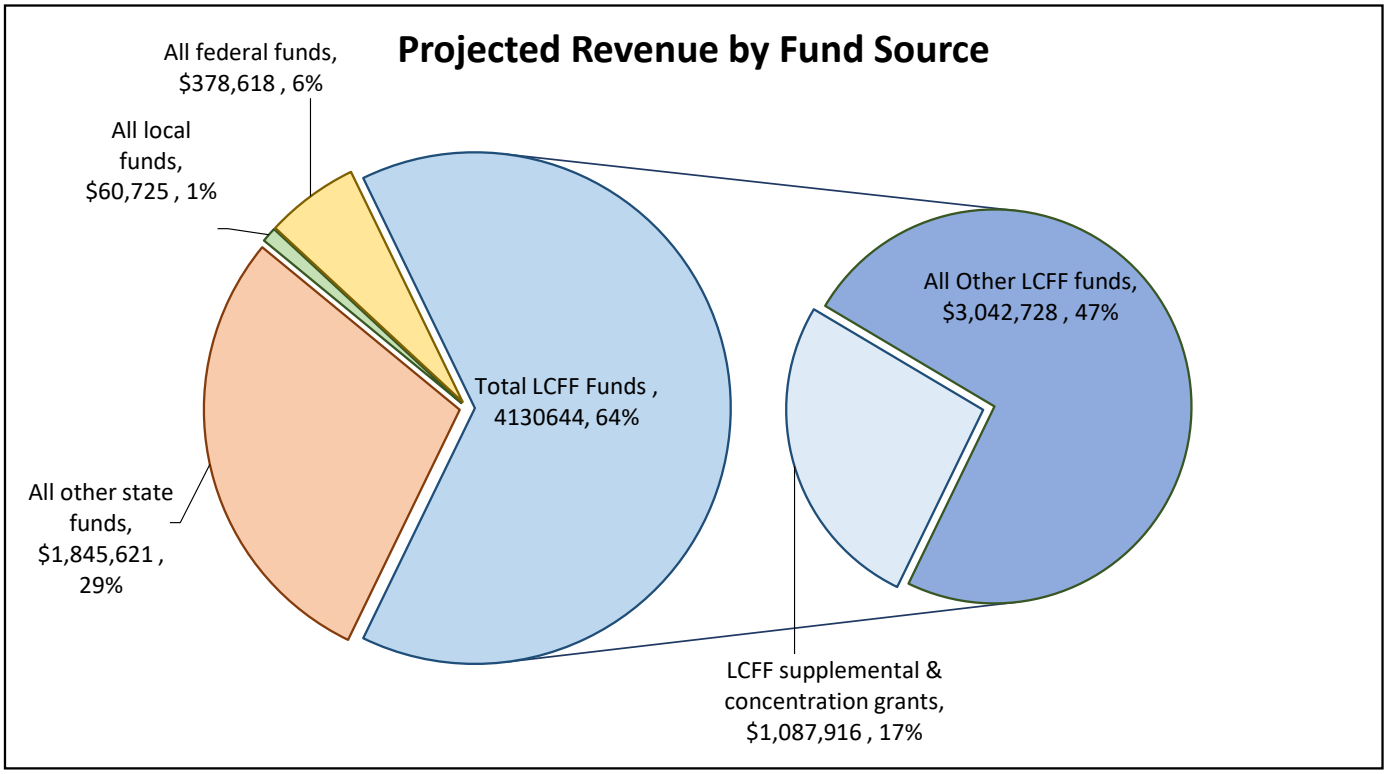
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Palm Lane Global Academy
CDS Code: 30-66423-6027379
School Year: 2026-27
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 2026-27 School Year

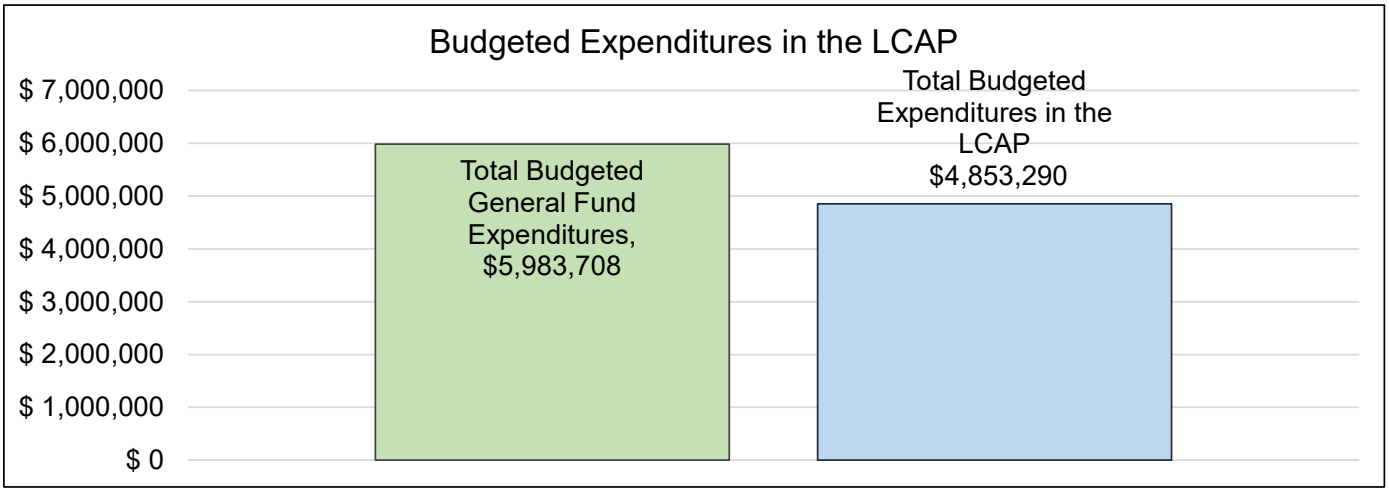


This chart shows the total general purpose revenue Palm Lane Global Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Palm Lane Global Academy is $6,415,608.00, of which $4,130,644.00 is Local Control Funding Formula (LCFF), $1,845,621.00 is other state funds, $60,725.00 is local funds, and $378,618.00 is federal funds. Of the $4,130,644.00 in LCFF Funds, $1,087,916.00 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

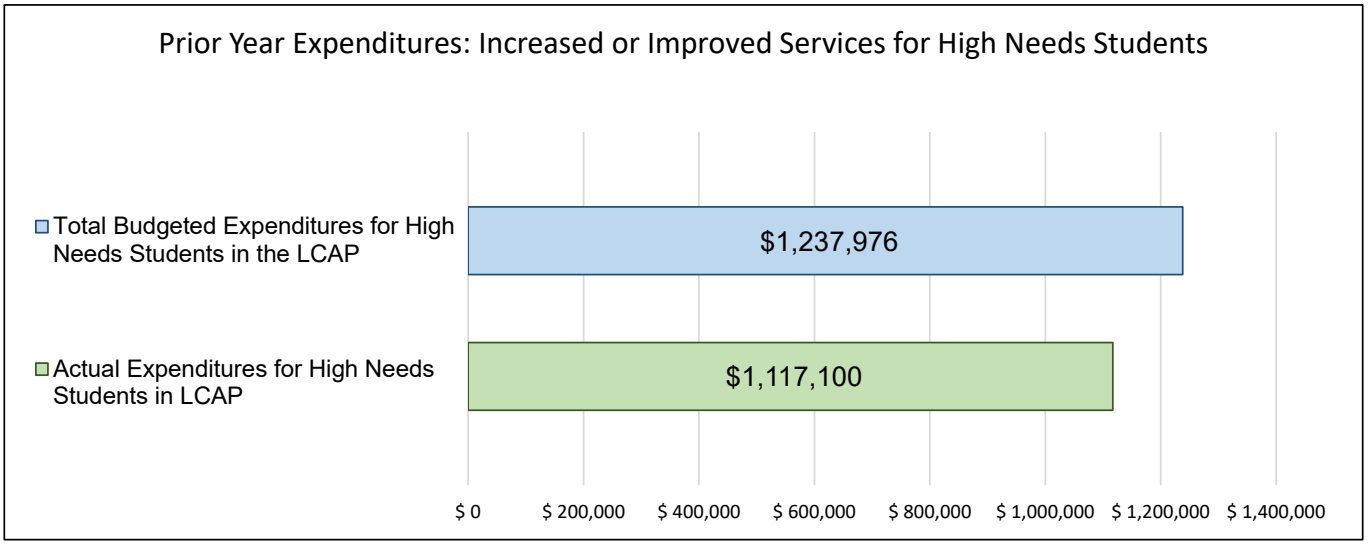
The text description of the above chart is as follows: Palm Lane Global Academy plans to spend $5,983,708.00 for the 2026-27 school year. Of that amount, $4,853,290.00 is tied to actions/services in the LCAP and $1,130,418.00 is not included in the LCAP. The budgeted expenditures that are not included 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 2026-27 School Year

In 2026-27, Palm Lane Global Academy is projecting it will receive $1,087,916.00 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 $1,087,916.00 towards meeting this requirement, as described in the LCAP.

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



LCFF Budget Overview for Parents

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 2025-26, Palm Lane Global Academy's LCAP budgeted $1,237,976.00 for planned actions to increase or improve services for high needs students. Palm Lane Global Academy actually spent $1,117,100.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $120,876.00 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 expenditures ended up being higher than the final estimated 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: PD costs, intervention materials, and BI 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 Prado, Principal	dprado@vistacharterps.org (657) 213-8980

Plan Summary 2026-27

General Information

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

Palm Lane Global Academy (PLGA) is a public charter school established in 2018 and authorized by the Anaheim Elementary School District (AESD). This year, PLGA's charter petition was successfully approved by AESD to operate for an additional five-year term (2026-2031).

PLGA serves 275 students in grades TK-6 and operates as one of seven charter schools under the Vista Charter Public Schools (VCPS) Governing Board in Southern California. PLGA's student body reflects the communities it serves, with 78% Hispanic, 3% African American, 5% White, 2% Filipino, 2% Asian, 1% Two or More Races, and 9% Not Reported. The school primarily serves students who face significant educational challenges, including 35% English Learners (EL), 16% Students with Disabilities (SWD), 84% Socioeconomically Disadvantaged (SED), 1% Foster Youth, and 0.4% 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. PLGA provides 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 PLGA's targeted population, predominantly low-income and historically underserved students, while addressing the growing opportunity gap. PLGA's 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. The school's educational model integrates academic excellence with social-emotional development through a data-driven support system.

PLGA's 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. PLGA also offers a comprehensive after-school tutoring program focused on reading and math that is available to all students. A dedicated budget maintains instructional aides across all grade levels to provide individualized attention to students who need it most.

Inclusive Education Model: PLGA takes pride in its full inclusion model for Students with Disabilities, reflecting the core belief that all students, and especially English Learners and Students with Disabilities, 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 the sense of belonging and community that positively shapes social-emotional development.

Community Schools Initiative: PLGA was awarded the California Community Schools Partnership Program (CCSPP) Implementation Grant as part of Cohort IV. This five-year grant provides critical resources to operationalize the four pillars of the California Community Schools Framework and strengthen the school's Multi-Tiered System of Supports (MTSS). Funding supports staff development through instructional coaching and comprehensive professional development that builds capacity among educators and the Instructional Leadership Team (ILT). The grant also partially funds a Community Schools Coordinator, who co-leads the Attendance Team and pursues partnerships with community-based organizations and agencies to support student and family needs. Together, these resources enable PLGA to expand integrated student supports, deepen family and community engagement, and create stronger connections between the school and the broader community.

Transformative Community School Model: PLGA's community school vision integrates educational excellence, community engagement, and comprehensive support systems to ensure every student thrives. This approach reflects the school's commitment to educational equity and whole-child development, recognizing that academic success is closely linked to student well-being and community involvement.

PLGA aims to transform traditional education by creating an integrated ecosystem where learning, support services, and community engagement converge. The school serves 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, positioning PLGA not just as a school, but as a cornerstone of community transformation and student success.

Strategic Planning and Accountability

PLGA has developed a one-year Local Control and Accountability Plan (LCAP) that also serves as the School Plan for Student Achievement (SPSA), meeting the stakeholder engagement requirements outlined in CA EC 64001(j) and CA EC 52062(a). Specifically, PLGA has fulfilled the following consultation requirements:

- Consultation with the SELPA per CA EC 52062(a)(5)
- Consultation with the Parent Advisory Committee (PAC) per CA EC 52062(a)(1)
- Consultation with the English Learner Parent Advisory Committee per CA EC 52062(a)(2)
- Provision of written responses to each committee regarding their comments

PLGA's 2026-27 LCAP aligns with the action plan from the school's recent charter renewal and reflects the school's mission, the California Community Schools Framework, MTSS, and California School Dashboard performance indicators, ensuring comprehensive accountability and continuous improvement in student outcomes.

Learning Recovery Emergency Block Grant Funds: Palm Lane Global Academy (VHGA) will expend $269,784 of Learning Recovery Emergency Block Grant (LREBG) funds in the 2026-27 school year. Remaining funds $260,816 will be expended in the 2027-28 school year. A description of how these funds will be expended, including a comprehensive needs assessment, can be found in the Reflections: Annual Performance section of this LCAP.

Equity Multiplier Funds: PLGA is not eligible for Equity Multiplier funds for the 2026-27 LCAP year.

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 **2025 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. The State Board of Education (SBE) added the Science Indicator, and a performance level (color) was added to the 2025 CA Schools Dashboard

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

PLGA earned a ***Blue performance level*** on the ***Suspension Rate*** Indicator on the 2025 California School Dashboard for the 'All Students' group, reflecting a suspension rate of 0%. This marks the third consecutive Dashboard on which PLGA has maintained a 0% suspension rate and earned a Blue performance level, demonstrating a sustained pattern of effective practice rather than a single-year outcome. Blue is the highest of the five performance colors used on the Dashboard and represents the strongest tier of performance recognized by the California Department of Education for this state indicator.

The school has maintained this Blue performance level across every reported student group, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students. This outcome reflects PLGA's intentional investment in restorative, relationship-centered practices that build a positive school climate and equip students with the skills they need to navigate conflict and self-regulate.

Central to this work is PLGA's successful implementation of Way of Council, a signature practice that provides structured opportunities for students and staff to engage in meaningful dialogue. Way of Council builds empathy, strengthens interpersonal communication, and reinforces a culture of mutual respect across the school community, giving every student a consistent forum to be heard and to listen actively to others. To further support students with self-regulation, classrooms and student spaces at PLGA maintain Calm Corners that offer students appropriate strategies and a safe space to de-escalate and refocus before returning to learning. These designated areas reinforce the social-emotional skills developed through Way of Council and provide students a proactive, dignity-affirming alternative to escalation, contributing directly to the absence of suspensions across all reported student groups.

The consistency of the Blue performance level across the 'All Students' group and every historically underserved student group reported on the Dashboard, sustained over three consecutive Dashboards, indicates that these practices are producing equitable, durable outcomes for every learner the school serves. PLGA will continue to invest in Way of Council, Calm Corners, and the staff professional learning that sustains these practices to ensure that the conditions producing zero suspensions remain in place.

Comprehensive Needs Assessment (2025 Dashboard)

Palm Lane Global Academy developed a comprehensive needs assessment to satisfy federal and state requirements, to evaluate the effectiveness of its educational and instructional program, and to guide the equitable allocation of resources for the 2026-27 school year.

Alignment with Title I Requirements: As a school operating a Title I schoolwide program, PLGA is required under the Every Student Succeeds Act (ESSA) to conduct a comprehensive needs assessment of the entire school. The needs assessment is intended to examine multiple sources of data to identify the priority needs of the school and their root causes. Under California's implementation, the comprehensive needs assessment must include verifiable state data, consistent with all state priorities and must be informed by the indicators reported on the California School Dashboard. ESSA further calls for annually reviewing the schoolwide plan, using data from State and local assessments, other indicators of academic achievement and growth, process data, and perception data, which makes an ongoing, data-based needs assessment a recurring obligation rather than a one-time exercise.

Alignment with Learning Recovery Emergency Block Grant Requirements: The needs assessment also responds to the requirements governing the Learning Recovery Emergency Block Grant (LREBG). Under California Education Code Section 32526, as amended by Senate Bill 153 in 2024, the funds can be expended in school years 2025-26, 2026-27, and 2027-28, which are subject to a needs assessment and need to be included in the LCAP. The state further directs that any LEA that anticipates having LREBG funds remaining in the 2025-26 school year must begin the needs assessment during the 2024-2025 school year to ensure that needs are identified, and evidence-based practices are selected as part of the LCAP development process in collaboration with educational partners. Conducting the needs assessment is itself an allowable use of the funds under the statute. Because VHGA has unexpended LREBG funds that it plans to fully expend during the 2026-27 school year, this needs assessment is necessary to identify learning-recovery needs and to select the evidence-based actions on which those funds will be spent.

Annual Assessment of Program Effectiveness Using Multiple Measures: Beyond meeting these requirements, the needs assessment serves an essential internal purpose: it allows VHGA to annually assess the effectiveness of its educational and instructional program using multiple measures. Rather than relying on a single data point, the school examines California School Dashboard performance across the academic, English learner progress, and other indicators alongside local data such as ELPAC results, i-Ready diagnostics, interim assessments, reclassification rates, and qualitative input from educational partners. Using multiple measures together produces a more complete and accurate picture of student performance, identifies the student groups with the greatest needs, and surfaces the root causes behind performance trends.

Informing Resource Allocation: Finally, the needs assessment positions PLGA to make more informed decisions about the allocation of physical, human, and financial resources for the upcoming school year. By clarifying where the greatest needs lie and which evidence-based strategies are most likely to address them, the assessment guides decisions such as scheduling dedicated instructional time, hiring and assigning staff, directing professional development, and targeting funding, including LREBG funds, toward the actions most likely to improve outcomes. In this way, the needs assessment connects identified needs directly to the resources and actions in the 2026-27 LCAP.

English Learner Progress Indicator (ELPI) Needs Assessment (2025 Dashboard)

The English Learner Progress Indicator represents Palm Lane Global Academy's most pressing area of academic need. Three consecutive California School Dashboards show a sustained and accelerating decline in the percentage of English Learners making progress toward English language proficiency:

- 2023 Dashboard: 41.6% (Orange performance level)
- 2024 Dashboard: 28.7% (Red performance level), a 12.9 percentage-point decline from 2023
- 2025 Dashboard: 17.2% (Red performance level), a further 11.5 percentage-point decline from 2024

ELPAC - % Proficient	
2022-23	13.39%
2023-24	11.72%
2024-25	1.8%

The cumulative decline from the 2023 to 2025 Dashboards is 24.4 percentage points, representing a critical and worsening performance trajectory for the school's English Learner subgroup, which constitutes 35% of total enrollment.

ELPI (Dashboard)	EL
2023 Dashboard	41.6%
2024 Dashboard	28.7%
2025 Dashboard	17.2%

ELPAC summative proficiency rates and reclassification rates reflect a parallel decline:

- ELPAC Percent Proficient: 13.39% (2022-23) → 11.72% (2023-24) → 1.8% (2024-25)
- Reclassification Rate: 9.4% (2022-23) → 8.6% (2023-24) → 5.0% (2024-25)

The 2024-25 ELPAC proficiency drop to 1.8% is particularly significant and warrants confirmation against CALPADS-certified data before submission, as the magnitude of decline relative to the prior two years is substantial and may reflect either a true performance shift or a data-reporting issue worth verifying.

Data Analyzed (Quantitative and Qualitative)

PLGA analyzed the following data sources to inform this needs assessment:

- 2023, 2024, and 2025 California School Dashboard ELPI performance data
- ELPAC Summative Assessment results (2022-23 through 2024-25)
- Reclassification rate data sourced from CALPADS (2022-23 through 2024-25)
- 2025-26 i-Ready Reading and Math diagnostic results disaggregated by English Learner status
- Comparative Dashboard data from Anaheim Elementary School District (AESD), Orange County Department of Education (OCDE), and the State of California
- Comparative analysis with PLGA's primary Schools of Residence (Loara Elementary and Ross Elementary), as documented in the renewal petition
- Classroom observations conducted by the Leadership Team using the CARE walk-through tool

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Educational Partners Engaged in the Analysis: Analysis of ELPI performance and the development of next-year strategies engaged the following partners: Leadership Team, Teachers through professional development sessions and staff meetings; Parents, through the English Learner Advisory Committee (ELAC),

the Parent Advisory Committee (PAC), and Coffee with the Principal events; the CCSPP Steering Committee; and Students.

Identified Strengths and Demonstrated Growth

Although ELPI outcomes have declined, several foundational strengths have been established that position the school for recovery:

- *Standards-Aligned ELA Curriculum with Embedded ELD Supports*. PLGA implemented Savvas myView Literacy in grades K-5 and myPerspectives in grade 6 during the current academic year. Both programs are aligned to the Science of Reading and embed designated and integrated ELD supports throughout core ELA instruction.
- *Schoolwide Designated ELD Block*. PLGA established a schoolwide Designated ELD time, ensuring consistency across classrooms and equitable access to language development for all English Learners.
- *Professional Development Partnership with OCDE*. Staff participated in three professional development sessions during the current school year focused on supporting English Learners, with emphasis on integrated and designated ELD strategies.
- *Ellevation Platform Adoption*. PLGA adopted the Ellevation Platform for centralized EL data tracking and progress monitoring. Implementation began in January 2026, providing a foundation that will be more fully utilized in the 2026-27 school year.
- *Instructional Aide Push-In Support*. Instructional aides provide weekly push-in support that strengthens access to targeted language scaffolding for English Learners within the general education setting.
- *Coaching and Cooperative Learning*. Onsite coaching, including Kagan cooperative learning structures with classified staff included in professional learning, has strengthened academic discourse opportunities for English Learners.

Greatest Needs and Specific Student Groups

The English Learner subgroup is the student group with the greatest identified need. Within this group, the following sub-needs are most pressing:

- *Long-Term English Learners (LTELs)* who have not made progress toward reclassification despite multiple years of enrollment.
- *English Learners with Disabilities*, who face compounded barriers and are reflected in both the school's persistent ELPI decline and its critical Students with Disabilities ELA performance gap.
- *English Learners in upper elementary grades (5th and 6th)*, where i-Ready Reading proficiency growth among Students with Disabilities has remained at 0% across all three diagnostic windows in the current year, suggesting overlapping instructional barriers for ELs in this range.

Issues Identified This Year

- The absence of an ELD Instructional Coach has required PLGA to absorb training, implementation support, and EL Master Plan development functions that would typically be supported by the ELD Instructional Coach.
- The Ellevation Platform was implemented in January 2026 rather than at the start of the school year, limiting the platform's contribution to ELPI outcomes during the current year as staff build proficiency with the system.
- The simultaneous adoption of a new ELA curriculum, while ultimately strengthening EL instruction over time, created an initial learning curve that affected consistency of designated and integrated ELD implementation in the early months of the year.
- Chronic absenteeism among English Learners (31.7% in 2024-25) reduces consistent access to the daily 30-minute Designated ELD block and to integrated ELD opportunities embedded across the school day.

Identified Resource Inequities: The most significant resource inequity affecting ELPI outcomes is the absence of a district-funded ELD Instructional Coach position, which would typically be available to comparable district-operated schools. This absence places the full weight of EL instructional capacity-building

on site-level resources, reducing the school's ability to provide sustained coaching, cohesive Master Plan development, and centralized progress monitoring at the scale required to reverse a multi-year ELPI decline.

Root Cause Analysis

- *Insufficient sustained ELD coaching capacity at the district level*. Without an ELD Instructional Coach, teachers receive coaching primarily from the OCDE partnership and site leadership, which limits the frequency and depth of job-embedded support specific to ELD.
- *Late-year deployment of EL monitoring infrastructure*. The Ellevation Platform's January 2026 launch did not provide a full year of structured progress monitoring data for staff to act on during the current cycle.
- *Inconsistent integration of designated and integrated ELD across content areas*. Although Designated ELD time has been established, integrated ELD implementation across content areas remains in the early stages of teacher capacity-building.
- *Compounded impact of chronic absenteeism on EL access to instruction*. English Learners with chronic absenteeism rates above 30% miss significant Designated ELD instructional minutes, slowing language acquisition trajectories and ELPAC progress.
- *Limited dedicated time for collaboration and professional learning among classified staff*, which reduces the consistency of language scaffolding when instructional aides provide push-in support.
- *Curriculum adoption learning curve*. Although myView and myPerspectives provide strong embedded ELD supports, full fidelity of implementation will continue to develop across the 2026-27 school year as teachers deepen practice.

2026-27 Action Plan

PLGA's 2026-27 plan of action for English Learners builds on the strategic framework established in the school's renewal petition Action Plan and the structures already implemented in 2025-26:

1. ***Strengthen Instructional Delivery for English Learners*** through full-year implementation of Designated ELD using the myView Language Awareness Handbook for at least 30 minutes daily, sustained integrated ELD across content areas, and continued partnership with OCDE for professional development focused on EL strategies.
2. ***Pursue ELD Instructional Coaching Capacity*** through CCSPP-funded site-level coaching while continuing to advocate for district-level ELD coach support, with site leadership maintaining intentional time and resource allocation to develop teacher capacity.
3. ***Fully Operationalize the Ellevation Platform*** with staff training, structured progress monitoring cycles, and integration of Ellevation data into trimester data review meetings to inform Designated ELD groupings, intervention planning, and reclassification candidate identification.
4. ***Implement a Comprehensive MTSS Framework for English Learners*** in partnership with OCDE, expanding the existing COSST process to incorporate language proficiency considerations in referral and intervention planning, with language-focused interventions targeting specific aspects of language acquisition while maintaining access to grade-level academic content.
5. ***Enhance Family and Community Partnerships*** through expanded monthly ELAC programming focused on language development, ELPAC preparation, and reclassification pathways; a structured home visit program; and parent leadership development for EL families.
6. ***Strengthen Data-Driven Progress Monitoring*** through a structured assessment calendar incorporating ELPAC interim assessments, i-Ready diagnostic growth data, and trimester data review and program adjustment cycles led by site leadership.
7. ***Address Chronic Absenteeism Among English Learners*** through coordinated family outreach, attendance-team interventions, and integration with the CCSPP-funded Community Schools Coordinator's work, recognizing the direct link between attendance and ELD instructional access.

Chronic Absenteeism Needs Assessment (2025 Dashboard)

Chronic absenteeism is a critical area of need for Palm Lane Global Academy (PLGA), with the 2025 California School Dashboard reflecting Red performance levels for three of the school's most vulnerable student groups and Orange performance levels for the All Students and Hispanic student groups. Specifically, the 2025 Dashboard reports Orange performance for All Students and Hispanic students, and Red performance for English Learners (EL), Socioeconomically Disadvantaged (SED) students, and Students with Disabilities (SWD).

2023-24: Chronic Absenteeism		
	Total #	Rate
All Students	106	36.1%
EL	43	29.9%
SED	90	34.7%
SWD	18	36.7%
Hispanic	87	35.2%

2024-25: Chronic Absenteeism		
	Total #	Rate
All Students	107	35.0%
EL	38	31.7%
SED	99	37.9%
SWD	21	38.9%
Hispanic	83	34.0%

Year-over-year rate data from 2023-24 to 2024-25 reveals a mixed and concerning trajectory. The 'All Students' chronic absenteeism rate decreased modestly from 36.1% in 2023-24 to 35.0% in 2024-25, a 1.1% improvement. The Hispanic student group also showed modest improvement, declining from 35.2% to 34.0%, a 1.2% decrease. However, three of the four reported subgroups experienced increases. The English Learner rate increased from 29.9% to 31.7%, a 1.8% increase. The Socioeconomically Disadvantaged rate increased from 34.7% to 37.9%, a 3.2% increase that represents the steepest year-over-year change among reported subgroups. The Students with Disabilities rate increased from 36.7% to 38.9%, a 2.2% increase that establishes SWD as the school's highest subgroup chronic absenteeism rate.

The Red performance level for EL, SED, and SWD on the 2025 Dashboard indicates that more than three in ten students in each of these subgroups missed at least 10% of the instructional days for which they were enrolled. The Hispanic and All Students rates, while at the Orange performance level, remain significantly elevated and well above pre-pandemic statewide norms. This trajectory suggests that the modest schoolwide improvement is masking widening gaps within the school's most vulnerable subgroups. Without targeted, differentiated intervention, the school's most disadvantaged students are experiencing chronic absenteeism at increasing rates even as the schoolwide average shows nominal improvement.

Data Analyzed: PLGA analyzed quantitative and qualitative data sources to inform this needs assessment, including 2025 California School Dashboard Chronic Absenteeism Indicator performance levels and rates disaggregated by student group, 2023-24 and 2024-25 chronic absenteeism rates for the EL, SED, SWD, and Hispanic student groups, daily attendance records and chronic absenteeism trend data through the 2025-26 school year, family outreach logs and attendance team intervention records, Coordination of Scholar Support Services Team (COSST) data on student-specific attendance concerns, and qualitative communications with families regarding student-specific medical needs and attendance circumstances.

Educational Partners Engaged in the Analysis: Analysis of chronic absenteeism and the development of next-year strategies engaged the Leadership Team, the Attendance Team co-led by the Community Schools Coordinator, teachers through professional development sessions and staff meetings, parents through the English Learner Advisory Committee (ELAC), the Parent Advisory Committee (PAC), and Coffee with the Principal events, the CCSPP Steering Committee, and students.

Identified Strengths and Demonstrated Growth: Although chronic absenteeism remains a critical area of need with worsening trajectories for several subgroups, the year-over-year data reveals modest improvement for the All Students and Hispanic groups, providing evidence that some attendance practices are beginning to take hold. Additional foundational strengths support the continued development of attendance infrastructure.

Strengthened family communication and outreach efforts have produced a clearer understanding of the factors contributing to student absences, particularly for students with ongoing medical needs, even though the systematic home visit program has not yet been fully implemented. This understanding has supported more intentional and responsive practices when working with families. The Community Schools Coordinator role, partially funded through the California Community Schools Partnership Program (CCSPP) Implementation Grant, co-leads the Attendance Team and is pursuing partnerships with community-based organizations and agencies to support student and family needs, providing dedicated capacity for coordinated outreach and integrated student supports.

The hiring of PLGA's first full-time school counselor has substantially expanded the support available to students, families, and staff. The counselor's work in social-emotional learning, restorative practices, and proactive intervention has contributed to an upward trend in student attendance, reflecting promising momentum toward improved engagement. The school's foundational programming further supports attendance, including strong enrichment offerings, the Way of Council restorative practice, Calm Corners, and the school's broader community schools approach, which together contribute to a sense of belonging and motivation to attend school. The school's three-Dashboard track record of 0% suspension rates, with Blue performance levels across all reported student groups, is significant in this context because it indicates that the elevated chronic absenteeism rates are largely driven by factors outside the school climate domain, including medical, economic, and family stability factors, rather than student disengagement with school itself.

Family workshop participation also demonstrates emerging strength. Although overall attendance at workshops is still an area for growth, the establishment of a consistent core group of participating families has created a foundation for collaboration and peer-to-peer outreach. These families have strengthened connections with one another, helped raise awareness of workshop offerings, and encouraged broader participation.

Greatest Needs and Specific Student Groups

The greatest identified need centers on the SWD, SED, and EL subgroups, all of which experienced year-over-year increases in chronic absenteeism while remaining at the Red performance level on the 2025 Dashboard. Students with Disabilities experience the highest chronic absenteeism rate at 38.9% in 2024-25, an increase of 2.2 percentage points from 2023-24. This compounds the school's most critical academic gap, since many SWD students have IEP-related medical needs, therapy schedules, or related service appointments that contribute to absences. The intersection of high and rising chronic absenteeism with persistent ELA gaps for this subgroup creates a compounding cycle that requires coordinated intervention.

- Socioeconomically Disadvantaged students experienced the steepest year-over-year increase at 3.2 percentage points, moving from 34.7% in 2023-24 to 37.9% in 2024-25. This trajectory is particularly concerning given that SED status is highly correlated with the school's Hispanic and EL subgroups, and the SED group represents 84% of total enrollment. The SED increase reflects worsening conditions for the school's economically vulnerable students and corresponds with the steepest decline in SED ELA performance documented on the 2025 Dashboard. English Learners experienced a 1.8 percentage-point increase, from 29.9% to 31.7%. Although still the lowest of the Red-tier subgroup rates, the upward trajectory directly compounds the school's multi-year ELPI decline and ELA Academic Indicator gaps for the EL subgroup, since absences disproportionately reduce access to Designated ELD instructional minutes and integrated ELD opportunities throughout the day.
- The Hispanic student group, while at the Orange performance level, also warrants targeted attention because Hispanic students comprise the majority of PLGA's enrollment. The 1.2 percentage-point year-over-year improvement (from 35.2% to 34.0%) is directionally positive, but the rate remains elevated and continued improvement in this subgroup will significantly affect the overall All Students rate.

A cross-cutting need affects students with ongoing medical conditions across all subgroups. Through strengthened family outreach, the school has identified that a significant portion of absences are connected to ongoing medical conditions, chronic illness management, and healthcare appointments that may not be easily rescheduled. This is particularly relevant for the SWD subgroup and requires individualized, family-by-family responses rather than generic attendance interventions.

Issues Identified This Year: The most significant issue identified this year is the divergence between schoolwide trajectory and subgroup trajectory. The 2023-24 to 2024-25 trend data reveals that schoolwide improvement is masking deteriorating outcomes for EL, SED, and SWD students, indicating that universal

attendance interventions are not sufficient to address the differentiated factors driving chronic absenteeism in these subgroups. This pattern requires the school to develop more targeted, differentiated outreach and case management approaches for the populations whose rates are increasing.

The systematic home visit program described in the renewal petition is not yet fully operational. Although strengthened communication with families has been valuable, additional staffing and training are needed to extend home visits to the volume required to meaningfully shift chronic absenteeism rates, particularly for the Red-tier subgroups. The Community Schools Coordinator role provides important coordination capacity, but the volume of chronic absenteeism schoolwide exceeds what a single coordinator role can address through individual family contact alone, requiring tiered, scaled outreach systems.

Workshop attendance also remains an area for growth. Although a core group of families participates consistently, broader family engagement remains uneven, and the families most affected by chronic absenteeism are not always the families who participate in school engagement opportunities. This pattern requires the school to design outreach pathways that meet families where they are rather than relying solely on family-initiated engagement. PLGA's diverse family population, including a significant Spanish-speaking community, requires consistent multilingual communication and culturally responsive outreach to support attendance, and current translation and interpretation capacity may not be sufficient to scale targeted outreach.

The compounding effect of chronic absenteeism on instructional indicators is also a defining issue. Chronic absenteeism's impact extends beyond the indicator itself, directly limiting student access to ELA instruction, Designated ELD, science instruction (which is not delivered daily), and Tier 2 intervention cycles. This makes chronic absenteeism a foundational lever for improving ELA, ELPI, and CAST outcomes across the LCAP.

Identified Resource Inequities

Resource inequities affecting chronic absenteeism include limited capacity for systematic home visits at the volume required by elevated chronic absenteeism rates among EL, SED, and SWD students, limited dedicated translation and interpretation support for sustained multilingual family outreach beyond core school communications, and the absence of integrated wraparound health and social services on-site that would allow the school to respond more directly to the medical, housing, and economic factors underlying many absences. The CCSPP Implementation Grant is helping to address some of these gaps, but the scale of need exceeds current grant-supported staffing.

Root Cause Analysis

- The differentiated factors affecting EL, SED, and SWD student groups are not being addressed by universal attendance interventions.
- Ongoing medical needs and chronic health conditions account for a meaningful portion of absences across the school. These cannot be addressed through traditional attendance accountability messaging alone and require coordinated family case management and, where appropriate, connection to community health resources. This is particularly relevant for the SWD subgroup, where 38.9% chronic absenteeism reflects in part the medical and IEP-related demands many of these students navigate. SWD families navigate IEP-related appointments, therapy schedules, related service coordination, and medical management that contribute directly to the school's highest subgroup rate, with factors that differ in kind from those affecting general education students and that require differentiated attendance support strategies.
- Economic and family stability factors disproportionately affect SED, EL, and Hispanic families. The 3.2 percentage-point increase in SED chronic absenteeism from 2023-24 to 2024-25 reflects intensifying economic pressure on the school's most vulnerable families. Transportation barriers, work schedule conflicts, housing instability, sibling care responsibilities, and other economic stressors contribute to the elevated chronic absenteeism rates in these subgroups.
- The school's home visit capacity is constrained by staffing and training limitations, and without consistent home visit coverage, the school's ability to intervene early with families experiencing acute attendance challenges is reduced. More broadly, the school lacks sufficient infrastructure for tiered, scaled family outreach. The Community Schools Coordinator role provides important coordination, but elevated chronic absenteeism rates require tiered

outreach (universal communication, targeted small-group outreach for moderately at-risk students, and intensive case management for highly at-risk students) that exceeds current single-role capacity.

- Workshop and engagement participation gaps also contribute to the broader pattern. The families most affected by chronic absenteeism are not always reached through traditional school workshops, and outreach pathways must be designed to meet families where they are rather than relying on families to come to the school. Finally, the absence of integrated wraparound services on-site means that families navigating medical, housing, or economic challenges must coordinate with multiple external systems, increasing the friction that contributes to absences.

Plan of Action for 2026-27 - Evidence-Based Practices for Implementation

PLGA's 2026-27 plan of action for the Chronic Absenteeism Indicator builds on the strategic framework established in the renewal petition, the Community Schools Initiative, and the CCSPP grant structure. Each evidence-based practice below is tied directly to an identified root cause, with explicit attention to the subgroups (EL, SED, SWD) experiencing widening gaps.

1. ***Implement a Tiered MTSS Approach to Attendance***. Establish a three-tiered attendance support system aligned with the school's broader MTSS framework: Tier 1 universal attendance promotion with clear expectations, positive recognition, consistent communication, and schoolwide engagement strategies; Tier 2 targeted small-group support for students approaching chronic absenteeism (5-9% absent); and Tier 3 intensive case management for students who are already chronically absent (10% or more), including individualized attendance plans developed with families. Tier 2 and Tier 3 capacity will be specifically scaled to address the EL, SED, and SWD students whose rates have increased.
2. ***Fully Operationalize the Home Visit Program***. Hire and train additional staff to expand home visit capacity using culturally responsive communication strategies, as described in the renewal petition. Prioritize home visits for students in the Red-tier subgroups (EL, SED, SWD) and for students whose absences are connected to medical or family stability factors that benefit from in-person family engagement.
3. ***Coordinated Attendance Team and Community Schools Coordination***. Continue weekly Attendance Team meetings co-led by the Community Schools Coordinator, with clearly assigned case management for Tier 2 and Tier 3 students. Use attendance data to identify trend patterns by grade, classroom, day of week, and student group, with disaggregation by EL, SED, SWD, and Hispanic status to identify subgroup-specific patterns.
4. ***Differentiated Attendance Strategies for Students with Disabilities***. Coordinate attendance support for SWD with the special education team, recognizing that SWD chronic absenteeism is often connected to medical and IEP-related factors. Develop individualized attendance plans for SWD that account for therapy schedules, medical needs, and related service coordination, while ensuring that learning continuity strategies (asynchronous work, recorded lessons, make-up instruction) reduce the academic impact of necessary absences.
5. ***Targeted Outreach for English Learner Families***. Expand monthly ELAC programming and targeted outreach for EL families, recognizing the compounding impact of chronic absenteeism on ELPI outcomes and the year-over-year increase in EL chronic absenteeism. Provide consistent multilingual communication regarding attendance expectations, support resources, and family engagement opportunities, with particular attention to the cultural and linguistic strengths of the school's diverse community.
6. ***Targeted Support for Socioeconomically Disadvantaged Families***. The 3.2 percentage-point year-over-year increase in SED chronic absenteeism warrants the most intensive intervention focus. Strengthen partnerships with community-based organizations to provide families with concrete support for transportation, food security, healthcare access, and other economic stressors that contribute to absences. Pursue on-site or co-located access to family resource navigation, building on the CCSPP Community Schools framework.
7. ***Strengthen Community Partnerships for Wraparound Support***. Expand partnerships with community-based organizations and agencies to support student and family needs, building on the CCSPP-funded Community Schools Coordinator's outreach work. Pursue partnerships that provide on-site or co-located access to health services, mental health support, family resource navigation, and economic support resources.
8. ***Deepen the Role of the School Counselor in Attendance Support***. Continue and expand the school counselor's role in proactive attendance support, social-emotional learning, restorative practices, and early identification of students whose absences may be connected to anxiety, family stress, or social challenges.

9. ***Family Engagement and Workshop Participation Expansion***. Build on the consistent core group of participating families by inviting these families to support peer-to-peer outreach and recruitment of additional families, while also designing outreach pathways that meet families where they are, including through home visits, community-based events, and digital outreach in families' preferred languages, rather than relying solely on school-based workshops.
10. ***Integration with Academic Indicator Strategies***. Recognize chronic absenteeism as a foundational lever for improving ELA, ELPI, and CAST outcomes. Coordinate attendance interventions with the Tier 2 ELA intervention system, Designated ELD groupings, and science instructional pacing so that students with attendance gaps receive coordinated academic re-engagement support.
11. ***Data-Driven Progress Monitoring with Subgroup Disaggregation***. Use attendance data dashboards to monitor weekly attendance trends, identify students moving from Tier 1 to Tier 2 or Tier 3 status in real time, and adjust interventions responsively. Trimester data reviews will examine attendance trends alongside academic outcomes to identify intersections that require coordinated response, with explicit attention to subgroup trajectories rather than schoolwide averages alone.

English Language Arts Needs Assessment (2025 Dashboard)

The 2025 California School Dashboard reflects a year-over-year decline in ELA performance for Palm Lane Global Academy (PLGA) across the All Students group and every numerically significant student group, reversing the positive trajectory documented in the 2023 to 2024 Dashboard cycle.

ELA Academic Indicator Distance from Standard (DFS), 2024 Dashboard to 2025 Dashboard:

- All Students: -42.9 DFS (2024) → -53.4 DFS (2025), a 10.5-point decline
- English Learners (EL): -62.9 DFS (2024) → -74.3 DFS (2025), an 11.4-point decline
- Socioeconomically Disadvantaged (SED): -41.6 DFS (2024) → -60.9 DFS (2025), a 19.3-point decline
- Hispanic: -41.3 DFS (2024) → -58.4 DFS (2025), a 17.1-point decline

2023-24 ELA CAASPP	
	DFS
All Students	-42.9
EL	-62.9
SED	-41.6
Hispanic	-41.3

2024-25 ELA CAASPP	
	DFS
All Students	-53.4
EL	-74.3
SED	-60.9
Hispanic	-58.4

The 2025 Dashboard ELA results show that PLGA's student performance on the CAASPP ELA assessment has declined for the 'All Students' group and for every reported student group, with the SED and Hispanic student groups experiencing the steepest year-over-year declines resulting in an Orange performance level on the 2025 dashboard, and a Red Performance level for the English Learner (EL) student group. .

This decline interrupts the positive trajectory documented in the renewal petition, which reported an 11.5-point improvement in All Students DFS from the 2023 Dashboard (-54.4) to the 2024 Dashboard (-42.9). The 2025 Dashboard returns the All Students DFS to a level approximately 1 point below the 2023 baseline (-53.4 in 2025 versus -54.4 in 2023), indicating that the 2024 gains have largely been reversed.

Data Analyzed (Quantitative and Qualitative)

PLGA analyzed the following data sources to inform this needs assessment:

- 2024 and 2025 California School Dashboard ELA Academic Indicator data, schoolwide and by student group
- 2024 and 2025 CAASPP/SBAC ELA results
- 2024 and 2025 ELPAC results, supporting EL-specific analysis
- 2025-26 i-Ready Reading trimester diagnostic assessments, disaggregated by grade level and student group
- Specific i-Ready Reading proficiency growth from Diagnostic 1 to Diagnostic 3: All Students: 18.75% → 42%; English Learners: 7.25% → 26.25%; 3rd Grade: 18% → 53%; 4th Grade: 11% → 26%; 5th Grade: 0% → 9%; 6th Grade: 0% → 17%

- Classroom observations conducted by the Leadership Team using the CARE walk-through tool, with 91 ELA observations completed in 2025-26 to date.

Educational Partners Engaged in the Analysis: Analysis of ELA Academic Indicator performance and the development of next-year strategies engaged the following partners: Leadership Team, Teachers through professional development sessions and staff meetings; Parents, through the English Learner Advisory Committee (ELAC), the Parent Advisory Committee (PAC), and Coffee with the Principal events; the CCSPP Steering Committee; and Students. Leadership Team.

Identified Strengths and Demonstrated Growth: Although CAASPP results declined on the 2025 Dashboard, several instructional practices have been implemented in the 2025-26 school year that are producing measurable mid-year growth and establishing a foundation for sustained improvement:

- *Standards-Aligned ELA Curriculum Implementation*. PLGA initiated implementation of Savvas myView Literacy in grades K-5 and myPerspectives in grade 6 during the current academic year. This adoption represents a significant step toward strengthening literacy instruction across all grade levels. The curriculum's structured, standards-aligned approach has supported teachers in delivering explicit, systematic instruction in foundational skills, comprehension strategies, and writing. Students are exposed to a diverse range of literary and informational texts, expanding their background knowledge and analytical capacity. The program emphasizes close reading, text-based evidence, and academic discourse, which has helped students develop stronger critical thinking skills and confidence in expressing their ideas both orally and in writing.
- *Mid-Year i-Ready Growth*. Despite the 2025 CAASPP decline, i-Ready Reading data from the 2025-26 school year shows meaningful within-year growth following the new ELA curriculum adoption. The 'All Students' proficiency rate moved from 18.75% at Diagnostic 1 to 42% at Diagnostic 3, and the English Learner subgroup moved from 7.25% to 26.25% over the same period. Strong growth was observed in 3rd grade (18% to 53%) and 4th grade (11% to 26%).
- *Targeted Professional Development and Instructional Support*. PLGA increased the frequency of classroom walk-throughs in 2025-26, allowing site leadership to provide timely, actionable feedback aligned with the district's CARE tool, which is grounded in research-based ELA strategies including reading comprehension, writing, and academic discourse. To date, 91 ELA observations have been completed in the 2025-26 school year, supporting greater consistency in instructional expectations across classrooms.
- *Professional Development Partnership with OCDE for English Learner Success*. PLGA partnered with the Orange County Department of Education to strengthen its EL instructional program. Staff participated in three professional development sessions during the school year focused on supporting English Learners through both designated and integrated ELD strategies, equipping teachers with practices to build student language development while increasing access to grade-level ELA content.

Greatest Needs and Specific Student Groups: The greatest identified needs in ELA performance, and the student groups most affected, are summarized below:

1. Students with Disabilities (SWD), the most critical need. SWD performance has remained at a Red performance level on consecutive Dashboards, with the 2024 Dashboard reporting a DFS of -93.9. i-Ready Reading proficiency growth among SWD has been highly inconsistent across grade levels, with 3rd grade SWD growing from 0% to 50% from Diagnostic 1 to Diagnostic 3, but 4th grade growing only from 0% to 14%, and 5th and 6th grade SWD remaining at 0% across all three diagnostic windows. Although the 5th grade cohort includes only five SWD students and the 6th grade cohort includes only seven, the absence of any growth highlights a critical instructional gap.
2. Socioeconomically Disadvantaged students. The SED student group experienced the steepest year-over-year decline (-19.3 points DFS), interrupting a substantial 13.8-point improvement documented from the 2023 to 2024 Dashboards.
3. Hispanic students. Hispanic student performance declined by 17.1 points DFS from the 2024 Dashboard to the 2025 Dashboard, also interrupting strong growth from the prior cycle.

4. English Learners. EL performance declined 11.4 points DFS, with the EL subgroup remaining the lowest-performing numerically significant student group at -74.3 DFS on the 2025 Dashboard. The compounded decline across both the ELPI and the ELA Academic Indicator for English Learners signals an urgent need for coordinated language and literacy intervention.
5. Upper elementary grades (5th and 6th). The lowest i-Ready proficiency rates and the smallest within-year growth were observed in 5th and 6th grades. This pattern suggests that upper elementary students entered 2025-26 with significant unfinished learning and have had less time to benefit from the new ELA curriculum's full implementation cycle.

Issues Identified This Year

- *Inconsistent growth for Students with Disabilities across grade levels*. While 3rd grade SWD demonstrated substantial growth in i-Ready Reading, 5th and 6th grade SWD remained at 0% proficiency across all three diagnostic windows. This pattern indicates that current interventions may not be calibrated to the specific needs of SWD in upper elementary.
- *Initial-year curriculum adoption learning curve*. While myView and myPerspectives provide strong embedded supports, the first year of implementation is characterized by teachers building familiarity with the curriculum's tools, pacing, and instructional moves. The 2025 CAASPP administration occurred during this initial implementation period, when fidelity and depth of practice were still developing.
- *Increased rigor and reading demands of the new curriculum*. The myView and myPerspectives curricula place a stronger emphasis on reading stamina and the use of textual evidence to demonstrate comprehension. These demands present significant challenges for students performing below grade level, particularly Students with Disabilities, who may struggle to access grade-level content even when making progress in isolated skill areas.
- *Compounding impact of chronic absenteeism*. PLGA's chronic absenteeism rate of 35.0% in 2024-25 has limited consistent access to ELA instruction and Tier 2 interventions. Subgroup chronic absenteeism rates of 31.7% (EL), 37.9% (SED), and 38.9% (SWD) directly reduce instructional time for the student groups with the greatest need.
- *Need for increased teacher capacity in differentiation*. Newer and less experienced teachers require additional professional development, coaching, and support to implement effective differentiation strategies, including scaffolding, flexible grouping, and data-driven instruction within an inclusive model.
- *Inconsistent use of data to inform ELA instruction*. While data analysis structures exist, opportunities remain to strengthen how assessment data, including i-Ready diagnostics and interim assessment results, is used to target instruction and monitor progress, particularly for SWD and EL students.

Identified Resource Inequities: The most significant resource inequities affecting ELA performance include the absence of a district-funded ELD Instructional Coach (which compounds ELA outcomes for the EL subgroup, given the strong relationship between language proficiency and ELA assessment performance), and limited collaboration time and professional learning for classified instructional aides who provide push-in support during ELA instruction. The combined effect reduces the school's capacity to deliver consistent, differentiated, scaffolded ELA instruction at the scale required to reverse the 2025 Dashboard decline.

Root Cause Analysis

1. *Inconsistent differentiation of instruction within the inclusive model*. Variability across grade levels in teachers' ability to effectively differentiate ELA instruction has limited progress for Students with Disabilities and other students performing below grade level.
2. *Need for increased teacher capacity in evidence-based literacy practices*. While the new ELA curriculum aligns to the Science of Reading, full implementation fidelity requires sustained coaching, modeling, and collaborative planning. Newer teachers in particular benefit from intensive support to implement scaffolding, flexible grouping, and structured literacy routines with consistency.
3. *Limited consistency in delivery of inclusive practices*. Although a full inclusion model is in place, accommodations and supports are not yet delivered with full consistency within the general education classroom.

4. *Impact of chronic absenteeism on instructional access*. Chronic absenteeism rates above 30% across all reported student groups significantly limit students' access to consistent ELA instruction, Tier 2 interventions, and data-driven progress monitoring cycles.
5. *Inconsistent use of data to inform ELA instruction*. Opportunities exist to strengthen how assessment data is used to target instruction and monitor progress, particularly for SWD and EL students.
6. *Increased rigor and reading demands of new curriculum, layered onto existing skill gaps*. The myView and myPerspectives curricula's emphasis on reading stamina and textual evidence presents access challenges for students already performing below grade level. Students may demonstrate growth in isolated skill areas without translating that growth into overall grade-level proficiency on assessments.
7. *First-year curriculum adoption coincided with the 2025 CAASPP administration window*. The 2025 Dashboard reflects performance during the initial implementation year, when teacher practice with myView and myPerspectives was still developing. This timing is a contributing factor to, but does not by itself explain, the magnitude of the year-over-year decline.

Plan of Action for 2026-27 - Evidence-Based Practices for Implementation

PLGA's 2026-27 plan of action for the ELA Academic Indicator builds on the strategic framework established in the renewal petition and targets the specific gaps identified in the 2025 Dashboard data. Each evidence-based practice below is tied directly to an identified root cause.

1. **Diagnostic Assessment and Data Analysis System**. PLGA will administer comprehensive i-Ready ELA diagnostics three times per year to track student growth, with leadership team analysis of 2025 CAASPP results by grade level and student group to identify specific skill gaps. Monthly progress monitoring will be implemented for all students scoring below grade level, with individualized learning profiles guiding targeted instruction.

2. **Sustained Implementation of Science of Reading-Aligned Curriculum**. PLGA will continue full implementation of myView Literacy (K-5) and myPerspectives (6) with a focus on building second-year fidelity and depth of practice. Daily systematic instruction will include phonemic awareness, phonics, fluency, vocabulary, and comprehension routines aligned with the curriculum's evidence-based scope and sequence. Summer professional development followed by sustained school-year coaching will support continued teacher growth in implementing structured literacy.

3. **Comprehensive Tiered Intervention System**.

- Universal Tier 1. Every classroom will implement a daily 90-minute protected ELA block incorporating all Science of Reading components, with systematic vocabulary development across content areas.

- Targeted Tier 2. Students identified through diagnostic assessments will receive small group intervention in groups of three to five students, meeting four times weekly for 30 minutes, with progress monitoring every two weeks.

- Intensive Tier 3. Students performing two or more years below grade level will receive individual or one-to-two tutoring before and after school, with specialized reading intervention programs for the most struggling readers and coordination between general education and special education for students with identified disabilities.

4. **Targeted Professional Development for Instructional Aides**. PLGA will invest in targeted professional development for instructional aides to strengthen their capacity to support differentiated instruction within inclusive classrooms. Training will focus on scaffolding strategies, supporting Students with Disabilities, and reinforcing ELA skills aligned to grade-level standards. Aides will also receive guidance on collaborating effectively with classroom teachers to ensure support is purposeful and aligned to lesson objectives.

5. **Strengthened Teacher Capacity in Differentiation**. Ongoing professional development for teachers will focus on differentiating ELA instruction to meet the needs of Students with Disabilities and other students below grade level. Strategies will include flexible grouping, scaffolded instruction, and use of data to inform instructional decisions. Coaching, modeling, and collaborative planning will support consistent implementation across grade levels.

6. **Increased Monitoring and Instructional Support**. PLGA will increase classroom walk-throughs and instructional monitoring with a specific focus on differentiation practices for Students with Disabilities and English Learners. Feedback will be aligned to research-based strategies and provided in a timely, actionable manner. Site leadership will use CARE-aligned walk-through data to identify trends and provide targeted support.

7. **Coordinated EL and ELA Instructional Strategy**. Daily Designated ELD using the myView Language Awareness Handbook will be sustained alongside integrated ELD across content areas. Full-year operationalization of the Ellevation Platform will support EL data tracking and progress monitoring, with EL data integrated into trimester data review meetings to inform Designated ELD groupings and intervention planning.

8. **Students with Disabilities Support Enhancement**. Weekly collaborative planning meetings between general education and special education teachers will ensure coordinated instruction and service delivery. Science of Reading principles will be adapted to align with individual IEP goals while maintaining high expectations for literacy achievement. Bi-weekly data collection will be aligned with IEP objectives, with assistive technology including text-to-speech provided as needed.

9. **Address Chronic Absenteeism's Impact on ELA Access**. Coordinated family outreach, attendance team interventions, and integration with the CCSPP-funded Community Schools Coordinator's work will target chronic absenteeism, recognizing the direct link between attendance and ELA instructional access for the school's highest-need student groups.

10. **Family Engagement in Literacy**. Regularly scheduled family literacy nights will provide grade-specific reading strategies and tools for supporting literacy development at home, conducted in multiple languages. Progress reports will be distributed in families' preferred languages, providing specific information about reading progress and grade-level expectations.

Science Needs Assessment (2025 Dashboard)

The Science Indicator on the California School Dashboard applies to 5th grade students who are administered the California Science Test (CAST). At Palm Lane Global Academy (PLGA), this represents a single-grade assessment cohort within a TK-6 enrollment, meaning year-over-year cohort sizes are limited and individual student performance has a proportionally larger impact on overall results. This context is important when interpreting trends in CAST data.

Identified Gaps

Two consecutive years of CAST data show a decline in 5th grade science performance across both the CDE-reported scale score (Science Points) and the percentage of students meeting or exceeding the standard:

California Science Test (CAST)- Measured using Science Points (5th Grade)

- 2023-24: All Students 44.9; Socioeconomically Disadvantaged (SED) 44.8
- 2024-25: All Students 37.5 (Orange Performance Level); SED 34.4 (Red Performance level on the 2025 CA School Dashboard)

This represents a 7.4-point decline in average Science Points for All Students; and a 10.4-point decline for the SED student group between 2023-24 and 2024-25.

California Science Test (CAST) - Percentage Met or Exceeded Standard (5th Grade)

- 2023-24: All Students 18.36% met/exceeded; SED 17.78% met/exceeded; Hispanic 16.28% met/exceeded
- 2024-25: All Students 12.82% met/exceeded; SED 12.12% met/exceeded

This represents a 5.54% decline in the percentage of All Students meeting or exceeding standard, and a 5.66% decline for the SED student group.

The Science Indicator is a new indicator on the 2025 California School Dashboard.

Data Analyzed (Quantitative and Qualitative)

PLGA analyzed the following data sources to inform this needs assessment:

- 2023-24 and 2024-25 California Science Test (CAST) results for 5th grade students, disaggregated by All Students, Socioeconomically Disadvantaged, and Hispanic student groups
- California School Dashboard Science Indicator results (new indicator) for available reporting cycles
- Classroom observations conducted by site leadership using the CARE walk-through tool
- Trimester pacing reflection data and instructional planning documents
- Interim assessment results administered earlier in the academic year (beginning November 2025-26)

Educational Partners Engaged in the Analysis: Analysis of Science Academic Indicator performance and the development of next-year strategies engaged the following partners: Leadership Team, Teachers through professional development sessions and staff meetings; Parents, through the English Learner Advisory Committee (ELAC), the Parent Advisory Committee (PAC), and Coffee with the Principal events; the CCSPP Steering Committee; and Students.

Identified Strengths and Demonstrated Growth: Although CAST outcomes declined between 2023-24 and 2024-25, several instructional practices have been implemented that establish a foundation for improvement:

- *Intentional Pacing and Instructional Responsiveness*. During the current school year, grade-level teams have demonstrated a strong commitment to intentional pacing and instructional adjustments. After each trimester, teams meet to reflect on student performance data and make timely modifications to pacing guides, ensuring that key standards are not rushed and that students have adequate time to build conceptual understanding.
- *Early Implementation of Interim Assessments*. Interim assessments have been administered earlier in the academic year, beginning in November, allowing teachers to identify learning gaps sooner and implement targeted interventions before the end of the year. This shift has supported a more proactive rather than reactive approach to student needs.
- *Collaborative Data Analysis and Instructional Alignment*. Dedicated time has been provided for teachers to collaboratively analyze data and refine instruction. Structured data analysis sessions enable teams to identify trends, share effective strategies, and align on next steps, building collective efficacy among staff and ensuring instructional decisions are grounded in evidence.
- *Expansion of Hands-On Learning and Lab Experiences*. PLGA has increased opportunities for hands-on learning and science labs to deepen student engagement and understanding. Experiential learning supports diverse learning styles and strengthens students' ability to apply scientific concepts in meaningful and tangible ways.

Greatest Needs and Specific Student Groups: The greatest identified needs in 5th grade science performance, and the student groups most affected, are summarized below:

- *Inconsistent Implementation of Standards-Aligned Science Instruction*. There is variability across classrooms in the consistency of standards-aligned, hands-on, and inquiry-based science instruction. This inconsistency has disproportionately impacted Socioeconomically Disadvantaged students, contributing to the year-over-year decline.
- *Limited Access to Academic Language and Literacy in Science*. Students have had limited opportunities to engage in academic discourse, scientific reading, and scientific writing. This has constrained their ability to comprehend complex scientific texts, explain their reasoning, and demonstrate

understanding on assessments. Socioeconomically Disadvantaged students, in particular, may benefit from more structured language support that has not been consistently provided.

- *Insufficient Differentiation and Targeted Support.* Science instruction has not been consistently differentiated to meet the diverse learning needs of students. A lack of targeted scaffolds and interventions has made grade-level science content difficult to access for students performing below grade level.
- *Gaps in Foundational Science Skills and Prior Knowledge.* Students may enter 5th grade with gaps in foundational science knowledge from prior grade levels. Without systematic opportunities to build and connect prior knowledge across the K-4 progression, students struggle to access more complex 5th grade content.
- *Limited Use of Data to Inform Science Instruction.* Formative assessment data has been used inconsistently to guide science instruction and provide timely interventions. Without consistent progress monitoring specific to science, teachers may not identify and address student misconceptions early in the unit cycle.

Issues Identified This Year

- *Shift in Instructional Focus to ELA.* The implementation of a new ELA curriculum (myView Literacy in K-5 and myPerspectives in 6th grade) required significant instructional time and professional learning capacity, which reduced the consistency and emphasis allocated to science instruction during the current academic year.
- *Limited Training in Amplify Science Curriculum Implementation.* Teachers have not received sufficient professional development from Amplify curriculum partners, resulting in a gap in targeted training to support effective and consistent implementation of the science program.
- *Non-Daily Science Scheduling.* Science is not scheduled daily, which means missed instructional days due to chronic absenteeism or other interruptions result in disproportionately significant gaps in science learning that are difficult to remediate.

Identified Resource Inequities: The most significant resource inequity affecting CAST outcomes is the absence of dedicated science professional development support from curriculum partners and the limited integration of science within the school's broader professional learning calendar during a year heavily focused on ELA curriculum adoption. The combination of curriculum partner under-engagement and competing instructional priorities has reduced the school's capacity to deliver consistent, rigorous, standards-aligned science instruction.

Root Cause Analysis

1. Pacing has consistently fallen behind the recommended scope and sequence. Without a clear year-long pacing plan, ongoing progress monitoring, and check-ins, science instruction has resulted in incomplete coverage of grade-level standards. Teachers have at times needed to group or omit standards, weakening student preparation for the CAST.
2. Chronic absenteeism has limited consistent access to science instruction. PLGA's overall chronic absenteeism rate of 35.0% in 2024-25, combined with non-daily science scheduling, means students missing school lose disproportionately more science instructional time than ELA or math instructional time. This contributes directly to gaps in conceptual development.
3. Hands-on and inquiry-based instruction has been delivered inconsistently. Without regular lab experiences and structured academic discourse, students have fewer opportunities to develop conceptual understanding, scientific reasoning, and the ability to explain their thinking using academic scientific language.
4. Instructional priorities and professional development have centered on ELA. The schoolwide focus on ELA curriculum adoption and Designated ELD implementation, while necessary, reduced teacher capacity and emphasis on delivering rigorous, standards-aligned science lessons during the current cycle.

5. Science curriculum partner engagement has been insufficient. Teachers have not received targeted training from Amplify to support effective implementation, limiting fidelity to the curriculum's lab-based and inquiry-based design.
6. Small cohort effect amplifies year-over-year variability. Because the Science Indicator is based on a single grade level (5th grade) within a TK-6 school, the small cohort size means individual student performance has an outsized impact on schoolwide and subgroup results. This does not change the underlying instructional needs but is an important context for interpreting year-over-year trends.

2026-27 Action Plan

PLGA's 2026-27 plan of action for the Science Indicator focuses on systemic improvements to science instructional delivery, pacing, professional development, and student access:

1. *Implement Clear Pacing and Monitoring Systems*. Develop and enforce a year-long science pacing guide aligned to Next Generation Science Standards. Conduct biweekly walk-throughs and pacing check-ins to monitor progress and address delays in real time. Use pacing trackers to ensure all standards are taught without omission.
2. *Protect Science Instructional Time*. Establish a consistent, site-wide schedule that ensures science is taught regularly and predictably across all grade levels, with particular attention to building K-4 foundational knowledge that supports 5th grade CAST performance. Provide structured opportunities for reteaching and make-up lessons for students who miss instruction. Monitor implementation through classroom observations.
3. *Increase Hands-On and Inquiry-Based Instruction*. Provide targeted professional development on implementing Amplify's lab-based and inquiry lessons, including direct partnership engagement with Amplify curriculum specialists. Require regular use of hands-on investigations and structured academic discourse. Monitor through walk-throughs focused on student engagement and evidence of academic discourse.
4. *Target Attendance-Related Learning Gaps*. Track students with chronic absenteeism and provide small-group reteaching for missed science content. Use formative assessments to identify gaps and assign targeted support. Coordinate with the Community Schools Coordinator and Attendance Team to improve attendance and engagement, recognizing the disproportionate impact of absences on science learning.
5. *Strengthen Academic Language and Literacy in Science*. Integrate the academic language strategies developed through the school's ELA curriculum work into science instruction, including structured opportunities for scientific reading, writing, and academic discourse. Apply scaffolds developed for English Learners and Socioeconomically Disadvantaged students to science instruction with intentionality.
6. *Differentiate Instruction and Targeted Support*. Implement consistent differentiation practices in science to ensure access to grade-level content for all students. Develop targeted interventions and scaffolds to address foundational science knowledge gaps, particularly for Socioeconomically Disadvantaged students.
7. *Build Foundational Science Knowledge Across K-4*. Strengthen vertical articulation of science instruction across grades to ensure students enter 5th grade with the foundational knowledge required to access CAST-aligned content. Use vertical alignment meetings to identify and close prior-grade gaps.

Learning Recovery Emergency Block Grant (LREBG) Funds: 2026-27 Plan

The Learning Recovery Emergency Block Grant (LREBG) was established pursuant to California Education Code Section 32526, added by Assembly Bill 182 (Chapter 53, Statutes of 2022), and subsequently amended by AB 185 (Chapter 571, Statutes of 2022), SB 114 (Chapter 48, Statutes of 2023), SB 153 (Statutes of 2024), and AB 121 (Chapter 8, Statutes of 2025). LREBG funds support learning recovery initiatives that, at a minimum, support academic learning recovery and staff and pupil social-emotional well-being through the 2027-28 school year. Pursuant to EC Section 32526(d), funds expended in 2025-26, 2026-27, and 2027-28 are subject to a needs assessment and must be included in the LCAP.

Total LREBG Allocation: Palm Lane Global Academy (PLGA) will expend **$269,784** in the 2026-27 school year, and the remaining $260, 816 in the 2027-28 school year.

Needs Assessment: PLGA's comprehensive needs assessment, conducted in accordance with EC Section 32526(d)(2), (3), (5), and (6), identified academic achievement gaps, social-emotional and behavioral support needs, and instructional capacity gaps as the school's most significant learning recovery priorities. The 2025 California School Dashboard reflects a compounding set of performance signals concentrated among the school's most vulnerable student groups. The English Learner student group received a Red performance level on three indicators: the English Learner Progress Indicator (declining from 41.6% in 2023 to 28.7% in 2024 to 17.2% in 2025), the ELA Academic Indicator (declining from -62.9 to -74.3 Distance from Standard), and the Chronic Absenteeism Indicator (31.7%). The Socioeconomically Disadvantaged student group received a Red performance level on the Science Indicator (with 5th grade CAST percent met/exceeded declining from 18.36% to 12.82%) and the Chronic Absenteeism Indicator (37.9%, the steepest year-over-year increase at 3.2 percentage points). Students with Disabilities received a Red performance level on the Chronic Absenteeism Indicator (38.9%). The ELA Academic Indicator declined across all reported student groups, including All Students (-42.9 to -53.4 DFS), SED (-41.6 to -60.9 DFS), and Hispanic students (-41.3 to -58.4 DFS). The reclassification rate declined from 9.4% (2022-23) to 5.0% (2024-25). The needs assessment identified instructional capacity gaps, social-emotional and behavioral support needs, and assessment-driven intervention infrastructure as primary root causes requiring coordinated, sustained investment.

Expenditure 1: i-Ready Assessments

Position (LCAP Goal and Action): i-Ready Diagnostic Assessment (Goal 1, Action 1: Assessment of Learning)

Amount of LREBG Funds: $13,804

Rationale: The i-Ready Diagnostic Assessment provides three-times-annually universal screening in ELA and Mathematics for all students, generating actionable data on student growth, skill gaps, and intervention needs. i-Ready data anchors PLGA's tiered data inquiry structure (monthly schoolwide review, biweekly grade-level collaboration, weekly individual student review) and informs Tier 2 and Tier 3 intervention placement, including before- and after-school tutoring, ELOP programming, and Designated ELD groupings. Diagnostic data is essential for identifying English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities who experienced learning disruption and require targeted academic recovery support. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for additional academic services using evidence-based approaches and for instructional materials that support learning recovery.

Evidence Tier: Tier 2 (Moderate Evidence). Research demonstrates that frequent universal screening using adaptive diagnostic assessments, combined with data-driven instructional response, produces measurable academic gains, particularly for students performing below grade level. Studies meeting ESSA Tier 2 evidence standards support the use of computer-adaptive diagnostic systems as a foundation for tiered intervention.

Metric(s): i-Ready Reading and Mathematics typical and stretch growth attainment disaggregated by EL, SED, SWD, and Foster Youth; CAASPP ELA and Mathematics Distance from Standard; California School Dashboard ELA Academic Indicator performance level; Tier 2 and Tier 3 intervention placement and movement based on diagnostic data.

Expenditure 2: Board Certified Behavior Analyst (BCBA)

Position (LCAP Goal and Action): Board Certified Behavior Analyst (Goal 1, Action 3: MTSS - SEL & Mental Health Supports)

Amount of LREBG Funds: $19,072

Rationale: The Board Certified Behavior Analyst provides specialized behavioral consultation, training, and direct support to address significant behavioral barriers to learning. The BCBA trains general education teachers, paraprofessionals, and administrators on creating inclusive learning environments, develops and trains staff on strategies for addressing severe student behaviors, implements restorative practices, and uses ABC data to create behavior plans that decrease patterns interfering with learning and increase prosocial behaviors. The BCBA's work supports Students with Disabilities, English Learners, and Socioeconomically Disadvantaged students whose behavioral and social-emotional needs intersect with attendance and academic engagement challenges documented on the 2025 Dashboard. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for mental health services and supports for pupils and for professional development for teachers, paraprofessionals, and administrators on evidence-based strategies.

Evidence Tier: Tier 2 (Moderate Evidence). Research demonstrates that function-based behavioral interventions delivered by Board Certified Behavior Analysts, combined with staff training on positive behavior support strategies, produce measurable reductions in problem behaviors and increases in academic engagement. Studies meeting ESSA Tier 2 evidence standards support behavior-analytic consultation as an effective Tier 2 and Tier 3 intervention.

Metric(s): Suspension rate and Dashboard Suspension Rate Indicator performance level (currently 0% across all student groups); chronic absenteeism rate disaggregated by student group with particular attention to SWD and Hispanic students; staff training participation rates on positive behavior support; behavior intervention plan implementation and progress monitoring data; California Healthy Kids Survey (CHKS) results for school connectedness and safety.

Expenditure 3: Turning Point Counseling Services

Position (LCAP Goal and Action): Turning Point School-Based Counseling Services (Goal 1, Action 3: MTSS - SEL & Mental Health Supports)

Amount of LREBG Funds: $10,300

Rationale: The Turning Point partnership delivers school-based counseling services three days per week, providing immediate access to mental health support for students experiencing acute social-emotional needs. Services include individual counseling, small-group interventions, and crisis response. Turning Point counselors collaborate with the school counselor, classroom teachers, and the Community Schools Coordinator to deliver coordinated mental health support, with priority access for students whose social-emotional needs are connected to chronic absenteeism, family stability factors, or trauma. The partnership directly addresses the social-emotional well-being purpose required under EC Section 32526(b) and supports the EL, SED, and SWD student groups whose 2025 Dashboard chronic absenteeism rates received Red performance levels. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for mental health services and supports for pupils.

Evidence Tier: Tier 2 (Moderate Evidence). School-based counseling programs that deliver individual and small-group mental health support through community partnerships are associated with improvements in attendance, reductions in behavioral incidents, and gains in student connectedness. Research meeting ESSA Tier 2 evidence standards supports community-partnered school-based mental health services as effective interventions for students experiencing social-emotional barriers to academic engagement.

Metric(s): Chronic absenteeism rate and Dashboard Chronic Absenteeism Indicator performance level disaggregated by student group; suspension rate and Dashboard Suspension Rate Indicator performance level; counseling service logs documenting individual and small-group

sessions; CHKS results for sense of safety and school connectedness; referrals to and resolutions from Turning Point services.

Expenditure 4: Second Step SEL Curriculum

Position (LCAP Goal and Action): Second Step Social-Emotional Learning Curriculum (Goal 1, Action 3: MTSS - SEL & Mental Health Supports)

Amount of LREBG Funds: $7,800

Rationale: The Second Step SEL curriculum provides daily, developmentally appropriate, standards-aligned social-emotional learning instruction implemented during the first hour of each school day in all classrooms. Daily lessons target the five core competencies of social-emotional learning (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making). The curriculum delivers the universal Tier 1 layer of PLGA's SEL and attendance support structure, building the foundational social-emotional skills that support student engagement, peer relationships, emotional regulation, and academic readiness across all grade levels. Universal SEL instruction is particularly important for the school's Unduplicated Pupil population, including students experiencing housing instability, family stress, or trauma. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for instructional materials and for activities that support social-emotional well-being.

Evidence Tier: Tier 1 (Strong Evidence). The Second Step curriculum has been evaluated through multiple randomized controlled trials and quasi-experimental studies meeting ESSA Tier 1 evidence standards. Research demonstrates that universal, classroom-based SEL programs produce statistically significant improvements in student social-emotional skills, academic achievement, and behavioral outcomes. Second Step is listed in the CASEL Program Guide and CDE's evidence-based program inventories.

Metric(s): CHKS results for school connectedness, sense of safety, and student wellness; suspension rate and Dashboard Suspension Rate Indicator performance level; and chronic absenteeism rate by student group.

Expenditure 5: Behavior Interventionist

Position (LCAP Goal and Action): Behavior Interventionist (Goal 1, Action 3: MTSS - SEL & Mental Health Supports)

Amount of LREBG Funds: $69,285

Rationale: The Behavior Interventionist provides direct behavioral support to students with significant behavioral needs that interfere with academic engagement, working under the supervision of the Board Certified Behavior Analyst and in coordination with the school counselor, Resource Specialist Teacher, and Community Schools Coordinator. The Behavior Interventionist delivers Tier 2 and Tier 3 behavioral support, implements behavior intervention plans, provides individualized check-in/check-out support, models de-escalation strategies for classroom staff, and supports students returning from extended absences or behavioral incidents. The position directly addresses the behavioral and engagement challenges that contribute to chronic absenteeism among EL, SED, and SWD students, all of whom received Red performance levels on the 2025 Chronic Absenteeism Indicator. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for mental health services and supports for pupils.

Evidence Tier: Tier 2 (Moderate Evidence). Research demonstrates that targeted behavioral support delivered by trained interventionists, particularly when integrated with function-based behavior planning and tiered SEL instruction, produces measurable reductions in behavioral

incidents and improvements in school engagement. Studies meeting ESSA Tier 2 evidence standards support direct behavioral intervention as an effective Tier 2 and Tier 3 component of a comprehensive MTSS framework.

Metric(s): Chronic absenteeism rate and Dashboard Chronic Absenteeism Indicator performance level disaggregated by student group; suspension rate and Dashboard Suspension Rate Indicator performance level.

Expenditure 6: ELD Instructional Coach

Position (LCAP Goal and Action): ELD Instructional Coach (Goal 1, Action 6: Accelerating English Learner Success)

Amount of LREBG Funds: $35,310

Rationale: The ELD Instructional Coach builds teacher capacity in implementing effective English Language Development strategies across content areas, supporting the specific linguistic and academic needs of English Learners and Long-Term English Learners. The Coach collaborates with teachers to analyze ELPAC and i-Ready data alongside academic performance data, develop and implement targeted language objectives alongside content objectives, scaffold instruction, develop academic vocabulary, and create opportunities for meaningful language production across listening, speaking, reading, and writing. The position directly addresses the instructional capacity gap underlying the multi-year ELPI decline (41.6% in 2023 to 17.2% in 2025), the ELA Academic Indicator Red performance level for English Learners, and the school's identified need for sustained, classroom-embedded coaching to operationalize the ELD Language Lab and the Ellevation Platform. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for professional development for teachers on evidence-based strategies to meet the needs of pupils.

Evidence Tier: Tier 1 (Strong Evidence). Large-scale, rigorous studies meeting ESSA Tier 1 evidence standards demonstrate that instructional coaching produces statistically significant improvements in teaching quality and student achievement. Coaching is consistently identified as the most effective mechanism for translating professional development into sustained classroom practice, with the strongest effects observed when coaching is content-specific, ongoing, and responsive to individual teacher needs. Coaching focused on language development strategies for English Learners is particularly well-supported in the research literature.

Metric(s): English Learner Progress Indicator performance level and rate as reported on the California School Dashboard; and ELA Academic Indicator Distance from Standard for the EL student group.

Expenditure 7: Assistant Principal of Academics (Instructional Coach)

Position (LCAP Goal and Action): Assistant Principal of Academics serving as Instructional Coach (Goal 2, Action 2: Professional Learning & Development)

Amount of LREBG Funds: $53,175

Rationale: The Assistant Principal of Academics serves as an instructional coach in addition to administrative responsibilities, providing classroom observations, one-on-one coaching, content-specific feedback, and support for curriculum adoption and implementation of evidence-based pedagogical strategies. The position builds teacher capacity across content areas, supports new and induction teachers, collaborates with the Principal on Instructional Leadership Team work, and ensures that professional development translates into classroom-level implementation. The Assistant Principal of Academics directly addresses the schoolwide instructional capacity needs identified in the comprehensive needs

assessment, with particular focus on supporting teachers serving Unduplicated Pupils whose academic outcomes on the 2025 Dashboard reflect the most acute needs. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for professional development for teachers and administrators on evidence-based strategies to meet the needs of pupils.

Evidence Tier: Tier 1 (Strong Evidence). Research meeting ESSA Tier 1 evidence standards demonstrates that instructional coaching delivered by trained instructional leaders produces statistically significant improvements in teaching quality and student achievement. Coaching that integrates observation, feedback, modeling, and co-planning is consistently identified as the most effective mechanism for sustained changes in instructional practice.

Metric(s): CAASPP ELA and Mathematics Distance from Standard disaggregated by EL, SED, SWD; as reported on the California School Dashboard performance levels for ELA, Mathematics, and Science Academic Indicators.

Expenditure 8: Math Instructional Coach

Position (LCAP Goal and Action): Math Instructional Coach (Goal 2, Action 2: Professional Learning & Development)

Amount of LREBG Funds: $28,450

Rationale: The Math Instructional Coach builds teacher capacity in implementing research-based mathematics instruction, including the Ready Classroom Try-Discuss-Connect approach, productive mathematical discourse, conceptual understanding development, and problem-solving strategies that engage diverse learners. The Coach conducts classroom observations, co-planning sessions, and instructional modeling; guides teachers in using formative assessment data to identify misconceptions and plan differentiated instruction; facilitates Professional Learning Communities for collaborative analysis of student work; and works with school leadership to develop coherent mathematics programming across grade levels. The position addresses identified instructional capacity needs in mathematics for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for professional development for teachers on evidence-based strategies to meet the needs of pupils.

Evidence Tier: Tier 1 (Strong Evidence). Research meeting ESSA Tier 1 evidence standards demonstrates that content-specific instructional coaching in mathematics produces statistically significant improvements in teaching quality and student achievement, with the strongest effects observed when coaching combines observation, modeling, co-planning, and ongoing feedback aligned to research-based mathematics instructional practices.

Metric(s): CAASPP Mathematics Distance from Standard disaggregated by EL, SED, SWD, as reported on the California School Dashboard Mathematics Academic Indicator performance level.

Expenditure 9: ELA Instructional Coach

Position (LCAP Goal and Action): ELA Instructional Coach (Goal 2, Action 2: Professional Learning & Development)

Amount of LREBG Funds: $32,588

Rationale: The ELA Instructional Coach specializes in the Science of Reading and serves as a critical change agent in addressing literacy performance documented on the 2025 California School Dashboard, including the year-over-year ELA decline across all reported student

groups. The Coach guides teachers in implementing evidence-based reading practices aligned with cognitive science and structured literacy, including systematic phonics, explicit morphology, vocabulary development, and background knowledge building. The Coach supports diagnostic assessment use, intervention planning for students with reading difficulties (including dyslexia), and the implementation of the myView Literacy and myPerspectives curricula. The position directly addresses identified instructional capacity needs in ELA, with particular focus on supporting teachers serving English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for professional development for teachers on evidence-based strategies to meet the needs of pupils.

Evidence Tier: Tier 1 (Strong Evidence). Research meeting ESSA Tier 1 evidence standards demonstrates that content-specific instructional coaching in literacy produces statistically significant improvements in teaching quality and student achievement. Science of Reading-aligned coaching is particularly well-supported in the research literature, with multiple rigorous studies documenting the effectiveness of coaching that integrates structured literacy principles with sustained classroom-level support.

Metric(s): CAASPP ELA Distance from Standard disaggregated by EL, SED, SWD, as reported on the California School Dashboard ELA Academic Indicator performance level.

LCAP Alignment: All nine expenditures are included in the 2026-27 LCAP in compliance with EC Section 52064.4. The i-Ready Diagnostic Assessment is included under Goal 1, Action 1. The Board Certified Behavior Analyst, Turning Point Counseling Services, Second Step SEL Curriculum, and Behavior Interventionist are included under Goal 1, Action 3. The ELD Instructional Coach is included under Goal 1, Action 6. The Assistant Principal of Academics, Math Instructional Coach, and ELA Instructional Coach are included under Goal 2, Action 2. The LREBG-funded portions represent components of the total action expenditures, with remaining costs funded through LCFF base, supplemental, and concentration funds; Title I, Title II, and Title III funds (where applicable); CCSPP Implementation Grant funds; and other applicable funding sources.

Educational Partner Consultation: The use of LREBG funds was developed in consultation with educational partners through the 2026-27 LCAP engagement process. Administrators identified continued investment in instructional coaching capacity (ELA, Math, ELD, and the Assistant Principal of Academics), expanded Ellevation Platform implementation, and sustained MTSS investment as priorities. Teachers emphasized continuing instructional coaching, expanded professional development on the newly adopted myView and myPerspectives curricula, and sustained social-emotional and behavioral support staffing. Classified staff emphasized continued need for behavioral support staff and professional development on behavior management, de-escalation, and trauma-informed practices. The Parent Advisory Committee (PAC) and the combined ELAC/DELAC/EL-PAC expressed strong support for sustained EL instructional coaching, mental health partnerships, and the Second Step SEL curriculum. El Dorado Charter SELPA consultation supported the Behavior Interventionist and BCBA staffing as central to the school's tiered behavioral support structure for Students with Disabilities. The needs assessment and expenditure plan were reviewed through the PAC, ELAC/DELAC/EL-PAC, Community Schools Steering Committee, and administrator advisory processes.

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

PLGA received a Blue Performance Level for the Suspension Rate Indicator as a result of zero suspensions schoolwide. This can be attributed to the school's commitment and implementation of Way of Council, a signature practice that provides structured opportunities for students and staff to engage in meaningful dialogue. However, PLGA's performance on the ELPI Indicator declined and therefore our school completed a comprehensive data dive and needs assessment to identify root causes and develop steps to improve outcomes for our English Learners.

English Learner Progress Indicator (ELPI): Needs Assessment (2024 Dashboard)

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.

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.

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 available for struggling English Learner students.

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, i-Ready diagnostic growth data, reclassification rates and timelines, ELA state assessment performance, and teacher implementation observation data.

Chronic Absenteeism: Needs Assessment (2024 Dashboard)

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 ≥ 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 ≥ 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 ≥ 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.

2023 CA School Dashboard

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. However, PLGA accomplished 0% suspension rates schoolwide resulting in a BLUE Performance level on the 2023 CA School Dashboard.

Reflections: Technical Assistance

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

Palm Lane Global Academy is not eligible for Technical Assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

Palm Lane Global Academy is not eligible for Comprehensive Support and Improvement.

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	**Dates of Engagement:** Monthly in-person meetings, January 2026 through May 2026 **Topics Discussed:** Review of progress toward Palm Lane Global Academy's (PLGA) LCAP goals; analysis of local and state data; review of academic achievement data, attendance trends, California Healthy Kids Survey (CHKS) results, student wellness survey data, English Learner progress, intervention effectiveness, family engagement efforts, and school climate indicators. Discussions also included the use of Title I funds, Title II funds, Title III funds (where applicable), Learning Recovery Emergency Block Grant (LREBG) funds, LCFF Supplemental and Concentration funds, and other categorical resources to ensure alignment with identified student and school needs. Administrator feedback informed how these funds would be allocated to support priority areas including curriculum implementation, professional development, intervention, English Learner supports, family engagement, and facilities planning. **Engagement Process:** PLGA convened the administrator group in a series of structured monthly meetings over a five-month period, providing sustained opportunity for in-depth review of progress data, identification of student and school needs, and collaborative development of recommendations for the 2026-27 LCAP. The cadence of monthly meetings, paired with the integration of state and local data sources at each session, allowed administrators to track trends across the school year and to provide feedback grounded in current evidence rather than at a single point in time. Discussions were intentionally designed to align with the LCAP development cycle, ensuring that administrator feedback was substantive, data-informed, and directly applicable to action planning and funding decisions. **Feedback and Recommendations Provided:** The administrator group provided the following recommendations to inform the 2026-27 LCAP. These recommendations directly informed the design of the school's 2026-27 actions for the ELA Academic Indicator, the ELPI, the Chronic Absenteeism Indicator, the school's broader MTSS framework, family engagement strategy, and facilities planning.

Educational Partner(s)	Process for Engagement
	• Continue professional development and coaching to support effective implementation of the newly adopted ELA curriculum (myView Literacy in grades K-5 and myPerspectives in grade 6). • Expand training and utilization of the Ellevation Platform to strengthen English Learner progress monitoring and instructional planning. • Continue targeted academic interventions and Multi-Tiered System of Supports (MTSS) in reading and mathematics. • Increase professional development opportunities for classified staff to strengthen their capacity to support student achievement and intervention efforts. • Continue efforts to address chronic absenteeism through family outreach, attendance interventions, Parent Teacher Home Visits, and community partnerships. • Continue strengthening supports for English Learners and Students with Disabilities through increased collaboration, progress monitoring, and targeted interventions. • Increase opportunities for family engagement and family voice, particularly among underrepresented families. • Explore new strategies to increase participation in Coffee with the Principal meetings, parent workshops, and schoolwide family engagement events. • Continue expanding enrichment opportunities, leadership experiences, and family-centered events that promote student engagement, global competency, and real-world learning experiences. • Leverage the Community Schools Coordinator role and community partnerships to connect families with resources and services that support student success and overall family well-being. • Pursue facility upgrades, including exterior paint, carpet and flooring, and student restrooms.
Teachers	**Dates of Engagement:** Staff meetings and professional development sessions on January 22, 2026; March 19, 2026; and May 14, 2026. Teacher survey administered May 1 through May 15, 2026. **Topics Discussed:** Review of Palm Lane Global Academy's (PLGA) 2025-26 LCAP Mid-Year Update; analysis of student achievement data, attendance trends, school climate data, California Healthy Kids Survey (CHKS) results, English Learner progress, intervention effectiveness, and schoolwide initiatives. Discussions also included the use of Title I funds, Title II funds, Title III funds (where applicable), Learning Recovery Emergency Block Grant (LREBG) funds, LCFF Supplemental and Concentration funds, and other categorical resources to ensure alignment with identified student and school needs. Teacher feedback informed how these funds would be allocated to support priority areas including curriculum

Educational Partner(s)	Process for Engagement
	implementation, professional development, intervention, English Learner supports, and family engagement. Discussions focused on identifying areas of strength, challenges, and priorities for continuous improvement to better support student achievement and overall school success. **Engagement Process:** Teacher engagement combined three structured staff meetings and professional development sessions across the spring 2026 semester with a two-week schoolwide survey window in May 2026. The combination of facilitated in-person discussion and individual survey response provided teachers with multiple pathways to contribute to the 2026-27 LCAP development process, ensuring that input was captured from teachers who engage most fully in group discussion as well as from teachers whose voice is best heard through written reflection. The cadence of meetings, spaced across the spring semester, allowed teachers to track progress on 2025-26 LCAP implementation and to provide feedback grounded in observed classroom and schoolwide outcomes. The May survey window provided the opportunity to capture teacher reflection at the close of the school year when implementation results were most clearly visible. **Feedback and Recommendations Provided:** Teacher feedback informed the design of the school's 2026-27 actions for the ELA Academic Indicator, the ELPI, the Chronic Absenteeism Indicator, the MTSS framework, SEL and Mental Health Supports, the School-Family Partnerships action, and facilities planning. The following recommendations emerged from the staff meeting and professional development discussions: • Increase professional development and coaching focused on restorative practices to strengthen relationship-building, student accountability, conflict resolution, and positive school climate. • Expand instructional support, intervention resources, and targeted strategies to accelerate student achievement and address learning gaps. • Increase opportunities for teacher collaboration, data analysis, lesson planning, and vertical articulation to improve instructional consistency and student outcomes. • Continue strengthening the Multi-Tiered System of Supports (MTSS) framework and intervention supports in reading and mathematics. • Provide additional training and support for effective implementation of the newly adopted ELA curriculum (myView Literacy in grades K-5 and myPerspectives in grade 6). • Expand support and progress-monitoring systems for English Learners through the implementation of the Ellevation Platform. • Increase collaboration between general education teachers, special education staff, intervention providers, and classified staff to better align supports for students.

Educational Partner(s)	Process for Engagement
	• Continue efforts to address chronic absenteeism through family engagement, attendance interventions, and stronger school-home partnerships. • Expand social-emotional learning supports and student wellness initiatives to increase student connectedness, engagement, and sense of belonging. • Continue developing systems that support family engagement and meaningful educational partner involvement in school decision-making processes. **Teacher Survey Results (May 1 through May 15, 2026):** The teacher survey captured input on schoolwide strengths and areas for growth, providing complementary data alongside the staff meeting discussions. *School Strengths Identified by Teachers:* • Strong sense of family and unity within the school community. • Adoption of a new ELA curriculum that is standards-aligned and tailored to support all learners. • Strong partnerships with families. • High emphasis on student achievement. • Positive relationships with educational partners and families. *Areas for Growth Identified by Teachers:* • Increased instructional aide support across all grade levels. • Professional development centered on restorative practices to manage behaviors within the classroom. • Improved homework completion. • Reduction of chronic absenteeism, which teachers identified as negatively impacting student achievement. • Additional planning time for teachers. • Increased professional development on the new ELA curriculum and on science instruction. • Additional training on the Ellevation Platform. • Facility upgrades, particularly replacement of floors and carpets in need of replacement.

Educational Partner(s)	Process for Engagement
Classified/Other Staff	**Dates of Engagement:** Monthly meetings, January 2026 through May 2026, supported by ongoing consultation throughout the 2025-26 school year. Classified staff survey administered May 1 through May 15, 2026. **Topics Discussed:** Review of Palm Lane Global Academy's (PLGA) 2025-26 LCAP Mid-Year Update and analysis of student and school data as part of the comprehensive needs assessment process to monitor program effectiveness, identify areas of strength, and determine areas for continued growth. Discussions also included the use of Title I funds, Title II funds, Title III funds (where applicable), Learning Recovery Emergency Block Grant (LREBG) funds, LCFF Supplemental and Concentration funds, and other categorical resources to ensure alignment with identified student and school needs. Classified staff feedback informed how these funds would be allocated to support priority areas including professional development for classified staff, behavior management training, student behavioral and social-emotional supports, compensation structures, and alignment of classified staff capacity with schoolwide initiatives. **Engagement Process:** Consultation with classified staff was an ongoing process throughout the 2025-26 school year, supplemented by structured monthly meetings from January 2026 through May 2026 and a two-week schoolwide survey window in May 2026. The combination of sustained ongoing consultation, facilitated monthly meeting discussion, and individual survey response provided classified staff with multiple pathways to contribute to the 2026-27 LCAP development process. Classified staff input was integrated into the comprehensive needs assessment process alongside input from administrators, teachers, families, and students, ensuring that classified staff voice was treated as substantive and essential rather than as a procedural consultation. The combination of ongoing dialogue and structured engagement windows allowed classified staff to provide feedback grounded in observed classroom and schoolwide outcomes across the full school year. **Feedback and Recommendations Provided:** Classified staff feedback informed the design of the school's 2026-27 actions for the MTSS framework, SEL and Mental Health Supports, the Empowering Students with Disabilities Academically action, professional development planning, and staff compensation and retention planning. The following recommendations emerged from the monthly meetings and ongoing consultation: • Increase professional development opportunities focused on effective behavior management strategies, de-escalation techniques, restorative practices, trauma-informed approaches, and supporting students with diverse behavioral and social-emotional needs. • Provide classified staff with practical tools, training, and ongoing coaching to confidently address challenging student behaviors while maintaining positive and productive learning environments.

Educational Partner(s)	Process for Engagement
	• Increase opportunities for classified staff to participate in professional development alongside certificated staff to promote alignment of instructional practices, student support strategies, and schoolwide initiatives. • Explore compensation structures that provide more meaningful salary growth and career advancement opportunities, including a pay scale that reflects increasing experience, expertise, and years of service. **Classified Staff Survey Results (May 1 through May 15, 2026):** The classified staff survey captured input on schoolwide strengths and areas for growth, providing complementary data alongside the monthly meeting discussions. *School Strengths Identified by Classified Staff:* • Strong sense of belonging within the school community. • Welcoming school environment. • Positive relationships with certificated staff. *Areas for Growth Identified by Classified Staff:* • Increased compensation. • Increased professional development opportunities to support academic achievement. • Additional training to manage student behaviors and apply de-escalation strategies.
Students	**Dates of Engagement:** September 2025 through May 2026. Specific student engagement activities included the school counselor's student wellness surveys administered to grades 3-6 in December 2025 (winter) and March 2026 (spring); the California Healthy Kids Survey (CHKS) administered to all 5th grade students in spring 2026; and the schoolwide student survey administered May 1 through May 15, 2026. **Topics Discussed:** Student perceptions of school climate, connectedness, safety, peer relationships, and overall school experience; student sense of belonging, emotional well-being, and perceptions of staff support; student feedback on academic programs, enrichment opportunities, leadership opportunities, school facilities, and student voice in school decision-making. Survey results and student feedback were reviewed to identify areas of strength and opportunities for continuous improvement and were used to inform the development of the 2026-27 LCAP. **Engagement Process:** Palm Lane Global Academy (PLGA) collected student feedback through multiple measures across the full 2025-26 school year, ensuring that student voice was captured at multiple points in

Educational Partner(s)	Process for Engagement
	time and through complementary instruments rather than through a single end-of-year survey. The school counselor administered the student wellness survey at two points (December 2025 and March 2026), allowing the school to track changes in student perception across the school year. The CHKS provided externally validated, comparable data for 5th grade students that can be benchmarked against statewide and county-level student wellness indicators. The May 2026 schoolwide student survey provided every student in grades TK-6 with an opportunity to share input on school strengths and areas for growth, ensuring broad participation across grade levels. This layered engagement approach addressed the recognized challenge of meaningfully engaging elementary-age students in LCAP development, providing developmentally appropriate, structured opportunities for students to share their experiences and priorities. Student feedback was integrated into the comprehensive needs assessment process alongside input from administrators, teachers, classified staff, families, and community partners, ensuring that student voice informed both the design of 2026-27 actions and the school's broader continuous improvement work. **Feedback Provided:** Student feedback informed the design of the school's 2026-27 actions for the Broad Course of Study (enrichment programs), the MTSS framework, SEL and Mental Health Supports, the School-Family Partnerships action, and facilities planning. The following themes and recommendations emerged from the student wellness surveys, CHKS, and schoolwide student survey. *Enrichment, Programs, and Activities:* • Increase opportunities for educational field trips. • Provide additional after-school programs, including cooking classes and student support groups. • Add additional sports offerings such as volleyball. • Create more opportunities for students to connect with peers through lunch clubs, interest-based clubs, and student-led activities. • Increase access to a wider variety of library books and reading materials that reflect different interests, genres, cultures, and reading levels. • Increase opportunities for students to use the Innovation Village for STEM activities, creativity, collaboration, and hands-on exploration. • Expand opportunities for arts, music, STEAM, and enrichment activities. *School Climate, Connectedness, and Student Voice:*

Educational Partner(s)	Process for Engagement
	• Continue schoolwide celebrations, spirit days, assemblies, and student recognition events that promote school pride and connectedness. • Increase opportunities for student leadership, student voice, and participation in school decision-making. • Provide more opportunities for students to engage with grade-level peer cohorts. *Schedule and Facilities:* • Provide longer recesses. • Add additional playground equipment and recreational opportunities. • Improve classroom and facility conditions, including new carpets and improved restrooms.
***Student Advisory Committee**	PLGA serves grades TK-6, therefore is not required to form a Student Advisory Committee.
Parents including parents of Unduplicated Pupils and Students with Disabilities	**Dates of Engagement:** Monthly Coffee with the Principal meetings throughout the 2025-26 school year, including key 2026-27 LCAP development sessions on January 22, 2026; March 19, 2026; and May 14, 2026. Parent input was also gathered on an ongoing basis through the English Learner Advisory Committee (ELAC/DELAC), English Learner Parent Advisory Committee (EL-PAC), Parent Advisory Committee (PAC), CCSPP Steering Committee, parent workshops, and direct communication with school leadership. **Topics Discussed:** Updates on school budgets and expenditures; progress toward schoolwide goals; student achievement data; the i-Ready assessment process; attendance initiatives; community partnerships; and available resources and supports for students and families. Discussions also included the use of Title I funds, Title II funds, Title III funds (where applicable), Learning Recovery Emergency Block Grant (LREBG) funds, LCFF Supplemental and Concentration funds, and other categorical resources to ensure alignment with identified student and school needs. Parent feedback informed how these funds would be allocated to support priority areas including academic intervention, English Learner supports, family engagement, community partnerships, attendance initiatives, and facilities planning. Families were also provided opportunities to ask questions, share concerns, and provide recommendations regarding programs, services, and strategies to support academic achievement, student engagement, and attendance. **Engagement Process:** Palm Lane Global Academy (PLGA) engaged parents, including parents of Unduplicated Pupils (English Learners, Socioeconomically Disadvantaged students, and Foster Youth) and parents of Students with Disabilities, through multiple sustained pathways across the 2025-26 school year. Monthly Coffee with the Principal meetings provided regular, accessible touchpoints for parent engagement

Educational Partner(s)	Process for Engagement
	with school leadership, supplemented by formal advisory committee structures (ELAC/DELAC, EL-PAC, PAC, and the CCSPP Steering Committee), parent workshops, and the school's broader family engagement infrastructure including ParentSquare communications, home visits, and the trimester parent surveys administered during i-Ready Data Chat Family Nights. This layered engagement approach ensured that parent voice was captured through both structured advisory consultation (as required under EC 47606.5(d) and EC 52062(a)) and continuous, accessible feedback pathways that meet families where they are. Discussions were intentionally designed to align with the LCAP development cycle, ensuring that parent feedback was substantive, data-informed, and directly applicable to action planning and funding decisions. Parent input was integrated into the comprehensive needs assessment process alongside input from administrators, teachers, classified staff, students, and community partners, ensuring that parent voice meaningfully informed both the design of 2026-27 actions and the school's broader continuous improvement work. **Feedback and Recommendations Provided:** Parent feedback informed the design of the school's 2026-27 actions for the MTSS framework, the School-Family Partnerships action, the SEL and Mental Health Supports action, the Accelerating English Learner Success action, the Empowering Students with Disabilities Academically action, the Chronic Absenteeism Action Plan, the Broad Course of Study, and facilities planning. The following recommendations emerged from Coffee with the Principal meetings, advisory committee consultations, and ongoing parent engagement throughout the school year. Recommendations have been organized into thematic groupings to support review. *Communication and Family Planning:* • Provide advance notice of school events, workshops, and activities through monthly family calendars and mass communication systems to support family planning. • Increase communication regarding student assignments, homework expectations, and upcoming academic projects. • Increase communication regarding student academic progress, intervention supports, and available enrichment opportunities. *Academic Support and Enrichment:* • Expand after-school academic support opportunities, including additional homework help and tutoring services. • Continue providing parent workshops focused on supporting literacy, mathematics, and student success at home.

Educational Partner(s)	Process for Engagement
	• Continue offering family-centered academic events such as Family Literacy Night, Family Math Night, and Family Science Night. • Continue providing enrichment opportunities, clubs, leadership experiences, and extracurricular activities that support student engagement and belonging. *Family Engagement and Parent Voice:* • Increase family engagement events during evening hours and explore occasional Saturday events to better accommodate working families. • Increase opportunities for parent voice and participation in school decision-making through surveys, listening sessions, and advisory committees. *Family Resources and Community Supports:* • Increase access to community resources and family support services, including information related to food assistance, grocery programs, utility assistance, transportation resources, and other family supports. • Expand partnerships with community organizations to provide additional resources, mentorship opportunities, and support services for students and families. *Attendance:* • Continue efforts to address chronic absenteeism through family outreach, attendance education, and individualized support plans. *Facilities and Safety:* • Pursue building upgrades. • Increase the number of exterior cameras to enhance schoolwide safety and security.
***Parent Advisory Committee**	**Dates of Engagement:** Parent Advisory Committee meetings on January 22, 2026; March 19, 2026; and May 14, 2026. PAC engagement was supplemented by ongoing parent input gathered through the School Site Council (SSC), the English Learner Advisory Committee (ELAC), parent surveys, monthly Coffee with the Principal meetings, family engagement events, and informal family feedback opportunities throughout the 2025-26 school year. **Topics Discussed:** Review of Palm Lane Global Academy's (PLGA) school programs, academic supports, communication infrastructure, family engagement opportunities, and priorities for future planning. Discussions also included the use of Title I funds, Title II funds, Title III funds (where applicable), Learning

Educational Partner(s)	Process for Engagement
	Recovery Emergency Block Grant (LREBG) funds, LCFF Supplemental and Concentration funds, and other categorical resources to ensure alignment with identified student and school needs, consistent with the PAC's consultation role on the LCAP under California Education Code 52063(b)(1) as applied to charter schools through Education Code 47606.5(d). PAC feedback informed how these funds would be allocated to support priority areas including family engagement, parent education and workshops, academic intervention, communication infrastructure, and continuous improvement of school programs and services. **Engagement Process:** The Parent Advisory Committee convened three formal meetings during the 2025-26 LCAP development cycle, providing structured consultation on the school's progress, priorities, and proposed actions for the 2026-27 LCAP. The PAC's role was strengthened by the school's broader parent engagement infrastructure, which included the School Site Council, ELAC consultations, monthly Coffee with the Principal meetings, parent surveys administered during trimester i-Ready Data Chat Family Nights, and the family engagement events that connect families directly to school leadership and to one another. The combination of formal PAC consultation and ongoing complementary engagement pathways ensured that PAC members had access to current school data, peer parent input, and structured opportunities to deliberate on school priorities before providing recommendations. PAC consultation was integrated into the comprehensive needs assessment process alongside input from administrators, teachers, classified staff, students, families, and community partners, consistent with the substantive consultation requirement under EC 47606.5(d) and EC 52062(a). In accordance with EC 47606.5(d), PLGA will provide a written response to PAC recommendations as part of the LCAP development process. **Feedback and Recommendations Provided:** PAC feedback informed the design of the school's 2026-27 actions for the School-Family Partnerships action, the Broad Course of Study, the MTSS framework, the SEL and Mental Health Supports action, and long-range planning for grade-level expansion. The following recommendations emerged from the three PAC meetings and the broader parent engagement infrastructure that supports PAC consultation. Recommendations have been organized into thematic groupings to support review. *Family Engagement Event Scheduling and Accessibility:* • Increase the number of family engagement events offered during evening hours to better accommodate working families and increase participation opportunities. • Explore hosting select family events and community-building activities on Saturdays to provide greater accessibility for families unable to attend weekday events. • Continue expanding family engagement opportunities that bring students, families, and staff together while celebrating student learning and achievement.

Educational Partner(s)	Process for Engagement
	• Explore opportunities to host a Children's Day celebration or similar cultural event that honors traditions familiar to many families and celebrates children and family involvement. *Communication and Family Planning:* • Provide families with a comprehensive school calendar at the beginning of the school year that includes major events, family engagement activities, academic celebrations, and important dates to support advance planning. • Strengthen communication regarding homework expectations, assignments, and due dates so families can better support student learning at home. • Continue fostering strong home-school communication and providing multiple methods for families to stay informed and engaged. • Expand academic support resources and communication tools that help families monitor student progress and learning expectations. *Parent Education and Workshops:* • Increase opportunities for family workshops focused on supporting literacy, mathematics, social-emotional learning, and student success at home. *Enrichment and Extracurricular Programming:* • Continue providing enrichment opportunities, clubs, leadership activities, and extracurricular programs, which families identified as a significant strength of the school. *Family Voice and Decision-Making:* • Continue strengthening family voice in decision-making processes through surveys, focus groups, listening sessions, and family leadership opportunities. *Long-Range Planning:* • Explore opportunities for future grade-level expansion beyond 6th grade to allow students to continue their educational journey within the PLGA community.
(COMBINED) **English Language Advisory Committee (ELAC), DELAC, & ,English Learner-PAC**	**Dates of Engagement:** Combined ELAC/DELAC/EL-PAC meetings on January 22, 2026; March 19, 2026; and May 14, 2026. Committee engagement was supplemented by ongoing parent input gathered through monthly Coffee with the Principal meetings, parent surveys, family engagement events, and informal family feedback opportunities throughout the 2025-26 school year.

Educational Partner(s)	Process for Engagement
	Topics Discussed: Review of Palm Lane Global Academy's (PLGA) programs and services for English Learners (EL), including the ELPAC assessment process, reclassification pathways, designated and integrated English Language Development (ELD), the implementation of the Ellevation Platform, bilingual communication infrastructure, family engagement and family leadership opportunities for EL families, and continuous improvement priorities for EL student outcomes. Discussions also included the use of Title I funds, Title II funds, Title III funds (where applicable), Learning Recovery Emergency Block Grant (LREBG) funds, LCFF Supplemental and Concentration funds, and other categorical resources to ensure alignment with the identified needs of the school's English Learner student group. Committee feedback informed how these funds would be allocated to support priority areas including ELD instruction, family workshops and education, intervention and tutoring for English Learners, bilingual communication, and EL family engagement and leadership development. **Engagement Process:** PLGA convened the combined ELAC/DELAC/EL-PAC three times during the 2025-26 LCAP development cycle, fulfilling the consultation requirements under California Education Code 47606.5(d) and ensuring substantive engagement with families of English Learners on programs and services for this student group. As a single-site charter LEA, PLGA convenes a combined committee that fulfills the functions of the ELAC (school-level English Learner advisory consultation), the DELAC (district-level English Learner advisory consultation), and the EL-PAC (LCAP-specific consultation on programs and services for English Learners under EC 52063(b)(2)), as applied to charter schools through EC 47606.5(d). The combined committee structure ensures that EL families have integrated access to consultation on all required topics without the administrative burden and fragmented engagement that would result from convening three separate committees at a single-site school. Committee consultation was supplemented by ongoing parent engagement pathways including monthly Coffee with the Principal meetings, trimester parent surveys administered during i-Ready Data Chat Family Nights, the Family Input Link accessible through the school's website, and family engagement events that connect EL families to one another and to school leadership. Committee feedback was integrated into the comprehensive needs assessment process alongside input from administrators, teachers, classified staff, students, the broader parent body, and community partners. Given the Red performance level for English Learners on the 2025 California School Dashboard for the English Learner Progress Indicator, the ELA Academic Indicator, and the Chronic Absenteeism Indicator, the committee's input on EL programs and services was particularly central to the design of the school's 2026-27 actions for English Learner success. In accordance with EC 47606.5(d), PLGA will provide a written response to ELAC/DELAC/EL-PAC recommendations as part of the LCAP development process. **Feedback and Recommendations Provided:**

Educational Partner(s)	Process for Engagement
	ELAC/DELAC/EL-PAC feedback directly informed the design of the school's 2026-27 actions for Accelerating English Learner Success, the MTSS framework, the School-Family Partnerships action, the SEL and Mental Health Supports action, and the Chronic Absenteeism Action Plan. The following recommendations emerged from the three committee meetings and the broader EL family engagement infrastructure that supports committee consultation. Recommendations have been organized into thematic groupings to support review. *Bilingual Communication and Language Access:* • Continue providing bilingual communication, translated materials, and interpretation services to ensure all families can actively participate in school events and decision-making. *Family Education on ELPAC, Reclassification, and Language Development:* • Increase parent workshops focused on understanding ELPAC scores, reclassification requirements, and ways families can support language development at home. • Provide family literacy nights specifically designed to teach parents simple reading, vocabulary, and conversation strategies they can use with their children in both English and their home language. • Create "EL Family Academies" that help parents navigate educational technology platforms, monitor grades and attendance, and understand academic expectations at each grade level. *English Learner Student Voice and Leadership:* • Expand opportunities for English Learner students to participate in student leadership, public speaking opportunities, morning announcements, and student showcases to build confidence and language proficiency. *Cultural and Linguistic Affirmation:* • Continue celebrating multilingualism and cultural diversity through multicultural nights, heritage celebrations, student presentations, and family cultural showcases. *Academic Support and Intervention for English Learners:* • Increase communication regarding intervention programs, tutoring opportunities, and academic supports available for English Learners. *Attendance and English Learner Success:* • Provide workshops focused on the importance of attendance and the connection between regular school attendance, language acquisition, and academic success. *Family Networking and Community Resources:*

Educational Partner(s)	Process for Engagement
	• Develop opportunities for English Learner families to connect with one another through parent networking events, newcomer family orientations, and parent ambassador programs. • Increase awareness of community resources, adult English classes, family education programs, and other services that support families and student success.
SELPA	**Dates of Engagement:** Ongoing consultation with El Dorado Charter SELPA Program Specialists throughout the 2025-26 school year, with formal SELPA feedback on Palm Lane Global Academy's (PLGA) 2026-27 LCAP goals provided on May 26, 2026. **Topics Discussed:** Consultation with El Dorado Charter SELPA addressed programs, services, and compliance considerations for Students with Disabilities (SWD), consistent with the SELPA consultation requirement under California Education Code 52062(a)(5) as applied to charter schools through Education Code 47606.5(d). Specific consultation topics included: • Ongoing communication areas between PLGA and El Dorado Charter SELPA Program Specialists • Supporting students with extensive needs in the Least Restrictive Environment (LRE) • Independent Educational Evaluation (IEE) guidelines and procedures • Alternate Dispute Resolution (ADR) resources and consultation • Procedural guidance and SELPA recommendations for PLGA's special education program • IDEA, California Department of Education (CDE), and California Longitudinal Pupil Achievement Data System (CALPADS) policy interpretation and compliance • SELPA feedback on PLGA's 2026-27 LCAP goals for Students with Disabilities **Engagement Process:** PLGA maintained ongoing consultation with El Dorado Charter SELPA throughout the 2025-26 school year as part of its standard special education program operations. SELPA Program Specialists provided regular guidance to PLGA's Director of Special Education, Special Education Coordinator, Resource Specialist Teacher, and school administration on procedural compliance, instructional and behavioral supports for Students with Disabilities, and continuous improvement of the school's special education program. Formal SELPA consultation on the 2026-27 LCAP occurred through the May 26, 2026 SELPA feedback session, which provided structured input on PLGA's LCAP goals and action design for the Students with Disabilities subgroup. This consultation fulfills the requirement under EC 52062(a)(5), as applied to charter schools through EC 47606.5(d), for the local educational agency to consult with the SELPA on its LCAP. SELPA input was integrated into the comprehensive needs assessment process alongside input from administrators, teachers,

Educational Partner(s)	Process for Engagement
	classified staff, students, families, and community partners. Given the Red performance level for Students with Disabilities on the 2025 California School Dashboard for the Chronic Absenteeism Indicator and the school's identified academic needs for the SWD subgroup, SELPA consultation was central to the design of PLGA's 2026-27 Empowering Students with Disabilities Academically action and its broader MTSS framework for SWD support. **Feedback and Recommendations Provided:** El Dorado Charter SELPA consultation informed the design of the school's 2026-27 Empowering Students with Disabilities Academically action, the MTSS framework as it applies to Students with Disabilities, the Coordinated Attendance and Learning Continuity Strategy for SWD, and the SEL and Mental Health Supports action. SELPA consultation focused on the following programmatic and compliance areas: • Ongoing communication and collaboration with El Dorado Charter SELPA Program Specialists to support continuous improvement of PLGA's special education program. • Strategies for supporting students with extensive needs in the Least Restrictive Environment, consistent with PLGA's full inclusion model. • Application of Independent Educational Evaluation (IEE) guidelines and procedures in alignment with SELPA policy. • Access to Alternate Dispute Resolution resources for navigating disagreements with families in a manner that prioritizes collaborative resolution and supports the school-family relationship. • Procedural guidance and SELPA recommendations regarding PLGA's special education program operations, including caseload management, IEP development and implementation, and progress monitoring. • Interpretation of and compliance with IDEA, CDE, and CALPADS policy requirements affecting Students with Disabilities, including reporting cycles, identification processes, and service delivery documentation. • Feedback on PLGA's 2026-27 LCAP goals for Students with Disabilities, including alignment of proposed actions and metrics with SELPA best practices and compliance requirements.

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

The adopted 2026-27 LCAP was directly shaped by the input gathered from Palm Lane Global Academy's (PLGA) educational partners through structured monthly meetings, advisory committee consultations, classroom observations, parent and student surveys, and ongoing dialogue

across the 2025-26 school year. Each Goal and Action in the LCAP reflects specific recommendations from one or more partner groups, ensuring that the plan is responsive to the priorities surfaced by families, students, staff, administrators, and partner agencies. The summary below documents how partner feedback influenced each Goal and Action.

Goal 1: Educating the Whole Child

- ***Action 1 - Assessment of Learning.*** Administrators and teachers both prioritized data-driven instruction and continuous progress monitoring through i-Ready diagnostics. Teachers additionally requested increased time for data analysis, vertical articulation, and lesson planning. The tiered data inquiry structure described in the action (monthly schoolwide review, biweekly grade-level collaboration, weekly individual student review) directly responds to teacher requests for structured collaboration time. The retention of the i-Ready three-times-annually diagnostic schedule and the addition of the K-2 Screening for Risk of Reading Difficulties (required by Education Code 53008) reflect administrator recommendations to continue strengthening assessment infrastructure for early identification of student needs.
- ***Action 2 - MTSS: Accelerating Learning.*** This action was shaped by feedback from multiple partner groups. Administrators and teachers both called for continued strengthening of the MTSS framework, particularly for reading and mathematics, and for increased instructional aide support across all grade levels. The combined ELAC/DELAC/EL-PAC requested increased communication about intervention programs and tutoring opportunities for English Learners. Students requested expanded opportunities to use the Innovation Village for STEM activities, which is now explicitly embedded in the Tier 3 framework as biweekly Innovation Village experiences. The Tier 2 small-group structure, the Designated ELD coordination with Tier 2 sessions, and the SWD coordination with Tier 3 instruction all reflect direct recommendations from teachers, the combined EL committee, and SELPA. Parent recommendations to expand after-school homework help and tutoring services are reflected in the Tier 3 before- and after-school tutoring component and the ELOP integration.
- ***Action 3 - MTSS: SEL & Mental Health Supports.*** This action reflects extensive partner input across multiple groups. Teachers requested professional development on restorative practices and expanded SEL supports to increase student connectedness. Classified staff specifically requested PD on behavior management, de-escalation, restorative practices, and trauma-informed approaches, which is reflected in the BCBA support structure. Administrators and parents both prioritized addressing chronic absenteeism through family outreach, attendance interventions, and Parent Teacher Home Visits, all of which are central elements of this action. Students requested more schoolwide celebrations, spirit days, and recognition events, which align with the action's foundation of positive school climate practices. The Lean In Girls partnership expansion reflects the school counselor's pilot work during the 2025-26 school year combined with feedback identifying the need for confidence and resilience programming for female students. The Strategic Kids partnership expansion to 6:45 a.m. is a direct response to parent feedback identifying the need for engagement events and supports that accommodate working families. The expanded community partnerships component responds to parent and ELAC/DELAC/EL-PAC requests for increased access to family resource navigation, food assistance, utility assistance, and transportation supports.
- ***Action 4 - Broad Course of Study.*** Students directly identified expanded enrichment, arts, music, STEAM, and extracurricular programming as a priority, along with more sports offerings (including volleyball), clubs, and student leadership opportunities. Parents and the PAC identified enrichment opportunities, clubs, and leadership activities as a significant strength of the school and asked that PLGA continue providing these programs. The combined ELAC/DELAC/EL-PAC requested expanded opportunities for English Learner students to participate in student leadership and public speaking, and called for continued celebration of multilingualism and cultural diversity through multicultural nights, heritage celebrations, and family cultural showcases. The Folklorico program's continuation responds directly to the EL committee's cultural affirmation request and to the broader Hispanic majority student population. The Bucket Drumming program's

continuation reflects positive student feedback during its 2025-26 pilot year. The schoolwide showcases and cultural observance art showcases reflect both student and parent feedback identifying these as meaningful engagement opportunities.

- ***Action 5 - Empowering Students with Disabilities Academically.*** This action was shaped most directly by SELPA consultation and by parent feedback from families of Students with Disabilities. SELPA Program Specialists provided guidance on Least Restrictive Environment supports, IEE procedures, ADR resources, IDEA/CDE/CALPADS compliance, and procedural recommendations for the special education program, all of which are reflected in the action's structure. The Coordinated Attendance and Learning Continuity Strategy for SWD is a direct response to the 2025 Dashboard Red performance level for SWD on the Chronic Absenteeism Indicator and to SELPA consultation on supporting students with extensive needs. Teachers and classified staff both requested increased collaboration between general education and special education teachers, which is reflected in the weekly PLC collaboration structure. Classified staff requests for PD on behavior intervention plans, check-in/check-out systems, and de-escalation strategies are reflected in the comprehensive professional development program. Parent feedback requesting strengthened supports for Students with Disabilities through increased collaboration, progress monitoring, and targeted interventions is reflected throughout the action.
- ***Action 6 - Accelerating English Learner Success.*** This action was most directly shaped by the combined ELAC/DELAC/EL-PAC consultation. The committee specifically requested bilingual communication, translation services, parent workshops on ELPAC and reclassification pathways, family literacy nights with bilingual reading strategies, and the "EL Family Academies" concept (reflected in the Monthly ELAC programming and Family and Community Engagement components). The committee's request for expanded English Learner student leadership and public speaking opportunities is reflected in the cross-coordination with the Broad Course of Study. Administrators and teachers both prioritized expanded Ellevation Platform training, which is reflected in the dedicated "Technology-Enhanced English Learner Support and Expanded Ellevation Professional Development" section. The continued Orange County Department of Education (OCDE) partnership responds to feedback from administrators, teachers, and the EL committee that the OCDE relationship has been valuable during the 2025-26 school year. The ELD Language Lab full implementation responds to administrator and teacher input on operationalizing structured English Language Development time. The Addressing Chronic Absenteeism for English Learners component reflects EL committee feedback connecting attendance to language acquisition and ELPI outcomes.

Goal 2: Professional Growth

- ***Action 1 - Core Instructional Staffing.*** Administrators and teachers both prioritized maintaining fully credentialed and appropriately assigned teachers and continuing summer professional development. The five-day summer PD calendar, the five non-instructional PD days during the school year, and the weekly Friday PD sessions reflect direct administrator and teacher input on the cadence and structure of professional learning.
- ***Action 2 - Professional Learning & Development.*** This action reflects extensive cross-partner input. Administrators and teachers requested continued professional development on ELA curriculum implementation (myView and myPerspectives), expanded Ellevation Platform training, Science of Reading professional development, and Kagan cooperative learning. Classified staff specifically requested opportunities to participate in professional development alongside certificated staff, which is reflected in the Kagan training expansion to instructional aides and paraprofessionals. The OCDE coaching partnership for MTSS systematization reflects feedback from administrators on continued external partnership for systems-level capacity building. The ELA Instructional Coach, Math Instructional Coach, and (pending district allocation) ELD

Instructional Coach roles reflect cross-partner feedback on the need for sustained job-embedded coaching capacity. The Assistant Superintendent of Instruction coaching role for the Principal reflects administrator input on leadership development.

- ***Action 3 - Core Curricular & Instructional Materials.*** Teachers and administrators both requested continued support for effective implementation of the newly adopted ELA curriculum and access to high-quality instructional materials across all content areas. The annual inventory and procurement structure described in the action directly responds to administrator input on operational readiness and instructional continuity from the first day of school.
- ***Action 4 - Educational Technology & Support.*** Although not a primary focus of educational partner feedback, teachers identified the need for reliable technology infrastructure to support i-Ready diagnostics, the Ellevation Platform, and digital curriculum components. The sustained 1:1 device program, IT support, and infrastructure assessment processes ensure that the technology tools cited in partner feedback (Ellevation, i-Ready, ParentSquare) function reliably across the instructional day.

Goal 3: Family & Community Partnerships

- ***Action 1 - Safe Facilities.*** Administrators, teachers, classified staff, parents, students, and the PAC all raised facility-related feedback during the 2025-26 LCAP engagement process. Administrators identified facility upgrades including exterior paint, carpet and flooring, and student restrooms as a priority. Teachers identified facility upgrades, particularly carpets and flooring, as an area for growth. Students requested improved classroom and facility conditions, including new carpets and improved restrooms, along with additional playground equipment. Parents requested building upgrades and an increased number of exterior cameras to enhance schoolwide safety and security. These shared facility priorities are reflected in the action's Facility Maintenance, Facility Inspection and Assessment, and Security Systems and Supervision components. The action's reference to authorizer-required compliance submissions and FIT assessment also reflects administrator input on transparent facility reporting.
- ***Action 2 - Parents as Decision-makers.*** This action was directly shaped by PAC, ELAC/DELAC/EL-PAC, and broader parent feedback. The PAC requested continued strengthening of family voice in decision-making processes through surveys, focus groups, listening sessions, and family leadership opportunities. The combined EL committee requested bilingual communication, translated materials, and interpretation services for all families. The Community Schools Steering Committee's monthly reporting at Coffee with the Principal meetings reflects PAC feedback requesting increased dialogue and broader access to school decision-making conversations. The Training and Capacity Building component reflects PAC feedback that committee participation must be substantive rather than procedural. Administrators specifically called for increased opportunities for family engagement and family voice, particularly among underrepresented families, which is reflected in the multi-committee structure and broader engagement infrastructure.
- ***Action 3 - School-Family Partnerships.*** This action reflects the most extensive cross-partner input. Parents and the PAC both requested evening and occasional Saturday family engagement events to accommodate working families, comprehensive school calendars distributed at the start of the year, expanded communication regarding student progress and academic intervention, expanded after-school academic support, and increased family workshops on literacy, mathematics, social-emotional learning, and student success at home. The combined ELAC/DELAC/EL-PAC requested family literacy nights with bilingual strategies, multicultural nights, heritage celebrations, family cultural showcases, and EL family networking opportunities. The PAC's specific recommendation for a Children's Day celebration is reflected in the broader commitment to culturally responsive family engagement programming and to expanded community partnerships responsive to family-identified priorities.

The Family Input Link accessible through the school's website and the trimester parent survey administered during Family Nights, i-Ready Data Chat Family Nights, and i-Ready Diagnostic testing windows are direct responses to PAC, EL committee, and broader parent feedback requesting ongoing dialogue with families and continuous family voice mechanisms beyond scheduled engagement events. The Strategic Kids partnership expansion (separately reflected in Goal 1, Action 3) responds to parent feedback on schedule accommodation for working families. The continued partnerships with Mary's Kitchen and Catarina's Kitchen, and the broader expansion of community partnerships through the Community Schools Coordinator, reflect parent and EL committee feedback requesting increased access to community resources, food assistance, and family support services.

Cross-Cutting Themes: Several themes emerged across multiple partner groups and are reflected throughout the LCAP rather than within a single action.

- ***Chronic Absenteeism.*** Administrators, teachers, parents, the PAC, and the combined EL committee all identified chronic absenteeism as a priority for sustained intervention. The 2026-27 LCAP addresses chronic absenteeism through Goal 1, Action 3 (the tiered MTSS approach to attendance, home visits, S.T.A.R.S. initiative, and Lean In Girls program); Goal 1, Action 5 (the Coordinated Attendance and Learning Continuity Strategy for SWD); Goal 1, Action 6 (Addressing Chronic Absenteeism for English Learners); and Goal 3, Action 3 (family engagement and outreach for chronically absent students).
- ***English Learner Success.*** The combined ELAC/DELAC/EL-PAC, administrators, teachers, and parents all identified strengthening supports for English Learners as a priority. EL feedback is reflected in Goal 1, Action 2 (MTSS Tier 2 integration of Designated ELD); Goal 1, Action 6 (the comprehensive EL success action); Goal 2, Action 2 (ELD Instructional Coach and OCDE partnership); and Goal 3, Action 3 (EL family engagement and multilingual communication).
- ***Students with Disabilities.*** SELPA, administrators, teachers, classified staff, and parents all identified the need for strengthened SWD supports through collaboration, progress monitoring, and targeted interventions. SWD feedback is reflected in Goal 1, Action 2 (MTSS coordination with special education); Goal 1, Action 5 (the comprehensive SWD action); and Goal 2, Action 2 (special education professional development).
- ***Family Voice.*** The PAC, the EL committee, and the broader parent body all identified the need for ongoing dialogue, sustained feedback pathways, and parent voice in school decision-making. Family voice infrastructure is reflected in Goal 3, Action 2 (Steering Committee monthly reporting at Coffee with the Principal); Goal 3, Action 3 (Family Input Link and trimester parent surveys); and across the broader engagement events embedded in multiple actions.
- ***Facility Upgrades.*** Administrators, teachers, classified staff, students, parents, and the PAC all identified facility upgrades as a priority. Facility feedback is reflected primarily in Goal 3, Action 1 (Safe Facilities, including carpet and flooring, restroom upgrades, and exterior cameras).

Taken together, the 2026-27 LCAP reflects a substantive, evidence-based response to educational partner feedback gathered across the school year. Each Goal and Action is anchored in partner input, and the cross-cutting themes demonstrate alignment between partner priorities and the school's coordinated MTSS framework for academic, social-emotional, and family engagement work.

Goals and Actions

Goal

Goal #	Description	Type of 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) developed Goal 1, Educating the Whole Child, in response to the academic, social-emotional, attendance, and equity data surfaced through the comprehensive needs assessment for the 2026-27 school year and through sustained engagement with educational partners across the 2025-26 LCAP development cycle. The goal reflects the school's foundational belief that academic excellence, social-emotional development, and meaningful access to opportunity are inseparable, and that a charter school serving a predominantly low-income, predominantly Hispanic, and substantially multilingual student population must be intentional about coordinating these dimensions through a single, coherent instructional framework.

Response to 2025 California School Dashboard Performance Signals: The 2025 California School Dashboard reflects a constellation of performance signals that establish the urgency of a whole-child approach. The English Learner student group received a Red performance level on the English Learner Progress Indicator, the ELA Academic Indicator, and the Chronic Absenteeism Indicator. The Socioeconomically Disadvantaged student group received a Red performance level on the Science Indicator and the Chronic Absenteeism Indicator. The Students with Disabilities student group received a Red performance level on the Chronic Absenteeism Indicator, with a year-over-year increase in chronic absenteeism that returned the subgroup to Red after improvement in 2023-24. The ELA Academic Indicator declined across all reported student groups from the 2024 to 2025 Dashboards, including for All Students. These compounding signals require a goal that is structured around the whole child rather than around isolated academic indicators, because the student groups facing the steepest declines are

simultaneously affected by attendance, language, special education, and social-emotional barriers that cannot be addressed through any single instructional intervention alone.

Alignment with the California Community Schools Framework and CCSPP Implementation Grant: PLGA is a recipient of the California Community Schools Partnership Program (CCSPP) Implementation Grant (Cohort IV), a five-year grant that provides critical resources to operationalize the four pillars of the California Community Schools Framework. The four pillars (integrated student supports, expanded and enriched learning opportunities, active family and community engagement, and collaborative leadership and practices) directly inform the structure of Goal 1, which integrates academic instruction, MTSS, social-emotional learning, mental health supports, and family engagement through coordinated actions rather than as separate program areas. The CCSPP framework anchors PLGA's understanding that academic success for the school's student population requires the school to function as both an educational institution and a community hub, with wraparound supports that address non-academic barriers to learning alongside high-quality instruction.

Commitment to Multi-Tiered System of Supports (MTSS): Goal 1 is structured around a comprehensive MTSS framework because the data show that universal interventions alone are insufficient to address the differentiated needs of the school's most vulnerable student groups. The 2025 Dashboard year-over-year subgroup data for chronic absenteeism, for example, reveals that the All Students rate improved modestly while EL, SED, and SWD rates increased, indicating that schoolwide improvement is masking widening gaps within the populations with the highest need. A coordinated MTSS approach allows the school to deliver Tier 1 universal core instruction with fidelity, Tier 2 targeted interventions calibrated to identified skill gaps, and Tier 3 intensive supports for students with the most acute needs, while ensuring that these tiers are integrated across academic, behavioral, and social-emotional domains rather than functioning as disconnected programs.

Response to Educational Partner Feedback: Goal 1 reflects extensive feedback from educational partners across the 2025-26 LCAP development cycle. Administrators and teachers both prioritized continued strengthening of the MTSS framework, sustained implementation of the newly adopted myView and myPerspectives ELA curriculum, and expanded coordination between general education, special education, and intervention staff. The combined ELAC/DELAC/EL-PAC requested coordinated supports for English Learners that integrate language development, academic content, family engagement, and attendance. SELPA consultation emphasized the importance of full inclusion, Least Restrictive Environment supports, and Coordinated Learning Continuity strategies for Students with Disabilities. Students requested expanded enrichment, leadership opportunities, and opportunities to use the Innovation Village for hands-on STEAM exploration. Parents and the PAC identified enrichment programming and family engagement as critical strengths to sustain, alongside coordinated supports for academic intervention. Each of these inputs is reflected in the actions designed to implement Goal 1.

Alignment with the Charter Renewal Action Plan: Goal 1 also aligns with the Action Plan established in PLGA's charter renewal petition, which was approved by the Anaheim Elementary School District (AESD) for a five-year term beginning July 1, 2026. The renewal Action Plan identified comprehensive academic and social-emotional supports for the school's diverse student population as central to PLGA's continued effectiveness as a charter school under the middle-tier renewal criteria established by Education Code 47607.2(b). Goal 1 operationalizes the renewal commitments through specific, evidence-based actions for the 2026-27 school year.

Commitment to Equity and Global Competence: Finally, Goal 1 reflects PLGA's mission to provide a globally oriented, STEAM-focused educational experience to a student population (81% Hispanic, 36% English Learner, 84% Socioeconomically Disadvantaged, 16% Students with Disabilities) that has historically been underserved in traditional educational systems. The goal's emphasis on engaged, compassionate global citizens and on closing achievement gaps across all student groups reflects the school's commitment to educational equity, recognizing

that the data gaps surfaced on the 2025 Dashboard are not a reflection of student capability but of the structural barriers the school is positioned to address through coordinated, well-resourced, evidence-based instructional and support practices.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	ELA CAASPP (DFS) Source: CA School Dashboard	2022-23 ELA CAASPP DFS All Students -54.4 EL -59.8 SED -55.4 Hispanic -51.8	2023-24 ELA CAASPP DFS All Students -42.9 EL -62.9 SED -41.6 Hispanic -41.3	2024-25 ELA CAASPP DFS All Students -53.4 EL -74.3 SED -60.9 Hispanic -58.4	2025-26 ELA CAASPP DFS All Students -44 EL -64 SED -52 Hispanic -50	All Students: +1 EL: -14.5 SED: -5.5 Hispanic: -6.6
2	Math CAASPP (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students -80.8 EL -90.4 SED -79.3 Hispanic -79.9	2023-24 Math CAASPP DFS All Students -65.4 EL -77.6 SED -66.5 Hispanic -63.9	2024-25 Math CAASPP DFS All Students -55.8 EL -63.9 SED -59.5 Hispanic -56.7	2025-26 Math CAASPP DFS All Students -52 EL -55 SED -50 Hispanic -47	All Students: +25 EL: +26.5 SED: +19.8 Hispanic: +23.2
3	CA Science Test: Source: CA School Dashboard	2022-23 CAST (% Proficient) All 8.57% SED 9.68% Hispanic 9.38%	2023-24 CAST (Science Points) All Students 44.9 SED 44.8	2024-25 CAST (% Proficient) All 12.82% SED 12.12% 2024-25 CAST (Science Points) All Students 37.5 SED 34.4	2025-26 CAST (Science Points) All Students 39 SED 36	All Students: +4.25% SED: +2.44% *Hispanic: N/A *Not numerically significant in either Baseline or Y2 Outcome
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	17.2% 2025 CA School Dashboard	2025-26: 25%	-24.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23:13.39% Proficient	2023-24: 11.72% Proficient	2024-25: 1.8% Proficient	2025-26: 8%	-11.59%
6	Reclassification Rate Source: CALPADS	2022-23: 9.4%	2023-24: 8.6%	2024-25: 5%	2025-26: 8%	4.5%
7	Attendance Rate Source: CALPADS	2022-23: 89.2%	2023-24: 90.82%	2024-25: 91.8%	2025-26:92.7%	-2.6%
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 35.0% EL 31.7% SED 37.9% SWD 38.9% Hispanic 34.0%	2025-26 Chronic Absenteeism Rate All Students 26.2% EL 24.3% SED 26.3% SWD 27.9% Hispanic 28.1%	All Students: -11% EL: -11.8% SED: -9.6% SWD: -8.8% Hispanic: -12.9%
9	Suspension Rate Source: CA School Dashboard	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%
10	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%
11	% students participating in an enrichment or elective course. (Broad Course of Study) Source: Master Schedule, CALPADS	2022-23: 100%	2023-24: 100%	2024-25: 100%	2025-26: 100%	0%
12	% students participating in all 5 Components of the	2022-23: 97%	2023-24: 98%	2024-25: 100%	2025-26: 100%	+3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Physical Fitness Test (PFT): Grade 5 Source: SARC					

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 2025-26

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

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

Action 1: Palm Lane Global Academy (PLGA) has fully implemented this action focused on universal screening and progress monitoring with fidelity.

The i-Ready Diagnostic Assessments 1 and 2 were successfully administered in both reading and mathematics, meeting the participation target of at least 95%. The school is scheduled to administer Diagnostic 3 in the spring to measure yearlong growth.

Monthly progress monitoring remains in place for students receiving Tier 2 and Tier 3 interventions to ensure timely instructional adjustments. In addition, students in grades K–2 continue to be screened for Risk of Reading Difficulties to support early identification and targeted literacy intervention. PLGA consistently uses multiple data sources—including i-Ready Diagnostics, ongoing formative assessments, and 2024–25 CAASPP results—to inform strategic Tier 1 and Tier 2 instructional planning. Teachers and support staff collaboratively analyze assessment results to create flexible student groups and deliver targeted small-group instruction on a weekly basis. Ongoing formative assessment practices across all subject areas further strengthen instructional responsiveness and continuous monitoring of student progress. Overall, assessment and monitoring systems are effectively guiding instructional decision-making in support of improved student outcomes.

To strengthen family engagement and student ownership of learning, PLGA hosts an i-Ready Data Chat Family Night after each i-Ready Diagnostic window. This student-led event provides structured opportunities for students to review results with their families, share reading and math goals developed in collaboration with teachers and explain the strategies and action steps they are using to meet those goals. This practice reinforces the school's commitment to building a data-driven learning community and strengthening student accountability through purposeful goal setting.

To support ongoing implementation, administration shares weekly i-Ready reports with staff to highlight individual student progress within learning pathways and to monitor lesson completion, including the recommended target of two passed lessons per week in both reading and math. Teachers use these data to inform daily instructional decisions, refine flexible grouping, and make timely intervention adjustments. PLGA's ELA and math instructional coaches further strengthen implementation by providing ongoing in-classroom coaching and real-time instructional support.

Action 2: PLGA has made significant progress in implementing the Multi-Tiered System of Supports framework and has fully implemented this action. The following summary highlights key areas of implementation across all three tiers. The action was partially implemented because the purchase of additional classroom libraries did not take place due to the a decline in enrollment.

Tier 1: Universal Supports: All classrooms receive consistent support from instructional aides throughout the week, with schedules intentionally designed to provide targeted assistance during ELD instruction and weekly reading and math small-group lessons. All students have equitable access to core instructional materials, as evidenced by the successful completion of the fall Williams Act audit. Classrooms are also equipped with fully stocked libraries offering a wide range of texts across multiple genres to support literacy development and student choice. This school year, PLGA renewed its TIME for Kids magazine subscription, providing students with access to real-world topics that spark meaningful discussions, build academic vocabulary, and inspire learning. Additionally, all classrooms are actively engaged in a yearlong Global Project centered on addressing a real-world problem identified by the United Nations. Each class follows a structured timeline that builds learning across trimesters and culminates in a final project at the end of the school year, promoting interdisciplinary learning, critical thinking, and collaboration skills.

Tier 2: Targeted Interventions: Following the administration of i-Ready Diagnostic 1, teachers used assessment data to identify at-risk learners and establish targeted small groups for Tier 2 support facilitated by instructional aides. i-Ready diagnostic results, prerequisite skill reports, and teacher observations informed strategic grouping decisions and established clear, skill-based goals for each intervention group. Synthesizing these data points allowed for deeper instructional conversations and more precise alignment of supports to individual student needs. The prerequisite reports also informed instruction during afterschool tutoring sessions, ensuring continuity of support across settings. All instructional aides directly support students, with the clear expectation that classroom time is focused on providing targeted, small-group intervention to accelerate learning.

Tier 3: Intensive Interventions: Since October, all students in grades 1–6 have had the opportunity to receive targeted Tier 3 support through afterschool math tutoring. Tutoring sessions are tailored to strengthen mastery of foundational skills and basic computation; approximately 50 students participate consistently each week, attending twice weekly for a total of two hours. Beginning in January 2026, afterschool tutoring expanded to include targeted reading support to further address students' academic needs. Collaboration between the school and the Think Together afterschool program has also improved coordination around homework support and learning routines. Innovation Village experiences are highly encouraged at a minimum of twice per month, providing students with hands-on, STEAM-based learning that increases academic discourse, critical thinking, and deeper application of skills across disciplines.

Collaboration and Alignment: This school year, there has been an increased priority on creating structured opportunities for collaboration among administration, classroom teachers, and the Special Education team. During the first half of the year, all teachers were provided designated time to meet with the special education teacher to review IEPs for students with disabilities, ensuring a shared understanding of goals, accommodations, and services. To further support coordinated planning, the school implemented Planbook, as a centralized platform for lesson planning, allowing the Special Education team and tutors to reference classroom instruction and align support directly to what students are learning. This alignment has improved coherence between classroom instruction, tutoring, and IEP goals. District instructional coaches provide consistent coaching and facilitate meaningful collaboration around effective instructional practices and teacher efficacy. Afterschool tutors also meet regularly with administration to review student progress and adjust goals or instructional supports as needed, ensuring interventions remain responsive and targeted.

Overall implementation of this goal and action has focused on improving collaboration and alignment to ensure targeted academic support meets students' individual needs.

Action 3: PLGA has partially implemented this action that is focused on establishing a holistic, community-centered approach to student and family wellness.

Community Schools Model: PLGA continues to support students and families through its Community Schools Model, which allows for consistent engagement and intentional outreach to connect families with resources and partnerships that address a wide range of academic, social-emotional, and basic needs. Supports are tailored to individual family circumstances to ensure students are ready to learn and feel supported. To collaboratively address attendance, family engagement, and community partnerships, PLGA established a Steering Committee composed of staff, students, parents, and community partners.

Social-Emotional Learning and Student Supports: The continued implementation of the Second Step curriculum provides structured opportunities for students and staff to engage in meaningful dialogue that promotes empathy, positive interpersonal communication, and mutual respect. PLGA also supports diverse student needs by ensuring all students have access to the sensory room, while classrooms maintain calm corners to promote self-regulation.

School Climate: While the California Healthy Kids Survey (CHKS) is administered in the spring, school leadership has already taken intentional steps to address school climate needs using results from the 2023–24 CHKS data. Administration has worked closely with PLGA's school counselor to analyze and synthesize survey findings and identify key areas of focus at both the schoolwide and grade levels.

Based on this analysis, targeted goals have been developed to strengthen students' sense of safety and belonging, deepen relationships between staff and students, and increase opportunities for students to engage in activities that promote empathy, respect, and kindness. The school counselor has taken a lead role in supporting this work throughout the school year by designing and delivering lessons, facilitating discussions, and collaborating with staff to implement climate-focused initiatives. These efforts ensure that CHKS data is actively informing continuous improvement even prior to the next survey administration.

Counseling Services: PLGA continues its partnership with Turning Point, which provides two counselors to support students. Additionally, the school hired its first on-site school counselor this year—a significant addition that has improved support for students, families, and coordination with the Think Together afterschool program. The principal and school counselor meet weekly to review caseloads and address any concerns or emerging needs. The school counselor also meets weekly with each Turning Point counselor, and both the principal and school counselor receive a weekly report outlining the number of students served and minutes of support provided. When additional concerns arise, the principal and/or school counselor consult with the school psychologist as needed.

Attendance Initiatives: Intentional efforts to address chronic absenteeism include an expanded partnership with Strategic Kids to provide before-school childcare beginning at 7:00 a.m., helping families overcome attendance barriers. Currently, a small number of students, (approximately twelve) are enrolled in the program; however, attendance among enrolled students has been inconsistent.

Home Visits: PLGA has not yet implemented home visits during the first half of the school year. During this time, the school has focused on foundational planning to ensure successful implementation. This planning phase has included identifying staffing needs, exploring effective home visit models, and determining the professional development required to support staff in this work.

In the second half of the year, the school's goal is to recruit and retain qualified staff to build a team capable of implementing home visits with fidelity. A key component of this effort is ensuring staff receive adequate training in family engagement strategies, culturally responsive practices, and effective communication. By prioritizing staff readiness and capacity building, PLGA aims to establish a foundation for launching home visits in a sustainable and effective manner, ultimately strengthening family-school partnerships and supporting student success.

Implementation of this goal and action reflects a continued commitment to addressing the whole child through coordinated services, family engagement, and community partnerships.

Action 4: This action has been fully implemented and continues to sustain and refine its enrichment and expanded learning opportunities. All PLGA students participate in weekly music, art, and American Sign Language (ASL) classes as part of the core instructional program. In addition, students in grades 4 and 5 participate in Conga Kids, which provides structured opportunities for movement, rhythm, and performing arts engagement.

PLGA also offers Jazz Empowers as an afterschool enrichment program for students in grades 2–6. Approximately 30 students are currently enrolled and attend classes twice per week after school. This year, PLGA partnered with Jazz Empowers to introduce a bucket drumming program, expanding opportunities for students to explore music, creativity, and self-expression.

The school has sustained its afterschool program offerings while also expanding programming to better align with student interests and needs. PLGA added Strategic Kids as a before-school program to support student learning and engagement. The school continues to provide a range of established enrichment and leadership opportunities, including sports, cheer, broadcasting, yearbook, and student council. Collectively, these programs reflect ongoing implementation of this action and contribute to student engagement, enrichment, and whole-child development.

Implementation of this action reflects a continued commitment to providing students with diverse learning experiences that foster creativity, cultural awareness, and personal growth.

Action 5: PLGA has fully implemented this action that has focused on strengthening collaboration, alignment, and oversight of the special education program.

Program Coordination and Oversight: The Special Education Coordinator meets weekly with the special education team to review student goals, services, and needs, reflect on current practices, and identify areas for program refinement. The principal meets weekly with the special education teacher to discuss updates from these meetings, review student progress, and address emerging needs. Ongoing and consistent check-ins also occur between the principal and the district Special Education Coordinator to ensure program alignment, compliance, and cohesive support for PLGA's students with disabilities. This school year, IEPs are scheduled well in advance—often up to three months ahead—to ensure 100 percent compliance, high levels of accountability, and responsible, proactive planning in support of student success.

Instructional Collaboration and Alignment: Implementation has focused on strengthening communication and instructional alignment between the Resource Specialist Teacher (RST) and general education teachers. Each trimester, designated collaboration time is provided to ensure clear and consistent communication regarding students' IEP goals, progress, and instructional needs. Teachers are kept informed of any updates or changes to IEPs and engage in meaningful discussions with the RST to determine whether goals remain appropriate or require revision. As IEP meetings are scheduled, additional time is intentionally allocated for general education teachers and the RST to review student progress, discuss current concerns, and collaboratively develop or refine IEP goals. This structured approach ensures that instructional planning and student supports remain aligned, responsive, and focused on meeting the individual needs of students with disabilities.

Professional Learning Communities: This action is actively being implemented through intentional use of weekly Friday professional development time. During these sessions, special education and general education teachers are provided structured opportunities to collaborate as part of Professional Learning Communities (PLCs). Collaboration focuses on coordinated instructional planning to ensure the general education curriculum is accessible to students with disabilities through appropriate accommodations, modifications, and instructional supports. The RST works closely with general education teachers to plan targeted small-group instruction that reinforces and extends learning from the general education classroom. This consistent, dedicated collaboration time supports continuity of instruction across settings and strengthens inclusive practices schoolwide.

Professional Development: Implementation has emphasized a flexible, responsive approach to professional development that aligns with evolving school needs. While schoolwide professional development is thoughtfully planned at the start of each year, the plan remains adaptable to ensure emerging needs are addressed in a timely manner. Weekly meetings between the special education team and administration provide ongoing opportunities to reflect on student data, staff needs, and priority topics to inform professional development planning.

Friday professional development sessions have included targeted topics led by members of the special education team, including the speech pathologist and school psychologist. These sessions have focused on identifying speech and language needs, implementing de-escalation strategies, preparing for IEPs, developing behavior support plans, and differentiating instruction to better support students with disabilities. Because classified staff do not regularly participate on Friday professional development, the principal and assistant principal intentionally adapt and deliver key content during monthly classified professional development held during the school day. This approach ensures cohesion, alignment, and shared understanding across certificated and classified staff, strengthening consistency of supports and increasing overall staff capacity to effectively serve students with disabilities.

Systems-Level Compliance: Implementation has focused on maintaining systems-level oversight and compliance for special education services. CALPADS and SEIS are monitored consistently to ensure students with IEPs are promptly identified, enrolled, and provided services without delay. Bi-weekly collaboration among district leadership, the Special Education Coordinator, RST, and DIS providers supports service quality and shared best practices. An IEP master calendar is established in advance, with meetings scheduled ahead of time to ensure compliance and meaningful parent participation through in-person or virtual options based on family preference.

Vista Public Schools (VPS) Special Education leadership meets consistently with the principal to ensure clear communication regarding special education services, student needs, and program implementation. These ongoing check-ins promote cohesiveness, shared understanding, and alignment across school and district teams, ensuring that all stakeholders remain informed and responsive to the needs of students with disabilities.

SELPA Partnerships: PLGA continues to actively engage in and benefit from its SELPA partnerships. The school participates consistently in El Dorado Charter SELPA Professional Learning Network meetings and collaborates closely with assigned program specialists to access resources, guidance, and networking opportunities. SELPA support is actively utilized to address areas such as 504 plans, Least Restrictive Environment updates, ELD supports for students with disabilities, IDEA updates, and compliance support during CALPADS reporting windows.

Professional development is intentionally planned to ensure these topics are addressed and that staff receive ongoing training focused on differentiation and effective strategies to support students with disabilities academically. Teachers receive onsite coaching from curriculum consultants each trimester, while principals and assistant principals conduct biweekly classroom observations using ELA and Math “Look-fors” to monitor instructional practices. District instructional coaches further support implementation by providing frequent coaching and weekly observations, allowing teachers to continuously refine their instructional skills and strengthen their capacity to effectively serve students with disabilities.

Chronic Absenteeism: Schoolwide efforts continue to focus on addressing chronic absenteeism through a collaborative and supportive approach. The Community Schools Coordinator and school counselor are actively involved in partnering with families to increase communication and engagement. This collaboration has allowed for deeper conversations to identify the root causes of chronic absences and to connect families with targeted supports and resources. By addressing the unique needs of individual families, the school is better positioned to reduce barriers to attendance and support consistent student engagement.

Implementation of this goal and action reflects a continued commitment to maintaining compliance, strengthening collaboration, and ensuring students with disabilities receive high-quality, individualized support across all settings.

Action 6: Implementation of this action has been affected by the continued vacancy of the ELD Instructional position. Despite extensive outreach and recruitment, the position remains unfilled and continues to be actively posted on multiple platforms, including EdJoin and LinkedIn. In the absence of an ELD coach, PLGA has maintained momentum by increasing internal professional learning focused on integrated ELD. School leadership and instructional staff have planned and facilitated targeted professional development to strengthen teachers’ capacity to embed language-development strategies across content areas and to better serve English Learners (ELs), including Long-Term English Learners (LTELs).

To strengthen systems for EL service delivery, PLGA recently adopted the Ellevation platform. Ellevation provides a centralized system for monitoring English language development, tracking progress toward proficiency goals, and supporting documentation and compliance related to EL requirements. The platform

also includes research-based instructional resources intended to support more intentional planning and targeted instruction for EL and LTEL students. Staff training began in January 2026 to build capacity in effective platform use; as a result, implementation will primarily occur during the second half of the school year.

At the classroom level, PLGA has prioritized the strategic use of instructional aides to provide direct, targeted support for English Learners within the general education setting. Instructional aide schedules are designed to prioritize push-in support during core instruction, with clear expectations that aides provide small-group instruction, targeted interventions, and language scaffolds for EL students (as well as students with disabilities, as assigned). Instructional aides collaborate with classroom teachers to reinforce lesson objectives, provide linguistic scaffolding, and support English language development while students engage with grade-level content. Aides are assigned to support specific students and classrooms consistently to promote continuity of services and strengthen relationships that support student engagement.

PLGA continues to implement integrated ELD through daily content instruction. Teachers embed language objectives alongside content objectives and regularly use instructional strategies such as visual supports, sentence frames, structured academic discussions, and explicit vocabulary instruction to increase access to grade-level content while advancing language development. The newly adopted ELA curriculum further supports this approach through built-in scaffolds and structured opportunities for language production across listening, speaking, reading, and writing.

In addition, PLGA is implementing several complementary components that support EL language development and academic engagement. Teachers are using TIME for Kids consistently across grade levels to support reading, writing, and discussion, with an emphasis on academic vocabulary and background knowledge connected to current events. Teachers also incorporate extension activities (e.g., projects, discussions, and related assignments), including opportunities for students to share learning at home to strengthen school-to-home connections and reinforce academic language.

PLGA continues to build staff capacity through ongoing training and coaching on instructional strategies that support academic discourse and collaborative learning. Teachers receive ongoing professional development and in-classroom coaching from Kagan coaches, which provides immediate feedback and supports timely application of cooperative learning structures. To strengthen alignment across roles, PLGA has also incorporated Kagan structures into biweekly classified staff meetings so instructional aides and other classified staff can apply consistent discourse routines during classroom support time.

Instructional resources and implementation structures further support this action. Classrooms maintain print-rich libraries, and all students have access to the newly adopted ELA curriculum, including embedded EL supports. Administrators conduct biweekly classroom observations to monitor curriculum implementation and the use of EL scaffolds, and teachers submit weekly lesson plans that identify strategies and supports used for English Learners. Classrooms are also equipped with visible digital timers to support “Think Time,” providing EL students additional processing time to formulate responses and participate in academic discussions.

Assessment and progress-monitoring structures are also in place to inform instructional planning for English Learners. Interim assessments, including i-Ready diagnostics, are administered regularly and used to analyze academic performance and inform instructional adjustments, targeted interventions, and goal setting. In the absence of an ELD coach, PLGA continues to facilitate structured collaboration led by the principal and assistant principal, including data discussions at the start of each trimester and following each i-Ready diagnostic window. These meetings support alignment of language and content objectives and the development of targeted goals for EL students.

Finally, PLGA has established trimester-based intervention planning structures for English Learners. At the beginning of each trimester, teachers engage in collaborative planning with administration and support staff to review assessment data, analyze language proficiency information, and develop targeted goals and interventions aligned to identified student needs. Biweekly classroom observations using ELA “look-fors” provide timely feedback and reinforce alignment between planned interventions and daily classroom instruction, supporting continuous improvement in services for English Learners.

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.

Palm Lane Global Academy (PLGA) reviewed actual expenditures for the 2025-26 school year against the budgeted expenditures included in the prior year LCAP and identified material differences in two Goal 1 actions, summarized below. Each material difference reflects an operational adjustment made responsively during the school year to align staffing and programming with actual student enrollment and identified school needs.

- **Goal 1, Action 2 (MTSS: Accelerating Learning)**: Estimated actual expenditures for Goal 1, Action 2 were less than budgeted expenditures. The material difference reflects two operational adjustments made during the 2025-26 school year in response to a decline in student enrollment. First, the classroom libraries component of the action was not implemented during the 2025-26 school year. Second, the school employed fewer instructional aides than originally planned, with staffing scaled to match actual enrollment and classroom configurations. The reduction in instructional aide staffing was made responsively to ensure that staffing levels remained aligned with the school's actual student population and intervention caseloads.
- **Goal 1, Action 3 (MTSS: SEL & Mental Health Supports)**: Estimated actual expenditures for Goal 1, Action 3 were less than budgeted expenditures. The material difference reflects two staffing-related factors during the 2025-26 school year. First, the Board Certified Behavior Analyst (BCBA) position was not filled until later in the school year, resulting in fewer months of compensation than originally budgeted. Second, the Behavior Interventionist position became vacant early in the school year, and the position was not refilled due to the decline in student enrollment and the associated adjustment in the school's tiered behavioral support staffing model. Both adjustments were made responsively to ensure that staffing levels remained aligned with the school's actual student population and behavioral support caseloads.

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

Action 1: This action was effective. Fostering a data-driven culture has proven effective in advancing progress toward this goal. PLGA is currently within the i-Ready Diagnostic 2 administration window, generating timely and actionable data on student growth and instructional needs. Following winter break, staff will engage in a comprehensive data deep dive to analyze Diagnostic 2 results and translate findings into strategic instructional planning for the remainder of the school year. This analysis directly informs targeted Tier 1 and Tier 2 interventions aligned to identified student needs, with particular attention to English Learners and Students with Disabilities. Upcoming professional development sessions with instructional partners will further strengthen teacher capacity in these focus areas. Together, these practices reinforce data-driven decision-making, sharpen instructional alignment, and support measurable progress in student outcomes.

Action 2: Overall, this action was effective in advancing progress toward this goal. Students receive daily direct support from teachers and support staff through targeted small-group instruction, and increased collaboration around data-driven practices has strengthened progress monitoring and enabled more intentional, student-specific goal setting. While areas for continued growth remain, the structures currently in place are producing positive results. Ongoing professional development is expected to sustain this momentum and deepen the school's capacity to meet the needs of all learners.

Action 3: This action has been effective in advancing meaningful progress toward the goal. The hiring of Palm Lane's first full-time school counselor has substantially expanded the support available to students, families, and staff. Through this role, students across all grade levels, including the youngest learners, engage in developmentally appropriate lessons that build a foundation for emotional regulation, resilience, and confidence in the face of academic challenges. The counselor's work has strengthened students' growth mindset and their capacity to manage emotions throughout the school day. The school's broader emphasis on social-emotional learning has further fostered a culture of belonging that has positively shaped classroom climates and strengthened interpersonal communication and relationships across the campus. As these supports have become more consistent, the school is observing an upward trend in student attendance, reflecting promising momentum toward improved engagement and reduced chronic absenteeism at 26%.

The actions taken in support of this goal have been effective in advancing meaningful progress, particularly in the areas of family engagement, attendance, and whole-child instruction.

Although home visits have not yet been fully implemented, strengthened communication and collaborative partnerships with families have produced a clearer understanding of the factors contributing to student absences. Through expanded outreach, the school has gained valuable insight into the individual circumstances affecting attendance, particularly for students with ongoing medical needs. This understanding has supported more intentional and responsive practices when working with families. While additional staffing, training, and full implementation of home visits remain priorities for the year ahead, the work completed to date has established an important foundation for sustained progress.

In parallel, the adoption of the Studies Weekly Health and Wellness and Social Studies curricula has strengthened student learning across physical, mental, social, academic, and emotional domains. The materials are engaging, accessible, and standards-aligned, and they have deepened students' understanding of civics, geography, economics, and history through age-appropriate content that promotes curiosity and classroom discussion. The curricula also enable seamless cross-curricular integration, with lessons that connect naturally to physical education, social-emotional learning, and core academic instruction. Clear expectations that teachers embed Health and Wellness and Social Studies lessons within weekly lesson plans have reinforced accountability and supported consistent monitoring of implementation, ensuring reliable delivery and sustained student engagement.

Family engagement efforts have likewise contributed to meaningful progress. While overall workshop attendance remains an area for growth, the emergence of a consistent core group of participating families has created a foundation for collaboration and peer-to-peer outreach. These families have strengthened connections with one another, helped raise awareness of workshop offerings, and encouraged broader participation, contributing to a growing sense of community between families and the school.

Together, these actions have advanced the school's progress toward its overarching goals of improved attendance, deeper family engagement, and a robust whole-child instructional program, while clearly identifying the next steps needed to extend and sustain that progress.

Action 4: This action has been effective in advancing meaningful progress toward the goal of expanding student learning experiences, deepening engagement, and supporting opportunities for creative expression and holistic development. Throughout the school year, students participate in authentic, consistent opportunities to develop and showcase their learning and talents.

Each trimester, the school hosts a minimum of two art showcases, supplemented by additional showcases tied to holidays and cultural observances such as Veterans Day, Hispanic Heritage Month, and Women's History Month. All students in grades TK-6 contribute at least one piece of artwork to each showcase, ensuring that every student has an opportunity to demonstrate growth in the visual arts. All students also participate in a schoolwide spring showcase, where they sing, act, and perform, further strengthening confidence, oral communication, and collaboration skills. School performances throughout the year incorporate songs in American Sign Language, led by the ASL teacher, allowing students to apply their ASL learning in meaningful, public-facing contexts. In the spring, students are invited to try out for the annual Conga Kids dance competition at LA Live, offering a high-profile performance opportunity that celebrates student talent and engagement.

High levels of participation and enthusiasm across enrichment programs further demonstrate that students are motivated and meaningfully engaged. Through consistent participation, students develop new skills, build confidence, and explore individual talents in areas such as the arts, leadership, athletics, and media. The impact of these programs extends beyond enrichment itself, contributing to improved attendance, stronger motivation to attend school, and a deeper sense of belonging. Clearly communicating program options, schedules, and expectations to families has also strengthened coordination and reduced participation barriers. While continued refinement of scheduling and student participation remains an area for growth, the action has positively contributed to the holistic development of students.

Collectively, these experiences demonstrate the effectiveness of PLGA's broad course of study in providing consistent, inclusive, and high-quality opportunities for students to learn, perform, develop new interests, and take pride in their accomplishments.

Action 5: This action has been effective in advancing meaningful progress toward the goal of providing high-quality, responsive services for Students with Disabilities at Palm Lane Global Academy.

Consistent collaboration between school and district leadership has reinforced shared accountability and a unified approach to serving students. Regular communication and standing weekly meetings have enabled teams to proactively identify and address concerns early, often preventing issues from escalating, and have provided a structured forum for consulting with legal support in advance of more complex situations to ensure compliance is maintained. This structure has produced clearer, more consistent communication across stakeholders and contributed to more timely supports and improved outcomes for Students with Disabilities. District-level engagement has also created a valuable platform for sharing effective practices across VCPS schools, allowing Palm Lane to gain insight into successful approaches in use at other sites and to adapt strategies that strengthen local service delivery.

The intentional and flexible approach to professional development has further advanced effectiveness for this population. Consistent, targeted PD informed by ongoing reflection and student needs has increased staff capacity to implement inclusive, research-based instructional and behavioral supports. Alignment between certificated and classified professional learning has ensured consistency in how strategies are applied across classrooms and settings, strengthening service coherence. Inclusive participation in professional learning has improved instructional consistency and created a shared platform for identifying student needs in a timely manner, while collaboration between the special education team and general education teachers has supported more intentional planning for differentiation and meaningful delivery of service minutes. As a result, Students with Disabilities benefit from more responsive instruction, stronger staff collaboration, and improved alignment between classroom practices and individualized supports.

The combination of strong communication, strategic planning, consistent oversight, and enhanced district-level involvement has enabled Palm Lane to maintain a special education program that is responsive to the specific needs of each student. District involvement has provided clear guidance, compliance oversight, and timely support, reinforcing program quality, accountability, and sustainability. Coordinated service delivery has ensured that supports are tailored to help Students with Disabilities thrive academically, socially, and emotionally.

Sustained engagement with SELPA partners, combined with targeted professional development and instructional coaching, has further strengthened staff capacity to implement evidence-based practices and maintain compliance. Ongoing classroom observations and coaching have supported continuous improvement in differentiation and instructional quality, while increased collaboration among administrators, teachers, SELPA partners, and support staff has produced a more cohesive system of support. Schoolwide efforts to address chronic absenteeism through coordinated family outreach have reinforced student engagement and access to instruction.

Collectively, these actions have advanced program effectiveness, strengthened instructional practices, and supported improved academic, social, and emotional outcomes for Students with Disabilities at Palm Lane.

Action 6: Here is the consolidated and revised version. I've combined the eleven effectiveness narratives into one cohesive determination organized around the major through-lines: ELA curriculum adoption and ELD instruction, monitoring infrastructure (Ellevation, data analysis), instructional support staffing, professional development (including Kagan and onsite coaching), supplemental resources (TIME for Kids), and structural conditions (designated ELD time, collaboration cycles).

Action: Services and Supports for English Learners

The actions implemented have been effective in advancing meaningful progress toward the goal of strengthening instruction and accelerating language acquisition for English Learners.

The adoption of the new ELA curriculum has elevated the overall quality of instruction by providing coherent, standards-aligned lessons with embedded language supports. Although adoption of any new curriculum carries a learning curve, teachers continue to build efficacy in delivering instruction that meaningfully supports English Learners and promotes language and academic growth. Ongoing professional development, early exposure to curriculum resources, and structured grade-level collaboration have strengthened instructional practices and increased teacher confidence in integrating ELD strategies into daily lessons. As teachers deepen expertise with the curriculum's tools and instructional moves, lessons are becoming more intentional, differentiated, and responsive to student needs. Implementation of a schoolwide Designated ELD block has further reinforced consistency across classrooms, established shared instructional expectations, and ensured equitable access to language development. Consistent use of strategies such as "Think Time" has supported greater student engagement, confidence, and participation in academic discourse.

The adoption of the Ellevation Platform positions the school to more effectively monitor English Learner progress and strengthen data-driven decision-making. Because implementation began in January, full utilization of the platform during the current school year is naturally limited as staff build proficiency with the system. The absence of a district ELD Instructional Coach presents an additional challenge, as this role would typically support training, implementation, and development of a districtwide EL Master Plan. Despite these constraints, the foundation for sustained monitoring is in place, and effectiveness will continue to grow as staff capacity develops and additional district-level structures are built.

Instructional aides provide weekly push-in support that strengthens access to targeted language scaffolding within the general education setting. Consistent assignment of aides to specific students and classrooms has fostered continuity of support and strong relationships, which are essential for student confidence, engagement, and language development. Including instructional aides in Kagan professional learning has further built their capacity to reinforce cooperative learning structures, support academic discourse, and contribute to a consistent learning experience for English Learners. While effectiveness is partially constrained by limited full-time aide coverage, dual supervision responsibilities, and limited collaboration time for classified staff, strategic scheduling and schoolwide expectations have allowed the school to make steady progress. Continued enrollment growth and expanded staffing will be critical to increasing the intensity of support over time.

Onsite coaching has enabled job-embedded professional learning, allowing teachers to apply new strategies, receive feedback, and refine practice in real time. The participation of teachers, classified staff, administrators, and district leaders in shared professional development has created a unified instructional vision and strengthened coherence across classrooms. This layered approach has produced measurable gains in instructional quality and consistency.

Supplemental resources have also extended student learning. The TIME for Kids subscription has expanded student exposure to real-world topics and authentic language, strengthening academic vocabulary, background knowledge, and engagement in thoughtful discussion. The publication's STEAM-oriented content has further sparked cross-disciplinary interest and supported project-based learning opportunities that deepen understanding for English Learners.

Structured data analysis has reinforced accountability and instructional alignment. Designated trimester data meetings between administrators and teachers have supported intentional, cohort-specific goal-setting grounded in evidence. The combined use of i-Ready data chats and interim assessment results has enabled teachers to set strong, measurable reading and language goals that address both academic achievement and language development. Frequent data review allows teams to identify trends, adjust goals responsively, and align coaching and resources to specific instructional needs, while increased collaboration time has empowered teachers to share strategies and take shared responsibility for student outcomes.

While the absence of an ELD Instructional Coach and limited district-level ELD support continue to require creative planning at the school site, school leadership has been intentional in allocating time and resources to develop teacher capacity. Sustained progress will depend on continued professional learning, targeted planning, and filling the ELD coach position to further strengthen implementation.

Collectively, these actions have produced a more coherent, responsive, and evidence-based system of support for English Learners at Palm Lane, advancing language acquisition, instructional quality, and student engagement while clearly identifying the structural conditions needed to extend that progress further.

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.

Palm Lane Global Academy (PLGA) has not made changes to the Goal 1 narrative or to the targeted outcomes for the coming year. The school has determined that the goal as currently written continues to reflect the school's priorities, and the targeted outcomes remain aligned with the identified needs surfaced through the comprehensive needs assessment process. The following targeted refinements have been made to the metrics and actions associated with Goal 1.

Metric Updates: California Science Test (CAST) Reporting: The California State Board of Education has approved a change to how CAST results are reported on the California School Dashboard, transitioning from a percentage-based "percent met or exceeded standard" measure to a "Science Points" scale score measure. In response to this state-level reporting change, PLGA will update the Goal 1 metric for science achievement to use the California Science Test Science Points metric, ensuring that the school's LCAP metric remains aligned with the Dashboard's reporting structure and that progress can be tracked using the official state indicator framework.

The Science Points metric will be used alongside the previously reported "percent met or exceeded standard" data as appropriate during the transition period to maintain longitudinal visibility into student outcomes, with the Science Points figure serving as the primary metric for Dashboard-aligned reporting going forward.

Action Updates: Goal 1, Action 3: Three substantive additions have been made to Goal 1, Action 3 for the 2026-27 school year, each based on reflection on prior practice during 2025-26.

- *Full Implementation of the Lean In Girls Program.* During the 2025-26 school year, PLGA piloted the Lean In Girls program with a 4th and 5th grade cohort. The program is designed to increase self-confidence and resilience among female students and was led by the school counselor. Based on the success of the spring 2026 pilot, PLGA will fully implement the Lean In Girls program for the 2026-27 school year, expanding participation to all 4th and 5th grade girls. The counselor will continue to lead the program, with sessions held twice per week and a baseline and trimester survey infrastructure in place to monitor program impact on student confidence, resilience, and sense of belonging.
- *Staff Training for Home Visit Implementation.* In response to the school's continued need to address chronic absenteeism, particularly for the English Learner, Socioeconomically Disadvantaged, and Students with Disabilities subgroups that received Red performance levels on the 2025 California School Dashboard for the Chronic Absenteeism Indicator, PLGA will train staff during summer 2026 on implementing systematic home visits. The training will be conducted through the Parent Teacher Home Visit Project and will equip staff to conduct culturally responsive, evidence-based home visits that build family partnerships, re-engage students and families, and address root causes of chronic absenteeism. Home visits will be prioritized for students whose attendance patterns indicate persistent risk and for families whose engagement with the school has historically been limited.
- *Continued Partnership with the Orange County Department of Education.* PLGA will continue its partnership with the Orange County Department of Education (OCDE) in 2026-27 to participate in professional development workshops, including training focused on English Language Development for teachers. This partnership builds on the three professional development sessions delivered during 2025-26 and will continue to support teacher capacity for serving English Learners, particularly given the Red performance level for the English Learner student group on the 2025 California School Dashboard for the English Learner Progress Indicator, the ELA Academic Indicator, and the Chronic Absenteeism Indicator.

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	Palm Lane Global Academy will implement a comprehensive assessment and data inquiry system that ensures timely identification of student learning needs, drives responsive instructional adjustments, and supports continuous progress toward grade level standards mastery for every student. **Universal Screening and Progress Monitoring** PLGA will administer the i-Ready Diagnostic Assessment in ELA and Mathematics three times annually (Fall, Winter, and Spring) to establish a clear picture of each student's current performance and growth across the school year (LREBG Funded $13,804). Students in grades K through 2 will complete the required Screening for Risk of Reading Difficulties annually as mandated by California Education Code Section 53008, using a screening instrument selected from the State Board approved list, to ensure early identification of students who would benefit from additional reading support. Students receiving Tier 2 and Tier 3 interventions will be progress monitored every two weeks to ensure that intervention plans are responsive and adjusted based on real time evidence of growth. Teachers will also conduct ongoing weekly formative assessments across all subject areas to monitor daily learning and inform immediate instructional decisions. **State Required Assessments** All students will participate in mandated state assessments according to the California testing schedule, including the California Assessment of Student Performance and Progress (CAASPP) in ELA and Mathematics, the California Science Test (CAST), the English Language Proficiency Assessments for California (ELPAC) for designated English learners, and the Physical Fitness Test (PFT) for applicable grade levels. **Multi-Level Data Inquiry Structure** PLGA will implement a tiered data review structure that ensures schoolwide trends, grade level patterns, and individual student progress are each analyzed at the appropriate cadence and level of detail. • *Monthly schoolwide review:* The principal and instructional leadership team will analyze schoolwide trends, monitor achievement gaps, evaluate intervention effectiveness, and adjust systems level supports and resource allocation to maximize student outcomes.	$16,412	N

Action #	Title	Description	Total Funds	Contributing
		• *Bi-weekly grade level collaboration:* Grade level teams will meet to analyze student group data, share effective instructional practices, identify students who need additional support, celebrate growth, and plan coordinated responses to learning challenges. These sessions ensure alignment between assessment results and instructional delivery across classrooms. • *Weekly individual student review:* Teachers will examine individual student progress data to inform daily instructional decisions, flexible grouping, personalized learning targets, and targeted skill building activities. **Standards Mastery Framework and Instructional Response** PLGA will use a standards mastery framework that identifies specific learning gaps for each student through diagnostic analysis and translates those findings into concrete instructional action. Teachers will develop individualized learning targets aligned to grade level standards, design targeted instruction that addresses the underlying causes of identified gaps and monitor progress toward mastery through frequent checkpoint assessments. Assessment results will drive immediate instructional adjustments, including daily lesson modifications based on exit ticket and formative assessment outcomes, flexible grouping informed by real time performance data, and targeted skill building activities aligned to identified gaps. Tier 2 and Tier 3 intervention groups will be formed based on diagnostic assessment results and adjusted based on the bi-weekly progress monitoring described above, ensuring that intervention placement remains responsive throughout the school year. **Professional Learning and Accountability** The principal will facilitate monthly data inquiry sessions during staff meetings, providing teachers with structured protocols for data analysis, interpretation strategies, and evidence based instructional responses. These collaborative sessions will reinforce a shared focus on student learning outcomes and instructional effectiveness, supporting a schoolwide culture of continuous improvement. Quarterly data reports will be shared with Vista Public Schools Central Office, the school leadership team, and teaching staff to ensure transparency and accountability in the school's collective effort to drive student achievement outcomes.		

Action #	Title	Description	Total Funds	Contributing
2	MTSS: Accelerating Learning	Palm Lane Global Academy (PLGA) is committed to accelerating student learning and closing achievement gaps through a comprehensive Multi-Tiered System of Supports (MTSS) framework that integrates ELA, mathematics, and science instruction with coordinated intervention, targeted academic support, and expanded learning opportunities. The framework directly supports the school's 2026-27 Action Plans for the ELA Academic Indicator, the Math Academic Indicator, and the Science Indicator, with explicit attention to the student groups experiencing the most significant gaps on the 2025 California School Dashboard. The 2025 Dashboard reflects several critical performance signals that shape the design of this framework. The English Learner student group received a Red performance level on the English Learner Progress Indicator (ELPI), reflecting a continued multi-year decline in the percentage of English Learners making progress toward English language proficiency. The Socioeconomically Disadvantaged (SED) student group received a Red performance level on the Science Indicator, reflecting the year-over-year decline in 5th grade CAST performance documented across both average Science Points (44.8 in 2023-24 to 34.4 in 2024-25) and percent meeting or exceeding standard (17.78% to 12.12%). These designations, alongside the year-over-year declines documented for EL, SED, Hispanic, and All Students on the ELA Academic Indicator, and the elevated Red Performance level chronic absenteeism rates for EL, SED, and Students with Disabilities (SWD), establish the imperative for a coordinated, differentiated, evidence-based MTSS approach. **Tier 1: Universal Core Instruction Enhancement** Tier 1 universal core instruction across ELA, mathematics, and science will be strengthened through coordinated curriculum implementation, structural protections of instructional time, and consistent classroom-level monitoring. Every classroom will implement a daily 90-minute protected ELA block incorporating all Science of Reading components in alignment with myView Literacy (K-5) and myPerspectives (6) curricula, with systematic phonics, vocabulary, fluency, and comprehension routines delivered with second-year fidelity. A schoolwide Designated ELD block will be sustained alongside integrated ELD across content areas, ensuring equitable access to language development for the school's English Learner population. Given the EL Red performance level on the 2025 Dashboard, the Designated ELD block will receive intensified site leadership attention and CARE-aligned walk-through monitoring throughout the 2026-27 school year.	$984,266	Y

Action #	Title	Description	Total Funds	Contributing
		Mathematics instruction will follow a coherent, standards-aligned sequence emphasizing both conceptual understanding and procedural fluency. Teachers will implement the Ready Classroom Try-Discuss-Connect framework, with mathematical discourse, peer collaboration, and multiple solution pathways embedded in daily instruction. Mathematical routines including number talks, problem-solving protocols, and mathematical journaling will be implemented consistently across all grade levels. Science instruction will be protected through a year-long pacing guide aligned to Next Generation Science Standards, with biweekly walk-throughs and pacing check-ins to ensure all standards are taught without omission. Site-wide scheduling will ensure science is taught regularly across all grade levels, with particular attention to building K-4 foundational science knowledge that supports 5th grade California Science Test (CAST) performance. In direct response to the SED Red performance level on the Science Indicator, science instruction will integrate scaffolded language supports, structured academic discourse, and hands-on inquiry-based experiences designed to make rigorous science content accessible to SED students, who comprise 84% of total enrollment. Hands-on, lab-based, and inquiry-based instruction will be expanded through targeted partnership with Amplify curriculum specialists, with structured opportunities for scientific reading and writing embedded in every unit. Instructional aides will provide additional Tier 1 support directly within general education classrooms, working collaboratively with teachers to strengthen core instruction. Aides will receive targeted professional development to strengthen their capacity to support differentiated instruction within inclusive classrooms, with training focused on scaffolding strategies, supporting Students with Disabilities, and reinforcing ELA, mathematics, and science skills aligned to grade-level standards. Classrooms will be equipped with comprehensive literacy libraries, including TIME for Kids subscriptions that provide grade-level-appropriate articles supporting current events integration, academic vocabulary development, and STEAM-aligned cross-disciplinary content for both ELA and science instruction. All students in grades TK-6 will engage in integrated, multidisciplinary learning through PLGA's year-long Global Project initiative, in which students investigate real-world problems identified by the United Nations. This project-based approach strengthens academic language development across content areas while building critical thinking, collaboration, and scientific reasoning skills		

Action #	Title	Description	Total Funds	Contributing
		essential for English Learner success and for cross-disciplinary application of mathematics and science concepts. **Tier 2: Targeted Group Interventions** Tier 2 targeted interventions will be calibrated to the specific skill gaps identified through diagnostic assessment, with intensified attention to the subgroups receiving Red performance levels on the 2025 Dashboard. This includes English Learners on the ELPI, Socioeconomically Disadvantaged students on the Science Indicator, and EL, SED, and Students with Disabilities on the Chronic Absenteeism Indicator. Tier 2 capacity will also focus on the grade levels (5th and 6th) where i-Ready Reading proficiency growth has been most limited. Additional instructional aides will provide intensive small-group instruction for identified at-risk learners. Using i-Ready diagnostic data, ELPAC results, interim assessment data, CAST formative data, and ongoing teacher observations, intervention groups consisting of three to five students will meet four times weekly for 30-minute sessions. ELA intervention sessions will target specific skill gaps in phonemic awareness, reading fluency, vocabulary, and comprehension, with i-Ready instructional resources used during sessions to provide hands-on, concrete learning experiences. Mathematics intervention sessions will address both conceptual misunderstandings and procedural deficits, with research-based programs providing systematic, explicit instruction. Intervention groups will be flexible, with students moving between groups based on biweekly progress monitoring data. Tier 2 science support will include small-group reteaching for students with significant attendance gaps or chronic absenteeism, recognizing that the non-daily science scheduling means missed instructional days result in disproportionately significant learning losses. Given the SED Red performance level on the Science Indicator, Tier 2 science support will be specifically scaled to reach SED students, with formative assessments used to identify gaps and assign targeted small-group support before and during instructional units. For English Learners, Tier 2 sessions will integrate language development with content development, using sentence frames, structured discussion protocols, visual representations, and manipulatives that make academic content accessible while developing academic vocabulary. Daily Designated ELD instruction of at least 30 minutes using the myView Language Awareness Handbook will continue alongside Tier 2 sessions, with the Ellevation Platform supporting EL data tracking, progress monitoring, and reclassification candidate identification. Given the EL Red performance level on the ELPI, Tier 2 ELD support will be intensified		

Action #	Title	Description	Total Funds	Contributing
		through expanded use of Ellevation data to inform Designated ELD groupings and through coordination with the school's broader EL strategy outlined in the 2026-27 ELPI Action Plan. **Tier 3: Intensive Individual Support** Tier 3 intensive support will be provided for students performing two or more years below grade level, students with significant mathematical learning gaps, and students with persistent science skill deficits. Individual or one-to-two tutoring sessions will be delivered before and after school by certificated and classified personnel, with specialized reading intervention programs implemented for the most struggling readers and intensive mathematical support delivered through multi-sensory approaches that develop number sense, mathematical reasoning, and problem-solving strategies. Tier 3 support will be coordinated with the existing Coordination of Scholar Support Services Team (COSST) process, ensuring that the most intensive interventions are documented, monitored, and adjusted based on weekly progress data. For Students with Disabilities, Tier 3 instruction will be coordinated between general education and special education, with weekly collaborative planning meetings to align Tier 3 interventions with individual IEP goals while maintaining high expectations for grade-level access. Assistive technology including text-to-speech and other supports will be provided as needed, with biweekly data collection aligned to IEP objectives. Tier 3 sessions will integrate ELA, mathematics, and science instruction through hands-on, STEAM-based activities delivered during biweekly Innovation Village experiences, ensuring coherent skill application across disciplines. This integrated approach is particularly important for English Learners and Students with Disabilities, who benefit from concrete, application-based learning experiences that connect academic concepts across content areas. **Targeted Academic Support Through Additional Tutoring** Additional tutors will play a crucial role in providing targeted academic support for underperforming students in ELA, mathematics, and science, with particular focus on English Learners and Long-Term English Learners (EL/LTEL), Socioeconomically Disadvantaged (SED) students, 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.		

Action #	Title	Description	Total Funds	Contributing
		For English Learners and dually identified EL/SWD students, tutors will provide additional language support alongside content instruction, using scaffolding strategies including visual aids, primary language support, and structured opportunities for academic discourse. The Red performance level for English Learners on the ELPI underscores the need for consistent, high-quality tutoring that integrates language and content development for this student group. 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, with particular focus on the upper elementary grades (5th and 6th) where i-Ready Reading proficiency growth among SWD has been most limited. For Socioeconomically Disadvantaged students, tutors will help bridge opportunity gaps by providing additional practice time, building background knowledge across content areas, and offering homework support that may not be available at home. Given the SED Red performance level on the Science Indicator, tutoring sessions will explicitly include science content support and academic vocabulary development tied to NGSS standards. 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. **Expanded Learning Opportunities Program (ELOP)** PLGA students will have access to comprehensive academic and social enrichment through Expanded Learning Opportunities Program (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. ELOP programming will integrate ELA literacy support, mathematics enrichment, and hands-on science experiences, with particular attention to the SED, EL, and SWD students whose academic trajectories on the 2025 Dashboard reflect the most pressing needs. Hands-on science programming through ELOP is particularly important given the SED Red performance level on the Science Indicator and the school's identified need to expand inquiry-based and lab-based learning opportunities. ELOP scheduling will also be designed to mitigate the academic impact of chronic absenteeism, with structured opportunities for reteaching and make-up		

Action #	Title	Description	Total Funds	Contributing
		instruction for students who have missed core ELA, mathematics, or science instruction during the school day. This integration recognizes chronic absenteeism as a foundational lever for improving academic outcomes and ensures that ELOP serves as a coordinated extension of the Tier 1, Tier 2, and Tier 3 instructional system rather than a standalone enrichment offering. **Cross-Indicator Coordination** The MTSS framework explicitly coordinates intervention strategies across the ELA Academic Indicator, the Math Academic Indicator, the Science Indicator, the EL Progress Indicator, and the Chronic Absenteeism Indicator. This coordination is particularly important given the cross-indicator pattern reflected on the 2025 Dashboard, including the Red performance level for English Learners on the ELPI, the Red performance level for SED students on the Science Indicator, the year-over-year ELA declines across all reported subgroups, and the Red performance level for EL, SED, and SWD students on the Chronic Absenteeism Indicator. Trimester data review meetings will examine i-Ready Reading and Mathematics diagnostic data, ELPAC interim and summative results, CAST results, and CAASPP performance data alongside attendance trends, allowing site leadership to identify students whose performance gaps span multiple indicators and to coordinate Tier 2 and Tier 3 interventions accordingly. Site leadership walk-throughs aligned to the CARE tool will monitor implementation fidelity for ELA, mathematics, and science instruction, with feedback grounded in research-based strategies and provided in a timely, actionable manner. The CCSPP-funded instructional coaching capacity, including the ELA Instructional Coach, the Mathematics Instructional Coach, and (pending district allocation) the ELD Instructional Coach, will provide classroom-embedded coaching, demonstration lessons, and co-planning support to ensure effective implementation of evidence-based practices across all content areas.		
3	MTSS: SEL & Mental Health Supports	Palm Lane Global Academy (PLGA) received a Red performance level for the Chronic Absenteeism Indicator on the 2023 California School Dashboard for All Students and across all reported student groups, including English Learners (EL), Socioeconomically Disadvantaged (SED) students, Students with Disabilities (SWD), and Hispanic students. Through implementation of robust attendance monitoring and support systems, PLGA achieved measurable improvement, reducing chronic absenteeism rates from 46.0% (2022-23) to 36.1% (2023-24), and continuing to a rate of 35.0% (2024-25) for All Students.	$273,831	Y

Action #	Title	Description	Total Funds	Contributing
		The 2025 California School Dashboard, however, reflects a more complex picture that shapes the design of this action for the 2026-27 school year. While the All Students and Hispanic student groups received an Orange performance level (with rates of 35.0% and 34.0% respectively), three of the school's most vulnerable student groups received a Red performance level: English Learners (31.7%), Socioeconomically Disadvantaged students (37.9%), and Students with Disabilities (38.9%). Year-over-year student group data reveals an upward trajectory for these three groups (EL increased by 1.8%, SED by 3.2%, and SWD by 2.2% from 2023-24 to 2024-25), indicating that schoolwide improvement is masking widening gaps within the populations with the highest need. This trajectory establishes the imperative for differentiated, tiered SEL and mental health supports in 2026-27 that respond directly to the EL, SED, and SWD students whose chronic absenteeism rates are increasing. Building on the school's three-Dashboard track record of 0% suspension rates and Blue performance levels across all reported student groups, which demonstrates that PLGA has built a positive school climate where students feel safe and connected, this action recognizes that the elevated chronic absenteeism rates are largely driven by factors outside the school climate domain (medical, economic, family stability, and language access) rather than student disengagement with the school environment itself. **Holistic Approach to Student and Family Wellness** 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. The framework is structured as a tiered MTSS approach to attendance and wellness, with universal supports for all students, targeted supports for students approaching chronic absenteeism (5-9% absent), and intensive case-managed supports for students who are already chronically absent (10% or more), with explicit attention to the EL, SED, and SWD students whose 2025 Dashboard rates fall in the Red performance level. **Daily Social-Emotional Learning Implementation** All teachers will continue to implement the adopted Second Step SEL curriculum (LREBG funded $7,800) 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-		

Action #	Title	Description	Total Funds	Contributing
		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, reinforcing the universal Tier 1 layer of the school's SEL and attendance support structure. **Lean In Girls Partnership for Confidence and Resilience** In spring 2026, PLGA initiated a pilot partnership with Lean In Girls, serving a 4th and 5th grade cohort with the goal of increasing confidence and resilience among students. Building on the pilot, the program will be expanded for the 2026-27 school year so that all 4th and 5th grade girls participate, with sessions led by the school counselor twice per week. The counselor will work alongside the administrative team and 5th grade teachers to develop a baseline survey to administer to students at the start of the school year, with follow-up administrations after each trimester. Survey results will inform the team about students' social-emotional support needs, sense of belonging, and emerging concerns, allowing the counselor and teachers to develop strategic and targeted guidance lessons for each cohort as needed. This partnership directly supports the school's broader chronic absenteeism strategy by strengthening student connection to school, building resilience among students in upper elementary grades where chronic absenteeism patterns often crystallize, and providing a structured pathway for early identification of students whose absences may be connected to anxiety, social challenges, or other social-emotional factors. **Targeted Attendance Support Through the S.T.A.R.S. Initiative** The Community Schools Coordinator and school counselor will collaborate to identify students exhibiting chronic absences and to implement the S.T.A.R.S. (Supporting Timely Attendance and Responsible Students) intervention program. Comprehensive family meetings will be conducted in August and after each trimester thereafter, with participation from the Community Schools Coordinator, the counselor, the classroom teacher, and an administrator. These meetings will focus on identifying barriers to attendance, developing collaborative solutions, and providing ongoing family support to ensure consistent school participation. Given the Red performance levels for EL, SED, and SWD on the 2025 Chronic Absenteeism Indicator, the S.T.A.R.S. caseload will be intentionally scaled and prioritized to ensure that students from these three subgroups receive timely, individualized intervention. **Enhanced Attendance Intervention Through Home Visits**		

Action #	Title	Description	Total Funds	Contributing
		PLGA will continue to strengthen and communicate its attendance policy to families and students. Building on the renewal petition's commitment to a systematic home visit program, PLGA will fully operationalize home visits in 2026-27. Training for the team dedicated to this effort will be scheduled during summer 2026 through the Parent-Teacher Home Visit Project, ensuring that staff begin the school year prepared to conduct home visits using evidence-based, culturally responsive practices to build community connections, develop trust, and re-engage students and families. This intensive intervention approach will address root causes of absenteeism by meeting families in their home environment, fostering stronger school-home partnerships, and providing personalized support. Home visits will be prioritized for students in the Red Performance Level for the following student groups (EL, SED, SWD) and for students whose absences are connected to medical or family stability factors that benefit most from in-person family engagement. **Comprehensive Mental Health and Wellness Support Services** PLGA will provide multi-layered mental health support through strategic partnerships and staffing enhancements. The school's partnership with Turning Point (LREBG funded $10,300) will deliver school-based counseling services three days per week, providing immediate access to mental health support for students in need. The full-time school counselor position, established in the 2025-26 school year, will continue 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, classroom guidance lessons, and the Lean In Girls program leadership, the counselor will provide both proactive and responsive services that build students' coping skills, emotional regulation, and positive behaviors. 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. The counselor will continue to 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		

Action #	Title	Description	Total Funds	Contributing
		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. The school counselor will also work collaboratively with the school psychologist and MTSS team to foster a welcoming, inclusive school community that supports the social-emotional wellness of all students and families. **Board-Certified Behavior Analyst (BCBA) Support** The Board-Certified Behavior Analyst (BCBA) (LREBG funded $69,285) 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, creating an environment where students can thrive. The BCBA will implement restorative practices and use data collected to create plans to address challenging behaviors and teach new skills, decreasing behavioral patterns that interfere with learning and increasing behaviors that help students accomplish their goals. **Health and Wellness Curriculum Integration** The implementation of the Studies Weekly Health and 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. 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. **Family Engagement and Parent Education** 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. Workshops will address topics such as supporting attendance, promoting positive mental health, and reinforcing SEL skills at home. Building on the consistent core group of families that participates in PLGA's existing workshops, the school will invite these families to support peer-to-peer outreach and		

Action #	Title	Description	Total Funds	Contributing
		recruitment of additional families, with particular attention to outreach pathways that meet families where they are, including through home visits, community-based events, and digital outreach in families' preferred languages. **Expanded Community Partnerships to Meet Family Needs** PLGA will expand its community partnerships in 2026-27 to meet the increased needs of families, recognizing that the worsening trajectory in EL, SED, and SWD chronic absenteeism reflects external pressures (medical, economic, family stability, and language access) that require coordinated, integrated wraparound support. Building on the CCSPP-funded Community Schools Coordinator role, the school will pursue partnerships that provide on-site or co-located access to health services, mental health support, family resource navigation, and economic support resources, reducing the friction that contributes to absences for SED and EL families. **Strategic Kids Partnership Expansion** PLGA will continue its partnership with Strategic Kids in 2026-27, with expanded service hours in response to growing family demand. Enrollment in the Strategic Kids program has nearly doubled, and in direct response to family needs, the program's start time will move earlier to 6:45 a.m. for the 2026-27 school year. This expanded morning programming directly supports the school's chronic absenteeism strategy by providing safe, structured, supervised care for students before the school day begins, reducing transportation and scheduling barriers for working families and supporting consistent on-time arrival. **School Climate Assessment and Continuous Improvement** PLGA will continue to 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. Survey results will be reviewed alongside the Lean In Girls baseline and trimester surveys, the school's chronic absenteeism subgroup data, and Tier 2 and Tier 3 attendance case management data to provide a comprehensive picture of student wellbeing. **Professional Development and MTSS Enhancement** The comprehensive MTSS team, comprised of the school psychologist, counselor, resource teacher, behavioral interventionists, and special education assistants, will continue to participate in California MTSS Professional Learning Institute		

Action #	Title	Description	Total Funds	Contributing
		opportunities to 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. **Cross-Indicator Coordination** The SEL and mental health supports described in this action are coordinated with the school's broader 2026-27 Action Plans for the ELA, Math and Science Academic Indicator, and the EL Progress Indicator. Trimester data review meetings will examine attendance trends alongside academic outcomes to identify intersections that require coordinated response, with explicit attention to subgroup trajectories rather than schoolwide averages alone. This coordination recognizes chronic absenteeism as a foundational lever for improving academic outcomes across all indicators, and ensures that the SEL, mental health, attendance, family engagement, and community partnership strategies described above function as integrated components of a single MTSS framework rather than as standalone programs. Through this comprehensive, tiered, and differentiated approach to SEL and mental health supports, PLGA anticipates reversing the upward trajectory in EL, SED, and SWD chronic absenteeism, sustaining and extending the modest improvements documented for All Students and Hispanic students, enhancing student engagement and connectedness, improving school climate indicators, and supporting increased academic achievement for all student populations.		
4	Broad Course of Study	Palm Lane Global Academy (PLGA) 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. **Arts and Music Education Programs** 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 hands-on learning experiences in diverse artistic mediums and techniques, developing students' creative expression and visual literacy skills. 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 ensure students receive	$228,482	N

Action #	Title	Description	Total Funds	Contributing
		high-quality instruction from professional artists and musicians while developing confidence and skills in creative expression. The annual Conga Kids dance competition at LA Live continues to provide students with a high-profile performance opportunity that celebrates student talent and engagement. Bucket Drumming and Folklórico, both initiated during the 2025-26 school year, will continue as enrichment offerings in 2026-27. Bucket Drumming provides students with rhythmic, percussion-based musical instruction that develops coordination, listening skills, ensemble awareness, and creative expression while engaging students who may not have prior access to traditional instrumental music programs. Folklórico provides students with traditional Mexican folk dance instruction that develops physical coordination, performance confidence, and cultural pride. The Folklórico program is particularly meaningful for PLGA's predominantly Hispanic student population, providing culturally affirming arts experiences that celebrate students' heritage while building school connection and engagement. **Language and Cultural Enrichment** 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 enhances students' ability to communicate across diverse communities while building empathy and understanding of Deaf culture. School performances throughout the year will continue to incorporate songs in ASL, led by the ASL teacher, allowing students to apply their learning in meaningful, public-facing contexts. **Extended Learning Opportunities** Enrichment classes offered throughout the school year provide students with meaningful learning experiences that develop critical thinking, oral communication, and problem-solving skills. These opportunities include athletics (basketball, soccer), creative expression (broadcasting, newspaper and yearbook clubs, cheerleading, Bucket Drumming, Folklórico), STEAM exploration (robotics), leadership development (Student Council, Lion Youth Leadership, Cub Scouts of America), and wellness activities (yoga). This diverse array of programs ensures that all students can explore their interests, discover new talents, and develop skills that support both academic achievement and personal growth. Schoolwide showcases provide consistent opportunities for students to demonstrate learning and growth across the arts. Each trimester, the school hosts a minimum of two art showcases, supplemented by additional showcases tied to		

Action #	Title	Description	Total Funds	Contributing
		holidays and cultural observances such as Veterans Day, Hispanic Heritage Month, and Women's History Month. All students in grades TK-6 contribute at least one piece of artwork to each showcase, ensuring that every student has an opportunity to demonstrate growth in the visual arts. All students also participate in a schoolwide spring showcase where they sing, act, and perform, further strengthening confidence, oral communication, and collaboration skills. **Research-Supported Educational Approach** The school's approach to enrichment education is grounded in well-established research demonstrating that comprehensive arts, music, and language acquisition programs enhance student development across multiple academic and social-emotional domains. Art instruction supports the development of visual literacy, critical thinking, and creative problem-solving abilities, while fostering persistence and communication skills that transfer to other academic disciplines. American Sign Language instruction provides cognitive and social-emotional benefits beyond traditional language acquisition, including support for visual-spatial processing, attention, and inclusive communication practices. ASL instruction also builds cultural awareness and empathy among all students, contributing to the school's broader commitment to a welcoming and inclusive school community. Sequential music instruction supports collaborative learning, memory development, and creative expression, with vocal and instrumental instruction together creating multiple pathways for student engagement. Culturally affirming arts programming such as Folklórico further connects students to their heritage and strengthens school engagement, which research and practice have consistently linked to attendance, academic engagement, and a stronger sense of belonging. **Alignment with Educational Standards** This comprehensive approach to enrichment education aligns 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, dance, language, and diverse enrichment opportunities, PLGA ensures that all students develop the broad skill set necessary for academic achievement and lifelong learning.		

Action #	Title	Description	Total Funds	Contributing
5	Empowering SWD Academically	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 declined significantly from 47.7% in 2022-23 to 36.7% in 2023-24. The 2025 California School Dashboard, however, reflects a reversal of that improvement trend. SWD chronic absenteeism increased from 36.7% in 2023-24 to 38.9% in 2024-25, a 2.2% increase which resulted in the SWD student group to a Red performance level on the 2025 Dashboard. This trajectory establishes SWD as the school's highest subgroup chronic absenteeism rate and underscores the urgency of differentiated, evidence-based intervention for this population in 2026-27. The data pattern reflects the unique factors that contribute to SWD chronic absenteeism, including IEP-related medical needs, therapy schedules, related service appointments, and chronic illness management. These factors differ in kind from those affecting general education students and require differentiated attendance support strategies that recognize the specific demands many SWD families navigate. Building on this analysis, PLGA will implement comprehensive academic support systems alongside coordinated attendance and learning continuity strategies to empower SWD students, reverse the upward chronic absenteeism trajectory, and accelerate academic achievement. **Collaborative Leadership and Program Oversight** PLGA's school site administrators will meet biweekly 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 including chronic absenteeism trends, identifying and planning professional development needs throughout the school year, and analyzing instruction for Students with Disabilities based on comprehensive assessment data including i-Ready and ELA curriculum assessments. **Enhanced Communication and Instructional Support** The Resource Specialist Teacher (RST) will provide all general education teachers with the current "IEP 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.	$482,185	N

Action #	Title	Description	Total Funds	Contributing
		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. **Coordinated Attendance and Learning Continuity Strategy for Students with Disabilities** In direct response to the Red performance level on the 2025 Chronic Absenteeism Indicator and the year-over-year increase in SWD chronic absenteeism rates, PLGA will implement a coordinated attendance and learning continuity strategy specific to the SWD subgroup. The Special Education team will collaborate with the school's broader Attendance Team, Community Schools Coordinator, and school counselor to develop individualized attendance plans for SWD that account for therapy schedules, medical needs, and related service coordination. These plans will be designed in partnership with families to reduce friction in coordinating IEP-related appointments while supporting consistent school participation. To reduce the academic impact of necessary absences, the Special Education team will coordinate learning continuity strategies including asynchronous work, recorded lessons, and structured make-up instruction for SWD students who miss classroom instruction. The Resource Specialist Teacher will work with general education teachers to ensure that students returning from extended absences receive targeted reteaching of missed content, with biweekly progress monitoring data informing the need for additional intervention. Home visits, fully operationalized through summer 2026 staff training under the Parent Teacher Home Visit Project, will be prioritized for SWD students with persistent attendance challenges. These visits will be coordinated with the Special Education team to ensure that home outreach respects families' specific circumstances and aligns with broader IEP-related family engagement. **Comprehensive Professional Development Program** The Director of Special Education, Special Education Coordinator, RST, school psychologist, and school site administrators will provide targeted professional development focused on strengthening academic and attendance support for Students with Disabilities. These professional development opportunities will equip both certificated and classified general education staff with tools to support SWD 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		

Action #	Title	Description	Total Funds	Contributing
		Math support strategies for SWD; COST, SST, 504, and IEP processes; classroom accommodations for academic and behavioral support; behavior intervention plans and check-in/check-out systems; de-escalation strategies; effective collaboration between special education and general education teachers; and learning continuity strategies that reduce the academic impact of necessary medical or service-related absences. **Collaborative Planning and Instruction** 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, with particular attention to upper elementary grades (5th and 6th) where i-Ready Reading proficiency growth among SWD has been most limited. **Systems-Level Compliance and Quality Assurance** 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 biweekly to share best practices and ensure service quality. 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. **SELPA Partnership and Resource Utilization**		

Action #	Title	Description	Total Funds	Contributing
		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.		
6	Accelerating English learner Success	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 California School Dashboards. On the 2024 California School Dashboard, PLGA received a Red performance level for the English Learner Progress Indicator (ELPI), reflecting a significant decline in the percentage of students making progress in English language acquisition. The ELPI rate dropped from 41.6% as evidenced in the 2023 Dashboard, to 28.7% in 2024 Dashboard as measured by the English Language Proficiency Assessments for California (ELPAC). The 2025 California School Dashboard reflects a further deepening of these challenges and establishes English Learners as the school's most acutely affected student group across multiple indicators. On the 2025 Dashboard, the English Learner student group received a Red performance level for the ELPI (with the rate declining further to 17.2%), a Red performance level for the ELA Academic Indicator (with Distance from Standard declining from -62.9 in 2024 to -74.3 in 2025, an 11.4% decline), and a Red performance level for the Chronic Absenteeism Indicator (with the EL chronic absenteeism rate increasing from 29.9% in 2023-24 to 31.7% in 2024-25, a 1.8% increase). This pattern of Red designations across three indicators for the same student group reflects the compounding nature of the challenges facing PLGA's English Learners, including the multi-year ELPI decline, the year-over-year decline in ELA Distance from Standard, and the rising chronic absenteeism that directly reduces access to Designated English Language Development (ELD) and integrated ELD instructional opportunities. The 2026-27 action described below directly responds to this constellation of needs through coordinated instructional, coaching, technology, language access, and family engagement strategies aligned to the school's 2026-27 Action Plans for ELA, ELPI, and Chronic Absenteeism. **Specialized ELD Instructional Support**	$70,057	N

Action #	Title	Description	Total Funds	Contributing
		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 specific linguistic and academic needs of English Learners and Long-Term English Learners (EL/LTEL). 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. 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. **Continued Partnership with the Orange County Department of Education** Building on the partnership established in the 2025-26 school year, PLGA will continue its collaboration with the Orange County Department of Education (OCDE) to strengthen ELD instruction and support staff capacity for English Learner success. Through this continued partnership, staff will participate in additional professional development sessions throughout the 2026-27 school year focused on supporting English Learners, with emphasis on both Designated and integrated ELD strategies. These sessions will continue to equip teachers with effective practices for building students' language development while increasing access to grade-level ELA, mathematics, and science content. The OCDE partnership remains particularly important given the compounded ELPI and ELA declines reflected on the 2025 Dashboard and the absence of a district-funded ELD Instructional Coach position. **ELD Language Lab Pacing and Full Implementation** PLGA will operationalize the ELD Language Lab with full implementation pacing across all grade levels. The Language Lab will provide structured, focused English language development time for English Learners that supplements Designated ELD and integrated ELD across content areas, with intentional pacing aligned to the myView Language Awareness Handbook and to students' ELPAC proficiency		

Action #	Title	Description	Total Funds	Contributing
		levels. The Language Lab will include systematic instruction in grammar, vocabulary, syntax, oral language production, and academic discourse, with explicit attention to the language demands of grade-level academic content. Implementation pacing will be coordinated by the ELD Instructional Coach in collaboration with the school administrative team and grade-level teachers, with biweekly walk-throughs aligned to the CARE tool monitoring fidelity of implementation. Particular attention will be given to upper elementary grades where i-Ready Reading proficiency growth among English Learners has been most limited and where ELPAC reclassification readiness is most acute. **Technology-Enhanced English Learner Support and Expanded Ellevation Professional Development** PLGA will continue implementation of the Ellevation Platform (Title III funded $3,651) , which was first launched in January 2026, to provide comprehensive support for English Learners through data-driven instruction and progress monitoring. The platform enables 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. Recognizing that the mid-year January 2026 launch limited the platform's impact during the current school year as staff built proficiency with the system, PLGA will significantly expand professional development for staff focused on Ellevation. Increased Ellevation PD will be delivered through a structured series of staff sessions beginning in summer 2026 and continuing through the school year, with hands-on training in data interpretation, progress monitoring, designated ELD groupings, reclassification candidate identification, and integrated planning across general education and ELD instruction. The expanded PD calendar will ensure that all certificated and classified staff supporting English Learners are proficient in using Ellevation as an integral tool for instructional decision-making rather than as a parallel compliance system. **Direct Instructional Support** An English Learner Instructional Aide (LREBG funded $35,310) 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. Instructional aides will receive targeted professional development on cooperative learning, ELD		

Action #	Title	Description	Total Funds	Contributing
		scaffolding strategies, and Ellevation use, ensuring that push-in support reinforces the strategies being implemented in core instruction. **Comprehensive English Language Development Framework** *Designated ELD Implementation*. Daily focused instruction on English language skills including grammar, vocabulary, and syntax will be implemented each morning as part of structured warm-up activities for grades 1 through 6. This consistent, systematic approach provides English Learners with explicit language instruction that builds foundational skills necessary for academic success across all content areas. Designated ELD will continue to be sustained alongside the ELD Language Lab and will use the myView Language Awareness Handbook with at least 30 minutes of daily focused instruction. *Integrated ELD Across Content Areas*. English language development will be reinforced daily through embedded instruction throughout science, mathematics, and reading instruction, using 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 for Kids through a year-long subscription, providing opportunities to engage with real-world texts and authentic language use. Exposure to current events and varied text structures will enhance academic vocabulary development and cultural knowledge essential for academic success across ELA and science instruction. **Strategic Professional Development and Collaboration** Teachers will receive comprehensive professional development on Kagan cooperative learning strategies (Title III funded $10,000), which are research-supported instructional methods that support active engagement, structured peer interaction, and academic discourse for English Learners. These strategies will enhance student engagement, promote academic discourse, and provide structured opportunities for language practice within collaborative learning environments. Including instructional aides in Kagan professional learning will further build their capacity to reinforce cooperative learning structures, support academic discourse, and contribute to a consistent learning experience for English Learners. 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		

Action #	Title	Description	Total Funds	Contributing
		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. **Instructional Enhancement and Resource Integration** Sustained implementation of the school's adopted ELA curriculum (myView Literacy in K-5 and myPerspectives in grade 6) will continue to incorporate comprehensive English Learner resources, including the myView Language Awareness Handbook, while providing both certificated and classified staff with access to high-quality materials and ongoing professional development. This curriculum integration ensures that language development is systematically addressed within core academic instruction. To promote effective English language learning strategies, all teachers will continue to use timers to support "Think Time" during lessons, providing English Learners with necessary processing time to formulate responses and engage meaningfully in academic discussions. **Systematic Assessment and Progress Monitoring** ELPAC interim assessments and i-Ready Reading and Mathematics diagnostic assessments will be administered on a structured assessment calendar 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. Trimester data review meetings will integrate ELPAC interim results, i-Ready growth data, Designated ELD implementation data, and ELD Language Lab pacing data to provide a complete picture of English Learner progress. 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. **Trimester Intervention Planning** 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 ELPAC and i-Ready assessment data, language proficiency levels, and academic		

Action #	Title	Description	Total Funds	Contributing
		goals to create targeted support strategies that accelerate both language acquisition and academic achievement. Plans will include explicit Tier 2 ELD groupings drawn from Ellevation data, with biweekly progress monitoring and flexible movement between groups based on assessment evidence. **Addressing Chronic Absenteeism for English Learners** Recognizing the Red performance level for English Learners on the 2025 CA School Dashboard for the Chronic Absenteeism Indicator and the direct connection between attendance and access to Designated ELD instructional minutes, PLGA will coordinate English Learner attendance support with the school's broader 2026-27 Chronic Absenteeism Action Plan. Targeted outreach for EL families will be expanded through monthly ELAC programming, multilingual communication regarding attendance expectations and support resources, and prioritized home visits for EL students with persistent attendance challenges. The school counselor and Community Schools Coordinator will work with the ELD Instructional Coach to identify EL students whose absences are reducing access to ELD instruction and to coordinate family outreach that addresses both attendance and language development needs. **Family and Community Engagement** Monthly ELAC programming will be expanded in 2026-27 to include workshops focused on language development, ELPAC preparation, and reclassification pathways, providing families with concrete strategies for supporting their children's academic progress. 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, building the consistent core group of participating families documented in PLGA's existing family engagement work.		

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 3 Outcome	Current Difference from Baseline
13	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 96.6%	2022-23: 100%	2023-24: 84.6%	2024-25: 96%	-12%
14	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%	2025-26: 100%	2026-27: 100%	0%
15	Implementation of the State Academic content & performance standards for all students & enable ELs access. Rating Scale: 1 - Exploration &	2023-24 ELA: 5 ELD: 4 Math: 5 Social Science: 4 Science: 4	2024-25 ELA: 5 ELD: 3 Math: 5 Social Science: 4 Science: 3	2025-26: ELA: 5 ELD: 4 Math: 5 Social Science: 5 Science: 5	2026-27: ELA: 5 ELD: 4 Math: 5 Social Science: 5 Science: 5	ELA: 0 ELD: 0 Math: 0 Social Science: +1 Science: +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	CTE: NA Health: 4 PE: 5 VAPA: 5 World Language: NA	CTE: NA Health: 5 PE: 5 VAPA: 4 World Language: NA	CTE: NA Health: 5 PE: 5 VAPA: 5 World Language: N/A	CTE: NA Health: 5 PE: 5 VAPA: 5 World Language: N/A	CTE: NA Health: +1 PE: 0 VAPA: 0 World Language: N/A

Goal Analysis for 2025-26

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

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

Action 1: This action has been fully implemented. PLGA employs a full-time Principal, and all teachers are fully credentialed and/or appropriately assigned to deliver instruction. To ensure continuity of instruction when teachers are absent, PLGA contracts with SCOOT to provide substitute teachers who meet California requirements.

Summer Professional Development: PLGA successfully implemented five full days of summer professional development strategically planned to align with both organization-wide (VPS) priorities and school-based goals. These sessions were intentionally designed to provide teachers with a cohesive launch to the school year by focusing on instructional expectations, curriculum alignment, data analysis, and effective classroom practices. Summer professional development allowed staff to build shared understanding, collaborate across grade levels, and prepare high-quality instruction before students returned. This intentional planning helped establish a solid instructional foundation, supported teacher readiness, and set clear expectations for teaching and learning throughout the academic year.

Implementation of this action reflects PLGA's continued commitment to maintaining qualified staff and providing meaningful professional learning opportunities that support instructional excellence.

Action 2: This action was partially implemented. PLGA has implemented a comprehensive professional learning and development system aligned to this action. All teachers and instructional staff participated in five days of summer professional development, with additional onboarding and targeted support provided for new teachers. During the academic year, professional learning is delivered consistently every Friday afternoon, supplemented by five non-

instructional professional development days focused on data analysis and instructional planning. Professional learning is differentiated by role, content area, grade span, and experience level to ensure relevance and practical application.

Leadership development is embedded within this system. Administrators and instructional leaders have participated in specialized learning focused on data-driven instruction, implementation of the math and ELA curricula, instructional coaching, global competence, and multilingual learner services aligned to the EL Roadmap Policy. PLGA's Assistant Superintendent of Instruction provides ongoing coaching to strengthen the Principal's instructional leadership. Teachers receive continuous training in data-driven practices, curriculum implementation, global competence, and integrated and designated ELD strategies. PLGA's professional learning model is structured to promote accountability, reflection, and continuous improvement, supporting sustained growth in instructional practice over time.

PLGA continues to invest in teacher growth and retention through induction support. The school is covering induction costs for three teachers who are actively participating in the teacher induction program, with mentor teachers assigned from within PLGA. This investment ensures early-career educators receive structured mentoring and job-embedded support to strengthen instructional practice and advance professionally.

Job-embedded instructional coaching further reinforces implementation.

PLGA teachers currently receives weekly support from the math instructional coach, who provides classroom-based coaching, timely feedback, modeling, live coaching, and in-person debriefs. Coaching is prioritized for teachers participating in induction to accelerate skill development and strengthen classroom practice. PLGA's ELA instructional coach was hired in December 2025; as a result, ELA coaching support has not yet been fully launched. In addition, the ELD instructional coach position remains vacant, which continues to limit the availability of specialized coaching support for multilingual learner services.

Administrator leadership development continues through established structures, including administrative retreats, monthly principal professional development meetings, and coaching facilitated by PLGA leadership. These opportunities support collaboration, reflection, and alignment of instructional expectations across the organization.

Overall, PLGA's implementation of this action reflects a coherent professional learning system that connects summer training, weekly professional development, induction supports, and instructional coaching to strengthen instructional practice and leadership capacity. Key next steps include fully initiating ELA coaching supports and filling the ELD instructional coach vacancy to expand specialized, job-embedded support for teachers and strengthen outcomes for multilingual learners.

Action 3: PLGA has fully implemented this action as planned to ensure equitable access to standards-aligned curriculum and instructional materials across all disciplines. The school has purchased and adopted the new ELA curriculum, *myPerspectives* (Savvas), and is partnering with curriculum providers to deliver ongoing training and implementation support for teachers throughout the year. Supports include onsite coaching from curriculum partners, collaboration with VCPS staff, and instructional leadership from site administrators to reinforce consistent lesson delivery and effective instructional practices.

School leadership remains actively engaged in monitoring implementation and supporting instructional quality. Administrators conduct biweekly classroom observations using the VCPS instructional rubric to assess curriculum implementation and provide actionable feedback. These observation cycles promote reflection, strengthen instructional alignment across classrooms, and support continuous improvement. Through sustained coaching, targeted professional learning, and intentional monitoring of practice, PLGA is advancing implementation of the new curriculum while maintaining its commitment to equitable access and high-quality learning experiences for all students.

Action 4: PLGA has fully implemented this action and continues to operate a comprehensive educational technology program that supports 21st-century learning and equitable access to digital resources. The school has sustained a 1:1 device ratio for students and instructional staff, ensuring consistent access to

digital instructional tools, curriculum materials, and learning platforms during the school day and for extended learning opportunities. All staff responsible for delivering instruction are equipped with technology that supports lesson delivery, differentiated instruction, and student engagement.

To maintain a reliable technology infrastructure, PLGA receives part-time IT services three days per week through an external contracted provider. This support enables timely troubleshooting, responsive staff assistance, and ongoing maintenance of devices, networks, and on-campus systems. Through consistent device access and dedicated technical support, PLGA continues to provide dependable technology resources that promote instructional continuity and equitable access for all students and staff.

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.

Palm Lane Global Academy (PLGA) reviewed actual expenditures for the 2025-26 school year against the budgeted expenditures included in the prior year LCAP and identified material differences in all four Goal 2 actions, summarized below. Each material difference reflects an operational adjustment made responsively during the school year to align staffing, contracted services, and instructional materials with actual student enrollment and identified school needs.

- **Goal 2, Action 1 (Core Instructional Staffing)**: Estimated actual expenditures for Goal 2, Action 1 were less than budgeted expenditures. The material difference reflects a staffing adjustment made in response to a decline in overall school enrollment. The school hired one fewer teacher than originally budgeted, with staffing scaled to match actual enrollment and classroom configurations.
- **Goal 2, Action 2 (Professional Learning & Development)**: Estimated actual expenditures for Goal 2, Action 2 were less than budgeted expenditures. The material difference reflects a strategic shift in how instructional coaching was delivered during the 2025-26 school year. The school hired instructional coaches as employees rather than continuing to engage contracted coaching services, resulting in reduced expenditures for contracted services. The shift to internal coaching staff also supports continuity of coaching relationships and deeper alignment with the school's instructional priorities.
- **Goal 2, Action 3 (Core Curricular & Instructional Materials)**: Estimated actual expenditures for Goal 2, Action 3 were higher than budgeted expenditures. The material difference reflects the actual purchase cost of the Savvas ELA curriculum, which exceeded the amount originally projected in the prior year LCAP budget. The expenditure supported the school's continued implementation of the newly adopted ELA curriculum, including the myView Literacy and myPerspectives programs.
- **Goal 2, Action 4 (Educational Technology & Support)**: Estimated actual expenditures for Goal 2, Action 4 were less than budgeted expenditures. The material difference reflects a temporary staffing change during the 2025-26 school year. The IT Specialist resigned mid-year, and the position was not refilled during the remainder of the school year, resulting in salary and benefit savings to the school.

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

Action 1: This action was effective and fully implemented. PLGA maintained a qualified instructional team by employing a full-time Principal and ensuring that all teachers were fully credentialed and/or appropriately assigned. The contract with SCOOT further supported continuity of instruction by providing qualified substitute teachers when staff absences occurred.

Palm Lane Global Academy also experienced strong success with teacher professional development through significant support from Vista district leaders. District leadership partnered closely with the school to plan and deliver consistent, high-quality professional learning throughout the year. This support

helped ensure professional development remained intentional, aligned to organization-wide VPS priorities and PLGA school-based goals, and responsive to instructional needs as teachers continued to deepen their understanding of new curriculum and effective instructional practices.

In addition, Vista district leaders creatively developed collaborative opportunities for Palm Lane teachers to engage with colleagues from other VCPS sister schools. These collaborations occurred both in person and through virtual Zoom sessions, allowing teachers to share best practices, problem solve, and learn from one another. This cross-school collaboration strengthened instructional capacity, reduced teacher isolation, and supported continuous improvement across classrooms.

Overall, this action supported instructional quality, teacher readiness, continuity of instruction, and stronger implementation of curriculum and classroom practices. The combination of qualified staffing, substitute coverage, targeted professional development, and cross-school collaboration contributed to a stronger instructional foundation for the school year.

Action 2: The actions implemented by Palm Lane Global Academy have meaningfully advanced progress toward this professional development goal. The school has consistently prioritized staff professional learning as a core component of instructional planning and school improvement, designing each session to align with clearly defined school and district goals so that learning remains purposeful, relevant, and directly applicable to classroom practice. This focused approach has produced greater coherence across instructional practices, strengthened staff capacity, and reinforced a culture of continuous improvement.

Palm Lane has also benefited from significant support provided by Vista Public Schools Central Office leaders, who have partnered closely with the school to plan and deliver consistent, high quality professional learning throughout the school year. This partnership has ensured that professional development remains intentional, aligned, and responsive to instructional needs, particularly as teachers continue to deepen their understanding of new curriculum and instructional practices. In addition, the district has creatively developed collaborative opportunities that connect Palm Lane teachers with colleagues from other Vista Public Schools, both in person and through virtual Zoom sessions. These cross school collaborations give teachers structured time to share best practices, problem solve together, and learn from one another, which has strengthened instructional capacity, reduced isolation, and supported continuous improvement across Palm Lane classrooms.

Palm Lane Global Academy has also experienced strong success as a result of weekly support from the math instructional coach. This ongoing coaching model provides teachers with immediate feedback, live instructional support, and in person debriefs that directly strengthen math instruction in the classroom. Teachers benefit from targeted guidance that is responsive to their instructional needs, allowing for timely adjustments and continuous improvement. The instructional coach also prioritizes additional support for teachers participating in induction, which has helped build confidence, strengthen instructional practices, and ensure consistent implementation of math instruction across classrooms. Together, these school based, and job embedded efforts have measurably advanced the goal of high quality teaching and learning at Palm Lane.

Action 3: The actions implemented to support this goal have produced meaningful progress toward high quality curriculum implementation and equitable access for all students. Targeted professional development, paired with clearly established systems for coaching and collaboration, has strengthened teacher capacity and supported consistent instructional practices across classrooms. Ongoing coaching, leadership collaboration, and regular classroom observations have created reliable feedback loops that allow for timely instructional adjustments and continuous refinement of practice.

The timely delivery of all curriculum materials at the start of the school year further supported a strong and organized instructional launch. Ensuring that every student had immediate access to grade level curriculum across subject areas reinforced continuity of learning and instructional consistency from the first day of school, eliminating the early year gaps that often slow implementation of new or updated programs. This operational readiness allowed teachers to focus their planning time on instructional design rather than on resource gaps, which directly supported the depth and pacing of instruction in every classroom.

Together, these actions have meaningfully advanced curriculum implementation efforts and continue to move Palm Lane Global Academy toward full realization of this goal.

Action 4: This action has been highly effective in establishing and sustaining a reliable, equitable educational technology program at Palm Lane Global Academy. The school has fully implemented this action and continues to operate a comprehensive educational technology program that supports 21st century learning and equitable access to digital resources for every student and staff member.

PLGA has sustained a 1:1 device ratio for students and instructional staff, ensuring consistent access to digital instructional tools, curriculum materials, and learning platforms during the school day and for extended learning opportunities outside of school hours. This consistent access has eliminated the device based barriers that often interrupt instruction, allowing teachers to plan with confidence that every student can engage with digital curriculum components, online assessments, and adaptive learning platforms. All staff responsible for delivering instruction are equipped with technology that supports lesson delivery, differentiated instruction, and student engagement, which has strengthened instructional consistency across classrooms.

To maintain a reliable technology infrastructure, PLGA contracts part time IT services three days per week through an external provider. This support has proven effective in enabling timely troubleshooting, responsive staff assistance, and ongoing maintenance of devices, networks, and on campus systems. The predictable on site presence of IT support has minimized instructional disruptions caused by device or network issues and has allowed teachers to integrate technology into daily instruction without losing learning time to unresolved technical problems.

Together, the combination of universal device access, equipped instructional staff, and dependable technical support has produced measurable progress toward the goal of equitable, technology supported learning. These actions continue to provide instructional continuity, support 21st century learning experiences, and ensure that all Palm Lane students and staff have the tools they need to participate fully in the school's instructional program.

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.

Palm Lane Global Academy (PLGA) develops its Local Control and Accountability Plan (LCAP) on an annual basis, grounded in a comprehensive review of multiple types of local, state, and California School Dashboard data; student, family, and staff surveys; meetings with educational partners; and the school's comprehensive needs assessment. Together, these inputs inform both the contents of the LCAP and the school's resource allocation decisions, ensuring that the plan reflects current student needs, educational partner priorities, and verifiable evidence rather than relying on prior-year assumptions or static planning.

Within this annual review framework, PLGA has not made changes to the Goal 2 narrative, metrics, targeted outcomes, or actions for the coming year. The school has determined that the goal as currently written continues to reflect the school's priorities, and that the metrics, targeted outcomes, and actions remain aligned with the identified needs surfaced through the 2025-26 needs assessment process and through educational partner engagement conducted during the 2026-27 LCAP development cycle.

One targeted refinement has been made to professional development implementation within Goal 2.

Expanded Professional Development on the Ellevation Platform: Based on reflection on the school's mid-year experience implementing the Ellevation Platform, which was launched in January 2026, teachers will receive additional professional development on the platform during the 2026-27 school year to support full implementation with fidelity. The expanded professional development calendar will begin during summer 2026 and continue through the school year, with hands-on training in data interpretation, progress monitoring, designated English Language Development (ELD) groupings, reclassification candidate identification, and integrated instructional planning across general education and ELD instruction.

This refinement responds directly to the school's recognition that the January 2026 mid-year launch limited the platform's contribution to English Learner outcomes during 2025-26, as staff were still building proficiency with the system. The expanded professional development is intended to ensure that all certificated and classified staff supporting English Learners are proficient in using Ellevation as an integral tool for instructional decision-making rather than as a parallel compliance system. The refinement also responds to the Red performance level received by the English Learner student group on the 2025 California School Dashboard for the English Learner Progress Indicator, the ELA Academic Indicator, and the Chronic Absenteeism Indicator, reinforcing the urgency of fully operationalizing Ellevation as part of the school's coordinated response to English Learner needs.

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	PLGA will employ one full-time Principal who will serve as the school's instructional leader in addition to their administrative role. As instructional leader, the Principal will provide instructional coaching, analyze student and schoolwide data, lead and facilitate professional development, direct the Instructional Leadership Team (ILT), and lead the Multi-Tiered System of Supports (MTSS). The school will employ appropriately credentialed and assigned teachers to deliver instruction in all core academic content areas, including English Language Arts, Mathematics, Science, and Social Studies. PLGA will also maintain a roster of qualified substitute teachers to ensure uninterrupted instruction when regular classroom teachers are absent or participating in professional learning. **Teacher Professional Development** All teachers will participate in robust professional development and receive comprehensive instructional coaching throughout the year. The professional development calendar includes five full days of summer professional development prior to the start of the school year, five non-instructional full days of professional learning during the year focused on analyzing student data and instructional planning, and weekly professional development sessions throughout the academic school year. Professional development will be led by the Instructional Leadership Team to ensure alignment with schoolwide priorities, consistent messaging, and continuity of support. **Instructional Calendar**	$1,712,968	Y

Action #	Title	Description	Total Funds	Contributing
		PLGA provides its students with a longer school day and a longer school year that includes 180 instructional days, exceeding the California state requirement for charter schools of 175 instructional days.		
2	Professional Learning & Development	Palm Lane Global Academy will implement a robust, differentiated professional learning and development program for all staff in the 2026-27 school year to enhance instructional practices and accelerate student outcomes. Professional development will be differentiated by role, content area, grade level, and experience level so that each member of the instructional team receives the training most relevant to their work. **Professional Learning Calendar** Teachers and instructional staff will participate in five days of summer professional development prior to the start of the school year, with an additional three days of professional development specifically for new teachers. During the academic year, professional development will occur every Friday afternoon, supplemented by five non-instructional professional development days dedicated to data analysis and instructional planning. **Role-Specific Professional Development** Administrators and leadership staff will receive specialized training in data-driven analysis and instruction, ELA and Math curriculum implementation, developing global competence, Data-Driven Instruction (DDI) coaching and observation techniques, and multilingual language services aligned to the EL Roadmap Policy. The Assistant Superintendent of Instruction will provide ongoing leadership coaching to the Principal to build capacity for effective instructional leadership. Teachers will participate in professional development focused on data-driven analysis and instruction, ELA and Math curriculum implementation, developing global competence, and integrated and designated ELD strategies for multilingual learners. Instructional Aides and paraprofessionals will receive training on supporting ELA and Math instruction, working with multilingual learners, and implementing effective push-in and pull-out intervention strategies. **Special Training Programs and Retreats** All certificated staff will attend a three-day summer retreat in late August focused on restorative practices, Way of Council implementation, and global competence development. To strengthen the school's Multi-Tiered System of Supports (MTSS), PLGA will continue its partnership with OCDE for coaching that systematizes the schoolwide MTSS approach. This evidence-based framework integrates	$340,082	N

Action #	Title	Description	Total Funds	Contributing
		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. Systematic MTSS implementation will also guide targeted professional development to build staff capacity in classroom management, behavioral interventions, and differentiated instruction. 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 because they provide structured opportunities for academic language development, peer interaction, and collaborative learning in a supportive environment. Costs for Kagan training are included in Goal 1, Action 5. PLGA will continue to implement comprehensive Science of Reading professional development to strengthen literacy across all disciplines and address achievement gaps among English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Training will focus on the five foundational components of literacy, including phonemic awareness, phonics, fluency, vocabulary, and comprehension, with emphasis on integrating these evidence-based practices across content areas. Science, social studies, and mathematics teachers will be supported in their roles as developers of student literacy. Teachers will learn to scaffold complex texts, teach domain-specific vocabulary, and support reading comprehension through strategies including text annotation, summarization, and structured discussion protocols. Professional development will also cover assessment and intervention strategies that help teachers identify specific reading challenges and provide targeted support, including understanding dyslexia and other reading difficulties that may not have been previously identified, along with specialized strategies for English Learners' literacy development. **Instructional Coaching** The ELA Instructional Coach (LREBG funded $32,588), Math Instructional Coach (LREBG funded $28,450), the ELD Instructional Coach (see Goal 1, Action 6), along with the Assistant Principal of Academics (Instructional Coach) (Title I funded $116,010; LREBG funded $53,175), will support teachers with curriculum adoption, use of evidence based pedagogical strategies, classroom observations, and one-on-one coaching to address diverse learning needs, and delivering content-specific coaching for rigorous, standards-aligned lessons. Coaches will collaborate with the Principal to ensure that strategies taught during professional		

Action #	Title	Description	Total Funds	Contributing
		development are implemented with fidelity and to build leadership capacity across the instructional team. The Associate Director of Instruction, also funded through the CCSPP Grant, 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. The part-time ELA Instructional Coach will specialize in the Science of Reading and serve as a critical change agent in addressing literacy performance on the California School Dashboard and Smarter Balanced assessments. The ELA Coach will guide teachers in implementing evidence-based reading practices aligned with cognitive science and structured literacy, including systematic phonics, explicit morphology, vocabulary development, and background knowledge building, while supporting the transition away from practices not aligned with reading science such as three-cueing or sole reliance on leveled texts. The Coach will help teachers select decodable texts for beginning readers and appropriately challenging texts for building knowledge and vocabulary, use diagnostic assessments to identify specific reading difficulties, and implement targeted interventions including the recognition of dyslexia and other reading challenges. Beyond individual classroom support, the ELA Coach will collaborate with school leadership to align curriculum and instruction with reading science across grade levels, establish assessment systems that monitor student progress in all reading components, and guide the selection of evidence-based instructional materials. The part-time Math Instructional Coach will serve as a catalyst for improving mathematics instruction and addressing achievement gaps, particularly among English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Through classroom observations, co-planning sessions, and instructional modeling, the Math Coach will support teachers in implementing research-based practices that build both conceptual understanding and procedural fluency, including the" Try, Discuss, and Connect" approach, productive mathematical discourse, and problem-solving strategies that engage diverse learners. The Math Coach will guide teachers in using formative assessment data to 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 in which teachers collaborate on analyzing student work, sharing effective practices, and developing common assessments, and will work with school leadership to develop coherent mathematics programming across grade levels and to establish systems for monitoring student progress.		

Action #	Title	Description	Total Funds	Contributing
		Leadership Development PLGA will cover teacher induction costs and provide leadership training through an Administrative Retreat for Principals, Assistant Principals, and Central Office staff. This is complemented by monthly principal professional development meetings and ongoing coaching led by the Assistant Superintendent of Instruction. **Conference Opportunities** Staff will have opportunities to attend relevant conferences throughout the year to further professional growth and networking. Across all professional development structures, key areas of focus will include data-driven instruction in ELA and Math using i-Ready assessments, developing global competence through project-based learning and student portfolio development, and supporting multilingual learners through integrated and designated ELD strategies.		
3	Core Curricular & Instructional Materials	Palm Lane Global Academy will provide all students with equitable access to standards aligned curriculum and instructional materials across every content area to support high quality instruction and strong student achievement. This commitment ensures that every student, regardless of classroom or grade level, begins each school year with the materials needed to fully participate in the school's instructional program. **Annual Inventory and Materials Procurement** PLGA will conduct an annual inventory assessment to identify instructional materials needs across all disciplines and grade levels. This assessment will evaluate the condition and adequacy of existing materials, identify gaps created by enrollment changes or curriculum updates, and determine which consumable resources require annual replacement. Procurement will be planned and completed in time to ensure that all curriculum materials are delivered, organized, and available for teachers and students at the start of the school year, supporting a strong and consistent instructional launch. **Equitable Access Across Classrooms** The annual procurement process is designed to guarantee that every classroom and every student has the same access to current, standards aligned materials in core academic subjects. By approaching curriculum as a schoolwide commitment rather than a classroom-by-classroom decision, PLGA reinforces	$49,628	N

Action #	Title	Description	Total Funds	Contributing
		instructional consistency across grade levels and ensures that no student's learning experience is limited by a gap in available resources. Together, these practices support the school's commitment to academic excellence and equitable educational opportunity by ensuring that high quality, standards aligned curriculum is fully accessible to every Palm Lane student from the first day of school through the end of the academic year.		
4	Educational Technology & Support	Palm Lane Global Academy will maintain a comprehensive educational technology program that supports 21st century learning and ensures equitable access to digital resources for all students and staff. The program is built on three coordinated components: universal device access, dedicated technical support, and ongoing infrastructure investment. **Universal Device Access** PLGA will sustain a 1:1 device program that provides every student and instructional staff member with an individual technology device. This consistent access ensures that students and teachers can engage with curricular materials, instructional platforms, online assessments, and digital learning tools both during the school day and through extended learning opportunities outside of school hours. **Technical Support and Cybersecurity** PLGA will maintain dedicated IT support to keep the school's technology systems reliable and secure. IT support responsibilities include troubleshooting technical issues, managing device inventory, ensuring adequate bandwidth throughout all school facilities, implementing age-appropriate content filtering in compliance with the Children's Internet Protection Act (CIPA), and maintaining cybersecurity protocols that protect student and staff data privacy in accordance with applicable state and federal requirements. **Infrastructure Assessment and Device Replacement** The school's technology infrastructure will undergo regular assessment to identify and address connectivity issues, capacity limitations, and security vulnerabilities before they disrupt instruction. Device purchases will be planned annually based on a replacement cycle analysis that accounts for device age, condition, and projected enrollment, ensuring that PLGA maintains an adequate supply of functioning equipment and can accommodate growth without service interruptions.	$73,000	N

Action #	Title	Description	Total Funds	Contributing
		Together, these coordinated components ensure that PLGA's educational technology program continues to support instructional continuity, equitable access, and the data privacy and digital safety of every student and staff member.		

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.

Palm Lane Global Academy (PLGA) developed Goal 3, Family and Community Partnerships, in response to the family engagement, community partnership, attendance, and family voice data surfaced through the comprehensive needs assessment for the 2026-27 school year and through sustained engagement with educational partners across the 2025-26 LCAP development cycle. The goal reflects the school's foundational belief that meaningful family and community partnerships are essential conditions for student success, not supplementary additions to academic programming, particularly for the school's predominantly Hispanic, predominantly low-income, and substantially multilingual student population.

Response to 2025 California School Dashboard Performance Signals: The 2025 California School Dashboard reflects a constellation of family-engagement-related performance signals that underscore the importance of strengthened family and community partnerships. The English Learner student group, the Socioeconomically Disadvantaged student group, and the Students with Disabilities student group all received a Red performance level for the Chronic Absenteeism Indicator, with year-over-year rate increases for each subgroup that reflect external pressures (medical, economic, family stability, and language access) requiring coordinated family outreach and integrated wraparound support. The Dashboard data establish that the school's response to chronic absenteeism cannot rely solely on universal attendance messaging or in-school interventions, and instead must extend into the home and community through systematic family engagement, home visits, and partnership infrastructure. Goal 3 provides the structural framework for that response.

Alignment with the California Community Schools Framework and CCSPP Implementation Grant: PLGA is a recipient of the California Community Schools Partnership Program (CCSPP) Implementation Grant (Cohort IV), and Goal 3 directly operationalizes two of the four pillars of the California Community Schools Framework: active family and community engagement, and collaborative leadership and practices. The CCSPP framework anchors PLGA's understanding that the school functions both as an educational institution and as a community hub, with families and community partners contributing meaningfully to instructional, social-emotional, and operational decision-making. The CCSPP-funded Community Schools Coordinator role, which serves as the primary liaison to community partners and co-leads the Attendance Team, is central to the Goal 3 implementation structure, and the Community Schools Steering Committee (established in December 2025) provides a coordinated forum for cross-sector collaboration that fulfills the framework's collaborative leadership pillar.

Response to Educational Partner Feedback: Goal 3 reflects extensive feedback from educational partners across the 2025-26 LCAP development cycle. The Parent Advisory Committee (PAC), the combined ELAC/DELAC/EL-PAC, and the broader parent body all identified family voice in school decision-making as a priority, requesting sustained feedback pathways, listening sessions, and family leadership opportunities. Parents and the PAC requested evening and

occasional Saturday family engagement events to accommodate working families, comprehensive school calendars distributed at the start of the school year, expanded family workshops on literacy, mathematics, social-emotional learning, and student success at home, and continued partnerships with community organizations providing food assistance, family resource navigation, and other wraparound supports. The combined ELAC/DELAC/EL-PAC specifically requested bilingual communication, translated materials, interpretation services, family literacy nights with bilingual reading strategies, multicultural nights, heritage celebrations, family cultural showcases, and EL family networking opportunities. Administrators and teachers both prioritized increasing family engagement and family voice, particularly among underrepresented families, and strengthening community partnerships to connect families with resources and services. Each of these inputs is reflected in the actions designed to implement Goal 3.

Statutory Requirements for Parent and Family Engagement Committees: Goal 3 also operationalizes the school's statutory obligations under California Education Code 47606.5(d) for charter school LCAP consultation, including the consultation requirements with the Parent Advisory Committee under EC 52063(b)(1), the English Learner Parent Advisory Committee under EC 52063(b)(2), and the SELPA under EC 52062(a)(5), all as applied to charter schools through EC 47606.5(d). The goal's emphasis on convening and supporting structured parent and family engagement committees ensures that PLGA meets these statutory consultation requirements while creating substantive, accessible pathways for family input on programs, services, and budget priorities affecting Unduplicated Pupils and Students with Disabilities.

Alignment with the Charter Renewal Action Plan: Goal 3 aligns with the Action Plan established in PLGA's charter renewal petition, which was approved by the Anaheim Elementary School District (AESD) for a five-year term beginning July 1, 2026. The renewal Action Plan identified family engagement and community partnerships as essential to the school's continued effectiveness as a community-focused charter, particularly given the school's commitment to serving a diverse, multilingual, predominantly low-income family population. Goal 3 operationalizes the renewal commitments through specific, evidence-based actions for the 2026-27 school year.

Continuous Improvement of Family Engagement Infrastructure: Goal 3 reflects PLGA's recognition that family engagement infrastructure must be designed for continuous improvement rather than as a static structure. Based on educational partner feedback identifying the need for ongoing dialogue and continuous feedback pathways beyond scheduled engagement events, the 2026-27 LCAP introduces two new family voice mechanisms within Goal 3, Action 3: a Family Input Link accessible through the school's website throughout the entire school year, and a trimester parent survey administered during Family Nights, i-Ready Data Chat Family Nights, and i-Ready Diagnostic testing windows. Together with the school's existing structured engagement events, these mechanisms create a continuous family feedback cycle that ensures family input shapes school practice across the school year rather than at a single annual point.

Commitment to Equity, Cultural Responsiveness, and Schoolwide Safety: Finally, Goal 3 reflects PLGA's commitment to creating a safe, welcoming, and culturally responsive school environment for the school's predominantly Hispanic, predominantly multilingual student and family population. The goal's emphasis on safe facilities responds to administrator, teacher, classified staff, student, parent, and PAC feedback identifying facility upgrades and exterior security as a priority, including new carpets and flooring, restroom upgrades, exterior paint, and additional exterior cameras. The goal's emphasis on culturally responsive family engagement responds to the combined ELAC/DELAC/EL-PAC and PAC feedback identifying multicultural celebrations, heritage observances, and family cultural showcases as meaningful expressions of the school's commitment to honoring families' traditions and language.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
16	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary	2024-25: Exemplary	2025-26: Exemplary	2026-27: Exemplary	Exemplary (No Difference)
17	Parent input in decision-making for UP & SWD. (Questions 9-12) Rating Scale: 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.	2023-24: 9. 5 10. 4 11. 4 12. 5	2024-25: 9. 4 10. 3 11. 3 12. 3	2025-26: 9. 4 10. 4 11. 4 12. 4	2026-27: 9. 4 10. 4 11. 5 12. 4	9. -1 10. 0 11. 0 12. -1
18	Parent participation in programs for UP & SWD. (Questions 1-4) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability	2023-24: 1. 5 2. 5 3. 5 4. 5	2024-25: 1. 5 2. 4 3. 3 4. 3	2025-26: 1. 5 2. 4 3. 4 4. 4	2026-27: 1. 5 2. 5 3. 4 4. 4	1. 0 2. -1 3. -1 4. -1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Score - CDE Priority 3 Self-reflection tool					
19	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: CHKS	2023-24: 76% Sense of Safety 86% School Connectedness	2024-25: 71% Sense of Safety 80% School Connectedness	2025-26: 85% Sense of Safety 86% School Connectedness	2026-27: 90% Sense of Safety 90% School Connectedness	+9% Sense of Safety 0% School Connectedness
20	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Local	2023-24: 92% Sense of Safety 86% School Connectedness	2024-25: 93% Sense of Safety 86% School Connectedness	2025-26: 96% Sense of Safety 97% School Connectedness	2026-27: >90% Sense of Safety >90% School Connectedness	+4% Sense of Safety +11% School Connectedness
21	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Local	2023-24: 48% Sense of Safety 41% School Connectedness	2024-25: 96% Sense of Safety 100% School Connectedness	2025-26: 94% Sense of Safety 85% School Connectedness	2026-27: >90% Sense of Safety 90% School Connectedness	-46% Sense of Safety -44% School Connectedness

Goal Analysis for 2025-26

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

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

Action 1: Palm Lane Global Academy (PLGA) continues to prioritize campus safety to maintain a secure, orderly, and well-functioning learning environment for students and staff. This action has been fully implemented.

Surveillance cameras are positioned in high-traffic areas, along the campus perimeter, and near the front entrance and parking areas to support ongoing monitoring and strengthen campus security. The school also maintains adequate staffing to provide consistent student supervision throughout the day, with designated staff assigned to monitor key areas and support perimeter and facility oversight.

Emergency communication and response systems are in place to support timely, coordinated action in the event of an incident. Through layered supervision, established security measures, and ongoing attention to operational readiness, PLGA sustains a proactive approach to campus safety and preparedness,

supporting a safe and supportive learning environment. No deficiencies requiring immediate corrective action were identified during this year's facilities inspection conducted by PLGA and AESD (authorizer).

Action 2: Palm Lane Global Academy (PLGA) has established and maintained the required parent and family engagement committees in alignment with California Education Code expectations for educational partner participation in school planning and decision-making. The English Language Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), English Learner Parent Advisory Committee (EL-PAC), and Parent Advisory Committee (PAC) are active and convene regularly in accordance with their respective guidelines. These committees provide structured, accessible forums for parents, particularly families of multilingual learners, to contribute input and participate as educational partners in decisions related to programs, services, and Local Control and Accountability Plan (LCAP) priorities.

PLGA supports committee effectiveness through consistent meeting schedules, clear communication, and ongoing logistical support. Input gathered through these committees is used to inform schoolwide planning, resource allocation, and instructional priorities, reinforcing the school's commitment to collaboration, transparency, and shared accountability. The ongoing operation and participation in these committees reflects PLGA's emphasis on strengthening family-school partnerships and ensuring parents are engaged as essential stakeholders in supporting student success.

In December 2025, PLGA also established a Community Schools Steering Committee to advance the school's community schools approach through shared decision-making and cross-sector collaboration. The committee includes PLGA leadership, selected teachers, the school counselor, the Community Schools Coordinator, students participating in Student Council, parents, community partners, and affiliated staff. The Steering Committee meets monthly and focuses on priority areas such as chronic absenteeism, student achievement, social-emotional wellness, family resources, and broader school needs. The group is also intended to support coordinated problem-solving and strategy development aligned to school improvement efforts, including enrollment growth.

At midyear, formal training for parent committee members has not yet been implemented; however, planning is underway. PLGA is developing training opportunities to build family capacity for meaningful participation, including orientation to committee roles and responsibilities, key educational terminology, and relevant school policies and processes. This capacity-building work is intended to strengthen parent leadership and ensure families are equipped to engage confidently and effectively in school decision-making as implementation continues.

Action 3: PLGA continues to advance school-family partnerships through consistent, structured engagement opportunities and targeted outreach resulting in a fully implemented action.

The school hosts monthly Coffee with the Principal meetings to invite families into school dialogue and decision-making. While these meetings have been implemented as planned, attendance has remained limited and has largely consisted of the same group of families. Through the Community Schools Steering Committee, PLGA analyzed potential barriers to participation and identified strategies to broaden engagement. In the second half of the school year, PLGA will incorporate an expanded "Community Partnership" component to strengthen outreach, increase awareness of engagement opportunities, and improve family participation.

PLGA has also made measurable progress in strengthening partnerships through on-campus family engagement events. The school successfully hosted its first i-Ready Data Chat Night, during which students presented and explained their assessment data to family members. Teachers collaborated with families by sharing instructional strategies and practical tools to support learning at home. PLGA will host a second i-Ready Data Chat Night for the second trimester with an intentional focus on increasing family participation. Additional engagement events have included a Family Math Night that integrated art-based activities to increase accessibility and participation. Families engaged in hands-on activities designed to build understanding of effective math strategies that can be reinforced at home. Plans are in place to continue this series through upcoming Science and ELA family nights.

To strengthen ongoing communication, PLGA implemented monthly academic progress reports for families. This practice has increased family awareness of students' academic standing and has supported more frequent, timely collaboration between families and teachers to reinforce student learning and achievement.

In addition, PLGA launched monthly parent and family workshops. Workshop topics are informed by family survey feedback to ensure alignment with identified interests and needs. Topics have included chronic absenteeism, reading and homework support, digital wellness, and related areas. These workshops have supported shared learning, strengthened relationships among families, and reinforced the school's commitment to a collaborative partnership model. Workshops will continue through the end of the year and will conclude with a recognition event to acknowledge family participation and completion.

PLGA also sustains partnerships with community organizations, including Mary's Kitchen and Caterina's Club, to provide ongoing nutritional supports for families. Services have been delivered weekly as planned, and families expressing need have been connected to these supports through the Community Schools Coordinator.

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.

Palm Lane Global Academy (PLGA) reviewed actual expenditures for the 2025-26 school year against the budgeted expenditures included in the prior year LCAP and identified a material difference in one Goal 3 action, summarized below.

- **Goal 3, Action 3 (School-Family Partnerships)**: Estimated actual expenditures for Goal 3, Action 3 were less than budgeted expenditures. The material difference reflects a temporary staffing change during the 2025-26 school year. The Office Manager was on maternity leave for a portion of the school year, resulting in salary and benefit savings to the school during the leave period.

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

Action 1: The actions implemented under this goal have been effective in sustaining a secure, orderly, and well functioning learning environment at Palm Lane Global Academy. This action has been fully implemented, and the school continues to prioritize campus safety as a foundational condition for student learning and staff effectiveness.

Surveillance cameras are strategically positioned in high traffic areas, along the campus perimeter, and near the front entrance and parking areas to support ongoing monitoring and strengthen campus security. This camera coverage has proven effective in providing both real time visibility and a reliable record for reviewing incidents, which has reinforced accountability and supported timely administrative response when concerns arise. The school also maintains adequate staffing to provide consistent student supervision throughout the day, with designated staff assigned to monitor key areas and support perimeter and facility oversight. This layered supervision model has helped prevent minor concerns from escalating and has ensured that students are visible to a known adult at all transition points and during unstructured time.

Emergency communication and response systems are in place to support timely, coordinated action in the event of an incident. The combination of established security measures, trained staff, and operational readiness has supported a proactive rather than reactive approach to campus safety, which has contributed directly to the calm, focused learning environment teachers rely on each day.

The effectiveness of these actions is further evidenced by the results of this year's facilities inspection conducted by PLGA and the Anaheim Elementary School District (authorizer), which identified no deficiencies requiring immediate corrective action. This independent verification confirms that the school's facilities meet authorizer standards and that the systems described above are functioning as intended. Together, these layered safety measures continue to

sustain the secure and supportive learning environment that Palm Lane students and staff depend on, demonstrating that the actions implemented under this goal are achieving their intended outcomes.

Action 2: The actions implemented to engage families through structured committees and targeted outreach have produced promising and upward trends in family participation in school governance and decision making. While attendance challenges remain an area of continued focus, the school has measurably expanded opportunities for families to participate in governance, and these efforts have generated more consistent engagement from a committed core group of parents who now contribute regularly to school level decision making.

The strategies implemented to drive this progress have proven effective in lowering the most common barriers to participation. Flexible meeting times have made it possible for working parents to attend, personal outreach has shifted communication from broadcast announcements to direct relationship building, incentives have acknowledged the real time and effort families contribute when they participate, and community building activities have created entry points for families who may not have previously seen themselves as decision makers. Together, these strategies have moved family engagement from a transactional structure to a relational one, which is reflected in the increased consistency of participation from the school's core parent group.

Palm Lane Global Academy will continue to build on this progress by creatively and intentionally exploring additional strategies to broaden attendance and deepen family engagement, with the goal of expanding the core group of engaged families into a larger, more representative parent voice in school governance.

Action 3: This action has produced meaningful progress toward strengthening school family partnerships and increasing family engagement at Palm Lane Global Academy. While parent participation in traditional meetings and workshops continues to be an area of focused improvement, the school has achieved measurable gains in family engagement through student centered events, including academic family nights and i-Ready data chat nights. These events have proven to be an effective entry point for engaging families who may not regularly attend governance meetings, and they have built stronger, more trusting connections between families and the school by centering the conversation on each family's own student.

Families have also actively utilized the academic, informational, and community resources provided through this action, including progress reports, instructional support, and nutrition services. The consistent uptake of these resources demonstrates that families are not only attending events but are also accessing the supports that extend learning and well being beyond the school day. While engagement has not been uniform across every activity type, the overall pattern reflects a school community in which families are increasingly informed, supported, and connected to their student's educational experience.

Taken together, these results indicate that the action has contributed to increased family involvement, improved school to home communication, and broader access to academic and community supports. Palm Lane Global Academy will continue to build on this momentum by expanding the student centered engagement model that has proven most effective and by refining outreach strategies for activity types where participation remains inconsistent.

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.

Palm Lane Global Academy (PLGA) develops its Local Control and Accountability Plan (LCAP) on an annual basis, grounded in a comprehensive review of multiple types of local, state, and California School Dashboard data; student, family, and staff surveys; feedback from educational partners; and the school's comprehensive needs assessment. Together, these inputs inform both the contents of the LCAP and the school's resource allocation decisions, ensuring that the plan reflects current student needs, educational partner priorities, and verifiable evidence rather than relying on prior-year assumptions or static planning.

Within this annual review framework, PLGA has not made changes to the Goal 3 narrative, metrics, targeted outcomes, or actions for the coming year. The school has determined that the goal as currently written continues to reflect the school's priorities, and that the metrics, targeted outcomes, and actions remain aligned with the identified needs surfaced through the 2025-26 needs assessment process and through educational partner engagement conducted during the 2026-27 LCAP development cycle.

Two targeted refinements have been made to family engagement and family voice implementation within Goal 3.

Family Input Link on the School Website: In response to educational partner feedback identifying the need for increased ongoing dialogue with families throughout the school year, PLGA will introduce a Family Input Link accessible through the school's website. The link will be available to families throughout the entire school year and will provide a structured pathway for families to submit comments, feedback, suggestions, and questions outside of structured engagement events. The Community Schools Coordinator and Principal will review submissions on a recurring basis, route topics to the appropriate school staff for response, and identify patterns that may inform school practice, workshop topic selection, and continuous improvement. The link will be multilingual to ensure accessibility for the school's diverse family population.

This refinement responds directly to the recommendation from the Parent Advisory Committee, the combined English Learner Advisory Committee, and the broader parent engagement community that PLGA strengthen family voice in school decision-making through ongoing feedback pathways rather than relying exclusively on scheduled engagement events. The Family Input Link complements PLGA's existing parent engagement infrastructure, including ELAC/DELAC/EL-PAC, PAC, Coffee with the Principal, family workshops, and home visits.

Trimester Parent Survey Administered at Family Nights, i-Ready Data Chat Nights, and Testing Windows: PLGA will administer a structured parent survey at the end of each trimester, with administration coordinated during family engagement events including Family Nights, i-Ready Data Chat Family Nights, and i-Ready Diagnostic testing windows. The survey will gather feedback on current school responsiveness to family needs, family preferences for workshop topics, family priorities for school-family engagement, and family observations regarding student academic and social-emotional progress.

Survey results will be reviewed by the Principal, Community Schools Coordinator, and counselor following each administration window, with results used to inform planning for upcoming workshops, parent engagement events, and family communication priorities. The trimester survey, the year-round Family Input Link, and the school's existing structured engagement events together create a continuous family feedback cycle that ensures family input shapes school practice across the school year rather than at a single annual point. This refinement responds to educational partner feedback emphasizing the need for sustained family voice in school decision-making and to the broader 2026-27 commitment to deepening family engagement infrastructure.

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	Palm Lane Global Academy will maintain a safe, secure, and well-functioning learning environment that supports student achievement, staff effectiveness, and family confidence in the school. The following components define how this action will be implemented: • **Security Systems and Supervision:** PLGA will employ adequate supervision staff to ensure consistent student oversight throughout the school day and will maintain an enhanced security infrastructure that includes surveillance cameras positioned in high traffic areas, along the campus perimeter, and near the front entrance and parking areas. Secure entry protocols will control campus access during instructional hours, and emergency communication systems will support timely, coordinated response in the event of an incident. • **Staff Training and Emergency Preparedness:** All staff will receive regular training on safety procedures, emergency protocols, and incident response responsibilities. The school will conduct required emergency drills, including fire, earthquake, and lockdown drills, in accordance with state requirements and the school's Comprehensive School Safety Plan. • **Facility Maintenance:** Facility maintenance will be prioritized through a comprehensive preventative maintenance schedule, regular custodial care, and prompt response to repair needs. Maintenance requests will be tracked and prioritized based on safety, instructional impact, and time sensitivity, with safety related concerns receiving immediate attention. • **Facility Inspection and Assessment:** PLGA 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 applicable health and safety regulations. Any deficiencies identified through the FIT assessment will be addressed according to priority level, with safety concerns receiving immediate corrective action and other items resolved within reasonable timelines. • **Reporting and Transparency:** Facility condition and safety information will be transparently reported through multiple channels, including the annual School Accountability Report Card (SARC), the Local Control and	$490,717	N

Action #	Title	Description	Total Funds	Contributing
		Accountability Plan (LCAP), the Local Indicators Report, and authorizer required compliance submissions. PLGA's administration will continue to address facility needs and improvements proactively to ensure that the physical learning environment supports student achievement, staff effectiveness, and the overall well-being of the school community.		
2	Parents as Decision-makers	Palm Lane Global Academy (PLGA) will actively engage parents as essential partners in school governance and decision-making by establishing, maintaining, and supporting a structured set of parent committees that ensure meaningful input from all families, including families of multilingual learners. The following committees will be convened and supported throughout the year: • **English Learner Advisory Committee (ELAC/DELAC):** As a single-site charter LEA, PLGA convenes a combined committee that fulfills both the ELAC and DELAC functions, providing consultation on programs and services for English Learners in accordance with applicable state and federal requirements. • **English Learner Parent Advisory Committee (EL-PAC):** Convened in accordance with California Education Code 52063(b)(2), as applied to charter schools through Education Code 47606.5(d), to provide consultation on the LCAP regarding programs and services for English Learners. • **Parent Advisory Committee (PAC):** Established and maintained in accordance with California Education Code 52063(b)(1), as applied to charter schools through Education Code 47606.5(d), to gather broader parent perspectives on the school's LCAP, programs, and budget priorities. • **Community Schools Steering Committee:** Facilitates ongoing collaboration between parents, staff, and community stakeholders in alignment with the community schools framework, ensuring that family voice informs the integration of academic, health, and wraparound services. To strengthen transparency and broaden the reach of the committee's work, the Steering Committee will report to families during each month's Coffee with the Principal meeting, sharing updates on community schools initiatives, integrated student supports, family priorities, and emerging community partnerships. These monthly reports are intended to increase dialogue and partnership among all community	$1,500	N

Action #	Title	Description	Total Funds	Contributing
		partners, ensuring that the committee's work is visible to the broader school community and that families who do not serve on the committee have ongoing access to the conversations shaping community schools implementation. **Training and Capacity Building:** To ensure that committee participation is substantive rather than procedural, PLGA will provide ongoing training for parent committee members on their roles and responsibilities, relevant educational terminology, the LCAP development cycle, and applicable school and authorizer policies. This capacity building will equip parents to engage meaningfully in decision-making conversations, interpret school data, and contribute informed perspectives that shape school programs, services, and continuous improvement efforts. The monthly Steering Committee reports at Coffee with the Principal meetings will further support broader family capacity building by introducing more families to the language, structures, and priorities of the school's community schools work, creating additional pathways for family engagement beyond formal committee membership.		
3	School-Family Partnerships	Palm Lane Global Academy (PLGA) will implement a comprehensive, multi-faceted approach to school-family partnerships that strengthens community connections and enhances student success through meaningful engagement opportunities, structured family input pathways, and wraparound support services. 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 (CCSPP) 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 the broader community, working closely with school administration, students, and families to ensure social-emotional, physical, and academic needs are met. **Communication Infrastructure and Family Input Pathways** 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	$130,162	N

Action #	Title	Description	Total Funds	Contributing
		personalized support in familiar environments, with summer 2026 training scheduled for the dedicated home visit team through the Parent Teacher Home Visit Project. To increase ongoing dialogue with families and ensure that family voice informs school decision-making throughout the year rather than only at structured engagement events, PLGA will introduce a Family Input Link accessible through the school's website. The link will be available to families throughout the entire school year and will provide a structured pathway for families to submit comments, feedback, suggestions, and questions. The Community Schools Coordinator and Principal will review submissions on a recurring basis, route topics to the appropriate school staff for response, and identify patterns that may inform school practice, workshop topic selection, communication adjustments, and continuous improvement. Families will be informed about the link through ParentSquare communications, monthly Coffee with the Principal events, parent meetings, and back-to-school orientation, with multilingual access ensured through translation of the linked form into the languages used by the school's family population. **Trimester Parent Survey and Continuous Feedback Cycle** In addition to the year-round Family Input Link, PLGA will administer a structured parent survey at the end of each trimester. The survey will be offered during each i-Ready Data Chat Family Night event and during each i-Ready Diagnostic testing window, capturing input from families during high-engagement touchpoints when participation is most likely to be strong. The survey will gather feedback on current school responsiveness to family needs, family preferences for workshop topics, family priorities for school-family engagement, and family observations regarding student academic and social-emotional progress. Survey results will be reviewed by the Principal, Community Schools Coordinator, and counselor following each administration window, with results used to inform planning for upcoming workshops, parent engagement events, and family communication priorities. The trimester survey, the year-round Family Input Link, and the school's existing structured engagement events together create a continuous family feedback cycle that ensures family input shapes school practice across the school year rather than at a single annual point. **Regular Engagement Opportunities** 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		

Action #	Title	Description	Total Funds	Contributing
		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. The Family Input Link and trimester survey will supplement these events by capturing input from families who may not be able to attend in-person meetings due to work schedules, transportation, or family responsibilities. **Academic Partnership Events** To improve academic performance outcomes for all student groups, PLGA will continue to strengthen family partnerships centered on student achievement through various engagement opportunities. Each trimester, PLGA will host Family Night events focused on mathematics, English Language Arts (ELA), and science to facilitate student learning through active family participation and provide parents with tools to support academic learning at home. i-Ready Data Chat Family Nights will be held each trimester to enhance communication and partnership regarding students' academic progress and goal-setting, empowering families to support their children's learning journey with data-driven insights. The trimester parent survey described above will be administered during these events, capturing family voice at the same touchpoints where families are already engaged with their children's academic data. 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. **Progress Monitoring and Communication** 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 expectations. These consistent reports will facilitate ongoing communication regarding academic progress and enable families to provide targeted support at home. Reports will be distributed in families' preferred languages to ensure accessibility for the school's diverse family population. **Parent Education and Workshops** Trimester parent and family workshops will address diverse topics to meet student and family needs, including cyberbullying prevention, supporting Students with		

Action #	Title	Description	Total Funds	Contributing
		Disabilities and English Learners, effective communication strategies, building empathy in children, understanding learning styles, English as a Second Language instruction, financial literacy, effective parenting strategies, and college preparation pathways. Workshop topic selection will be informed by data from the trimester parent survey and the year-round Family Input Link, ensuring that the workshop calendar responds to the topics families actually identify as relevant rather than relying solely on internal school assumptions about family interest. 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. **Community Partnerships and Wraparound Services** 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 recognizing 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. Building on the school's broader 2026-27 commitment to expanding community partnerships in response to increased family needs, the Community Schools Coordinator will work to identify and address various family needs beyond academic support, connecting families with community resources and services that support overall family wellness and create conditions conducive to student success. The Family Input Link and trimester survey will provide ongoing visibility into emerging family needs, enabling the Community Schools Coordinator to identify and pursue new community partnerships responsive to current family priorities. **Expected Outcomes** Through this comprehensive school-family partnership approach, PLGA anticipates increased family engagement in student learning, improved two-way communication between school and home through both structured events and continuous feedback pathways, enhanced student academic performance across all student groups, strengthened community connections, and improved overall family stability and wellness that supports student success. The Family Input Link and trimester parent survey will provide ongoing data on family voice and family-		

Action #	Title	Description	Total Funds	Contributing
		identified priorities, enabling the school to refine practices throughout the year and ensure that family partnership work is genuinely responsive to the families PLGA serves.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,087,916	$135,495

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
39.75%	0%	$0	39.75%

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	This action is principally directed toward Palm Lane Global Academy's (PLGA) Unduplicated Pupil population, which constitutes the substantial majority of enrollment and includes English Learners (EL), including Long-Term English Learners (LTEL); Socioeconomically Disadvantaged (SED) students; and Foster Youth. English Learners received Red performance levels on three 2025 California School Dashboard indicators: the English Learner Progress Indicator (declining from 28.7% in 2024 to 17.2% in	MTSS: Accelerating Learning addresses these needs through a coordinated three-tier system integrated with Expanded Learning Opportunities Program (ELOP) programming. Tier 1 universal core instruction is enhanced through coordinated implementation of myView Literacy (K-5) and myPerspectives (6), a daily 90-minute protected ELA block, the Ready Classroom Try-Discuss-Connect mathematics framework, NGSS-aligned science instruction with scaffolded language supports, and a schoolwide Designated ELD	• #1: ELA CAASPP • #2: Math CAASPP

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
	2025), the ELA Academic Indicator (declining from -62.9 to -74.3 Distance from Standard), and the Chronic Absenteeism Indicator (increasing from 29.9% to 31.7%). English Learners require differentiated language scaffolding, designated and integrated English Language Development (ELD), structured academic discourse, and intervention calibrated to ELPAC proficiency levels. Socioeconomically Disadvantaged students experienced the steepest year-over-year ELA decline on the 2025 Dashboard at -19.3 points, alongside Red performance levels on the Science and Chronic Absenteeism Indicators. SED students require expanded academic intervention, background knowledge building, before- and after-school academic support, and consistent differentiation within high-quality core instruction. Foster Youth, while not numerically significant on the Dashboard, require proactive, individualized academic intervention, progress monitoring, and coordinated school-based support given the well-documented academic challenges that often accompany foster care placement.	block. Tier 2 delivers four-times-weekly 30-minute small-group interventions calibrated through i-Ready, ELPAC, and interim assessment data, with EL sessions integrating language and content development through sentence frames, structured discussion protocols, and visual representations, supported by the Ellevation Platform for EL data tracking and progress monitoring. Tier 3 provides individual or one-to-two tutoring before and after school for students performing two or more years below grade level, coordinated through the Coordination of Scholar Support Services Team (COSST) and integrated with ELA, mathematics, and science learning through biweekly Innovation Village experiences. ELOP provides daily before- and after-school, intervention-period, and summer programming, with scheduling designed to mitigate the academic impact of chronic absenteeism through reteaching and make-up instruction. This action is provided on a schoolwide basis because PLGA's Unduplicated Pupil enrollment constitutes the substantial majority of total enrollment, and schoolwide delivery is the most effective, equitable, and operationally sound approach to ensuring that Unduplicated Pupils receive consistent, high-quality core instruction and intervention regardless of classroom assignment or grade level. Schoolwide delivery also enables coordination across Tier 1, Tier 2, Tier 3, and ELOP that limited or fragmented program design would not support, particularly for students whose intervention placement shifts across the school year based on biweekly progress monitoring.	

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
		While delivered schoolwide, the action is principally directed toward Unduplicated Pupils through design elements that specifically address their needs. The Tier 2 and Tier 3 intervention groups are populated primarily by students whose i-Ready and ELPAC data reflect the most acute needs, which disproportionately involves Unduplicated Pupils. The Designated ELD block, Ellevation Platform, myView Language Awareness Handbook, integration of language development with academic content, prioritization of upper elementary grades where EL and SED i-Ready proficiency growth has been most limited, and ELOP attendance mitigation are all specifically designed to address Unduplicated Pupil needs that would not be met through universal-only programming.	
Goal 1, Action 3	This action is principally directed toward Palm Lane Global Academy's (PLGA) Unduplicated Pupil population, which constitutes the substantial majority of enrollment and includes English Learners (EL), including Long-Term English Learners (LTEL); Socioeconomically Disadvantaged (SED) students; and Foster Youth. The 2025 California School Dashboard reflects a chronic absenteeism crisis disproportionately affecting Unduplicated Pupils. English Learners received a Red performance level with a rate of 31.7% (a year-over-year increase of 1.8 percentage points). Socioeconomically Disadvantaged students received a Red performance level with a rate of 37.9% (a year-over-year increase of 3.2 percentage points, the	MTSS: SEL & Mental Health Supports addresses these needs through a coordinated tiered framework. Tier 1 universal supports include daily Second Step SEL curriculum instruction, the schoolwide Way of Council restorative practice, and Calm Corners in all classrooms. Tier 2 targeted supports include the S.T.A.R.S. (Supporting Timely Attendance and Responsible Students) initiative, the Lean In Girls partnership for 4th and 5th grade girls, and the full-time school counselor's small-group interventions. Tier 3 intensive supports include the systematic home visit program (with summer 2026 training through the Parent Teacher Home Visit Project), individualized family case management coordinated by the Community Schools	• #8: Chronic absenteeism • #9: Suspension Rate • #10: Expulsion Rate • #19: School Climate Survey (Students)

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
	steepest subgroup increase). While the All Students rate showed modest improvement, the year-over-year subgroup data reveals that schoolwide improvement is masking widening gaps within the populations with the highest need. Foster Youth, while not numerically significant on the Dashboard, are recognized in the school's needs assessment as a population requiring proactive, individualized social-emotional support given the well-documented attendance, trauma, and stability factors that often accompany foster care placement. Across all Unduplicated Pupil groups, identified needs include social-emotional learning that builds resilience and academic self-efficacy, mental health support for students whose absences are connected to anxiety or family stress, attendance support that addresses external factors (medical, economic, family stability, and language access) driving chronic absenteeism, family outreach that meets families where they are, and integrated wraparound services that reduce the friction families experience in coordinating health, housing, and economic supports.	Coordinator and counselor, the Turning Point school-based counseling partnership, and Board-Certified Behavior Analyst (BCBA) support for students with significant behavioral needs. The action also addresses external factors driving Unduplicated Pupil chronic absenteeism through expanded community partnerships pursuing on-site or co-located access to health services, mental health support, family resource navigation, and economic support resources. The Strategic Kids partnership expansion to a 6:45 a.m. start time directly addresses transportation and scheduling barriers for working families, which disproportionately affect SED and EL households. This action is provided on a schoolwide basis because PLGA's Unduplicated Pupil enrollment constitutes the substantial majority of total enrollment, and schoolwide delivery is the most effective and equitable approach to ensuring that Unduplicated Pupils receive consistent SEL instruction, mental health access, attendance intervention, and family outreach regardless of classroom assignment or grade level. Schoolwide delivery also enables the integrated MTSS approach required to address chronic absenteeism, which is driven by overlapping factors (medical, economic, language, family stability) that span all grade levels and require coordinated rather than fragmented intervention. While delivered schoolwide, the action is principally directed toward Unduplicated Pupils through design elements that specifically address their needs. The S.T.A.R.S. caseload is intentionally scaled and prioritized to ensure that	

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
		EL, SED, and SWD students from the Red-tier subgroups receive timely intervention. Home visits are prioritized for these same Red-tier subgroups and for families whose absences are connected to medical or family stability factors. The expanded community partnerships specifically target the external pressures driving Unduplicated Pupil absences. Multilingual outreach and culturally responsive home visit practices ensure that EL families have meaningful access to all supports. These design elements would not be necessary for a student population without the concentrated needs PLGA's Unduplicated Pupils experience, and they are not provided through universal SEL or attendance programming alone.	
Goal 2, Action 1	This action is principally directed toward Palm Lane Global Academy's (PLGA) Unduplicated Pupil population, which constitutes the substantial majority of enrollment and includes English Learners (EL), including Long-Term English Learners (LTEL); Socioeconomically Disadvantaged (SED) students; and Foster Youth. Sustained, well-coordinated teacher capacity-building and additional instructional time are essential conditions for closing the achievement gaps documented for Unduplicated Pupils on the 2025 California School Dashboard. English Learners received Red performance levels on the English Learner Progress Indicator, the ELA Academic Indicator, and the Chronic Absenteeism Indicator. Socioeconomically Disadvantaged students experienced a 19.3 percentage-point year-over-year ELA Distance from Standard	This action addresses these needs through two coordinated components. The Teacher Professional Development component provides five full days of summer professional development before the start of the school year, five non-instructional full days of professional learning during the school year focused on analyzing student data and instructional planning, and weekly professional development sessions throughout the academic year. Professional development is led by the Instructional Leadership Team to ensure alignment with schoolwide priorities, consistent messaging, and continuity of support across grade levels. The professional learning content emphasized through this calendar (myView and myPerspectives ELA curriculum implementation, designated and integrated ELD strategies, Science of Reading practices, data-driven instruction using i-Ready, and differentiation for English Learners, Students with Disabilities, and SED students) directly	• #13: % Teachers – fully credentialed and appropriately assigned. • #15: Implementation of the State Academic Content & Performance Standards • #21: Staff Survey

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
	decline and received Red performance levels on the Science and Chronic Absenteeism Indicators. These outcomes require sustained investment in teacher capacity for differentiation, English Language Development (ELD), Science of Reading instruction, intervention design, and data-driven instructional planning. They also require expanded instructional time so that Unduplicated Pupils, who often enter school with unfinished learning from prior years and who face higher rates of chronic absenteeism, have additional opportunities to access grade-level content and intervention. Foster Youth, while not numerically significant on the Dashboard, require continuity of instruction and consistent teacher practice across placement transitions, which depends on a stable, well-trained instructional team and on a school calendar that provides additional days for re-engagement and academic recovery.	addresses the instructional gaps documented for Unduplicated Pupils on the 2025 Dashboard. The Instructional Calendar component provides PLGA students with 180 instructional days, exceeding the California charter school requirement of 175 instructional days. The additional instructional time is structured to provide Unduplicated Pupils with expanded access to core instruction, intervention, and language development opportunities that would not be available within a shorter calendar. This component directly addresses the cumulative impact of unfinished learning and chronic absenteeism on Unduplicated Pupils by extending the time available for grade-level instruction, Designated ELD, intervention, and assessment-informed instructional adjustments. This action is provided on a schoolwide basis because PLGA's Unduplicated Pupil enrollment constitutes the substantial majority of total enrollment, and the professional learning and additional instructional time provided through this action create the foundational conditions under which all other LCAP actions (Tier 1 universal instruction, Tier 2 and Tier 3 interventions, Designated ELD, science instruction, intervention coordination, and family engagement) operate. Delivering teacher professional development and the extended instructional calendar to a single classroom or grade level would fragment the consistency of instructional practice across the school and would not deliver the schoolwide instructional improvements required to address the cross-classroom, cross-grade-level performance signals documented on the 2025 Dashboard. While delivered schoolwide, this action is principally directed toward Unduplicated Pupils through professional development content and calendar design choices that specifically address their needs. The professional learning calendar prioritizes ELD strategies for English Learners, Science of Reading	

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
		practices that disproportionately benefit students with limited home literacy support, differentiation strategies for SED and Foster Youth populations facing opportunity gaps, and data-driven instruction using i-Ready and ELPAC data that informs intervention placement for Unduplicated Pupils. The additional instructional days provided through the 180-day calendar specifically benefit Unduplicated Pupils, who require additional time to access grade-level content given the structural barriers documented in the school's needs assessment. These design elements would not be necessary for a student population without the concentrated needs PLGA's Unduplicated Pupils experience.	

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	Not applicable

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

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 5,334,951.00	$ 4,642,461.00

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	Assessment of Learning	No	$ 16,104	$ 16,654
1	2	MTSS: Accelerating Learning	Yes	$ 1,048,415	$ 866,339
1	3	MTSS: SEL & Mental Health Supports	Yes	$ 281,131	$ 184,523
1	4	Broad Course of Study	No	$ 158,872	$ 146,994
1	5	Empowering SWD Academically	Yes	$ 476,793	$ 471,619
1	6	Accelerating English Learner Success	No	$ 68,423	$ 65,745
				$ -	$ -
2	1	Core Instructional Staffing	No	$ 1,587,265	$ 1,215,832
2	1	Core Instructional Staffing	Yes	$ 333,488	$ 463,339
2	2	Professional Learning & Development	Yes	$ 364,181	$ 323,152
2	3	Core Curricular & Instructional Materials	No	$ 51,223	$ 79,261
2	4	Educational Technology & Support	No	$ 104,201	$ 47,911
				$ -	$ -
3	1	Safe Facilities	No	$ 610,475	$ 558,422
3	2	Parents as Decision-makers	No	$ 1,500	$ 1,500
3	3	School-Family Partnerships	Yes	$ 232,880	$ 201,170
				$ -	$ -

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,102,329	$ 1,232,976	$ 1,117,100	$ 115,876	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Assessment of Learning	No	$ -	$ -	0.000%	0.000%
1	2	MTSS: Accelerating Learning	Yes	$ 366,040	$ 241,951.00	0.000%	0.000%
1	3	MTSS: SEL & Mental Health Supports	Yes	$ 158,275	$ 69,186.00	0.000%	0.000%
1	4	Broad Course of Study	No	$ -	$ -	0.000%	0.000%
1	5	Empowering SWD Academically	Yes	$ 100,128	$ 114,275.00	0.000%	0.000%
1	6	Accelerating English Learner Success	No	$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
2	1	Core Instructional Staffing	No	$ -	$ -	0.000%	0.000%
2	1	Core Instructional Staffing	Yes	$ 333,488	$ 463,339.00	0.000%	0.000%
2	2	Professional Learning & Development	Yes	$ 129,932	$ 113,385.00	0.000%	0.000%
2	3	Core Curricular & Instructional Materials	No	$ -	$ -	0.000%	0.000%
2	4	Educational Technology & Support	No	$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
3	1	Safe Facilities	No	$ -	$ -	0.000%	0.000%
3	2	Parents as Decision-makers	No	$ -	$ -	0.000%	0.000%
3	3	School-Family Partnerships	Yes	$ 145,113	$ 114,964.00	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 2,894,681	$ 1,102,329	0.000%	38.081%	$ 1,117,100	0.000%	38.591%	$0.00 - No Carryover	0.00% - No Carryover

2026-27 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 %)
2026-27	$ 3,042,728	$ 1,087,916	35.755%	0.000%	35.755%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,854,397	$ 1,827,472	$ -	$ 171,421	$ 4,853,290.00	$ 3,148,685	$ 1,704,605

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					$ -	$ 16,412	$ 2,608	$ 13,804	$ -	$ -	$ 16,412	0.000%
1	2	MTSS: Accelerating Learning	All	Yes	Schoolwide	All	Palm Lane	2026-27	$ 402,023	$ 582,243	$ 331,654	$ 652,612	$ -	$ -	$ 984,266	0.000%
1	3	MTSS: SEL & Mental Health Supports	All	Yes	Schoolwide	All	Palm Lane	2026-27	$ 219,914	$ 53,917	$ 87,416	$ 186,415	$ -	$ -	$ 273,831	0.000%
1	4	Broad Course of Study	All	No					$ 115,630	$ 112,852	$ 115,630	$ 112,852	$ -	$ -	$ 228,482	0.000%
1	5	Empowering SWD Academically	SWD	No					$ 358,363	$ 123,822	$ -	$ 440,425	$ -	$ 41,760	$ 482,185	0.000%
1	6	Accelerating English Learner Success	EL	No					$ 56,406	$ 13,651	$ -	$ 56,406	$ -	$ 13,651	$ 70,057	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	1	Core Instructional Staffing	All	No					$ 957,919	$ 86,203	$ 957,919	$ 86,203	$ -	$ -	$ 1,044,122	0.000%
2	1	Core Instructional Staffing	All	Yes	Schoolwide	All	Palm Lane	2026-27	$ 603,846	$ 65,000	$ 668,846	$ -	$ -	$ -	$ 668,846	0.000%
2	2	Professional Learning & Development	All	No					$ 304,922	$ 35,160	$ 75,945	$ 148,127	$ -	$ 116,010	$ 340,082	0.000%
2	3	Core Curricular & Instructional Materials	All	No					$ -	$ 49,628	$ -	$ 49,628	$ -	$ -	$ 49,628	0.000%
2	4	Educational Technology & Support	All	No					$ -	$ 73,000	$ 20,000	$ 53,000	$ -	$ -	$ 73,000	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	1	Safe Facilities	All	No					$ -	$ 490,717	$ 462,717	$ 28,000	$ -	$ -	$ 490,717	0.000%
3	2	Parents as Decision-makers	All	No					$ -	$ 1,500	$ 1,500	$ -	$ -	$ -	$ 1,500	0.000%
3	3	School-Family Partnerships	All	No					$ 129,662	$ 500	$ 130,162	$ -	$ -	$ -	$ 130,162	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 3,042,728	$ 1,087,916	35.755%	0.000%	35.755%	$ 1,087,916	0.000%	35.755%	**Total:**	$ 1,087,916
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 1,087,916

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	$ 331,654	0.000%
1	3	MTSS: SEL & Mental Health Supports	Yes	Schoolwide	All	Palm Lane	$ 87,416	0.000%
2	1	Core Instructional Staffing	Yes	Schoolwide	All	Palm Lane	$ 668,846	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, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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 #

- 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).