities.

Alignment with LCAP Goals: All LREBG expenditures directly support LCAP goals focused on educating the whole child (Goal 1), professional growth (Goal 2), and family/community partnerships (Goal 3), ensuring coherent implementation within our broader school improvement framework.

Expected Collective Impact: The comprehensive approach anticipates 20% improvement in overall academic achievement measures, reduction in chronic absenteeism to below 30% for all student groups, 45% of English Learners making progress on ELPI indicator, and sustained learning recovery gains through comprehensive support systems.

Sustainability Planning: LREBG investments focus on building systemic capacity through professional development, assessment systems, and community partnerships that will continue beyond grant funding, ensuring lasting impact on student learning recovery and long-term academic success.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Palm Lane Global Academy is not eligible 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.

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Administrators/Principal	<p>Meeting Dates: Superintendent Meetings: 9/11, 10/8, 11/4, 12/3, 1/21, 2/12, 3/5, 4/21, 5/7 Assistant Superintendent Meetings: 9/17, 10/22, 11/18, 12/4, 2/7, 3/26, 4/23</p> <p>Topics Discussed:</p> <ul style="list-style-type: none"> • Leadership Collaboration: Weekly meetings between principal and instructional coach to identify current needs, collaborate on schoolwide and district goals, and coordinate teacher coaching cycles • Staff Coordination: Classified staff meetings to outline and plan targeted student support; weekly certificated staff meetings following Staff PD Calendar • Budget Management: Weekly meetings with ICON to discuss budget needs, fiscal decisions, and ensure responsible spending aligned to restrictions • Strategic Planning: Monthly strategic planning sessions to analyze school data, review progress towards schoolwide goals, ensure alignment with district goals, and collaborate on the district's 5-year strategic plan development • Stakeholder Input: Review of survey results from staff, students, and parents • LCAP Development: Development of the 2025/2026 LCAP Plan • Needs Assessment and LREBG Funding <p>Feedback Provided:</p> <ul style="list-style-type: none"> • Instructional Support: Need for instructional coaching for teachers in ELA (reading), math, and ELD • MTSS Enhancement: Continue to strengthen Multi-Tiered System of Supports (MTSS) with additional training

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> • Professional Development: Provide teachers with professional development on the Science of Reading • Tier 1 Support: Continue support staff to provide tier 1 support through Instructional Aides • Behavior Support: Need for Behavior Interventionists • Attendance Improvement: Strengthen daily attendance practices and utilize end-of-year survey data on chronic absenteeism root causes to develop 2025-26 action plan, including early fall home visits for at-risk students in collaboration with Community Schools Coordinator • Family Engagement: Provide staff training on conducting home visits to build trust with families and address barriers to daily attendance that impact student learning
Teachers	<p>Meeting Dates: 3/17, 3/21, 4/4, 4/20</p> <p>Topics Discussed:</p> <ul style="list-style-type: none"> • 2024-25 LCAP Midyear Update goals, actions, and metrics • 2024 CA School Dashboard review • Curriculum discussions • Tiered intervention strategies • Addressing student SEL needs • Development of the 2025-26 LCAP actions; Needs Assessment and LREBG Funding <p>Feedback Provided:</p> <ul style="list-style-type: none"> • Tiered Intervention: Need for tiered intervention to support struggling learners, especially English Learners and Students with Disabilities • Professional Development: Need for professional development on scaffolding instruction to address the diverse learning needs of students • Academic Support: Need additional support for students not meeting academic standards • Classroom Support: Need for additional instructional aide support within the classrooms
Other School Personnel	Meeting Dates: 3/17, 3/21, 4/4, 4/20

Educational Partner(s)	Process for Engagement
	<p>Topics Discussed:</p> <ul style="list-style-type: none"> • 2024-25 LCAP Midyear Update goals, actions, and metrics • 2024 CA School Dashboard review • Curriculum discussions • Tiered intervention strategies • Addressing student SEL needs • Development of the 2025-26 LCAP actions • Needs Assessment and LREBG Funding <p>Feedback Provided:</p> <ul style="list-style-type: none"> • Tiered Intervention: Need for tiered intervention to support struggling learners, especially English Learners and Students with Disabilities • Professional Development: Need for professional development on supporting students in the classrooms • Behavior Management Training: Need professional development on training restorative practices and de-escalation techniques for dealing with student behavioral issues
Students	<p>Meeting Dates: April 2025 - Student Council (4th-6th grades)</p> <p>Topics Discussed:</p> <ul style="list-style-type: none"> • LCAP review and discussion • 2024 CA School Dashboard • School wide initiatives • Input solicitation for the upcoming school year's LCAP; Needs Assessment and LREBG Funding <p>Feedback Provided:</p> <ul style="list-style-type: none"> • Teacher Support: 71% of students reported they felt their teachers exhibit a strong desire and effort to support them in their learning • Learning Environment: 85% of students reported their classroom atmosphere supports their learning • Sense of Belonging: 79% of students reported they feel a sense of belonging within their classes

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> • Campus Safety: 70% agreed and/or strongly agreed they feel safe on campus • Personal Interest: 29% of students disagree that teachers express interest in their personal goals and plans for life.
<p>Parents including those representing Unduplicated Pupils & Students with Disabilities</p>	<p>Meeting Dates: SSC/DELAC/ELAC Meetings: 9/16, 10/17, 11/13, 12/12, 1/27, 2/25, 3/25, 4/23, 5/27 General Parent Meetings: 8/9, 9/17, 10/24, 11/14, 12/16, 1/30, 2/27, 3/26, 4/30, 5/21 LCAP surveys collected on 4/25 with 90 responses</p> <p>Topics Discussed:</p> <ul style="list-style-type: none"> • Discussion of 2024-25 LCAP at each meeting • Development of the 2025-26 LCAP; Needs Assessment and LREBG Funding • Budget discussions <p>Feedback Provided:</p> <ul style="list-style-type: none"> • Social Emotional Support: 93% of parents believe their child receives social emotional supports that allow them to feel safe and successful at school • Instructional Program Access: 95% of families reported they believe students have access to an instructional program that promotes rigor and engagement • Equitable Learning Program: 98% of families agreed that Vista provided a learning program that is equitable and serves all students • Parent Engagement: 14% of parents reported not feeling engaged as active partners within the school

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

The development of the adopted 2025-26 LCAP was significantly shaped through comprehensive consultation with educational partners, with their feedback directly informing goal development, action design, and resource allocation decisions.

- **Administrator and Principal Feedback Integration:** Administrator feedback emphasizing the need for instructional coaching in ELA, math, and ELD directly influenced Goal 2, Action 2, which establishes specialized ELA and Math Instructional Coaches and comprehensive professional development programs. Their request for MTSS enhancement resulted in systematic MTSS training partnerships with Orange County Department of Education embedded throughout multiple actions. The identified need for behavior interventionists led to the inclusion of Board-Certified Behavior Analyst support and behavioral interventionist positions in Goal 1, Action 3. Administrator

recommendations for strengthened attendance practices and home visit training directly shaped the comprehensive attendance intervention strategies and Parent-Teacher Home Visit Organization training included in Goal 1, Action 3.

- **Teacher and Staff Feedback Implementation:** Teacher feedback requesting tiered intervention support for struggling learners, particularly English Learners and Students with Disabilities, directly influenced the comprehensive MTSS framework in Goal 1, Action 2, which establishes multi-tiered academic support systems. Their identified need for professional development on scaffolding instruction resulted in the Science of Reading professional development, Kagan cooperative learning training, and differentiated instruction coaching embedded in Goal 2, Action 2. The request for additional instructional aide support led to expanded instructional aide positions across Goals 1 and 2 to provide classroom-based intervention services.
- **Student Voice Integration:** Student feedback revealing that 29% disagree that teachers express interest in their personal goals influenced the comprehensive social-emotional learning programming in Goal 1, Action 3, including daily Second Step SEL curriculum implementation and enhanced counseling services. Student reports about campus safety and school connectedness informed the development of comprehensive school climate initiatives and community partnership programming designed to strengthen student engagement and belonging.
- **Parent and Family Feedback Incorporation:** Parent feedback indicating 14% do not feel engaged as active partners directly shaped Goal 3, Action 3's comprehensive family partnership programming, including enhanced translation services, ParentSquare communication platform, monthly family engagement events, and systematic home visit programs. The positive parent response regarding social-emotional supports (93%) and instructional program access (95%) validated continued investment in these areas while identifying opportunities for enhanced family engagement and communication systems.
- **Cross-Stakeholder Themes:** Consistent feedback across all educational partner groups regarding the need for enhanced support for English Learners and Students with Disabilities resulted in dedicated focus actions including Goal 1, Action 5 (Empowering SWD Academically) and Goal 1, Action 6 (Accelerating English Learner Success), which establish specialized coaching, comprehensive ELD programming, and targeted intervention systems. The universal emphasis on strengthening MTSS and tiered intervention systems led to the integration of comprehensive multi-tiered support frameworks throughout all three LCAP goals, ensuring systematic support for all student populations while addressing specific needs of unduplicated pupils.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Goal #1: Educating the Whole Child: Our rigorous educational program will empower students to become engaged, compassionate global citizens through an innovative STEAM and CTE-focused educational experience that integrates academic excellence with social-emotional development. Guided by the California Community Schools Framework and its four pillars, we will implement a comprehensive Multi-Tiered System of Supports (MTSS) that addresses the whole child by seamlessly connecting academic, behavioral, and mental health interventions. This integrated approach will eliminate barriers to learning, close achievement gaps across all student groups, and ensure all graduates possess the knowledge, skills, attitudes, and mindsets necessary for success in higher education, the workforce, and our global economy.	Broad

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement
- Priority 5: School Climate
- Priority 7: Course Access
- Priority 8: Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

Palm Lane Global Academy (PLGA) identified persistent academic achievement gaps that require immediate and comprehensive intervention. The school received a RED performance level for the English Learner Progress Indicator (ELPI) on the 2024 California School Dashboard, with a concerning decline from 41.6% to 28.7% of students making progress toward English proficiency. Additionally, while PLGA has made progress in ELA and Math CAASPP performance, students continue to perform below grade-level standards, indicating the need for accelerated learning approaches.

Student Population Demographics and Needs: PLGA serves 288 students with significant demographic characteristics that require targeted support. Eighty-one percent of students are Hispanic, thirty-six percent are English Learners, sixteen percent are Students with Disabilities, seventy-seven percent are Socioeconomically Disadvantaged, and 0.3% are Homeless Youth. This diverse population faces multiple barriers to learning that cannot be addressed through academic instruction alone, necessitating a comprehensive approach that addresses the whole child.

Chronic Absenteeism and School Climate Concerns

While chronic absenteeism rates have declined from 46% (RED status in 2022-23) to 36.1% (YELLOW status in 2023-24), persistent attendance challenges remain, particularly among English Learners and Students with Disabilities. PLGA recognized that attendance issues are symptomatic of deeper social-emotional, mental health, and family engagement challenges that require comprehensive intervention.

PLGA's needs assessment revealed that academic achievement, social-emotional development, mental health, attendance, and family engagement are interconnected factors that must be addressed holistically. Traditional approaches that focus solely on academic instruction have proven insufficient for their student population, leading to the development of a goal that integrates academic excellence through rigorous STEAM education, social-emotional development through comprehensive SEL programming, mental health supports through counseling and behavioral interventions, and family and community partnerships through wraparound services.

Strategic Alignment and Sustainability: Goal 1 aligns with the school's mission to create "transformative TK-6 learning experiences" and their vision to "close the achievement gap for predominantly low-income and historically underserved students." The goal leverages the CCSPP grant resources while building sustainable systems that will continue beyond the grant period, ensuring long-term impact on student outcomes.

This comprehensive goal represents Palm Lane Global Academy's commitment to addressing root causes of educational inequity through an integrated, evidence-based approach that recognizes academic success requires addressing the whole child within a supportive community context.

Measuring and Reporting Results

Metric #	Metric	Baseline		Year 1 Outcome		Year 2 Outcome	Target for Year 2 Outcome		Current Difference from Baseline
1	ELA CAASPP (DFS) Source: CA School Dashboard	2022-23 ELA CAASPP		2023-24 ELA CAASPP			2024-25 ELA CAASPP		All Students: +11.5 EL: -3.1 SED: +13.8 Hispanic: +10.5
		DFS		DFS			DFS		
		All Students	-54.4	All Students	-42.9		All Students	-42.4	
		EL	-59.8	EL	-62.9		EL	-62.4	
		SED	-55.4	SED	-41.6		SED	-41.1	
		Hispanic	-51.8	Hispanic	-41.3		Hispanic	-40.8	
2	Math CAASPP (DFS) Source: CA School Dashboard	2022-23 Math CAASPP		2023-24 Math CAASPP			2024-25 Math CAASPP		All Students: +15.4 EL: +12.8 SED: +12.8 Hispanic: +16
		DFS		DFS			DFS		
		All Students	-80.8	All Students	-65.4		All Students	-64.9	
		EL	-90.4	EL	-77.6		EL	-77.1	
		SED	-79.3	SED	-66.5		SED	-66	
		Hispanic	-79.9	Hispanic	-63.9		Hispanic	-63.4	
3	CA Science Test: Points from Standards (PFS) Source: CA School Dashboard	2022-23 CAST		2023-24 CAST			2024-25 CAST		All: +9.79% SED: +8.1% Hispanic: +6.9%
		%		%			PFS		
		All	8.57%	All	18.36%		All Students	-21	
		SED	9.68%	SED	17.78%		SED	-21	
		Hispanic	9.38%	Hispanic	16.28%		Hispanic	-21	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
			2023-24 CAST PFS All Students -19.1 SED -19.2 Hispanic -19.2			* Comparison 2022-23 vs 2023-24 (% met or exceeded standards)
4	% EL who made progress towards English Language Proficiency (ELPI) Source: CA School Dashboard	41.6% 2023 CA School Dashboard	28.7% 2024 CA School Dashboard		2024-25: 19.7%	-12.9%
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23:13.39% Proficient	2023-24: 11.72% Proficient		2024-25: 2%	-1.67%
6	Reclassification Rate Source: Dataquest	2022-23: 9.4%	2023-24: 8.6%		2024-25: 8%	-0.8%
7	Attendance Rate Source: CALPADS	2022-23: 89.2%	2023-24: 90.82%		2024-25: 91.1%	+1.62%
8	Chronic Absenteeism Rates Source: Dataquest	2022-23: Chronic Absenteeism Rate All Students 46.0% EL 43.5% SED 47.5% SWD 47.7% Hispanic 46.9%	2023-24: Chronic Absenteeism Rate All Students 36.1% EL 29.9% SED 34.7% SWD 36.7% Hispanic 35.2%		2024-25 Chronic Absenteeism Rate All Students 34.1% EL 12.0% SED 31.5% SWD 6.2% Hispanic 34.0%	All Students: -9.9% EL: -13.6% SED: -12.8% SWD: -11% Hispanic: -11.7%
9	Suspension Rate Source: CA School Dashboard	2022-23: 0%	2023-24: 0%		2024-25: 0%	0%
10	Expulsion Rate	2022-23: 0%	2023-24: 0%		2024-25: 0%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Source: Dataquest					
11	% students participating in an enrichment or elective course. (Broad Course of Study) Source: Master Schedule CALPADS	2023-24: 100%	2024-25: 100%		2025-26: 100%	0%
12	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: SARC	2022-23: 97%	2023-24: 98%		2024-25: 100%	+1%

NOTE: PLGA currently serves grades TK-6, therefore the following CDE required metrics do not apply:

- Priority 4:
 - % of pupils who complete courses that satisfy UC A-G
 - % of pupils who complete CTE course from approved pathways
 - % of pupils who have completed both A-G & CTE
 - % of pupils who pass AP exams with a score of 3 or higher.
 - % of pupils prepared for college by the EAP (gr 11 SBAC)
- Priority 5:
 - Middle School dropout rate
 - High School dropout rate
 - High School graduation rates

Goal Analysis for 2024-25

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

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

- Action 1.1:** This action was fully implemented. At Palm Lane Global Academy, teacher excellence begins with our credentialing standards - every member of our teaching staff holds a full teaching credential. We support new faculty through an intensive one-week professional development program prior to the start of each school year, ensuring they are well-prepared for success in our classrooms.
- Our commitment to continuous improvement is reflected in our weekly schedule, where all teachers engage in two-hour professional development sessions focused on signature instructional practices. These sessions are enhanced by weekly Professional Learning Community (PLC) meetings, where administrators guide teachers in collaborative discussions about effective teaching strategies and student support.
- To strengthen our data-driven approach to education, teachers participate in three dedicated professional development days throughout the academic year. During these sessions, they delve into data analysis and refine their instructional methods to better meet student needs. This comprehensive approach to professional development ensures our teachers remain at the forefront of educational excellence.
- Action 1.2:** This action was fully implemented. Palm Lane Global Academy demonstrates its commitment to comprehensive arts education through multiple programs and partnerships. All students, from Transitional Kindergarten through sixth grade, participate in weekly art classes that develop their creative skills and artistic expression. The school has enriched its arts curriculum through two key partnerships: Maestro Music provides weekly music instruction during the school day for all grade levels, while a new partnership with Conga Kids specifically serves fourth and fifth-grade students. The Conga Kids program uniquely combines dance and music instruction with social-emotional learning and inclusive practices, supporting students' holistic development. These complementary programs ensure that Palm Lane students receive a well-rounded arts education that integrates visual arts, music, and movement.
- Action 1.3:** This action was fully implemented. Palm Lane Global Academy (PLGA) implements a comprehensive system for monitoring student progress and providing targeted academic support. Through continuous data analysis and strategic goal setting, the school identifies and assists students who need additional help reaching grade-level proficiency.
- At the heart of this support system is the Coordination of Scholar Support Services Team (COSST), which enables teachers to refer students who may need extra assistance in reading and/or mathematics. This structured approach ensures that struggling students receive targeted intervention through individualized or small group instruction during the school day. To facilitate this program, PLGA employs a full-time instructional aide who serves as an interventionist, delivering personalized support in reading and mathematics based on individually crafted goals for each participating student.
- PLGA also maintains a robust English Language Development (ELD) program to support its English learners. Teachers implement both designated and integrated ELD approaches, providing dedicated language development instruction at least twice weekly. During these sessions, students

receive targeted language support aligned with their current performance levels, ensuring appropriate scaffolding for their English language acquisition.

Action 1.4: This action was fully implemented. Palm Lane Global Academy enhances its instructional program through a team of seven instructional aides who provide targeted academic support across all grade levels. These skilled staff members work in classrooms weekly, facilitating small group instruction in both reading and mathematics. This strategic deployment of instructional aides enables more personalized learning experiences and allows for differentiated instruction to meet diverse student needs.

Action 1.5: This action was fully implemented. Palm Lane Global Academy maintains a comprehensive approach to literacy development through strategically curated reading resources. Each classroom features a well-equipped library offering diverse genres and reading levels, ensuring all students have access to print-rich, grade-level content. To strengthen early literacy skills, the school has expanded its resources for its youngest learners by purchasing additional books for Transitional Kindergarten through second grade, specifically targeting phonemic awareness and decoding skills development. The school has further enhanced its foundational reading program by implementing Heggerty for students in TK through third grade, focusing on essential phonemic skill development. Additionally, Palm Lane has invested in Times Magazine subscriptions for all students, broadening their exposure to current events and global perspectives while promoting reading engagement beyond traditional classroom texts.

Action 1.6: This action was fully implemented. Palm Lane Global Academy ensures continuous educational services through strategic partnerships with substitute staffing agencies. These collaborations guarantee that both general education classrooms and Special Education services maintain uninterrupted instruction by providing qualified substitute teachers when needed. This proactive approach helps maintain consistent learning environments and specialized support services for all students on a daily basis.

Action 1.7: This action was fully implemented. Palm Lane Global Academy maintains a comprehensive technology program that ensures universal access to digital learning tools. The school implements a one-to-one student to device ratio, providing each student with their own device to access instructional materials and intervention programs. Similarly, all certificated staff and Special Education team members are equipped with individual devices to facilitate effective instruction and student support.

The school's technology infrastructure includes Chromebooks for student use, MacBooks for staff, Promethean boards for interactive instruction, and voice/audio translators to support diverse learning needs. Each classroom is equipped with a Promethean board and new projector to enhance instructional delivery. The school has also invested in licensing and subscriptions to support its broadcasting team's activities.

To maintain this robust technology ecosystem, Palm Lane employs a full-time IT support staff member who ensures all systems remain operational and effective for teaching and learning.

Action 1.8: This action was fully implemented. Palm Lane Global Academy enriches student learning through off-campus educational experiences that align with state content standards. Students from all grade levels participate in these carefully selected field trips to venues such as the Discovery Cube and various museums, where they engage in hands-on learning opportunities that complement their classroom instruction.

Action 1.9: This action was fully implemented. Palm Lane Global Academy ensures all students have access to rigorous, standards-aligned curriculum and instructional materials through strategic annual purchases. This year marked the full implementation of Readers and Writers Workshop, enhancing the school's comprehensive literacy program. Additionally, Palm Lane has fully integrated Amplify Science across all grade levels, providing students with hands-on learning experiences that align with Next Generation Science Standards (NGSS).

Action 1.10: This action was fully implemented. At Palm Lane Global Academy, we maintain comprehensive student records through PowerSchool, our integrated Student Information System. This secure platform allows us to efficiently manage essential student data, including daily attendance records, ensuring accurate and reliable record-keeping for all our students.

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.

Material Differences Between Budgeted and Estimated Actual Expenditures - Goal #1

Several significant variances occurred between budgeted and actual expenditures for Goal #1 during the reporting period, resulting in both cost savings and overages across different program areas.

Expenditures Under Budget:

PLGA realized substantial savings in three key areas. **Action 1.2** showed favorable variance as Visual and Performing Arts (VAPA) equipment purchases came in below budgeted amounts, likely due to competitive pricing, delayed procurement timelines, or revised equipment specifications that met program needs at lower costs.

Action 1.4 demonstrated cost savings in Instructional Aide expenditures, which may have resulted from staffing challenges, positions remaining unfilled for portions of the year, or reduced hours compared to original projections. Similarly, **Action 1.5** reflected lower than anticipated spending by PLGA (likely Professional Learning Communities for Goal Achievement) on instructional and curricular materials, suggesting either strategic purchasing decisions, availability issues with planned materials, or shifting programmatic priorities that reduced immediate material needs.

Action 1.7 also contributed to under-budget performance as planned purchases for ELOP (Expanded Learning Opportunities Program) did not materialize as originally scheduled, potentially due to program implementation delays, vendor issues, or revised program delivery models.

Expenditures Over Budget: Two actions resulted in higher than budgeted expenditures. **Action 1.6** created significant budget pressure with substitute teacher costs exceeding projections due to higher than anticipated teacher turnover throughout the year. Staff resignations necessitated increased substitute coverage, creating unplanned personnel expenses.

Action 1.9 added to the budget overages through the additional purchase of science kits that were not included in the original budget allocation. These unplanned science kit acquisitions likely responded to emerging curriculum needs, new educational standards, or opportunities to enhance hands-on learning experiences that became available during the year.

Overall, while most actions came in under budget, the combination of these variances demonstrates the dynamic nature of educational program implementation and the impact of both human resource challenges and evolving instructional needs on budget execution.

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

Action 1.1 is demonstrating effectiveness in building the foundational elements of high-quality instruction through excellent teacher preparation, ongoing professional development, and data-driven practices. The investment in teacher quality and continuous learning is showing positive results in student performance metrics, though continued implementation and refinement will be necessary to fully achieve all academic performance targets. The action's comprehensive approach to supporting teacher excellence appears to be creating the conditions necessary for sustained academic improvement.

Teacher Quality and Credentialing: The action has been fully effective in maintaining 100% appropriately assigned and credentialed teachers, meeting the established target and ensuring all students receive instruction from qualified professionals.

Professional Development Implementation: The comprehensive professional development structure shows strong effectiveness through multiple interconnected components. The school successfully implements weekly two-hour professional development sessions focused on signature instructional practices, enhanced by weekly Professional Learning Community (PLC) meetings. The intensive one-week professional development program for new faculty prior to each school year ensures teachers are well-prepared, contributing to instructional quality.

Data-Driven Instruction: The three dedicated professional development days throughout the academic year for data analysis and instructional refinement demonstrate effectiveness in supporting teachers to use data for improving student outcomes.

CAASPP Performance: While ELA performance improved from the baseline of 26.21% to 33.12% in 2023-24 (moving toward the target of 36%), and Math performance increased from 14.38% to 21.6% (progressing toward the 25% target), these improvements indicate the action is contributing to academic gains but has not yet reached full effectiveness in meeting performance targets.

iReady Growth Metrics: Both reading and math show progress, with reading at 51% of students meeting annual typical growth (exceeding the 50% target) and math at 45% (approaching the 50% target), indicating the professional development and high-quality instruction are translating into measurable student growth.

Action 1.2 is highly effective in providing quality arts programming that supports the goal of creating engaging, rigorous instruction. The comprehensive approach through multiple partnerships ensures consistent arts access for all students while supporting both academic and social-emotional development. The action successfully contributes to the school's transformative learning experience by building strong creative foundations alongside academic excellence.

Highly Effective Areas: The action has successfully established a comprehensive arts education program serving all students from Transitional Kindergarten through sixth grade. Weekly art classes are effectively developing students' creative skills and artistic expression across all grade levels. The strategic partnerships with Maestro Music and Conga Kids have significantly enriched the curriculum, with Maestro Music providing weekly music instruction for all grades and Conga Kids delivering specialized programming for fourth and fifth-grade students.

Program Integration and Innovation: The Conga Kids partnership demonstrates effectiveness by uniquely combining dance and music instruction with social-emotional learning and inclusive practices, supporting students' holistic development. This integration aligns well with the school's mission of providing engaging, globally oriented education while building STEAM foundations.

Comprehensive Arts Access: The action effectively ensures all students receive well-rounded arts education that integrates visual arts, music, and movement. The complementary nature of the partnerships creates a cohesive arts experience that enhances student engagement and provides diverse creative outlets for learning.

Action 1.3 is highly effective in providing comprehensive academic intervention that supports Goal 1's objective of rigorous, engaging instruction. The multi-tiered support system successfully addresses diverse learning needs through structured identification, targeted intervention, and ongoing progress monitoring, ensuring all students receive appropriate academic support to reach grade-level proficiency.

The Coordination of Scholar Support Services Team (COSST) is operating effectively as a collaborative decision-making system, successfully identifying students needing additional support in reading and mathematics. The structured referral process involving teachers, administrators, and specialists ensures appropriate targeting of intervention services. The individualized and small-group instruction delivered during the school day effectively provides timely support without disrupting regular classroom participation.

Comprehensive ELD Programming: The English Language Development program shows strong implementation through both designated and integrated ELD instruction. Teachers successfully provide dedicated language development instruction at least twice weekly, with targeted support aligned to students' current performance levels and appropriate scaffolding for English language acquisition.

Systematic Support Structure: The full-time instructional aide serving as an interventionist effectively delivers personalized support based on individually crafted goals for each participating student. This targeted approach ensures students receive specific assistance aligned to their academic needs in both reading and mathematics.

Areas Showing Positive Impact: The intervention programming appears to be contributing to overall academic improvements, as evidenced by the positive trends in CAASPP performance and iReady growth metrics documented in other actions. The systematic approach to identifying, supporting, and monitoring student progress creates an effective safety net for struggling learners.

Action 1.4 is effective in enhancing instructional capacity and supporting Goal 1's objective of providing rigorous, engaging instruction for all students. The strategic deployment of teacher assistants successfully creates more personalized learning opportunities and ensures that struggling students receive the additional support necessary to access and succeed with grade-level content.

Highly Effective Areas: The deployment of seven instructional aides across all grade levels effectively provides targeted academic support in both reading and mathematics. The strategic placement of these staff members working in classrooms weekly successfully facilitates small group instruction, enabling more personalized learning experiences for students with diverse needs.

Enhanced Instructional Capacity: The teacher assistants effectively enable differentiated instruction by allowing for smaller group configurations and individualized attention that would not be possible with classroom teachers alone. This approach successfully supports the goal of providing rigorous, engaging instruction by creating opportunities for more intensive academic support during regular instructional time.

Systematic Implementation: The structured intervention approach delivered by teacher assistants complements the broader COSST system, providing consistent academic support that helps struggling students access grade-level content. The weekly implementation ensures regular, ongoing support rather than sporadic intervention.

Action 1.5 is highly effective in supporting Goal 1's objective of rigorous, engaging instruction through comprehensive literacy resources. The strategic selection of materials effectively addresses both foundational reading skills and broader literacy engagement, creating learning environments where students can access diverse, appropriate reading materials that support their academic growth and global awareness.

Highly Effective Areas: The action has successfully established comprehensive classroom libraries offering diverse genres and reading levels, ensuring all students have access to print-rich, grade-level content. Each classroom is well-equipped with leveled reading materials that support Reader's and Writer's Workshop implementation, creating engaging literacy environments across all grade levels.

Foundational Literacy Enhancement: The targeted investment in additional books for Transitional Kindergarten through second grade effectively strengthens early literacy development by focusing on phonemic awareness and decoding skills. The implementation of Heggerty for TK through third grade demonstrates strategic alignment between materials and essential phonemic skill development, supporting students during critical literacy learning years.

Expanded Learning Opportunities: The Time Magazine subscriptions for all students effectively broaden exposure to current events and global perspectives while promoting reading engagement beyond traditional classroom texts. This approach successfully supports the school's mission of creating globally oriented learning experiences while building reading skills through authentic, relevant content.

Comprehensive Resource Access: The combination of leveled classroom libraries, targeted early literacy materials, and current events publications creates a robust reading ecosystem that supports diverse learning needs and interests, ensuring students have varied opportunities to engage with text at appropriate levels.

Action 1.6 is effective in supporting Goal 1's objective of providing consistent, high-quality instruction by ensuring educational continuity during teacher absences. The comprehensive substitute coverage successfully maintains both general and specialized educational services, protecting the learning environment and instructional quality that are fundamental to achieving rigorous, engaging education for all students.

Highly Effective Areas: The strategic partnerships with substitute staffing agencies effectively ensure continuous educational services across both general education classrooms and Special Education programs. This comprehensive approach successfully maintains uninterrupted instruction by providing qualified substitute teachers when needed, preventing learning disruptions that could impact student progress.

Consistent Service Delivery: The action effectively maintains consistent learning environments and specialized support services for all students on a daily basis. By ensuring both general education and Special Education services continue seamlessly during teacher absences, the school successfully preserves the quality and continuity of instruction that is essential for student achievement.

Proactive Approach: The established partnerships demonstrate effective planning that anticipates staffing needs and ensures reliable coverage. This proactive strategy successfully minimizes the educational impact of teacher absences, maintaining the rigorous, engaging instructional environment that Goal 1 aims to provide.

Support for Diverse Learners: The emphasis on maintaining Special Education services during absences effectively ensures that students with disabilities continue to receive required accommodations and specialized instruction, supporting equitable access to education for all student populations.

Action 1.7 is highly effective in supporting Goal 1's objective of facilitating rigorous, effective 21st century teaching and learning. The comprehensive technology program successfully provides universal access to digital tools while maintaining reliable infrastructure support, creating engaging learning environments that enhance instructional delivery and support diverse student needs through modern educational technology.

Highly Effective Areas: The comprehensive technology program successfully maintains a one-to-one student-to-device ratio, ensuring universal access to digital learning tools and instructional materials. All certificated staff and Special Education team members are effectively equipped with individual devices, facilitating effective instruction and student support across the campus.

Robust Infrastructure Implementation: The technology ecosystem effectively integrates multiple components including Chromebooks for students, MacBooks for staff, Promethean boards with new projectors in each classroom, and voice/audio translators to support diverse learning needs. This comprehensive approach successfully creates 21st century learning environments that support rigorous, effective instruction.

Enhanced Instructional Delivery: The Promethean boards and projectors in every classroom effectively enhance instructional delivery by providing interactive learning opportunities. The broadcasting team licensing and subscriptions demonstrate additional technology integration that expands learning experiences beyond traditional classroom instruction.

Systematic Support: The full-time IT support staff member effectively ensures all systems remain operational for teaching and learning, providing essential technical assistance that maintains the technology infrastructure's reliability and effectiveness.

Action 1.8 is effective in supporting Goal 1's objective of providing engaging, rigorous instruction by extending learning opportunities beyond the classroom. The standards-aligned field trips successfully enrich the educational experience while providing hands-on learning that enhances student engagement and deepens understanding of academic content across all grade levels.

Highly Effective Areas: The action successfully provides off-campus educational experiences that align with state content standards for students across all grade levels. Field trips to venues such as the Discovery Cube and various museums effectively offer hands-on learning opportunities that complement and enrich classroom instruction, supporting the goal of rigorous and engaging education.

Standards Alignment and Engagement: The carefully selected field trip destinations effectively provide experiential learning that reinforces academic content while engaging students in authentic, real-world applications of their studies. These experiences successfully extend learning beyond the classroom walls, creating memorable educational opportunities that enhance student understanding and retention.

Comprehensive Access: By including students from all grade levels in these educational experiences, the action effectively ensures equitable access to enriching learning opportunities that support the school's mission of providing engaging, globally oriented education.

Enhanced Learning Experience: The hands-on learning opportunities at educational venues effectively complement traditional classroom instruction by providing interactive, experiential learning that appeals to diverse learning styles and reinforces academic concepts through practical application.

Action 1.9 is highly effective in supporting Goal 1's objective of providing rigorous, engaging instruction through comprehensive curriculum implementation. The strategic adoption of standards-aligned materials successfully creates learning experiences that combine academic rigor with student engagement, effectively supporting the school's mission of building strong academic foundations while maintaining relevance and student interest.

Highly Effective Areas: The action has successfully ensured all students have access to rigorous, standards-aligned curriculum and instructional materials through strategic annual investments. The full implementation of Readers and Writers Workshop effectively enhances the school's comprehensive literacy program, providing structured approaches to reading and writing instruction that support student engagement and skill development.

Science Program Excellence: The complete integration of Amplify Science across all grade levels successfully provides students with hands-on learning experiences that align with Next Generation Science Standards (NGSS). This implementation effectively creates engaging, inquiry-based science instruction that supports the goal of rigorous, relevant education while building STEAM foundations.

Comprehensive Curriculum Access: The strategic curriculum purchases effectively ensure students receive high-quality, standards-based instruction across core subject areas. The combination of literacy and science programs creates a cohesive educational experience that supports both academic rigor and student engagement.

Standards Alignment: Both curriculum adoptions demonstrate effective alignment with state standards, ensuring students receive instruction that meets required benchmarks while providing engaging, hands-on learning opportunities that enhance understanding and retention.

Action 1.10: Action 1.10 is highly effective in supporting Goal 1's objective of rigorous, engaging instruction by providing reliable data management systems that enable educators to focus on teaching while maintaining accurate student records. The effective implementation of PowerSchool successfully creates the operational foundation necessary for informed instructional decision-making and comprehensive student support.

Highly Effective Areas: The PowerSchool Student Information System successfully maintains comprehensive student records and efficiently manages essential student data. The secure platform effectively enables accurate and reliable record-keeping for all students, providing the foundational data management necessary to support instructional decision-making.

Attendance Monitoring Excellence: The system effectively tracks daily attendance records, ensuring accurate monitoring that supports both compliance requirements and student success initiatives. This reliable attendance data collection is essential for identifying patterns and implementing interventions to improve student engagement and academic outcomes.

Operational Efficiency: PowerSchool successfully streamlines administrative processes, allowing educators to focus more time and energy on instruction rather than manual record-keeping tasks. The integrated system effectively supports efficient school operations while maintaining data accuracy and security.

Support for Academic Progress: The comprehensive student data management effectively provides educators with reliable information needed to track student progress, make informed instructional decisions, and communicate effectively with families about student achievement and attendance.

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.

Based on reflections of prior practice and feedback from educational partners, PLGA has made significant adjustments to Goal #1 for the 2025-26 school year to better align with our educational program and schoolwide student needs.

PLGA has developed a one-year Local Control and Accountability Plan (LCAP) with newly revised goals and actions that align with the school's mission, the California Community Schools Framework, Multi-Tiered System of Supports (MTSS), and California School Dashboard performance indicators. As a recipient of the California Community Schools Partnership Program (CCSPP) Implementation Grant and through our commitment to MTSS and the Four Pillars of Community Schools, the newly revised LCAP goals directly support our Community School objectives.

The revised LCAP metrics adhere to California Department of Education (CDE) required metrics and address all eight State Priorities, ensuring comprehensive accountability and transparency with a committed focus on continuous schoolwide improvement.

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	Assessment of Learning	Universal Screening and Progress Monitoring: PLGA will administer iReady Diagnostic Assessments for ELA and Mathematics three times annually (Fall, Winter, Spring) with monthly progress monitoring for students receiving Tier 2 and Tier 3 interventions (LREBG Funded \$13,604). Students in grades K-2 will complete the required Screening for Risk of Reading Difficulties as mandated by EC Section 53008 to ensure early identification and intervention support (LREBG Funded \$1,733). Teachers will conduct ongoing formative assessments weekly across all subject areas to monitor daily learning progression and inform immediate instructional adjustments.	\$16,104	N

Action #	Title	Description	Total Funds	Contributing
		<p>State-Required Assessments: All students will participate in mandated state assessments including CAASPP (ELA and Mathematics), CAST (Science), ELPAC (English Language Proficiency), and PFT (Physical Fitness Test) according to state testing schedules.</p> <p>Data Analysis and Inquiry Cycle Process:</p> <p>PLGA will implement a systematic, multi-level data review structure that ensures comprehensive analysis and responsive action planning. The principal and instructional leadership team will conduct monthly analyses of schoolwide trends, identifying patterns in student performance and adjusting systems-level supports accordingly. During these leadership meetings, the team will examine achievement gaps, intervention effectiveness, and resource allocation to maximize student outcomes.</p> <p>Bi-weekly grade level team meetings will provide collaborative opportunities for teachers to analyze student group data, share effective instructional practices, and develop targeted intervention plans. These sessions will focus on identifying students who need additional support, celebrating growth achievements, and planning coordinated responses to learning challenges. Teachers will use these meetings to ensure alignment between assessment results and instructional delivery across classrooms.</p> <p>Weekly individual student review processes will enable teachers to examine specific student progress data, informing daily instructional decisions and intervention adjustments. This ongoing analysis will drive flexible grouping strategies, personalized learning targets, and targeted skill-building activities designed to address identified learning gaps.</p> <p>Standards-Mastery Approach Implementation:</p> <p>PLGA will utilize a standards-mastery framework that systematically identifies specific learning gaps for each student through comprehensive diagnostic analysis. Teachers will develop individualized learning targets aligned to grade-level standards and create targeted intervention plans that address root causes of learning challenges. Progress toward mastery will be monitored through frequent checkpoint assessments, ensuring students receive appropriate support and challenge levels.</p> <p>Data-Driven Instructional Response System:</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Assessment results will drive immediate instructional adjustments through daily lesson modifications based on exit ticket and formative assessment outcomes. Teachers will implement flexible grouping strategies informed by real-time student performance data and design targeted skill-building activities from identified learning gaps. Tier 2 and Tier 3 intervention groups will be formed based on diagnostic assessment results, with progress monitoring conducted every two weeks for students receiving targeted support.</p> <p>Professional Learning and Accountability:</p> <p>The principal will facilitate monthly data inquiry sessions during staff meetings, providing teachers with protocols for data analysis, interpretation strategies, and evidence-based instructional responses. These collaborative sessions will focus on student learning outcomes and instructional effectiveness, fostering a culture of continuous improvement. Quarterly data reports will be shared with Vista Public Schools Central Office, school leadership team, and teaching staff to ensure transparency and accountability in driving student achievement outcomes.</p>		
2	MTSS: Accelerating Learning	<p>Multi-Tiered System of Supports Framework PLGA is committed to accelerating student learning to close achievement gaps through a comprehensive multi-tiered system of support that encompasses the following intervention framework:</p> <ul style="list-style-type: none"> • Tier 1 - Universal Core Instruction Enhancement: Instructional aides will provide additional Tier 1 support directly within general education classrooms, working collaboratively with teachers to strengthen core instruction for all students. Classrooms will be equipped with comprehensive literacy libraries, including Time magazine subscriptions featuring grade-level appropriate articles to support current events integration and academic vocabulary development. <p>All students in grades TK-6 will engage in integrated, multidisciplinary learning through our year-long Global Project initiative, where students investigate real-world problems identified</p>	\$1,048,415	Y

Action #	Title	Description	Total Funds	Contributing
		<p>by the United Nations. This project-based approach will strengthen academic language development across content areas while building critical thinking and collaboration skills essential for English Learners' success.</p> <ul style="list-style-type: none"> • Tier 2 - Targeted Group Interventions: Additional instructional aides will provide intensive small-group instruction for identified at-risk learners, with particular focus on English Learners. Using iReady diagnostic data and ongoing teacher observations, intervention groups consisting of 3-5 students will meet four times weekly for 30-minute sessions targeting specific skill gaps in phonemic awareness, reading fluency, and academic vocabulary development. Teachers and students will utilize iReady manipulatives and tools during intervention sessions to provide hands-on, concrete learning experiences, with progress monitored bi-weekly and data-driven adjustments made to instruction accordingly. • Tier 3 - Intensive Individual Support: After-school tutoring programs, staffed by both certificated and classified personnel, will provide individualized support for students requiring intensive intervention. Sessions will integrate ELA and mathematics instruction through hands-on, STEAM-based activities delivered during bi-weekly Innovation Village experiences, ensuring coherent skill application across disciplines. <p>Targeted Academic Support Through Additional Tutoring: Additional tutors will play a crucial role in providing targeted academic support for underperforming students in ELA and Math, particularly for English Learners (EL/LTEL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD). Working in close coordination with classroom teachers and instructional coaches, tutors will deliver individualized or small group instruction that addresses specific skill gaps while building on students' strengths before and after school.</p> <p>For English Learners (EL) and dually identified EL/SWD students, tutors will provide additional language support alongside content instruction, using scaffolding strategies including visual aids, native language support, and</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>structured opportunities for academic discourse. For Students with Disabilities, tutors will align their support with students' IEP goals and accommodate specific learning needs while maintaining high expectations for academic achievement.</p> <p>For Socioeconomically Disadvantaged (SED) students, tutors will help bridge opportunity gaps by providing extra practice time, building background knowledge, and offering homework support that might not be available at home. Tutors will use ongoing formative assessments to track progress and adjust instruction, ensuring their support remains targeted and effective while serving as confidence builders who create safe learning environments where students feel comfortable taking risks and developing academic self-efficacy.</p> <p>Expanded Learning Opportunities Program (ELOP) Our students will have access to comprehensive academic and social enrichment through ELOP programming, which provides support daily after school, before school, during intervention periods, and through summer school programming. This wraparound approach ensures continuous learning opportunities and targeted support for accelerating student achievement across all student populations and learning needs.</p>		
3	MTSS: SEL & Mental Health Supports	<p>Palm Lane Global Academy (PLGA) received a RED performance level for Chronic Absenteeism on the 2023 California School Dashboard for All Students and across all student groups, including English Learners (EL), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic students. Through implementation of robust attendance monitoring and support systems, PLGA achieved significant improvement, reducing chronic absenteeism rates from 46% (2022-23) to 36.1% (2023-24), resulting in a YELLOW performance level on the 2024 Dashboard for all students. Building on this progress, PLGA will continue strengthening comprehensive SEL and mental health supports to further improve student outcomes, engagement, and school climate.</p> <p>Holistic Approach to Student and Family Wellness</p>	\$281,131	Y

Action #	Title	Description	Total Funds	Contributing
		<p>PLGA endorses a comprehensive approach to serving students and families that prioritizes social-emotional wellness as the foundation for academic success and positive school climate. This holistic framework recognizes the interconnected nature of academic achievement, mental health, attendance, and family engagement in creating optimal learning conditions for all students.</p> <p>Daily Social-Emotional Learning Implementation</p> <p>All teachers will continue to implement the adopted Second Step SEL curriculum daily during the first hour of each school day, ensuring consistent focus on social-emotional development across all grade levels. Daily lessons will target the five core competencies of social-emotional learning: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. This systematic approach will provide students with essential skills for academic success, positive peer relationships, and emotional regulation throughout the school day.</p> <p>Targeted Attendance Support Through S.T.A.R.S. Initiative</p> <p>The Community School's Coordinator and Counselor will collaborate to identify students exhibiting chronic absences and implement the S.T.A.R.S. (Supporting Timely Attendance and Responsible Students) intervention program. Comprehensive family meetings will be conducted in August and each trimester thereafter, including participation from the community coordinator, counselor, classroom teacher, and administrator. These meetings will focus on identifying barriers to attendance, developing collaborative solutions, and providing ongoing family support to ensure consistent school participation.</p> <p>Enhanced Attendance Intervention Through Home Visits</p> <p>PLGA will continue to strengthen and communicate its attendance policy to families and students. PLGA staff will undergo training through the Parent-Teacher Home Visit Organization to conduct home visits, utilizing evidence-based practices to build community connections, develop trust, and re-engage students and families to reduce chronic absenteeism and improve daily student attendance. This intensive intervention approach will address root causes of absenteeism by meeting families in their home environment, fostering stronger school-home partnerships, and providing</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>personalized support that directly impacts student outcomes. Trained staff will use culturally responsive approaches to strengthen relationships with families, understand community contexts, and develop collaborative solutions that support consistent school attendance and academic engagement.</p> <p>Comprehensive Mental Health and Wellness Support Services</p> <p>PLGA will provide multi-layered mental health support through strategic partnerships and staffing enhancements. A partnership with Turning Point will deliver school-based counseling services three days per week, providing immediate access to mental health support for students in need.</p> <p>Beginning in the 2025-26 school year, PLGA will introduce a new school counselor position to address the complex social-emotional, behavioral, and mental health needs that significantly impact student wellbeing and academic success. Through individual counseling sessions, small group interventions, and classroom guidance lessons, this new counselor will provide both proactive and responsive services that build students' coping skills, emotional regulation, and positive behaviors.</p> <p>Working collaboratively with teachers, families, and community mental health partners, the counselor will ensure students receive comprehensive support while helping to implement schoolwide Positive Behavioral Interventions and Supports (PBIS) and restorative practices. In times of crisis, the counselor will provide immediate intervention and support for students experiencing acute emotional distress or behavioral challenges.</p> <p>The new counselor position will also play an essential role in creating a trauma-informed school environment by supporting teachers in understanding and responding to student mental health needs while promoting psychological safety and emotional wellbeing throughout the school community. Through early identification and intervention strategies, the counselor will help prevent the escalation of mental health challenges that can lead to chronic absenteeism, disciplinary issues, and declining academic performance.</p> <p>Additionally, the school counselor will work collaboratively with the school psychologist and MTSS team to foster a welcoming, inclusive</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>school community that supports the social-emotional wellness of all students and families.</p> <p>Board-Certified Behavior Analyst (BCBA) Support</p> <p>The Board-Certified Behavior Analyst (BCBA) will provide training and support for general education teachers, paraprofessionals, and administrators on creating inclusive learning environments to maximize the potential of all students. The BCBA will develop, train, and provide strategies for addressing severe student behaviors beyond Students with Disabilities (SWD), creating an environment where students can thrive.</p> <p>The BCBA will implement restorative practices and use data collected to create plans to address challenging behaviors and teach new skills, which includes decreasing behavioral issues that interfere with learning and increasing behaviors that help a student accomplish their goals.</p> <p>Health and Wellness Curriculum Integration</p> <p>The implementation of Studies Weekly Health & Wellness curriculum, aligned to National Health Education Standards, will help students develop comprehensive wellness skills encompassing physical, mental, social, academic, and emotional domains. The curriculum's home connection component will extend learning opportunities to parents and families, creating shared understanding and support for student wellness initiatives.</p> <p>Studies Weekly Social Studies curriculum will provide student-friendly, standards-aligned instruction organized around civics and government, geography, economics, and history themes. This hands-on learning approach through periodical format and online platform will strengthen students' connection to learning and academic engagement.</p> <p>Family Engagement and Parent Education</p> <p>Trimester parent workshops will be offered throughout the school year, focusing on varied topics that support the holistic development of students and strengthen family capacity to support their children's academic and social-emotional growth. These workshops will address topics such as supporting attendance, promoting positive mental health, and reinforcing SEL skills at home.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>School Climate Assessment and Continuous Improvement</p> <p>PLGA will implement the California Healthy Kids Survey (CHKS) to systematically assess school climate indicators including attendance patterns, student connectedness, motivation levels, and teacher-student relationships. Survey results will inform ongoing improvements to school climate initiatives and guide targeted interventions to enhance student engagement and belonging.</p> <p>Professional Development and MTSS Enhancement</p> <p>The comprehensive MTSS team, comprised of the school psychologist, counselor, resource teacher, behavioral interventionists, and special education assistants, will attend the 2025 California MTSS Professional Learning Institute: Unite, Empower and Impact. This professional development opportunity will strengthen the team's capacity to implement effective MTSS practices, elevate student achievement outcomes, and drive meaningful systemic change in supporting student wellness and academic success.</p> <p>Through this comprehensive approach to SEL and mental health supports, PLGA anticipates continued improvement in chronic absenteeism rates, enhanced student engagement and connectedness, improved school climate indicators, and ultimately, increased academic achievement for all student populations.</p>		
4	Broad Course of Study	<p>Palm Lane Global Academy will provide all students with comprehensive enrichment opportunities that extend beyond core academic subjects (English Language Arts, Mathematics, Science, and Social Studies) to ensure a well-rounded educational experience that develops the whole child.</p> <p>Arts and Music Education Programs</p> <p>Students will receive sequential, standards-aligned instruction in both vocal and instrumental music, fostering musical literacy and performance skills across all grade levels. Comprehensive art instruction will provide</p>	\$158,872	N

Action #	Title	Description	Total Funds	Contributing
		<p>hands-on learning experiences in diverse artistic mediums and techniques, developing students' creative expression and visual literacy skills.</p> <p>Strategic partnerships with Conga Kids, Maestro Music, and Jazz Empowers will expand students' exposure to music and performing arts, providing specialized instruction and performance opportunities that cultivate appreciation for and proficiency in the performing arts. These partnerships will ensure students receive high-quality instruction from professional artists and musicians while developing confidence and skills in creative expression.</p> <p>Language and Cultural Enrichment</p> <p>American Sign Language (ASL) instruction will provide comprehensive learning in ASL vocabulary, grammar, and Deaf culture, offering students unique opportunities to develop inclusive communication skills and cultural awareness. This specialized language program will enhance students' ability to communicate across diverse communities while building empathy and understanding of Deaf culture.</p> <p>Extended Learning Opportunities</p> <p>Enrichment classes offered throughout the school year will provide students with meaningful learning experiences that develop critical thinking, oral communication, and problem-solving skills. These opportunities will include athletics (basketball, soccer), creative expression (broadcasting, newspaper and yearbook clubs, cheerleading, bucket drumming), STEAM exploration (robotics), leadership development (Student Council, Lion Youth Leadership, Cub Scouts of America), and wellness activities (yoga). This diverse array of programs will ensure that all students can explore their interests, discover new talents, and develop skills that support both academic achievement and personal growth.</p> <p>Evidence-Based Educational Approach</p> <p>Research consistently demonstrates that comprehensive arts education and language acquisition programs significantly enhance student development across multiple academic and social-emotional domains. Art instruction develops visual literacy, critical thinking, and creative problem-solving abilities while fostering persistence and improved communication skills</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>that transfer to other academic disciplines. Studies published in the Journal of Aesthetic Education indicate that art education strengthens neural connections supporting symbolic thinking, pattern recognition, and spatial reasoning capabilities.</p> <p>American Sign Language instruction provides unique cognitive benefits beyond traditional language acquisition. Research from the National Institutes of Health demonstrates that ASL learning enhances attention span, visual-spatial processing, and executive functioning skills. Additionally, studies in the Journal of Deaf Studies and Deaf Education show that ASL instruction increases cultural awareness, empathy, and inclusive communication practices among all students, regardless of hearing status.</p> <p>Music education research indicates that sequential music instruction improves mathematical reasoning, memory development, and collaborative learning skills while providing students with lifelong tools for creative expression and cultural appreciation. The combination of vocal and instrumental instruction creates multiple pathways for student engagement and skill development.</p> <p>Alignment with Educational Standards</p> <p>This comprehensive approach to enrichment education will align with California's educational priorities for developing well-rounded students who possess diverse communication skills, cultural competencies, and creative abilities essential for success in college, career, and civic participation in the twenty-first century. By providing access to arts, music, language, and diverse enrichment opportunities, PLGA will ensure that all students develop the broad skill set necessary for academic achievement and lifelong learning.</p>		
5	Empowering SWD Academically	<p>Palm Lane Global Academy (PLGA) received a RED performance level for Students with Disabilities (SWD) in the Chronic Absenteeism Indicator on the 2023 California School Dashboard. Through implementation of robust attendance monitoring and targeted interventions, chronic absenteeism rates for SWD students declined significantly from 47.7% (2022-23 school year) to 36.7% (2023-24 school year), resulting in an improved ORANGE</p>	\$476,793	Y

Action #	Title	Description	Total Funds	Contributing
		<p>performance level on the 2024 California School Dashboard. Building on this progress, PLGA will implement comprehensive academic support systems to further empower SWD students and accelerate their academic achievement.</p> <p>Collaborative Leadership and Program Oversight</p> <p>PLGA's school site administrators will meet bi-weekly with the Special Education Coordinator and Director of Special Education to strengthen the special education program and ensure academic success for students with disabilities. These collaborative meetings will focus on monitoring and assessing student services, analyzing SWD caseload data, identifying and planning professional development needs throughout the school year, and analyzing instruction for students with disabilities based on comprehensive assessment data including iReady and ELA curriculum assessments.</p> <p>Enhanced Communication and Instructional Support</p> <p>The Resource Specialist Teacher (RST) will provide all general education teachers with current IEPs at a Glance document for their students with IEPs, distributed monthly as IEP meetings are conducted to ensure teachers have the most updated and accurate information for supporting students with disabilities. The Director of Special Education and Special Education Coordinator will regularly attend El Dorado Charter SELPA Professional Learning Network meetings and provide pertinent updates to school site administrators, general education staff, and parents to ensure implementation of current best practices and compliance requirements.</p> <p>Comprehensive Professional Development Program</p> <p>The Director of Special Education, Special Education Coordinator, RST, school psychologist, and school site administrators will provide targeted professional development focused on strengthening academic support for students with disabilities. These professional development opportunities will equip both certificated and classified general education staff with tools to support SWD students in and out of the general education setting. Professional development topics will be determined based on school site needs and may include ELA, ELD and Math support strategies for students with disabilities, COST/SST/504/IEP processes, classroom</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>accommodations for academic and behavioral support, behavior intervention plans and check-in/check-out systems, de-escalation strategies, and effective collaboration between special education and general education teachers.</p> <p>Collaborative Planning and Instruction</p> <p>During weekly professional development time, special education and general education teachers will participate in structured Professional Learning Community (PLC) collaboration sessions to plan coordinated instruction both within and outside the general education setting. These collaborative planning sessions will focus on making the general education curriculum accessible to students with disabilities, selecting appropriate accommodations and modifications, and ensuring continuity of instruction across settings. The RST will collaborate with general education teachers to plan targeted small-group instruction that reinforces and extends learning from the general education classroom.</p> <p>Systems-Level Compliance and Quality Assurance</p> <p>The Director of Special Education and Special Education Coordinator will maintain comprehensive oversight of special education services through systematic monitoring processes. CALPADS will be monitored during summer break and throughout the school year to ensure no students with IEPs are overlooked. Upon enrollment at PLGA, students will be immediately transferred into SEIS to ensure compliance and begin services without delay. The Director of Special Education, Special Education Coordinator, RST, and DIS Providers will meet bi-weekly to share best practices and ensure service quality.</p> <p>Weekly SEIS monitoring will be conducted to identify and address any discrepancies, with immediate notification and support provided to DIS providers when corrections are needed. An IEP Master Calendar will be prepared before the beginning of each school year, with IEP meetings scheduled one month in advance to maintain compliance. IEP meetings will be conducted in person or via Zoom based on parent preferences to ensure meaningful parent participation and collaborative decision-making.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>SELPA Partnership and Resource Utilization</p> <p>PLGA will continue active participation in all El Dorado Charter SELPA Professional Learning Network meetings, working closely with assigned program specialists to benefit from resources and networking opportunities. The school will utilize SELPA support in areas including 504 plans, Least Restrictive Environment updates, ELD support for students with disabilities, IDEA updates, and compliance assistance during CALPADS reporting windows. These partnerships ensure that PLGA maintains compliance for students with disabilities while implementing evidence-based practices that support academic achievement.</p> <p>Through this comprehensive approach to empowering SWD academically, PLGA anticipates continued improvement in chronic absenteeism rates, increased academic achievement for students with disabilities across all content areas, enhanced collaboration between general and special education staff, and improved outcomes on state assessments and individual student goals as measured through IEP progress monitoring.</p>		
6	Accelerating English learner Success	<p>Palm Lane Global Academy (PLGA) received an ORANGE performance level for the English Language Arts (ELA) Academic Indicator for the English Learner Student group on both the 2023 and 2024 CA School Dashboard. On the 2024 California School Dashboard, PLGA received a RED performance level for the English Learner Performance Indicator (ELPI), reflecting a significant decline in the percentage of students making progress in English language acquisition. The data shows a concerning drop from 41.6% (2022-23 school year) to 28.7% (2023-24 school year) as measured by the English Language Proficiency Assessments for California (ELPAC). This dramatic decline necessitates immediate, comprehensive intervention strategies to accelerate English learner success and ensure equitable access to academic content.</p> <p>Specialized ELD Instructional Support</p> <p>PLGA will hire a part-time ELD Instructional Coach who will work systematically to build teacher capacity in implementing effective English language development strategies across content areas while supporting the</p>	\$68,423	N

Action #	Title	Description	Total Funds	Contributing
		<p>specific linguistic and academic needs of EL/LTEL students. The ELD Instructional Coach will collaborate with teachers to analyze language proficiency data alongside academic performance data to identify specific areas where students struggle, helping teachers develop and implement targeted language objectives alongside content objectives to ensure lessons provide both rigorous academic content and appropriate linguistic support.</p> <p>The ELD coach will guide teachers in scaffolding instruction, developing academic vocabulary, and creating opportunities for meaningful language production across all four domains: listening, speaking, reading, and writing. A key area of focus will be supporting teachers in making content accessible while maintaining high expectations through modeling strategies for integrating language development into content instruction, including the use of visual supports, implementation of sentence frames, facilitation of structured academic discussions, and development of students' metalinguistic awareness.</p> <p>Technology-Enhanced EL Support</p> <p>PLGA will implement the Ellevation Platform to provide comprehensive support for English Learners through data-driven instruction and progress monitoring. This platform will enable teachers to track student language development, access research-based instructional strategies, and monitor progress toward English proficiency goals while ensuring compliance with state and federal requirements for English Learner services.</p> <p>Direct Instructional Support</p> <p>An EL Instructional Aide will provide push-in support for English Learners during the instructional day, working collaboratively with classroom teachers to deliver targeted language support within the general education setting. This push-in model ensures that English Learners receive additional linguistic scaffolding while remaining integrated with their peers and accessing grade-level academic content.</p> <p>Comprehensive English Language Development Framework</p> <ul style="list-style-type: none"> • Designated ELD Implementation: Daily focused instruction on English language skills including grammar, vocabulary, and syntax 		

Action #	Title	Description	Total Funds	Contributing
		<p>will be implemented each morning as part of structured warm-up activities for grades 1-6. This consistent, systematic approach will provide English Learners with explicit language instruction that builds foundational skills necessary for academic success across all content areas.</p> <ul style="list-style-type: none"> • Integrated ELD Across Content Areas: English language development will be reinforced daily through embedded instruction throughout science, mathematics, and reading instruction, utilizing scaffolded support strategies that make academic content accessible while simultaneously building language proficiency. Teachers will systematically integrate language objectives with content objectives to ensure dual focus on academic learning and language development. • Authentic Language Exposure: All students will receive monthly issues of Time Magazine through a year-long subscription for the 2025-26 school year, providing opportunities to engage with real-world texts and authentic language use. This exposure to current events and varied text structures will enhance academic vocabulary development and cultural knowledge essential for academic success. <p>Strategic Professional Development and Collaboration</p> <p>Teachers will receive comprehensive professional development on Kagan cooperative learning strategies, which are research-based instructional methods proven effective for teaching English Learners. These strategies will enhance student engagement, promote academic discourse, and provide structured opportunities for language practice within collaborative learning environments.</p> <p>At the onset of each trimester, teachers will meet with classified staff supporting students within classrooms to identify key areas of focus and plan strategic support aligned to individual student goals and language development needs. These collaborative planning sessions will ensure coordinated support and maximize the effectiveness of both certificated and classified personnel in supporting English Learner success.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Instructional Enhancement and Resource Integration</p> <p>The adoption of new ELA curriculum will incorporate comprehensive English Learner resources to support student learning while providing both certificated and classified staff with access to high-quality English language learner materials and ongoing professional development opportunities. This curriculum integration will ensure that language development is systematically addressed within core academic instruction.</p> <p>To promote effective English language learning strategies, all teachers will utilize timers to support "Think Time" during lessons, providing English Learners with necessary processing time to formulate responses and engage meaningfully in academic discussions. This strategy supports language production while building confidence in academic communication.</p> <p>Systematic Assessment and Progress Monitoring</p> <p>Interim assessments will be administered regularly to monitor English Learner progress and inform instructional adjustments. These assessments will provide data on both language development and academic achievement, enabling teachers and the ELD Instructional Coach to make data-driven decisions about instructional focus and intervention intensity.</p> <p>Teachers will collaborate with the ELD Instructional Coach through consistently scheduled collaborative planning sessions to co-plan lessons that address both language and content objectives. These planning sessions will ensure alignment between classroom instruction and ELD support while maximizing the impact of all instructional minutes for English Learners.</p> <p>Trimester Intervention Planning</p> <p>At the beginning of each trimester, teachers will work alongside the ELD Instructional Coach and support staff to develop comprehensive intervention plans tailored to individual English Learner needs. These plans will incorporate assessment data, language proficiency levels, and academic goals to create targeted support strategies that accelerate both language acquisition and academic achievement.</p>		

Action #	Title	Description	Total Funds	Contributing
		Through this comprehensive approach to accelerating English Learner success, PLGA anticipates significant improvement in ELPI performance levels, increased percentage of students making progress toward English proficiency, enhanced academic achievement across content areas, and improved overall outcomes for English Learners as measured by both ELPAC assessments and academic indicators.		

Goal

Goal #	Description	Type of Goal
2	Professional Growth: Cultivate a collaborative leadership structure that empowers educators, staff, and administrators through shared decision-making and continuous improvement processes. By investing in robust professional development focused on MTSS implementation, targeted instructional coaching, differentiation strategies, and standards-aligned STEAM instruction, we will build collective expertise while fostering distributed leadership. This comprehensive approach to professional growth and data-driven improvement will strengthen our learning community, elevate instructional practices, and create sustainable systems that maximize student achievement and well-being, ensuring all students receive the supports needed to thrive as college and career-ready global citizens.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

Palm Lane Global Academy recognized that sustainable student achievement gains require systematic investment in teacher effectiveness and instructional leadership capacity. The school identified the need for comprehensive professional development systems that build collective expertise while maintaining high standards for teacher credentialing and appropriate assignment. With 100% of teachers required to be fully credentialed and appropriately assigned, the school needed structured systems to ensure ongoing professional growth and instructional excellence across all content areas.

Multi-Tiered System of Supports Implementation: As a recipient of the California Community Schools Partnership Program (CCSPP) Implementation Grant, PLGA committed to implementing a comprehensive MTSS framework. This evidence-based approach requires extensive professional development to build staff capacity in data-driven instruction, tiered interventions, and collaborative problem-solving. The school recognized that effective MTSS implementation depends on all staff understanding their roles within the system and having the skills to deliver differentiated support based on student needs.

English Learner Support and Academic Achievement Gaps: With 36% English Learners and persistent achievement gaps evidenced by the RED performance level on the English Learner Progress Indicator, the school identified critical need for professional development in designated and integrated English Language Development strategies. Teachers required specialized training in scaffolding instruction, developing academic vocabulary, and creating opportunities for meaningful language production across all content areas to effectively serve multilingual learners.

Data-Driven Instruction and Assessment Literacy: PLGA recognized that improving student outcomes requires systematic capacity building in data analysis and instructional response. Teachers needed professional development in interpreting assessment results, identifying learning gaps, and adjusting instruction accordingly. The implementation of comprehensive assessment systems including iReady diagnostics and state-required

assessments necessitated ongoing training to ensure teachers could effectively use data to inform instructional decisions and intervention planning.

Science of Reading Implementation: Given persistent literacy challenges and the need to address reading achievement gaps, Palm Lane Global Academy identified the critical need for comprehensive Science of Reading professional development. This evidence-based approach requires systematic training in phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction across all content areas, recognizing that literacy development impacts student success in every academic discipline.

Collaborative Leadership and Distributed Decision-Making: PLGA’s vision for transformative education required moving beyond traditional hierarchical structures toward collaborative leadership models that empower educators at all levels. This approach recognizes that sustainable school improvement depends on building leadership capacity throughout the organization and creating systems for shared decision-making that leverage the expertise of all staff members.

Sustainability and Continuous Improvement: Goal 2 addresses the school's need to create sustainable professional learning systems that will continue beyond grant funding periods. By investing in comprehensive professional development, instructional coaching, and collaborative structures, the school aims to build internal capacity that supports continuous improvement and ensures long-term impact on student achievement and well-being.

This goal represents Palm Lane Global Academy's understanding that high-quality instruction requires ongoing investment in professional growth, systematic implementation of evidence-based practices, and collaborative leadership structures that support both individual teacher effectiveness and collective school improvement efforts.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
13	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 96.6%	2022-23: 100%		2023-24: 92%	+3.4%
14	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%		2025-26: 100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
15	<p>Implementation of the State Academic content & performance standards for all students & enable ELs access.</p> <p><u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability</p> <p>Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)</p>	<p><u>2023-24</u></p> <p>ELA: 5 ELD: 4 Math: 5 Social Science: 4 Science: 4 CTE: NA Health: 4 PE: 5 VAPA: 5 World Language: NA</p>	<p><u>2024-25</u></p> <p>ELA: 5 ELD: 3 Math: 5 Social Science: 4 Science: 3 CTE: NA Health: 5 PE: 5 VAPA: 4 World Language: NA</p>		<p><u>2025-26:</u></p> <p>ELA: 5 ELD: 4 Math: 5 Social Science: 4 Science: 4 CTE: NA Health: 5 PE: 5 VAPA: 4 World Language: NA</p>	<p>ELA: 0 ELD: -1 Math: 0 Social Science: 0 Science: -1 CTE: NA Health: +1 PE: 0 VAPA: -1 World Language: NA</p>

Goal Analysis for 2024-25

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

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

Action 2.1: This action was partially implemented. Palm Lane Global Academy (PLGA) supports English Learners (ELs) through multiple strategies. The school has invested in supplemental literacy materials specifically designed for ELs and employs a Teaching Assistant to provide targeted academic intervention. Additionally, all EL students receive both designated and integrated English Language Development (ELD) instruction. Palm Lane Global Academy is actively evaluating new English Language Development (ELD) curricula for adoption. Once selected, the school will purchase the curriculum and provide comprehensive teacher training, with implementation planned for the 2025-26 school year.

Action 2.2: This action was fully implemented. The Coordination of Scholar Support Services Team (COSST) operates through a collaborative decision-making process, drawing on the expertise of key staff members including the school psychologist, speech pathologist, resource teacher, instructional coach, and principal. This team evaluates student referrals to determine appropriate candidates for the support program.

Once a student is accepted into the program, the team collaborates with the student's general education teacher and the instructional coach to develop individualized goals that guide intervention services. Progress monitoring occurs every 6-8 weeks through conferences between the interventionist, instructional coach, and general education teacher. Based on these evaluations, students who meet or exceed their goals are exited from the program, while those needing additional support continue with another 6-8 week intervention cycle.

Action 2.3: This action was fully implemented. Palm Lane Global Academy ensures instructional excellence by maintaining fully equipped classrooms with comprehensive supplies and materials. This resource-ready environment allows teachers to focus on delivering high-quality instruction without logistical concerns. The school has enhanced its educational resources this year through two key subscriptions: Time Magazine for all students, expanding their access to current events and informational texts, and Health & Wellness Studies Weekly, which supports students' social-emotional development and health awareness.

Action 2.5: This action was fully implemented. At Palm Lane Global Academy, we partner with specialized education providers to deliver comprehensive support services for our students with special needs. These contracted professionals complement our in-house special education team, ensuring all students receive their required accommodations and services. Through these partnerships, we maintain access to specialized resources and expertise that help us fully support the diverse learning needs of our students.

Action 2.6: This action was fully implemented. Palm Lane Global Academy maintains dedicated special education support through its staffing structure, employing a full-time and a part-time special education assistant. These skilled staff members work collaboratively to implement specialized support services as outlined in students' Individualized Education Programs (IEPs), ensuring that students receive their mandated accommodations and modifications.

Action 2.7: This action was fully implemented. This initiative has already been addressed in a previous action item. For clarity and to avoid duplication, we will eliminate this entry as these activities and their associated costs are fully captured in our earlier documentation.

Action 2.8: This action was fully implemented. This initiative has already been addressed in a previous action item. For clarity and to avoid duplication, we will eliminate this entry as these activities and their associated costs are fully captured in our earlier documentation.

Action 2.9: This action was fully implemented. This initiative has already been addressed in a previous action item. For clarity and to avoid duplication, we will eliminate this entry as these activities and their associated costs are fully captured in our earlier documentation.

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.

Material Differences Between Budgeted and Estimated Actual Expenditures - Goal #1 (PLGA)

Expenditures Under Budget:

Action 2.2 resulted in favorable budget variance as the cost for the newly hired Resource Specialist Program (RSP) teacher came in below the original budgeted amount. This cost savings likely occurred due to several possible factors: the hired candidate may have been placed at a lower step on the salary schedule than initially projected, the position may have been filled later in the year than anticipated (resulting in fewer months of salary and benefits), or the benefits package may have cost less than budgeted projections.

Additionally, if the RSP position required specialized credentials or experience levels that were difficult to fill, the district may have initially budgeted at a higher salary range to attract qualified candidates but successfully recruited an effective teacher at a more favorable compensation level.

This variance demonstrates effective fiscal management in personnel hiring while still meeting the program's staffing needs to serve students requiring specialized academic support through the Resource Specialist Program.

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

Action 2.1 is effective in supporting Goal 2's objective of providing equitable learning environments for all subgroups, particularly English Learners. The comprehensive approach combining curriculum evaluation, targeted materials, dedicated staffing, and systematic instruction delivery successfully creates supportive conditions for English language development while ensuring access to academic content. The planned curriculum adoption demonstrates continued commitment to strengthening ELD services.

Based on the LCAP midyear update data, Action 2.1 (ELD Instruction) demonstrates strong effectiveness in making progress toward Goal 2.

Highly Effective Areas: The action successfully supports English Learners through multiple comprehensive strategies, including strategic investments in supplemental literacy materials specifically designed for ELs and dedicated Teaching Assistant support for targeted academic intervention. All English Learner students effectively receive both designated and integrated English Language Development (ELD) instruction, ensuring comprehensive language support.

Structured ELD Implementation: The systematic approach of providing dedicated language development instruction at least twice weekly effectively delivers targeted language support aligned with students' current performance levels. This structured implementation successfully ensures appropriate scaffolding for English language acquisition while maintaining consistent service delivery.

Curriculum Development Progress: The school is actively evaluating new English Language Development curricula for adoption, demonstrating proactive planning for enhanced ELD instruction. The planned curriculum purchase and comprehensive teacher training for 2025-26 implementation shows effective long-term strategic planning to strengthen ELD services.

Targeted Support Services: The Teaching Assistant specifically assigned to provide ELD intervention effectively delivers personalized academic support, ensuring English Learners receive additional assistance needed to access grade-level content while developing language proficiency.

Action 2.2 is highly effective in supporting Goal 2's objective of providing equitable learning environments through systematic, data-driven support systems. The comprehensive MTSS framework successfully identifies, supports, and monitors student progress while ensuring appropriate accommodations and assessment plans for students with diverse needs. The collaborative approach effectively creates inclusive environments where all student subgroups can access appropriate support services.

Highly Effective Areas: The Coordination of Scholar Support Services Team (COSST) operates effectively through a collaborative decision-making process, utilizing expertise from key staff including the school psychologist, speech pathologist, resource teacher, instructional coach, and principal. This comprehensive team successfully evaluates student referrals and determines appropriate candidates for support programs.

Systematic Intervention Process: The structured approach to developing individualized goals in collaboration with general education teachers and instructional coaches effectively guides intervention services. The regular progress monitoring every 6-8 weeks through conferences between interventionists, instructional coaches, and teachers successfully ensures continuous assessment and adjustment of support strategies.

Data-Driven Decision Making: The systematic evaluation process effectively determines student outcomes, with successful students being appropriately exited from the program while those needing additional support continuing with another intervention cycle. This evidence-based approach successfully ensures students receive appropriate levels and duration of support.

Collaborative Support Structure: The integration of multiple specialists and educators in the MTSS process effectively creates comprehensive support networks for students with diverse needs. The team's collaborative approach successfully addresses both academic and non-academic barriers to learning.

Action 2.3 is highly effective in supporting Goal 2's objective of providing equitable learning environments by ensuring comprehensive resource availability and expanding learning opportunities through strategic subscriptions. The systematic approach to classroom supplies combined with targeted educational materials successfully creates supportive learning environments that address both academic and social-emotional needs while promoting global awareness and engagement.

Highly Effective Areas: The action successfully ensures instructional excellence by maintaining fully equipped classrooms with comprehensive supplies and materials, creating resource-ready environments that allow teachers to focus on delivering high-quality instruction without logistical concerns. This systematic approach effectively supports equitable learning conditions across all classrooms.

Enhanced Educational Resources: The strategic implementation of Time Magazine subscriptions for all students successfully expands access to current events and informational texts, broadening students' exposure to global perspectives while promoting reading engagement beyond traditional classroom materials. This resource effectively supports the school's mission of globally oriented education.

Social-Emotional Learning Support: The Health & Wellness Studies Weekly subscription effectively supports students' social-emotional development and health awareness, addressing the holistic needs of learners while complementing academic instruction. This resource successfully contributes to comprehensive student wellness initiatives.

Equitable Resource Distribution: The comprehensive supply system effectively ensures all students have access to necessary instructional materials regardless of their background or circumstances, supporting the goal of providing equitable learning environments for all subgroups served by the school.

Action 2.5 is highly effective in supporting Goal 2's objective of providing equitable learning environments for all subgroups, particularly students with disabilities. The strategic use of contracted special education providers successfully ensures comprehensive service delivery while maintaining the school's commitment to inclusive education and specialized support for students with diverse learning needs.

Highly Effective Areas: The strategic partnerships with specialized education providers successfully deliver comprehensive support services for students with special needs, complementing the in-house special education team to ensure all students receive required accommodations and services. This collaborative approach effectively maintains access to specialized resources and expertise necessary for supporting diverse learning needs.

Comprehensive Service Delivery: The contracted professionals effectively provide essential services that extend the school's capacity to serve students with disabilities, ensuring comprehensive support that addresses the full range of special education requirements. This partnership model successfully ensures all students receive appropriate specialized interventions and accommodations.

Enhanced Expertise Access: The partnerships effectively provide access to specialized knowledge and resources that help the school fully support students with diverse learning needs. This approach successfully ensures that students with disabilities receive high-quality, specialized services aligned with their Individual Education Program (IEP) requirements.

Inclusive Support Framework: The combination of contracted providers with in-house special education staff effectively creates a comprehensive support network that enables inclusive educational environments where students with disabilities can access appropriate services while participating in general education settings.

Action 2.6 is highly effective in supporting Goal 2's objective of providing equitable learning environments for students with disabilities. The dedicated special education assistant staffing successfully ensures appropriate implementation of IEP services while maintaining inclusive educational settings, effectively supporting the diverse learning needs of students with disabilities within the general education environment

Highly Effective Areas: The employment of both full-time and part-time special education assistants successfully provides dedicated support for students with disabilities through push-in services. These skilled staff members effectively work collaboratively to implement specialized support services as outlined in students' Individualized Education Programs (IEPs), ensuring mandated accommodations and modifications are consistently delivered.

Inclusive Service Delivery: The teaching assistants effectively provide push-in support within general education classrooms, successfully maintaining inclusive learning environments while ensuring students with disabilities receive required specialized assistance. This approach effectively supports the school's commitment to full inclusion while meeting individual student needs.

IEP Implementation Excellence: The collaborative work between special education assistants ensures systematic implementation of IEP requirements, effectively providing students with disabilities the specific accommodations and modifications necessary for academic success. This structured approach successfully maintains compliance with special education mandates while supporting student achievement.

Staffing Structure Effectiveness: The combination of full-time and part-time positions effectively provides flexible coverage that meets varying student needs throughout the school day, ensuring consistent special education support across different times and settings.

Action 2.7 elimination represents effective administrative efficiency rather than reduction in services. The consolidation approach successfully maintains comprehensive ELD support for English Learners while improving clarity in goal reporting and preventing duplication in cost accounting. English Learner services continue to be effectively addressed through the comprehensive ELD instruction action, ensuring equitable learning environments for this critical student subgroup.

Rationale for Elimination: The action was identified as duplicative of services already addressed in other goal actions, specifically Action 2.1 (ELD Instruction). To ensure clarity and avoid redundant reporting, the school appropriately consolidated ELD coordination activities within the comprehensive ELD instruction action.

Action 2.8: elimination represents effective administrative efficiency rather than reduction in services for homeless and foster youth. The consolidation approach successfully maintains comprehensive support for these vulnerable student populations while improving clarity in goal reporting and preventing duplication in cost accounting. Services for homeless and foster youth continue to be effectively addressed through integrated support systems, ensuring equitable learning environments for these critical student subgroups.

Rationale for Elimination: The action was identified as duplicative of services already addressed in other goal actions. To ensure clarity and avoid redundant reporting, the school appropriately consolidated homeless and foster youth liaison activities within existing comprehensive support frameworks.

Action 2.9: elimination represents effective administrative efficiency rather than reduction in targeted attendance services. The consolidation successfully maintains comprehensive chronic absenteeism interventions for students with special needs and English Learners while improving clarity in goal reporting and preventing duplication in cost accounting, ensuring continued equitable support for these student subgroups' attendance and engagement needs.

Rationale for Elimination: The action was identified as duplicative of attendance support services already addressed in other goal actions. The School Attendance Review Team (SART) activities and chronic absenteeism interventions for students with special needs and English Learners are appropriately consolidated within existing comprehensive support frameworks to ensure clarity and avoid redundant reporting.

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.

Based on reflections of prior practice and feedback from educational partners, PLGA has made significant adjustments to Goal #2 for the 2025-26 school year to better align with our educational program and schoolwide student needs.

PLGA has developed a one-year Local Control and Accountability Plan (LCAP) with newly revised goals and actions that align with the school's mission, the California Community Schools Framework, Multi-Tiered System of Supports (MTSS), and California School Dashboard performance indicators. As a recipient of the California Community Schools Partnership Program (CCSPP) Implementation Grant and through our commitment to MTSS and the Four Pillars of Community Schools, the newly revised LCAP goals directly support our Community School objectives.

The revised LCAP metrics adhere to California Department of Education (CDE) required metrics and address all eight State Priorities, ensuring comprehensive accountability and transparency with a committed focus on continuous schoolwide improvement.

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	Core Instructional Staffing	<p>Staffing Structure: The Principal will serve as an instructional leader in addition to their administrative role, providing instructional coaching, analyzing data, leading and facilitating professional development, directing the Instructional Leadership Team, and leading the Multi-Tiered System of Supports (MTSS).</p> <p>Palm Lane Global Academy will employ one full-time principal to provide instructional leadership and oversight for the school's academic program. The school will employ appropriately credentialed and assigned teachers to deliver instruction in all core academic content areas (English Language Arts, Mathematics, Science, Social Studies). Additionally, the school will maintain a roster of qualified substitute teachers to ensure uninterrupted instruction when regular classroom teachers are absent and/or participating in professional learning.</p> <p>Teacher Professional Development</p> <p>All teachers will participate in robust professional development and receive comprehensive instructional coaching. All teachers will participate in five full-days of summer professional development prior to the start of the school year; five non-instructional full days of professional learning focused on analyzing student data; and instructional planning, in addition to weekly professional development during the academic school year. Professional development will be led by the Instructional Leadership Team.</p> <p>Instructional Calendar</p> <p>PLGA provides its students with a longer school day and longer school year that includes 180 instructional days, exceeding California State requirement for charter schools of 175 instructional days.</p>	\$1,920,753	Y

Action #	Title	Description	Total Funds	Contributing
		(Additional instructional days: LREBG Funded: \$45,441)		
2	Professional Learning & Development	<p>PLGA will implement a robust professional learning and development program for all staff to enhance instructional practices and student outcomes. Teachers & instructional staff will participate five summer professional development days, with an additional five days specifically for new teachers.</p> <p>During the academic year, professional development will occur every Friday afternoon, supplemented by five non-instructional PD days focused on data analysis and instructional planning.</p> <p>Professional development will be differentiated based on staff roles, content areas, grade levels, and experience levels.</p> <p>Role-Specific Professional Development</p> <ul style="list-style-type: none"> • Administrators and Leadership Staff: Administrators and leadership staff will receive specialized training in data-driven analysis and instruction, math and ELA curriculum implementation, developing global competence, DDI coaching and observation techniques, and Multi-lingual language services aligned to EL Roadmap Policy. The Assistant Superintendent of Instruction will provide leadership coaching to the Principal to build capacity for effective Instructional Leadership. • Teachers: Teachers will participate in professional development focused on data-driven analysis and instruction, math and ELA curriculum implementation, developing global competence, and integrated and designated ELD strategies for multilingual learners. • Instructional Aides/Paraprofessionals: Instructional Aides and paraprofessionals will receive training on supporting math and ELA instruction, working with multilingual learners, and implementing effective pull-out and push-in intervention strategies. <p>Special Training Programs and Retreats</p>	\$364,181	Y

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Summer Retreat - All certificated staff will attend a three-day retreat in late August focused on restorative practices (Ways of Council) and global competence development. • MTSS: To strengthen our Multi-Tiered System of Supports (MTSS), we will partner with OCDE for coaching to systematize our schoolwide approach. This evidence-based framework integrates academic, behavioral, and social-emotional supports through a tiered structure, ensuring all students receive core instruction while providing timely interventions for those needing additional integrated support. Our systematic MTSS implementation will also guide targeted professional development to build staff capacity in areas such as classroom management, behavioral interventions, and differentiated instruction. • Kagan Cooperative Learning - Kagan cooperative learning training will be customized to meet teachers' varying levels of experience, with introductory sessions for newcomers and advanced strategies for those already familiar with Kagan methods. These research-based cooperative learning structures are particularly effective for English learners as they provide structured opportunities for academic language development, peer interaction, and collaborative learning in a supportive environment. (Costs included in Goal 1, Action 5) • Science of Reading Professional Development: PLGA will implement comprehensive Science of Reading professional development to significantly strengthen literacy across all disciplines and address achievement gaps among English Learners (EL), Students with Disabilities (SWD), and Socioeconomically Disadvantaged (SED) students. Professional development will focus on the five foundational components of literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Training will emphasize integrating these evidence-based practices across all content areas, recognizing that science, social studies, and mathematics teachers play crucial roles in developing students' literacy skills. Teachers will learn to scaffold complex texts, teach domain-specific vocabulary, and support reading comprehension through 		

Action #	Title	Description	Total Funds	Contributing
		<p>strategies including text annotation, summarization, and structured discussion protocols. The professional development will also cover assessment and intervention strategies to help teachers identify specific reading challenges and provide targeted support, including understanding dyslexia and other reading difficulties that may not have been previously identified, as well as specialized strategies to support English language learners' literacy development.</p> <p>Leadership Development - PLGA will cover teacher induction costs and provide leadership training through an Administrative Retreat for Principals, Assistant Principals, and Central Office staff, complemented by monthly principal professional development meetings and coaching led by Assistant Superintendent of Instruction.</p> <p>Support and Implementation</p> <p>Instructional Coaching</p> <p>ELA, ELD, and Math Instructional coaches, funded through the CCSPP Grant, and Assistant Principal of Academics (Instructional Coach) (Title I Funded: \$117,434; LCFF S&C \$41,221) will support teachers in multiple key areas: implementing the new ELA curriculum adoption using the Science of Reading (SoR), developing differentiation strategies to address the diverse learning needs of students, and providing content-specific coaching to deliver rigorous, engaging lessons that are aligned to standards. Instructional coaches will collaborate with the principal to ensure strategies taught are implemented with fidelity and to build leadership capacity. The Associate Director of Instruction (CCSPP Grant funded) will support principals and teachers with curriculum development, coaching, instructional design, and academic assessment to ensure an engaging and equitable learning experience for all students.</p> <p>ELA Instructional Coach - Science of Reading Specialist: The part-time ELA Instructional Coach will specialize in Science of Reading (SoR) and serve as a critical change agent to address low literacy performance on the CA School Dashboard and SBAC assessments. The Coach will guide</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>teachers in implementing evidence-based reading practices aligned with cognitive science and structured literacy principles, ensuring systematic, explicit instruction in all components of skilled reading.</p> <p>The Coach will support teachers in transitioning from practices not aligned with reading science—such as three-cueing or relying solely on leveled texts—toward evidence-based approaches including systematic phonics instruction, explicit morphology teaching, vocabulary development, and background knowledge building. Teachers will learn to select decodable texts for beginning readers and appropriately challenging texts for building knowledge and vocabulary.</p> <p>Through professional learning sessions, the Coach will help teachers understand both the rationale and implementation of science-based reading instruction. The Coach will support teachers in using diagnostic assessments to identify specific reading difficulties and implement targeted interventions, including recognizing and addressing characteristics of dyslexia and other reading challenges that may have gone unidentified.</p> <p>Beyond individual classroom support, the ELA Coach will collaborate with school leadership to align curriculum and instruction with reading science across all grade levels, establish assessment systems that monitor student progress in all reading components, and guide selection of evidence-based instructional materials that support systematic, explicit instruction.</p> <p>Math Instructional Coach: The part-time Math Instructional Coach will serve as a catalyst for improving mathematics instruction and addressing achievement gaps, particularly among English Learners (EL), Students with Disabilities (SWD), and Socioeconomically Disadvantaged (SED) students.</p> <p>The Math Coach will work directly with teachers to analyze student data, identify specific gaps in mathematical understanding, and develop targeted interventions. Through classroom observations, co-planning sessions, and instructional modeling, the Coach will support teachers in implementing research-based practices that build both conceptual understanding and procedural fluency. This includes concrete-representational-abstract approaches, productive mathematical discourse, and problem-solving strategies that engage diverse learners.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>In addition, will guide teachers in using formative assessment data to make instructional decisions, identify misconceptions, plan differentiated instruction, and create scaffolded learning experiences that help students access grade-level content while addressing foundational gaps. The Coach will facilitate professional learning communities where teachers collaborate on analyzing student work, sharing effective practices, and developing common assessments.</p> <p>Beyond individual teacher support, the Math Coach will collaborate with school leadership to develop coherent mathematics programming across grade levels, ensure vertical alignment and smooth transitions, and establish systems for monitoring student progress and adjusting support structures based on data analysis.</p> <p>Conference Opportunities - Staff will also have opportunities to attend relevant conferences to further enhance professional growth and networking opportunities.</p> <p>Key areas of focus for all professional development will include data-driven instruction in math and ELA using iReady assessments, developing global competence through relevant project-based learning and student portfolio development, and supporting multilingual learners through integrated and designated ELD strategies.</p>		
3	Core Curricular & Instructional Materials	<p>PLGA will provide all students with equitable access to standards-aligned curriculum and instructional materials across all disciplines to support high-quality instruction and student achievement. For the 2025-26 school year, the school will implement a new ELA curriculum adoption of My Perspectives (SAAVAS), ensuring teachers receive appropriate training and support for effective implementation.</p> <p>The school will conduct an annual inventory assessment to identify and purchase necessary instructional materials, including consumable resources that require annual replacement.</p>	\$51,223	N

Action #	Title	Description	Total Funds	Contributing
		This comprehensive approach to curricular resources supports the school's commitment to academic excellence and equitable educational opportunities for all students.		
4	Educational Technology & Support	<p>PLGA will maintain a comprehensive educational technology program to support 21st century learning and equitable access to digital resources. The school will provide all students and staff with individual technology devices (1:1 device program) to ensure consistent access to curricular and instructional materials both in the classroom and for extended learning opportunities.</p> <p>A dedicated IT Support position will be maintained to troubleshoot technical issues, manage device inventory, ensure adequate bandwidth throughout all school facilities, implement appropriate content filtering, and maintain cybersecurity protocols that protect student and staff data privacy.</p> <p>The technology infrastructure will undergo regular assessment to identify and address potential connectivity issues or security vulnerabilities. Annual purchases of new devices will be made based on a replacement cycle analysis to maintain an adequate supply of functioning equipment and to accommodate enrollment growth.</p>	\$104,201	N

Goal

Goal #	Description	Type of Goal
3	Family & Community Partnerships: Strengthen family and community partnerships to create a collaborative support network that enhances student success and school improvement efforts.	Broad

State Priorities addressed by this goal.

- Priority 1: Basic
- Priority 3: Parental Involvement & Family Engagement
- Priority 6: School Climate

An explanation of why the LEA has developed this goal.

PLGA serves a diverse student population with significant needs that extend beyond traditional academic instruction. The school serves 288 students with 81% Hispanic students, 36% English Learners, 77% Socioeconomically Disadvantaged students, 16% Students with Disabilities, and 0.3% Homeless Youth. This demographic profile indicates substantial need for wraparound services, culturally responsive family engagement strategies, and community partnerships that can address the complex circumstances facing families in the school community.

California Community Schools Framework Implementation: As a recipient of the prestigious California Community Schools Partnership Program Implementation Grant (Cohort IV), Palm Lane Global Academy committed to implementing the Community Schools Framework's four pillars, which explicitly require robust family and community partnerships. The five-year grant provides resources to strengthen Multi-Tiered System of Supports while expanding services to students and families through enhanced community coordination and partnerships with community-based organizations and agencies.

Family Engagement Data Revealing Partnership Gaps: Survey data collected from educational partners revealed significant opportunities for improvement in family engagement and partnership development. Fourteen percent of parents reported not feeling engaged as active partners within the school, indicating the need for enhanced partnership strategies that create meaningful opportunities for family participation in their children's education. This data suggested that existing engagement approaches were insufficient to meet the diverse needs and circumstances of the school's multicultural family community.

Connection Between Family Engagement and Student Outcomes: The school's analysis revealed clear connections between family engagement, student attendance, and academic achievement. The chronic absenteeism challenges that resulted in RED performance levels on the 2023 California School Dashboard demonstrated that attendance barriers often stem from complex family circumstances requiring coordinated support systems. The school recognized that sustainable improvement in student outcomes depends on addressing underlying family and community factors that impact student engagement and school participation.

Multilingual Communication and Cultural Responsiveness Needs: With 36% English Learners and 81% Hispanic students, Palm Lane Global Academy identified critical need for comprehensive translation and interpretation services, multilingual communication platforms, and culturally

responsive engagement strategies. Language barriers were preventing families from meaningfully participating in their children's education, requiring systematic approaches to ensure equitable access to communication and decision-making opportunities across all school programs and grade levels.

Wraparound Services and Basic Needs Support: PLGA’s comprehensive needs assessment revealed that many families face challenges related to food security, housing stability, transportation, and access to community resources that directly impact student attendance, engagement, and academic achievement. Strategic partnerships with organizations like Mary's Kitchen and Caterina's Kitchen for nutrition support demonstrate the school's recognition that students must be well-nourished and families must be stable in order for academic interventions to be effective.

Facility Conditions and Learning Environment: Maintaining exemplary facility conditions through the Facility Inspection Tool (FIT) reflects the school's commitment to creating welcoming environments that support family engagement and community partnerships. Safe, well-maintained facilities provide the foundation for meaningful family participation in school activities and demonstrate the school's investment in creating spaces where all community members feel valued and welcome.

Sustainability and Community Ownership: Goal 3 addresses the school's understanding that sustainable educational improvement requires genuine partnership with families and community members rather than traditional approaches that position families as passive recipients of services. By developing comprehensive engagement strategies, decision-making structures like Parent Advisory Committees and English Language Advisory Committees, and ongoing communication systems, the school aims to build community ownership and shared responsibility for student success that will continue beyond grant funding periods.

This goal represents Palm Lane Global Academy's commitment to implementing authentic community schools principles that recognize families and community members as essential partners in educational improvement, with the capacity and expertise to contribute meaningfully to their children's academic success and overall school effectiveness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
16	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary	2024-25: Exemplary		2025-26: Exemplary	No difference
17	Parent input in decision-making for UP & SWD. (Questions 9-12) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning	<u>2023-24:</u> 9. 5 10. 4 11. 4 12. 5	<u>2024-25:</u> 9. 4 10. 3 11. 3 12. 3		<u>2025-26:</u> 9. 4 10. 3 11. 4 12. 3	9. -1 10. -1 11. -1 12. -2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool .					
18	Parent participation in programs for UP & SWD. (Questions 1-4) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool	<u>2023-24:</u> 1. 5 2. 5 3. 5 4. 5	<u>2024-25:</u> 1. 5 2. 4 3. 3 4. 3		<u>2025-26:</u> 1. 5 2. 4 3. 3 4. 4	1. 0 2. -1 3. -2 4. -2
19	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: CHKS	<u>2023-24:</u> 76% Sense of Safety 86% School Connectedness	<u>2024-25:</u> 71% Sense of Safety 80% School Connectedness		<u>2025-26:</u> 73% Sense of Safety 82% School Connectedness	-5% Sense of Safety -6% School Connectedness
20	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Local	<u>2023-24:</u> 92% Sense of Safety 86% School Connectedness	<u>2024-25:</u> 93% Sense of Safety 86% School Connectedness		<u>2025-26:</u> >90% Sense of Safety 88% School Connectedness	+1% Sense of Safety 0% School Connectedness

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
21	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Local	<u>2023-24:</u> 48% Sense of Safety 41% School Connectedness	<u>2024-25:</u> 96% Sense of Safety 100% School Connectedness		<u>2025-26:</u> >90% Sense of Safety >90% School Connectedness	+48% Sense of Safety 59% School Connectedness

Goal Analysis for 2024-25

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

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

Action 3.1: This action was fully implemented. Palm Lane Global Academy actively promotes professional growth through comprehensive teacher leadership opportunities. At the beginning of the school year, the school established teacher leadership networks designed to deepen staff expertise in curriculum, instructional practices, and Vista Charter Public Schools' (VCPS) transformative practices.

The school maintains representation in all VCPS Teacher Leadership Networks, ensuring Palm Lane's voice in district-wide initiatives. The school continues to strengthen its leadership structure through multiple channels: the Instructional Leadership Team, Council Teacher Leader Network, Global Teacher Leader Network, and Workshop Teacher Leader Network. These collaborative groups foster distributed decision-making while providing targeted professional development opportunities that enhance teaching and learning across the campus.

Action 3.2: This action was fully implemented. Palm Lane Global Academy maintains a robust structure for professional collaboration, with certificated staff engaging in weekly meetings every Friday from 1:30 PM to 3:30 PM to address various aspects of student achievement.

The school's commitment to comprehensive student support is evident in its special education program, where the special education team collaborates weekly with VCPS's Director of Special Education and Pupil Services. A key priority is fostering meaningful collaboration between general education teachers and the special education team throughout the academic year, providing structured opportunities for staff to develop targeted strategies for student learning.

Professional development at Palm Lane is enriched through expertise from the school's psychologist, speech pathologist, and VCPS's Director of Special Education and Pupil Services. These specialists deliver targeted training on crucial topics including differentiated instruction, behavioral support strategies, special education accommodations, speech development, and student social-emotional wellness.

Action 3.3: This action was fully implemented. Palm Lane Global Academy implements a comprehensive coaching model that supports professional growth at all levels. Teachers receive individualized coaching through one-on-one collaborations with both the principal and instructional coach, complemented by regular constructive feedback from informal and formal classroom observations.

The school's leadership development is equally robust, with principals engaging in personalized coaching sessions with district staff to track progress toward school and district goals. These leaders also participate in collaborative meetings with central office staff to share best practices, analyze school and district data, and develop shared leadership approaches.

Curriculum partners play a vital role in this support system, working directly with school leaders to implement programs effectively, identify areas for improvement, and recognize successful initiatives that drive continuous school improvement.

Action 3.4: This action was fully implemented. Palm Lane Global Academy enhances teaching effectiveness through a full-time instructional coach who provides on-site, personalized support to all teachers. This dedicated position directly impacts student achievement by working collaboratively with teachers to establish meaningful professional goals and providing ongoing support throughout the year to help teachers meet these objectives. The coach's consistent presence and targeted assistance ensure continuous improvement in instructional practices across all classrooms.

Action 3.5: This action was partially implemented. Palm Lane Global Academy has strategically managed its professional development resources in the 2024-25 school year. While conference expenditures have been minimal through January 2025, the school has confirmed plans for its community coordinator to attend the California Charter Schools Conference. Professional growth continues through district office conferences and cost-effective alternatives. Staff members actively participate in diverse professional development opportunities through free online training sessions and collaborative meetings offered by the Orange County Department of Education (OCDE) and the California Charter Schools Association (CCSA).

Action 3.6: This action was fully implemented. Our school has strengthened teacher expertise by providing teachers with instructional coaching from vendors: Ways of Council Coaching, Readers/Writers Workshop Coaching; and Kagan Coaching

Action 3.7: This action was fully implemented. This initiative has already been addressed in a previous action item. For clarity and to avoid duplication, we will eliminate this entry as these activities and their associated costs are fully captured in our earlier documentation.

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.

Material Differences Between Budgeted and Estimated Actual Expenditures - Goal #3 (PLGA)

Expenditures Under Budget:

Action 3.1: Leadership Stipends resulted in significant favorable budget variance as only one leadership stipend was paid during the year, compared to the original budget allocation for four stipends. This represents a substantial cost savings of approximately 75% in this budget category.

This variance likely occurred due to several possible factors: difficulty in identifying or recruiting qualified staff members willing to take on additional leadership responsibilities, positions remaining unfilled due to competing priorities or workload concerns among potential candidates, or a strategic decision to consolidate leadership roles and responsibilities under fewer positions to streamline program management.

Alternatively, the reduced number of stipends may reflect changes in PLGA's organizational structure, revised program implementation that required fewer leadership positions than originally anticipated, or staffing transitions that resulted in leadership roles being absorbed by existing personnel without additional compensation.

While this created positive budget variance, it's important to consider whether the reduced leadership capacity impacted program effectiveness or placed additional workload on the single stipend recipient. The savings from this action could potentially be reallocated to other Goal #3 initiatives or carried forward to support future leadership development efforts.

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

Action 3.1 is highly effective in supporting Goal 3's objective of equitable staff development and growth. The comprehensive teacher leadership structure successfully creates multiple opportunities for professional advancement while fostering collaborative decision-making and distributed leadership that enhances both individual teacher effectiveness and overall school improvement. The systematic approach effectively builds leadership capacity across the staff while maintaining connections to district-wide initiatives.

Highly Effective Areas: The comprehensive teacher leadership networks successfully deepen staff expertise in curriculum, instructional practices, and Vista Charter Public Schools' transformative practices. The school effectively maintains representation in all VCPS Teacher Leadership Networks, ensuring Palm Lane's voice in district-wide initiatives while providing professional growth opportunities for staff members.

Distributed Leadership Implementation: The multiple leadership channels including the Instructional Leadership Team, Council Teacher Leader Network, Global Teacher Leader Network, and Workshop Teacher Leader Network effectively foster distributed decision-making and collaborative leadership development. These networks successfully create opportunities for teachers to lead and contribute to school-wide improvement initiatives.

Professional Growth Integration: The teacher leadership networks effectively provide targeted professional development opportunities that enhance teaching and learning across the campus. The collaborative groups successfully support both individual teacher growth and collective school improvement through shared leadership responsibilities.

Systematic Leadership Development: The establishment of teacher leadership networks at the beginning of each school year demonstrates effective planning and commitment to ongoing leadership development. The networks successfully create structured pathways for teacher growth and increased responsibility in school improvement efforts.

Action 3.2 is highly effective in supporting Goal 3's objective of equitable staff development through comprehensive collaboration structures. The weekly professional collaboration time successfully provides systematic opportunities for learning, planning, and skill development while ensuring specialized support for diverse student populations. The integration of expert training and collaborative planning effectively enhances staff capacity to support all students' academic and social-emotional needs.

Highly Effective Areas: The robust structure for professional collaboration successfully maintains weekly meetings every Friday from 1:30 PM to 3:30 PM for certificated staff, effectively addressing various aspects of student achievement through systematic collaboration. This consistent schedule successfully provides dedicated time for learning, data-driven decision-making, and instructional planning.

Special Education Collaboration Excellence: The weekly collaboration between the special education team and Vista Charter Public Schools' Director of Special Education and Pupil Services effectively ensures comprehensive support for students with disabilities. The structured opportunities for meaningful collaboration between general education teachers and the special education team successfully develop targeted strategies for student learning throughout the academic year.

Professional Development Integration: The collaboration time effectively incorporates expertise from specialists including the school psychologist, speech pathologist, and VCPS Director of Special Education and Pupil Services. These professionals successfully deliver targeted training on crucial topics including differentiated instruction, behavioral support strategies, special education accommodations, speech development, and student social-emotional wellness.

Comprehensive Support Focus: The systematic approach to staff collaboration successfully addresses both academic and social-emotional student needs while building staff capacity to support diverse learners through evidence-based strategies and specialized interventions.

Action 3.3 is highly effective in supporting Goal 3's objective of equitable staff development through a comprehensive professional growth model. The systematic approach combining individualized coaching, collaborative leadership development, and strategic partnerships successfully creates multiple pathways for professional advancement while ensuring continuous improvement in both individual effectiveness and overall school performance. The integrated framework effectively supports sustained professional growth across all staff levels.

Highly Effective Areas: The comprehensive coaching model successfully supports professional growth at all levels through individualized approaches. Teachers effectively receive personalized coaching through one-on-one collaborations with both the principal and instructional coach, complemented by regular constructive feedback from formal and informal classroom observations. This systematic approach successfully provides multiple touchpoints for professional development and improvement.

Leadership Development Excellence: The leadership development component effectively provides principals with personalized coaching sessions with district staff to track progress toward school and district goals. Leaders successfully participate in collaborative meetings with central office staff to share best practices, analyze data, and develop shared leadership approaches, creating a comprehensive support system for administrative growth.

Curriculum Partner Integration: Curriculum partners effectively work directly with school leaders to implement programs, identify areas for improvement, and recognize successful initiatives that drive continuous school improvement. This partnership approach successfully provides external expertise while supporting internal capacity building.

Systematic Growth Framework: The multi-tiered approach combining individual coaching, collaborative meetings, and partnership support effectively creates comprehensive professional development opportunities that address both immediate needs and long-term growth objectives for all staff levels.

Action 3.4 is highly effective in supporting Goal 3's objective of equitable staff development through dedicated instructional coaching services. The full-time coaching model successfully provides personalized, ongoing support that enhances teaching effectiveness while directly contributing to improved student outcomes. The systematic approach to goal-setting and progress monitoring effectively creates sustainable professional growth that benefits both individual teachers and overall school performance.

Highly Effective Areas: The full-time instructional coach successfully provides on-site, personalized support to all teachers, directly impacting student achievement through collaborative goal-setting and ongoing professional development. The dedicated position effectively works with teachers to establish meaningful professional goals and provides continuous support throughout the year to help teachers meet these objectives.

Individualized Support Excellence: The instructional coach's consistent presence and targeted assistance successfully ensure continuous improvement in instructional practices across all classrooms. The personalized approach effectively addresses individual teacher needs while maintaining focus on student achievement outcomes through collaborative planning and implementation.

Goal-Setting and Monitoring: The systematic approach to establishing and tracking professional goals successfully creates accountability structures that support teacher growth. The ongoing support model effectively helps teachers develop and refine their instructional practices through regular feedback and collaborative problem-solving.

School-Wide Impact: The full-time coaching position successfully provides comprehensive coverage across all grade levels and subject areas, ensuring equitable access to instructional support for every teacher. This approach effectively builds collective instructional capacity while addressing individual professional development needs.

Action 3.5: shows moderate effectiveness in supporting Goal 3's objective of equitable staff development through strategic conference attendance management. While external conference participation has been limited, the action successfully maintains professional growth through alternative channels and targeted investments. The approach effectively balances professional development needs with fiscal responsibility while ensuring continued access to learning opportunities through multiple pathways.

Strategic Resource Management: The school has strategically managed its professional development resources in the 2024-25 school year, with minimal conference expenditures through January 2025 while maintaining a commitment to professional growth. The confirmed plan for the community coordinator to attend the California Charter Schools Conference demonstrates targeted investment in relevant professional development opportunities.

Alternative Professional Development: The action effectively leverages cost-effective alternatives through staff participation in diverse professional development opportunities via free online training sessions and collaborative meetings offered by the Orange County Department of Education (OCDE) and the California Charter Schools Association (CCSA). This approach successfully provides professional growth while managing budget constraints.

School-Level Opportunities: Professional growth continues effectively through conferences and collaborative meetings, ensuring staff members maintain access to professional development even when external conference attendance is limited. This integrated approach successfully maintains professional learning opportunities across multiple venues.

Focused Investment: The selective approach to conference attendance demonstrates effective prioritization of professional development investments, ensuring that when conferences are attended, they align with specific school needs and priorities such as community school development.

Action 3.6: is highly effective in supporting Goal 3's objective of equitable staff development through targeted professional development services. The strategic partnerships with specialized coaching vendors successfully provide teachers with high-quality, research-based training that enhances their instructional effectiveness. The comprehensive approach effectively builds teacher capacity across multiple areas while providing ongoing support for implementation and skill refinement.

Vendor-Based Training Excellence: The school has successfully strengthened teacher expertise by providing instructional coaching from specialized vendors including Ways of Council Coaching, Readers/Writers Workshop Coaching, and Kagan Coaching. These targeted professional development partnerships effectively enhance teacher capacity in specific instructional methodologies and classroom management strategies.

Comprehensive Training Approach: The multiple vendor partnerships successfully provide diverse professional development opportunities that address various aspects of teaching and learning, from literacy instruction to collaborative learning strategies and restorative practices. This comprehensive approach effectively builds teacher skills across multiple pedagogical areas.

Specialized Instructional Support: The coaching from established educational organizations successfully provides teachers with research-based strategies and proven instructional methods. The vendor partnerships effectively bring external expertise directly to teachers, enhancing their professional skills through specialized training and ongoing support.

Targeted Skill Development: The specific focus on established programs like Ways of Council, Readers/Writers Workshop, and Kagan strategies successfully provides teachers with concrete tools and methodologies that can be immediately implemented in their classrooms, creating direct pathways from professional development to improved instruction.

Action 3.7: elimination represents effective administrative efficiency rather than reduction in staff committee participation. The consolidation successfully maintains comprehensive staff engagement in school-wide initiatives and collaborative decision-making while improving clarity in goal reporting and preventing duplication in activity accounting, ensuring continued equitable opportunities for staff to contribute to school improvement through established leadership and collaboration structures.

Rationale for Elimination: The action was identified as duplicative of committee participation and school-wide initiative implementation already addressed in other goal actions, particularly through the teacher leadership networks and collaboration time detailed in Actions 3.1 and 3.2. To ensure clarity and avoid redundant reporting, the school appropriately consolidated staff committee activities within existing comprehensive professional development frameworks.

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.

Based on reflections of prior practice and feedback from educational partners, PLGA has made significant adjustments to Goal #3 for the 2025-26 school year to better align with our educational program and schoolwide student needs.

PLGA has developed a one-year Local Control and Accountability Plan (LCAP) with newly revised goals and actions that align with the school's mission, the California Community Schools Framework, Multi-Tiered System of Supports (MTSS), and California School Dashboard performance indicators. As a recipient of the California Community Schools Partnership Program (CCSPP) Implementation Grant and through our commitment to MTSS and the Four Pillars of Community Schools, the newly revised LCAP goals directly support our Community School objectives.

The revised LCAP metrics adhere to California Department of Education (CDE) required metrics and address all eight State Priorities, ensuring comprehensive accountability and transparency with a committed focus on continuous schoolwide improvement.

Note: Goals 4-5 were eliminated including the goals and actions to avoid duplication of actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Safe Facilities	<p>PLGA will maintain a safe, secure, and well-functioning learning environment for all students and staff. This includes:</p> <ul style="list-style-type: none"> • Security Systems and Supervision: The school will employ adequate supervision staff and maintain an enhanced security system including surveillance cameras, secure entry protocols, and emergency communication systems to ensure campus safety. • Staff Training and Emergency Preparedness: All staff will receive regular training on safety procedures and emergency protocols. • Facility Maintenance: Facility maintenance will be prioritized through a comprehensive preventative maintenance schedule and prompt response to repair needs. • Facility Inspection and Assessment: The school will complete the annual Facility Inspection Tool (FIT) assessment to systematically evaluate all aspects of the physical plant including structural integrity, cleanliness, and compliance with safety regulations. Any deficiencies identified through the FIT assessment will be promptly addressed according to priority level, with safety concerns receiving immediate attention. • Reporting and Transparency: Facility condition and safety information will be transparently reported through multiple 	\$610,475	N

Action #	Title	Description	Total Funds	Contributing
		<p>channels including the annual Local Control Accountability Plan (LCAP), School Accountability Report Card (SARC), and Local Indicators Report.</p> <p>PLGA's administration will address facility needs and improvements to ensure the learning environment supports student achievement and well-being.</p>		
2	Parents as Decision-makers	<p>Palm Lane Global Academy will actively engage parents as essential partners in school governance and decision-making processes through multiple structured committees. The school will maintain and support the following to ensure meaningful input from families of multilingual learners.</p> <ul style="list-style-type: none"> • English Language Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), • English Learner Parent Advisory Committee (EL-PAC) in accordance with California Education Code 52062(a)(2) • A Parent Advisory Committee (PAC) will be established and maintained as required by California Education Code 52062(a)(1) to gather broader parent perspectives on school's LCAP, and programs. <p>The Community Schools Steering Committee will facilitate collaboration between parents and community stakeholders in alignment with the community school's framework.</p> <p>Training and Capacity Building</p> <p>PLGA will provide training for parent committee members on their roles and responsibilities, educational terminology, and school policies to build capacity for meaningful participation in decision-making processes.</p>	\$1,500	N
3	School-Family Partnerships	<p>Palm Lane Global Academy will implement a comprehensive, multi-faceted approach to school-family partnerships that strengthens community connections and enhances student success through meaningful engagement opportunities and wraparound support services.</p>	\$232,880	Y

Action #	Title	Description	Total Funds	Contributing
		<p>The Principal and Community Schools Coordinator will jointly coordinate all family partnership initiatives, with the Community Schools Coordinator implementing the California Community Schools Partnership Program by overseeing integrated student support services, assessing schoolwide needs, chairing the Community Schools Leadership Team, and serving as the primary liaison to community partners. Additionally, PLGA will employ a full-time community coordinator who will serve as the bridge between the school and larger community, working closely with school administration, students, and families to ensure social-emotional, physical, and academic needs are met.</p> <p>PLGA will employ lead translators and interpreters to facilitate effective communication with linguistically diverse families, ensuring all families can meaningfully participate in their children's education. ParentSquare will serve as the primary communication platform for school announcements, updates, and two-way communication between families and school staff. Key staff will conduct regular home visits to strengthen school-family connections and provide personalized support in familiar environments.</p> <p>Regular Engagement Opportunities</p> <p>PLGA will host monthly Coffee with the Principal events to provide families with opportunities to discuss school matters, ask questions, and provide feedback in a welcoming, conversational setting. General parent meetings will be held monthly, featuring a "Community Partnership" component where community presenters will share information about available resources and address topics impacting families, including healthy eating habits, student safety, and extracurricular activities.</p> <p>Academic Partnership Events</p> <p>To improve academic performance outcomes for all student groups, PLGA will strive to increase familial partnerships centered on student achievement through various engagement opportunities. Each trimester, PLGA will host Family Night events focused on mathematics, ELA, and science to facilitate student learning through active family participation and provide parents with tools to support academic learning at home. iReady Data Chat Family Nights will be held each trimester to enhance</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>communication and partnership regarding students' academic progress and goal-setting, empowering families to support their children's learning journey with data-driven insights. Regular opportunities will be provided for students to present their learning to families through student-led conferences and open houses, fostering pride in academic achievement and meaningful family engagement in the learning process.</p> <p>Progress Monitoring and Communication</p> <p>Monthly progress reports will be distributed to all families, providing specific information about their child's reading phonemic awareness, fluency level, and reading rate based on grade level. These consistent reports will facilitate ongoing communication regarding academic progress and enable families to provide targeted support at home.</p> <p>Parent Education and Workshops</p> <p>Trimester parent and family workshops will address diverse topics to meet student and family needs, including cyberbullying prevention, supporting students with disabilities and English Learners, effective communication strategies, building empathy in children, understanding learning styles and multiple intelligences, English as a Second Language instruction, financial literacy, effective parenting strategies, and college preparation pathways. All family engagement activities will be designed to be culturally responsive, accessible, and supportive of the diverse needs of the school community, ensuring meaningful participation from all families regardless of background or circumstances.</p> <p>Community Partnerships and Wraparound Services</p> <p>Strategic partnerships with Mary's Kitchen and Catarina's Kitchen will provide comprehensive nutrition support for families, aligning with the school's commitment to nurturing the whole child and raising awareness that students must be well-nourished in order to perform well academically. Mary's Kitchen will operate as a weekly food pantry providing fresh groceries, while Catarina's Kitchen will deliver hot pasta meals twice weekly to all students and their entire families. Meals will be pre-ordered and delivered hot at the end of the school day, supporting overall family wellness and stability. The community coordinator will work to identify and address various family needs beyond academic</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>support, connecting families with community resources and services that support overall family wellness and create conditions conducive to student success.</p> <p>Expected Outcomes</p> <p>Through this comprehensive school-family partnership approach, PLGA anticipates increased family engagement in student learning, improved communication between school and home, enhanced student academic performance across all student groups, strengthened community connections, and improved overall family stability and wellness that supports student success.</p>		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,232,976	\$157,551

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
39.389%	0%	\$0	39.389%

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
Goal 1, Action 2	<p>The identified need stems from persistent achievement gaps and the need for accelerated learning recovery, particularly among English Learners (EL/LTEL), Socioeconomically Disadvantaged (SED) students, and Students with Disabilities (SWD). English Learners require targeted academic support that addresses specific skill gaps in phonemic awareness, reading fluency, and academic vocabulary development while building on their strengths. Socioeconomically Disadvantaged students need additional support to bridge opportunity gaps through extra practice time, background knowledge building, and homework support that might not be available at home. Students with Disabilities require specialized intervention aligned with their IEP goals and accommodations while maintaining high expectations for academic achievement.</p> <p>The action recognizes that these unduplicated student populations face unique barriers to learning that require systematic, multi-tiered interventions delivered through universal core instruction enhancement with additional classroom support at Tier 1, targeted group interventions for at-risk learners using diagnostic data at Tier 2, and intensive individual support through after-school tutoring and specialized programming at Tier 3.</p> <p>The comprehensive MTSS framework addresses the interconnected academic, behavioral, and social-emotional needs of these student groups while providing the intensive, personalized</p>	<p>This action is being provided on a schoolwide basis because:</p> <ul style="list-style-type: none"> • Universal Framework with Targeted Support for Unduplicated Students: The MTSS framework is implemented schoolwide to ensure all students benefit from enhanced core instruction while providing intensive, tiered interventions that unduplicated student populations need most. Instructional aides are deployed across all classrooms to provide universal Tier 1 support, enabling teachers to deliver differentiated instruction and small group interventions that particularly benefit English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities. • Equitable Access to Resources: Comprehensive literacy libraries in every classroom and iReady manipulatives and tools available schoolwide ensure all students have access to high-quality instructional materials, while the systematic MTSS structure directs intensive use of these resources toward students with the greatest needs. This approach prevents stigmatization while ensuring unduplicated populations receive the additional practice time, hands-on learning experiences, and targeted skill-building activities they require. • Coordinated Intervention System: The schoolwide implementation creates 	<p>The metrics being used to monitor effectiveness:</p> <ul style="list-style-type: none"> • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS)

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
	support necessary to accelerate learning and close achievement gaps across all content areas.	<p>systematic processes where instructional aides, classroom libraries, and manipulatives work together within the tiered intervention framework. This coordinated approach maximizes the impact of resources by ensuring English Learners receive language-rich materials and scaffolded support, Socioeconomically Disadvantaged students access print-rich environments and hands-on learning tools that may not be available at home, and Students with Disabilities receive accommodated instruction using concrete learning materials aligned with their IEP goals.</p> <ul style="list-style-type: none"> • Efficiency and Sustainability: Schoolwide deployment of instructional aides, libraries, and manipulatives creates sustainable systems that benefit all students while prioritizing intensive interventions for unduplicated populations, ensuring maximum impact of limited resources while building long-term school capacity. 	
Goal 1, Action 3	Palm Lane Global Academy faces a significant chronic absenteeism crisis that requires comprehensive social-emotional and mental health interventions. The school received a RED performance level for Chronic Absenteeism on the 2023 California School Dashboard for all students and across all student groups, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students.	<p>This action is provided schoolwide because chronic absenteeism and social-emotional challenges create systemic effects that impact the entire learning environment, requiring comprehensive intervention across all classrooms and student populations.</p> <p>Behavior Interventionist: Behavioral challenges occur across all grade levels and classrooms, requiring consistent schoolwide implementation of evidence-based interventions. A systematic</p>	<p>The metrics being used to monitor effectiveness:</p> <ul style="list-style-type: none"> • #7 Attendance Rate • #8: Chronic Absenteeism Rate • #9: Suspension Rate • #10: Expulsion Rate

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
	<p>While the school demonstrated substantial progress by reducing chronic absenteeism rates from 46% in 2022-23 to 36.1% in 2023-24 and achieving YELLOW status on the 2024 Dashboard, persistent attendance challenges remain that require continued targeted intervention. The underlying factors contributing to chronic absenteeism are complex and interconnected, involving social-emotional barriers, mental health challenges, family circumstances, and student engagement issues that prevent consistent school participation. Students need comprehensive social-emotional learning supports and accessible mental health services to address the root causes of attendance problems and create conditions conducive to academic success. The school recognizes that attendance challenges often stem from deeper issues related to student wellness, family stability, trauma, behavioral concerns, and lack of connection to the school community. There is a critical need for a holistic approach that acknowledges the interconnected nature of academic achievement, mental health, attendance patterns, and family engagement in creating optimal learning conditions. Students require systematic social-emotional skill development, crisis intervention services, positive behavioral supports, and comprehensive family engagement strategies that address barriers to consistent school attendance while building resilience and connection to the learning community.</p>	<p>approach ensures predictable expectations throughout the campus, provides all staff with necessary tools, and creates a positive school climate that prevents escalation of issues contributing to chronic absenteeism.</p> <p>Director of Counseling: Mental health needs affect students across all demographics and grade levels. Schoolwide counseling ensures universal access to mental health services, establishes systematic processes for identifying student needs, and creates prevention-focused programming that builds resilience across the entire student body while addressing attendance barriers.</p> <p>Turning Point Counseling Services: External counseling services provided schoolwide ensure all students access specialized mental health support regardless of family circumstances. This approach recognizes that mental health needs can emerge in any population and that accessible services benefit the entire community by addressing trauma, anxiety, and other factors impacting attendance and academic success.</p> <p>Second Step SEL Curriculum: Social-emotional learning skills benefit all students by creating foundation for positive school climate, improved relationships, and enhanced engagement. Schoolwide implementation ensures all students develop essential competencies in self-awareness, self-management, and responsible decision-making, creating common expectations that support positive behavior and consistent attendance.</p>	

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
		Parent Teacher Home Visit Training: Training all staff creates comprehensive family engagement that addresses attendance barriers stemming from complex family circumstances. Schoolwide training ensures consistent, culturally responsive approaches, enables multiple staff to conduct visits based on existing relationships, and creates a culture of family partnership that strengthens school-home connections across all populations.	
Goal 1, Action 5	<p>Palm Lane Global Academy faces significant challenges supporting Students with Disabilities, evidenced by their RED performance level for chronic absenteeism on the 2023 California School Dashboard with rates of 47.7%. While progress was made reducing absenteeism to 36.7% and achieving ORANGE status in 2024, persistent attendance and academic challenges remain for this vulnerable population. Students with Disabilities require specialized academic support systems that address unique learning needs while ensuring access to grade-level curriculum and standards-aligned instruction. The need encompasses comprehensive coordination between special education and general education services, enhanced communication systems ensuring all staff understand Individual Education Program requirements, and systematic professional development building capacity to support diverse learning needs. There is critical need for strengthened collaboration between special education specialists, general education teachers, and</p>	<p>School Psychologist: The school psychologist is provided schoolwide because Students with Disabilities are integrated throughout all classrooms and grade levels in Palm Lane's full inclusion model. A schoolwide approach ensures the psychologist can support all general education teachers in understanding and implementing appropriate accommodations, conduct assessments and evaluations across all educational settings, and provide consultation services that benefit the entire learning community. This systematic approach also enables the psychologist to identify students who may need evaluation services regardless of their current placement and ensures consistent implementation of behavioral and academic interventions across all classrooms where Students with Disabilities are served.</p> <p>Additional Behavioral Interventionist: Behavioral support needs for Students with Disabilities occur throughout the school environment, not just in specialized settings. A schoolwide behavioral interventionist ensures consistent implementation</p>	<p>The metrics being used to monitor effectiveness:</p> <ul style="list-style-type: none"> • #8: Chronic Absenteeism Rate: SWD • #9: Suspension Rate: SWD • #10: Expulsion Rate: SWD

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
	<p>support staff to ensure seamless service delivery and academic progress monitoring. Students with Disabilities require individualized support addressing specific learning challenges while maintaining high expectations for academic achievement within inclusive educational settings. The school recognizes need for enhanced oversight and quality assurance systems ensuring special education compliance while focusing on student outcomes and academic empowerment. Additionally, systematic data analysis and progress monitoring are needed to inform instructional decisions and intervention adjustments that accelerate academic achievement for Students with Disabilities across all content areas.</p>	<p>of behavior intervention plans across all settings where students participate, provides immediate support during behavioral crises regardless of location, and trains all staff in evidence-based behavioral strategies. This approach recognizes that Students with Disabilities spend their time in general education classrooms, specials classes, lunch, recess, and transition areas, all of which require coordinated behavioral support. Additionally, the interventionist can provide preventive services and early intervention for all students showing behavioral concerns, creating a positive school climate that benefits Students with Disabilities and supports their successful inclusion in the general education environment.</p>	
Goal 2, Action 1	<p>Palm Lane Global Academy requires strong instructional leadership and comprehensive professional development systems to address persistent academic achievement gaps and support continuous improvement in teaching practices. The school needs systematic instructional coaching, data analysis capabilities, and coordinated professional development to enhance teacher effectiveness and student outcomes across all academic areas.</p> <p>There is a critical need for instructional leadership that can analyze student performance data, identify areas for improvement, and provide targeted coaching support to teachers. The school requires leadership capacity to effectively implement Multi-Tiered System of Supports, coordinate intervention strategies, and ensure alignment between instruction and student needs.</p>	<p>Principal serving as an instructional coach: The Principal serves as an instructional coach schoolwide because effective instructional leadership must be consistent and coordinated across all classrooms and grade levels to ensure coherent implementation of school improvement initiatives. A schoolwide approach enables the Principal to observe instruction, analyze data, and provide coaching support across all content areas and grade levels, ensuring alignment between school goals and classroom practices. This systematic approach allows the Principal to identify school-wide instructional trends, coordinate professional development based on observed needs, and ensure that all teachers receive equitable access to instructional leadership support.</p> <p>Robust professional learning and development program: Professional development is provided</p>	<p>The metrics being used to monitor effectiveness:</p> <ul style="list-style-type: none"> • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS) • #15: Implementation of the State Academic content & performance standards for all students & enable ELs access.

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
	<p>Additionally, teachers need ongoing professional development and coaching support to strengthen instructional practices, implement evidence-based strategies, and differentiate instruction to meet diverse student learning needs.</p> <p>The identified need encompasses building instructional leadership capacity that can drive school improvement efforts, facilitate collaborative professional learning communities, and ensure that all students receive high-quality, standards-aligned instruction. The school requires leadership that can coordinate between administrative responsibilities and instructional improvement, creating systems that support both teacher growth and student achievement while maintaining focus on continuous school improvement and data-driven decision making.</p>	<p>schoolwide because instructional improvement requires consistent implementation of evidence-based practices across all classrooms to create coherent student learning experiences. The five summer professional development days for all staff ensure that every teacher begins the year with aligned understanding of school priorities, instructional expectations, and student support strategies. Weekly Friday afternoon professional development sessions create ongoing opportunities for collaborative learning, problem-solving, and skill development that benefit all teachers regardless of experience level or content area.</p> <p>Five non-instructional PD days focused on data analysis: Data analysis and instructional planning professional development is provided schoolwide because effective use of student achievement data requires coordinated understanding and implementation across all grade levels and content areas. This approach ensures that all teachers can effectively analyze student performance data, identify learning gaps, and adjust instruction accordingly. Schoolwide data analysis creates opportunities for vertical alignment, cross-curricular connections, and coordinated intervention strategies that benefit all students while building collective teacher capacity for data-driven instruction.</p>	
Goal 2, Action 2	Palm Lane Global Academy requires strong instructional leadership and comprehensive professional development systems to address persistent academic achievement gaps and support continuous improvement in teaching	Professional development training on the Science of Reading: Science of Reading training is provided schoolwide because literacy development occurs across all content areas and grade levels, not just in English Language Arts	<p>The metrics being used to monitor effectiveness:</p> <ul style="list-style-type: none"> • #1: CAASPP ELA Assessment: Distance from Standard (DFS)

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
	<p>practices. The school needs systematic instructional coaching, data analysis capabilities, and coordinated professional development to enhance teacher effectiveness and student outcomes across all academic areas.</p> <p>There is a critical need for instructional leadership that can analyze student performance data, identify areas for improvement, and provide targeted coaching support to teachers. The school requires leadership capacity to effectively implement Multi-Tiered System of Supports, coordinate intervention strategies, and ensure alignment between instruction and student needs. Additionally, teachers need ongoing professional development and coaching support to strengthen instructional practices, implement evidence-based strategies, and differentiate instruction to meet diverse student learning needs.</p> <p>The identified need encompasses building instructional leadership capacity that can drive school improvement efforts, facilitate collaborative professional learning communities, and ensure that all students receive high-quality, standards-aligned instruction. The school requires leadership that can coordinate between administrative responsibilities and instructional improvement, creating systems that support both teacher growth and student achievement while maintaining focus on continuous school improvement and data-driven decision making.</p>	<p>classes. All teachers, including science, social studies, and mathematics instructors, play crucial roles in developing students' literacy skills through domain-specific vocabulary, text comprehension, and academic discourse. A schoolwide approach ensures consistent implementation of evidence-based reading practices across all disciplines, creates coherent support for struggling readers regardless of classroom setting, and builds collective capacity to address reading difficulties that impact student achievement in every subject area.</p> <p>MTSS training: Multi-Tiered System of Supports training is provided schoolwide because MTSS is a comprehensive framework that requires coordinated implementation across all staff, grade levels, and content areas to effectively identify and support struggling learners. Universal Tier 1 instruction must be consistently strong across all classrooms, while Tier 2 and Tier 3 interventions require coordinated effort from general education teachers, specialists, and support staff. A schoolwide approach ensures that all staff understand their role in the MTSS process, can identify students needing additional support, and implement interventions consistently across all educational settings.</p> <p>Assistant Principal of Academics: An Assistant Principal of Academics serves the entire school because instructional leadership and academic oversight must be coordinated across all grade levels, content areas, and student populations to ensure coherent educational programming. This position provides systematic support for curriculum implementation, coordinates professional development initiatives, and ensures</p>	<ul style="list-style-type: none"> • #2: CAASPP Math Assessment: Distance from Standard (DFS)

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
		alignment between academic standards and classroom instruction throughout the school. A schoolwide approach enables comprehensive academic leadership that supports all teachers and students while maintaining focus on school-wide improvement goals and student achievement outcomes.	
Goal 3, Action 3	<p>Palm Lane Global Academy serves a diverse student population with significant needs that require comprehensive family engagement and community support to address barriers to student success. The school serves 288 students with 81% Hispanic students, 36% English Learners, 16% Students with Disabilities, 77% Socioeconomically Disadvantaged students, and 0.3% Homeless Youth, indicating substantial need for wraparound services and culturally responsive family engagement strategies.</p> <p>There is a critical need for enhanced communication systems and partnerships that bridge language and cultural barriers, as evidenced by the school's diverse multilingual population requiring translation and interpretation services. Families need accessible communication platforms, meaningful engagement opportunities, and support services that address both academic and non-academic barriers to student success. The school has identified need for strengthened school-family connections through home visits, regular communication about student progress, and family education opportunities that build capacity for supporting student learning at home. Additionally, there is significant need for community partnerships that provide wraparound</p>	<p>Translator/interpreter services: Translation services are provided schoolwide because multilingual families with 36% English Learners and 81% Hispanic students are distributed across all grade levels and classrooms. A schoolwide approach ensures equitable access to communication for parent-teacher conferences, IEP meetings, and emergency situations across all programs, preventing language barriers from limiting family participation in any aspect of their child's education.</p> <p>ParentSquare communication platform: ParentSquare is implemented schoolwide to ensure all families receive consistent, timely communication about school events, academic progress, and important announcements regardless of their child's grade level or teacher. A unified platform prevents families from missing critical information and provides communication in preferred languages, supporting attendance improvement and family participation across all school programs.</p> <p>ParentSquare app: The app is provided schoolwide because all families require accessible, mobile communication tools for real-time engagement with their child's education despite work schedules or transportation barriers.</p>	<p>The metrics being used to monitor effectiveness:</p> <ul style="list-style-type: none"> • #20: Parent participation in programs • #22: Parent Survey: Sense of safety & school connectedness.

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
	<p>services addressing basic needs such as nutrition, housing stability, and family wellness that directly impact student attendance, engagement, and academic achievement.</p> <p>Survey data indicates areas for improvement in family engagement, with 14% of parents reporting not feeling engaged as active partners within the school, suggesting need for enhanced partnership strategies that create meaningful opportunities for family participation in their children's education.</p> <p>The school requires comprehensive family engagement systems that support academic achievement while addressing the complex circumstances facing families in the school community.</p>	Schoolwide implementation ensures equal access to communication tools and two-way interaction with teachers and staff, enabling all families to stay connected to their child's educational experience across all grade levels and classroom settings.	

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
N/A	Not applicable	Not applicable	N/A

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.

Not 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.

Palm Lane Global Academy will use additional concentration grant add-on funding to fund additional Instructional Aides (Goal 1, Action 2), based on our needs assessment and feedback from our educational partners.

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	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,392,211.00	\$4,083,263.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	High-Quality Instruction	No	\$1,345,283.00	\$1,290,064
1	1.2	Visual and Performing Arts Program	Yes	\$113,231.00	\$97,332
1	1.3	ELA/MATH/ELD Intervention	Yes	\$15,000.00	\$14,447
1	1.4	Teacher Assistants	Yes	\$206,134.00	\$190,572
1	1.5	Books and Reference Materials	Yes	\$22,500.00	\$6,613
1	1.6	Substitute Coverage	No	\$40,000.00	\$74,489
1	1.7	Instructional Technology	Yes	\$182,339.00	\$133,303
1	1.8	Educational Field Trips	Yes	\$28,875.00	\$20,368
1	1.9	Rigorous, Standards-Based Curriculum	No	\$53,100.00	\$90,505
1	1.10	Student Information System (SIS)	No	\$7,500.00	\$7,939
2	2.1	ELD Instruction	Yes	\$34,756.00	\$32,591

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Multi-Tiered Systems of Support	No	\$249,594.00	\$208,114
2	2.3	Supplementary Instructional Materials	Yes	\$25,000.00	\$25,000
2	2.5	Special Education Providers	No	\$64,654.00	\$83,248
2	2.6	Teaching Assistants	No	\$153,709.00	\$139,601
2	2.7	ELD Coordinator Services	Yes		
2	2.8	Homeless/Foster Liaison Services	Yes		
2	2.9	Chronic Absenteeism for Students with Special Needs and English Learners	Yes		
3	3.1	Teacher Leadership Opportunities	Yes	\$6,014.00	\$1,787
3	3.2	Staff Collaboration Time	Yes	\$197,887.00	\$199,418
3	3.3	Professional Growth Opportunities	Yes	\$66,020.00	\$66,473
3	3.4	Instructional Coaching	Yes	\$207,850.00	\$210,876
3	3.5	Conference Attendance	Yes	\$29,883.00	\$16,903
3	3.6	Professional Development	Yes	\$80,000.00	\$82,025

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)
3	3.7	Staff Committees	No		
4	4.1	Counseling	Yes	\$162,839.00	\$131,923
4	4.2	Supervision Aides	No		
4	4.3	Uniforms for Low-Income Students	Yes	\$5,500.00	\$3,260
4	4.4	Student Activities and Celebrations	Yes	\$55,224.00	\$5,573
4	4.5	Clean and Safe Facilities	No	\$596,538.00	\$536,174
4	4.6	Furniture	No	\$5,000.00	\$14,388
4	4.7	Custodial Services	No	\$179,868.00	\$143,074
4	4.8	School Meals	No	\$253,413.00	\$253,019
4	4.9	Pupil Service Attendance Counselor	Yes		
5	5.1	Parent Meetings and Events	Yes	\$2,000.00	\$2,000
5	5.2	Parent Communication	Yes	\$2,000.00	\$1,684
5	5.3	Parent Workshop and Learning	Yes	\$500.00	\$500

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,139,134	\$1,161,471.00	\$998,234.00	\$163,237.00	9.290%	9.700%	0.410%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Visual and Performing Arts Program	Yes	\$65,028.00	\$53,486		
1	1.3	ELA/MATH/ELD Intervention	Yes	\$15,000.00	\$14,447		
1	1.4	Teacher Assistants	Yes	\$117,016.00	\$66,516		
1	1.5	Books and Reference Materials	Yes	\$17,000.00	\$6,613		
1	1.7	Instructional Technology	Yes	\$132,339.00	\$123,303		
1	1.8	Educational Field Trips	Yes	\$28,875.00	\$10,784		
2	2.1	ELD Instruction	Yes	\$17,541.00	\$1,280		
2	2.3	Supplementary Instructional Materials	Yes	\$25,000.00	\$25,000		
2	2.7	ELD Coordinator Services	Yes			3.26	3.41
2	2.8	Homeless/Foster Liaison Services	Yes			2.79	2.91
2	2.9	Chronic Absenteeism for Students with Special Needs and English Learners	Yes				
3	3.1	Teacher Leadership Opportunities	Yes	\$6,014.00	\$1,787		
3	3.2	Staff Collaboration Time	Yes	\$197,887.00	\$198,403		

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)
3	3.3	Professional Growth Opportunities	Yes	\$66,020.00	\$67,201		
3	3.4	Instructional Coaching	Yes	\$207,850.00	\$210,876		
3	3.5	Conference Attendance	Yes	\$29,883.00	\$16,903		
3	3.6	Professional Development	Yes	\$69,079.00	\$56,695		
4	4.1	Counseling	Yes	\$152,839.00	\$131,923		
4	4.3	Uniforms for Low-Income Students	Yes	\$3,000.00	\$3,260		
4	4.4	Student Activities and Celebrations	Yes	\$6,600.00	\$5,573		
4	4.9	Pupil Service Attendance Counselor	Yes			3.24	3.38
5	5.1	Parent Meetings and Events	Yes	\$2,000.00	\$2,000		
5	5.2	Parent Communication	Yes	\$2,000.00	\$1,684		
5	5.3	Parent Workshop and Learning	Yes	\$500.00	\$500		

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 (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,866,126	1,139,134		39.745%	\$998,234.00	9.700%	44.529%	\$0.00	0.000%

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2025-26	\$ 3,130,277	\$ 1,232,976	39.389%	0.000%	39.389%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 3,403,537	\$ 1,568,864	\$ -	\$ 362,550	\$ 5,334,951.00	\$ 3,618,427	\$ 1,716,524

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	Assessment of Learning	All	No					\$ -	\$ 16,104	\$ -	\$ -	\$ -	\$ 16,104	\$ 16,104	0.000%
1	2	MTSS: Accelerating Learning	All	Yes	Schoolwide	All	Palm Lane	2025-26	\$ 421,031	\$ 627,384	\$ 366,040	\$ 682,375	\$ -	\$ -	\$ 1,048,415	0.000%
1	3	MTSS: SEL & Mental Health Supports	All	Yes	Schoolwide	All	Palm Lane	2025-26	\$ 224,429	\$ 56,702	\$ 158,275	\$ 122,856	\$ -	\$ -	\$ 281,131	0.000%
1	4	Broad Course of Study	All	No					\$ 111,951	\$ 46,921	\$ 111,951	\$ 46,921	\$ -	\$ -	\$ 158,872	0.000%
1	5	Empowering SWD Academically	SWD	Yes	Schoolwide	All	Palm Lane	2025-26	\$ 371,540	\$ 105,253	\$ 100,128	\$ 295,966	\$ -	\$ 80,699	\$ 476,793	0.000%
1	6	Accelerating English Learner Success	EL	No					\$ 54,923	\$ 13,500	\$ -	\$ 15,776	\$ -	\$ 52,647	\$ 68,423	0.000%
									\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
2	1	Core Instructional Staffing	All	No					\$ 1,587,265	\$ -	\$ 1,363,034	\$ 178,790	\$ -	\$ 45,441	\$ 1,587,265	0.000%
2	1	Core Instructional Staffing	All	Yes	Schoolwide	All	Palm Lane	2025-26	\$ 268,488	\$ 65,000	\$ 333,488	\$ -	\$ -	\$ -	\$ 333,488	0.000%
2	2	Professional Learning & Development	All	Yes	Schoolwide	All	Palm Lane	2025-26	\$ 274,319	\$ 89,862	\$ 129,932	\$ 116,815	\$ -	\$ 117,434	\$ 364,181	0.000%
2	3	Core Curricular & Instructional Materials	All	No					\$ -	\$ 51,223	\$ -	\$ 51,223	\$ -	\$ -	\$ 51,223	0.000%
2	4	Educational Technology & Support	All	No					\$ 83,601	\$ 20,600	\$ 83,601	\$ 20,600	\$ -	\$ -	\$ 104,201	0.000%
									\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
3	1	Safe Facilities	All	No					\$ -	\$ 610,475	\$ 610,475	\$ -	\$ -	\$ -	\$ 610,475	0.000%
3	2	Parents as Decision-makers	All	No					\$ -	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	\$ 1,500	0.000%
3	3	School-Family Partnerships	All	Yes	Schoolwide	All	Palm Lane	2025-26	\$ 220,880	\$ 12,000	\$ 145,113	\$ 37,542	\$ -	\$ 50,225	\$ 232,880	0.000%

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)	Totals by Type	Total LCFF Funds
\$ 3,130,277	\$ 1,232,976	39.389%	0.000%	39.389%	\$ 1,232,976	0.000%	39.389%	Total:	\$ 1,232,976
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ 1,232,976
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	2	MTSS: Accelerating Learning	Yes	Schoolwide	All	Palm Lane	\$ 366,040	0.000%	
1	3	MTSS: SEL & Mental Health Supports	Yes	Schoolwide	All	Palm Lane	\$ 158,275	0.000%	
1	5	Empowering SWD Academically	Yes	Schoolwide	All	Palm Lane	\$ 100,128	0.000%	
2	1	Core Instructional Staffing	Yes	Schoolwide	All	Palm Lane	\$ 333,488	0.000%	
2	2	Professional Learning & Development	Yes	Schoolwide	All	Palm Lane	\$ 129,932	0.000%	
3	3	School-Family Partnerships	Yes	Schoolwide	All	Palm Lane	\$ 145,113	0.000%	

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included

in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

- As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on

an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section

15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

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

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to

students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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