



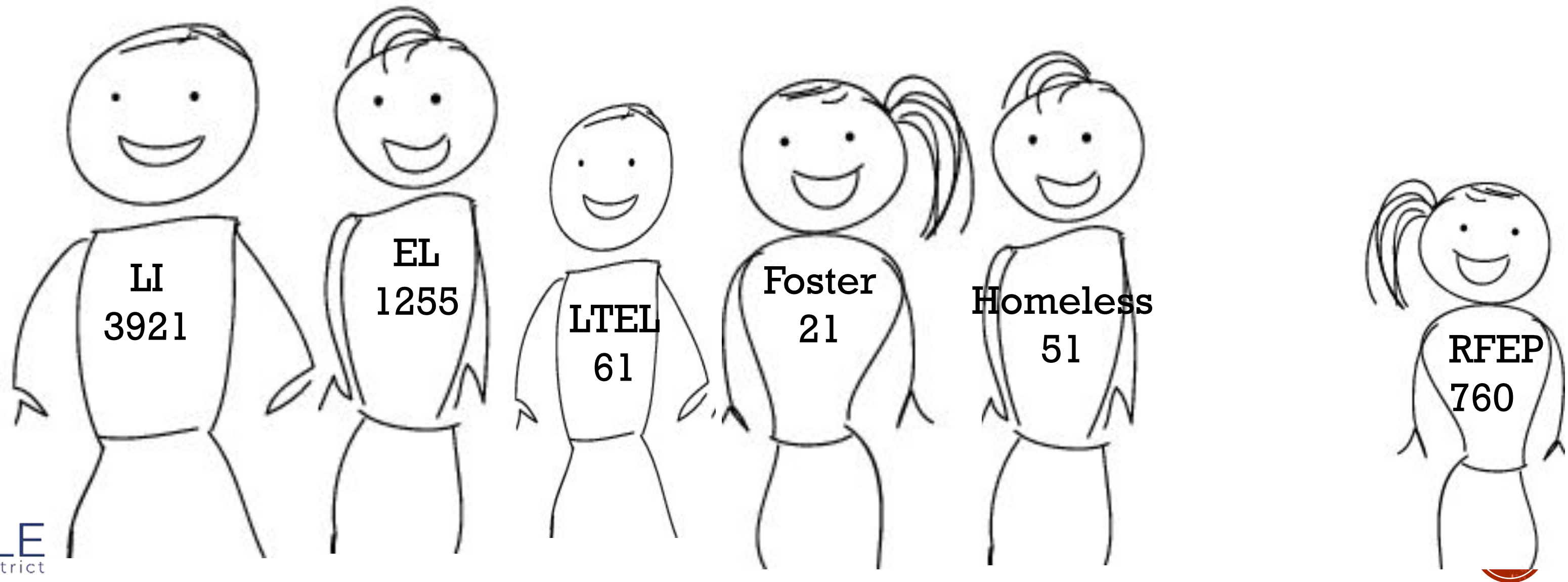
# LOCAL CONTROL & ACCOUNTABILITY PLAN (LCAP) 2024-2027

## Year 1 Implementation

Lawndale Elementary School District  
Board Presentation  
June 5, 2025



# Required to Identify and Meet the Needs of our Unduplicated Pupils



# i-Ready Reading and Math Data

Reading: Dec 35% March 44%

Math: Dec 25% March 36%

ELA- 32% 41%  
Math- 22% 33%

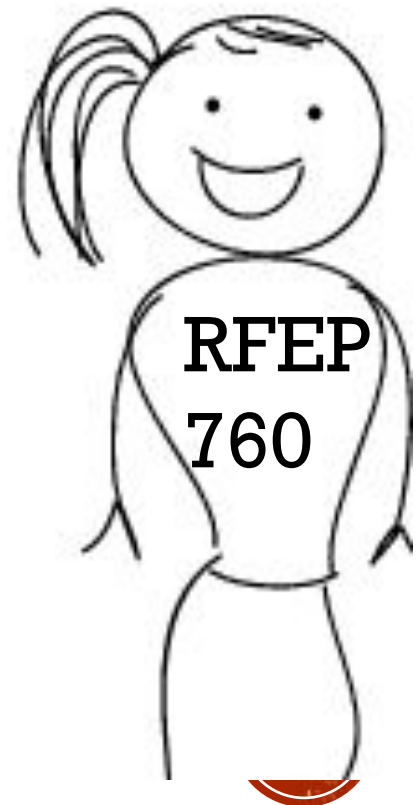
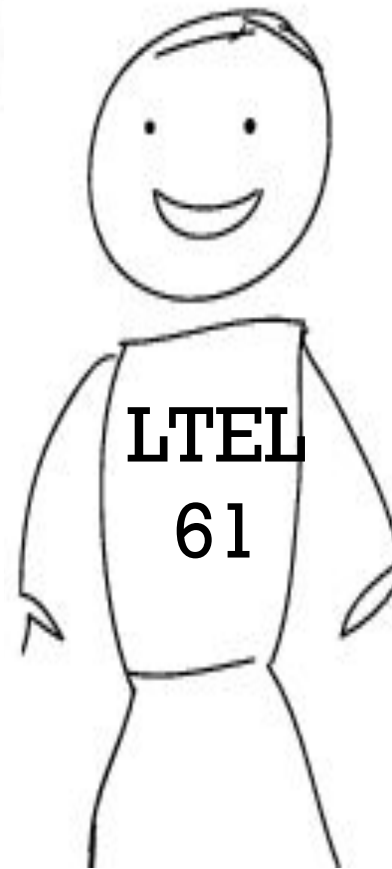
ELA- 15% 26%  
Math- 12% 22%

ELA- 32% 30%  
Math- 25% 33%

ELA- 24% 30%  
Math- 14% 27%

ELA- 4% 5%  
Math- 0% 0%

ELA- 44% 52%  
Math- 33% 43%



# Dashboard: Progress Made



## Smith:

- ~~Chronic Absenteeism: AA and SpEd students~~

## Green:

- ~~Chronic Absenteeism: All students (SES, Hispanic, SpEd)~~

## Addams:

- ~~Chronic Absenteeism: All students (SES, Hispanic, EL, AA)~~

## Rogers:

- ~~Chronic Absenteeism: All students (SES, Hispanic, EL, AA, SpEd)~~

## Twain:

- ~~English Learner Progress Indicator (ELPI) rate~~
- ~~Chronic Absenteeism: AA, SpEd, and SES students~~
- ~~ELA academic performance: SpEd~~

## FDR:

- ~~Suspension rates: SpEd and AA~~
- ~~Chronic Absenteeism: AA students~~

## Anderson:

- ~~Chronic Absenteeism: AA students~~

## Mitchell:

- ~~Chronic Absenteeism: EL students~~

## District:

Foster Youth: Chronic Absenteeism, Suspensions

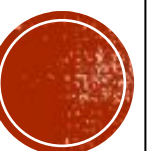
LTEL: Chronic Absenteeism, EL Progress Indicator, Math, ELA, Suspensions

# Sample LCAP Support for LTELs

- Adoption of a standards-based, ELPAC-aligned, Lexile-leveled English Language Development curriculum to replace curriculum no longer supported by publisher
- Data-based discussions around student growth on the ELPAC by site, grade level, teacher, and period to identify both students and staff in need of support
- Assignment of ELIRTs to coach teachers identified as needing professional development or those who have the most struggling LTEL students
- Progress monitoring with ELPAC IABs to target areas of need
- iReady MyPath practice and Sonday reading intervention support to target below grade level reading scores
- Schedule student data chats a minimum of once per trimester to build data awareness and motivation among students

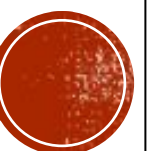
# Actions That Target Student Needs

Goal 1: Academic Achievement	Goal 2: Access & Equity
<ul style="list-style-type: none"><li>● Certificated &amp; Classified professional development</li><li>● Grade level Collaboration hours</li><li>● Elementary Structured Collaboration</li><li>● Teacher Leaders teaching alongside teachers</li><li>● Teacher supplies</li><li>● Middle school science, PE, Arts supplies</li><li>● Consumables, software licenses</li><li>● COPA instructors</li><li>● Elementary PE teachers and PE aides</li><li>● PE material</li><li>● Site allocations</li></ul>	<ul style="list-style-type: none"><li>● Full day Transitional Kinder, Kindergarten</li><li>● Dual Immersion Expansion</li><li>● Foster and Homeless Transportation</li><li>● Class size reduction</li><li>● Site paraprofessional to support site student needs</li><li>● Assistant Principals &amp; Site Allocations</li></ul>
Goal 3: Parent & Student Engagement	Goal 4: 21st Century Learning
<ul style="list-style-type: none"><li>● PBIS program</li><li>● Social Workers</li><li>● 2 MS Counselors</li><li>● School Community Liaisons</li><li>● Site allocations for site parent support</li><li>● ParentSquare and districtwide public relations</li><li>● Food Services Wellness</li><li>● Saturday School</li></ul>	<ul style="list-style-type: none"><li>● TREC Program</li><li>● Makerspace Leads and Middle School Technology Resource Teacher</li><li>● Computer Technicians</li><li>● Library Media Clerk hours</li><li>● Library Media Specialist</li><li>● Site allocations</li><li>● Middle School Arts Coordinator</li><li>● Elementary PS Arts</li></ul>



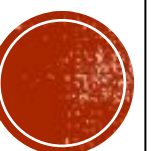
# Continuously Improve Actions to Increase Outcomes

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# Additional Supports through Learning Recovery

Goal 1: Academic Achievement	Goal 2: Access & Equity
<ul style="list-style-type: none"> <li>● Certificated &amp; Classified professional development <b>through ongoing Professional Learning Communities</b></li> <li>● Grade level Collaboration hours</li> <li>● Elementary Structured Collaboration</li> <li>● Teacher Leaders teaching alongside teachers</li> <li>● Teacher supplies</li> <li>● Middle school science, PE, Arts supplies</li> <li>● Consumables, software licenses</li> <li>● COPA instructors</li> <li>● Elementary PE teachers and PE aides; PE Instructional Materials</li> <li>● Site allocations</li> </ul>	<ul style="list-style-type: none"> <li>● Full day Transitional Kinder, Kindergarten</li> <li>● Dual Immersion Expansion</li> <li>● Foster and Homeless Transportation</li> <li>● Class size reduction</li> <li>● Site paraprofessional to support site student needs</li> <li>● Assistant Principals &amp; Site Allocations</li> <li>● <b>AVID</b></li> </ul>
Goal 3: Parent & Student Engagement	Goal 4: 21st Century Learning
<ul style="list-style-type: none"> <li>● PBIS program <b>RBT, Powerschool Attendance</b></li> <li>● Social Workers</li> <li>● 2 MS Counselors</li> <li>● School Community Liaisons</li> <li>● Site allocations for site parent support</li> <li>● ParentSquare and districtwide public relations</li> <li>● Food Services Wellness</li> <li>● Saturday School</li> </ul>	<ul style="list-style-type: none"> <li>● TREC Program <b>Targeted EL/LTEL participation</b></li> <li>● Makerspace Leads and Middle School Technology Resource Teacher</li> <li>● Computer Technicians</li> <li>● Library Media Clerk hours</li> <li>● Library Media Specialist</li> <li>● Site allocations</li> <li>● Middle School Arts Coordinator</li> <li>● Elementary PS Arts</li> </ul>



# Continuously Improve Actions to Increase Outcomes

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# May Math data

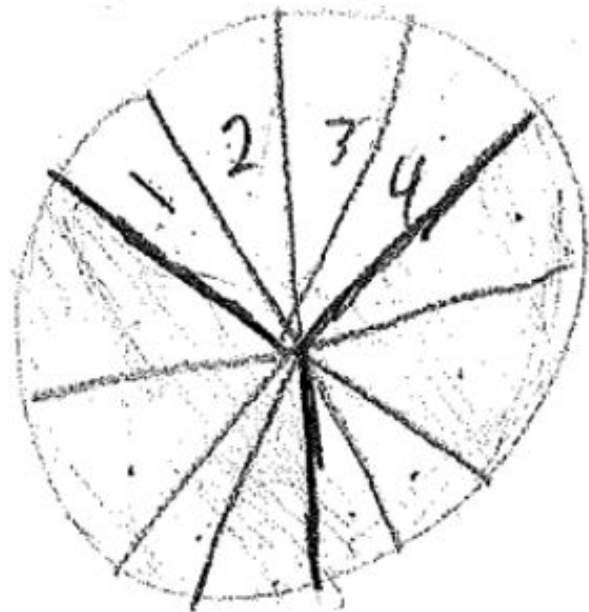
	Application Task
TK	69%
Kinder	68%
First	63%
Second	60%
Third	45%
Fourth	43%
Fifth	39%

Four people want to share  $\frac{1}{3}$  of an extra large pepperoni pizza so that each person gets the same amount. How much pepperoni pizza will one person get?

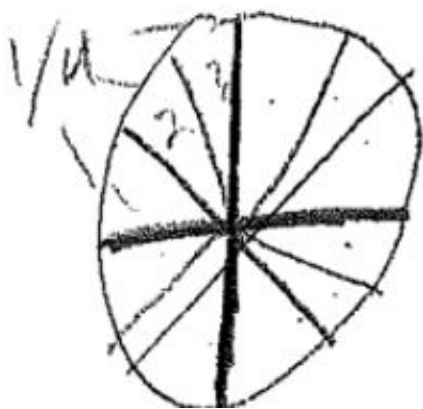
**5.NF.2** Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators e.g. by using visual fraction models or equations to represent the problem

**5.NF.7** Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions (create a story context for  $(\frac{1}{3})\div 4$ , and use a visual fraction model to show the quotient)

1. Show your thinking.



2. Then, each person also got  $\frac{1}{4}$  of a mushroom pizza. How much pizza does each person have?



$$\frac{1}{4} + \frac{1}{12} = \frac{4}{12}$$
$$\frac{3}{12} + \frac{1}{12} = \frac{4}{12}$$

Each person has  $\frac{4}{12}$

$\frac{1}{12}$  of a pizz



Explain how you figured out how much total pizza (mushroom & pepperoni) one person got.

First I saw the unlike denominators  
Next I found an equivalent fraction. Then  
I rewrote  $\frac{1}{4}$  as  $\frac{3}{12}$ . Last I got my answer  
of  $\frac{4}{12}$  by adding  $\frac{3}{12} + \frac{1}{12} = \frac{4}{12}$

# Teacher Leaders Teaching Alongside Teachers

## “Tier I Partner Teaching”

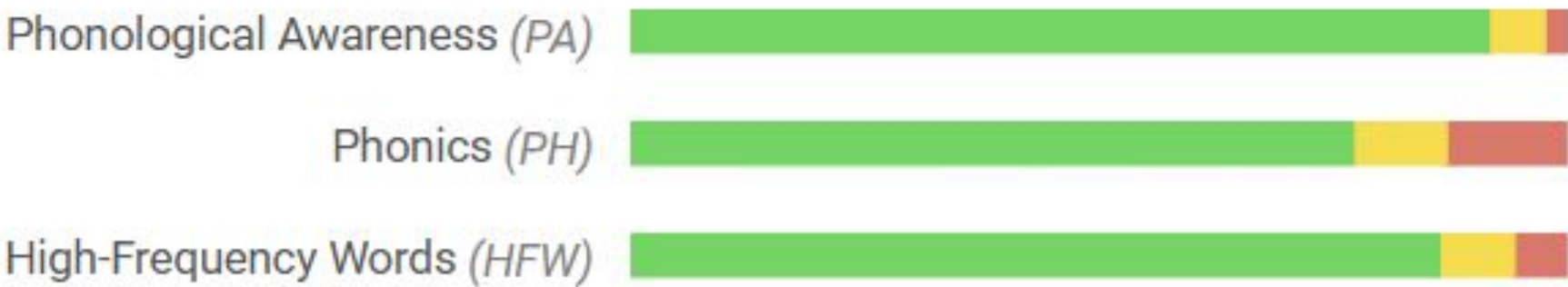
	Application Task
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Second	60%
Third	45%
Fourth	43%
Fifth	39%

Trimester I	Trimester II	Trimester III
4th grade Fractions Units 1-3	5th grade Fractions Unit 4	3rd grade Fractions Unit 5
<p>Math teacher leaders and classroom teachers will plan and together teach fractions in order to support students with this difficult <b>standard</b></p>		

# May Reading data

	T3 Phonemic Awareness	Letter Sound	Decode	Fluency
Kinder	75%	88%	64%	
First	72%		66%	59%
Second			73%	64%
Third				72%
Fourth				65%
Fifth				52%

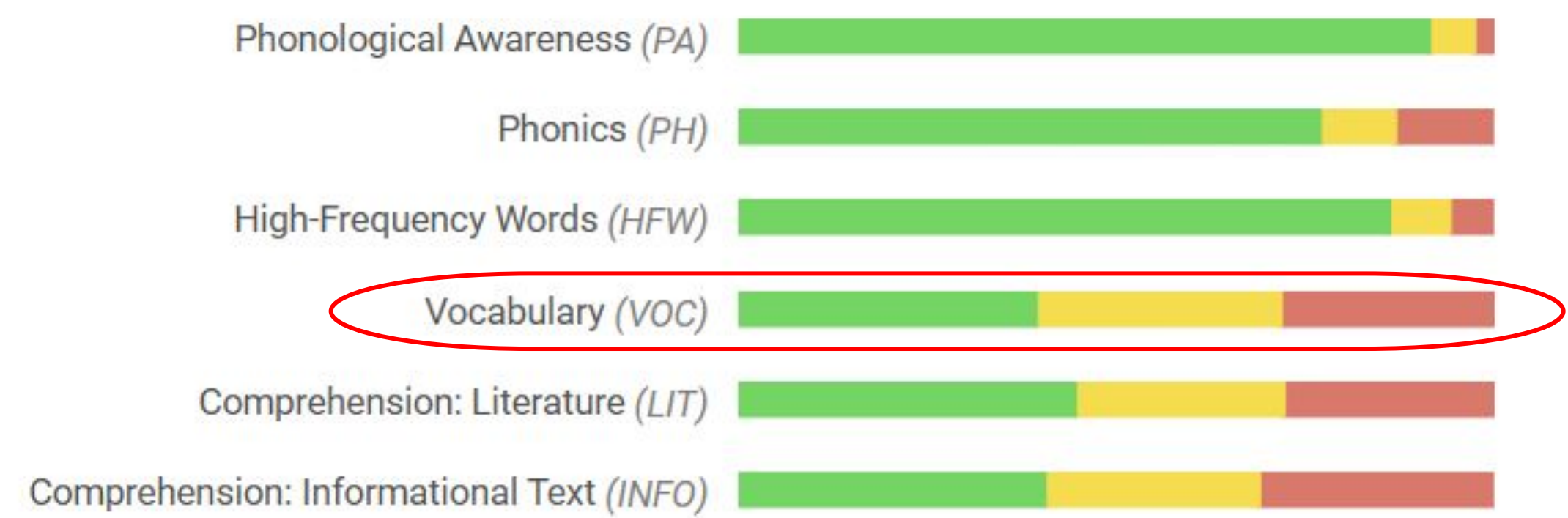
	Comprehension Info
3rd	48%
4th	35%
5th	40%



# May Reading data

	T3 Phonemic Awareness	Letter Sound	Decode	Fluency
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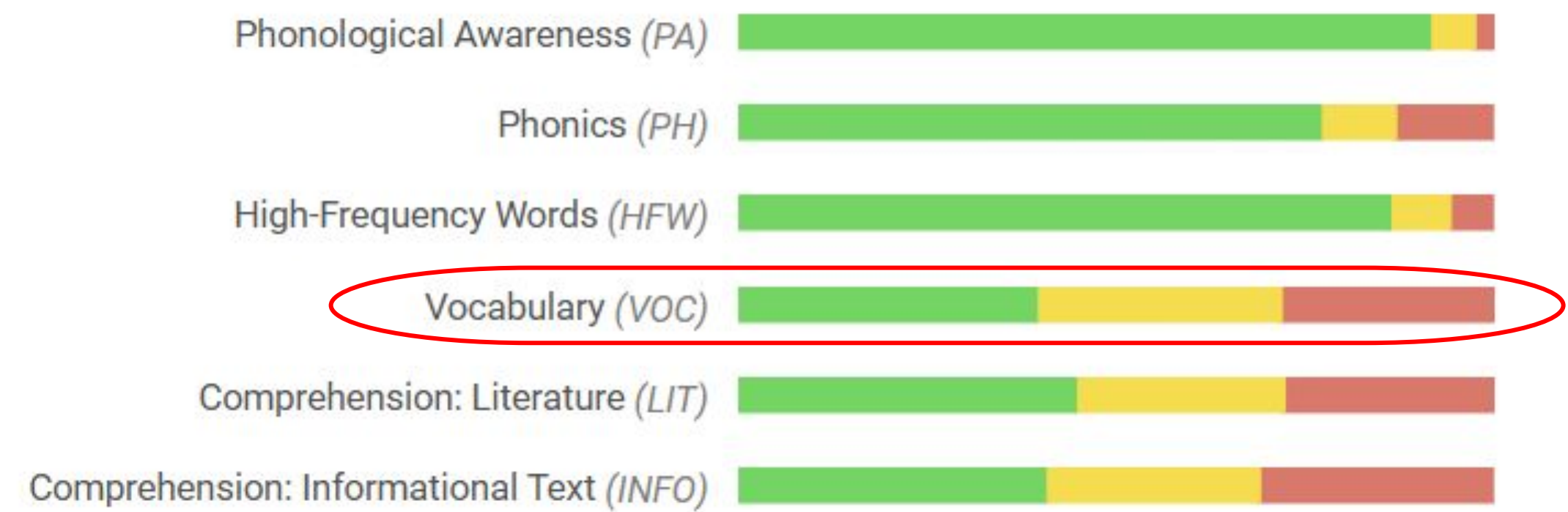
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# May Reading data

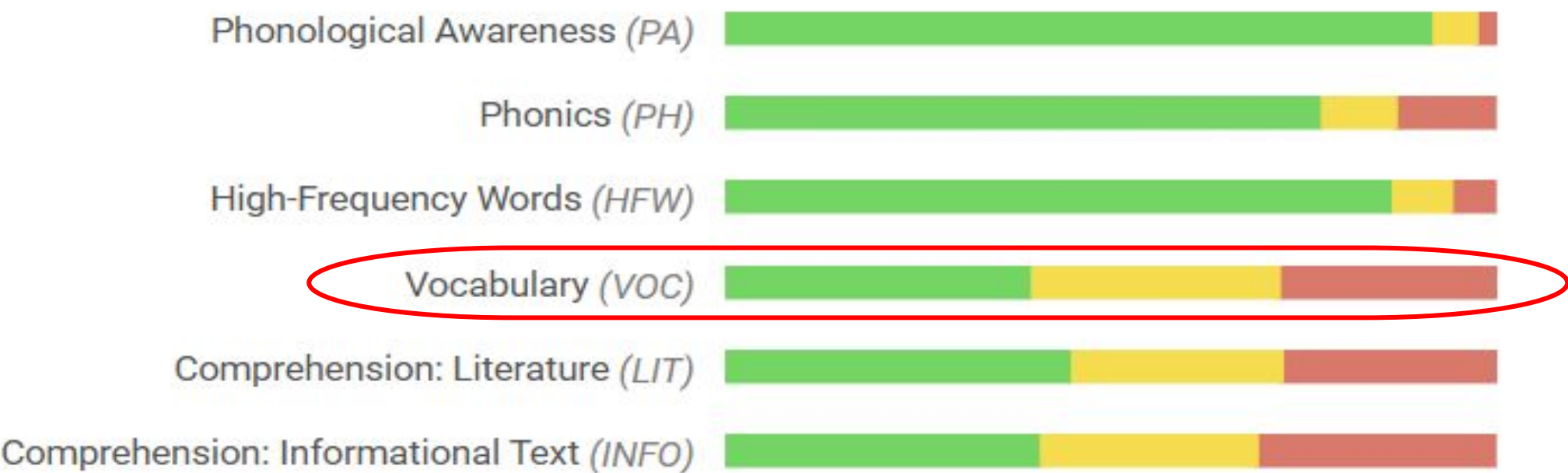
	T3 Phonemic Awareness	Letter Sound	Decode	Fluency
Kinder	75%	88%	64%	
First	72%		66%	59%
Second			73%	64%
Third				72%
Fourth				65%
Fifth				52%



	Vocabulary	Comprehension Info
3rd	46%	48%
4th	41%	35%
5th	33%	40%



# Teacher Leaders Teaching Alongside Teachers

## “Tier I Partner Teaching”



Trimester I	Trimester II	Trimester III
2nd grade Vocabulary	1st grade Vocabulary	Kinder grade Vocabulary
LA teacher leaders and classroom teachers will plan and together teach and use Tier II III vocabulary in order to support students with these difficult standards		

# Saturday School

All Students

State



Yellow

20.1% chronically absent



Red

Foster Youth

Long-Term English Learners



Orange

Homeless

Pacific Islander



Yellow

African American

Asian

English Learners

Filipino

Hispanic

Two or More Races

Socioeconomically Disadvantaged

Students with Disabilities

White

## ■ Goal:

- Reduce the need for Saturday School because we have less students absent
- Recover learning loss

## ■ For 2025-26: from 4 Saturdays to 10

# LTEL TREC

TREC ELD	Number of Classes
6th grade ELD (2x per month)	4
7th grade ELD (2x per month)	2
8th grade ELD (2x per month)	1
7th-8th grade ELD (2x per month)	3
6th - 8th grade ELD (2x per month)	2

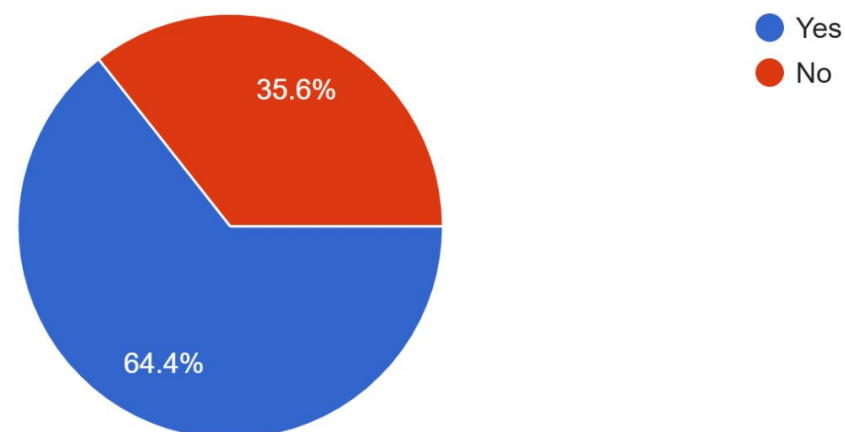
TREC Enrichment	Avg. # of Students per Session
STEM at Lunch (6th/7th) (2x per month)	18-25
STEM at Lunch (8th) (2x per month)	12-18

13

- **Focus:**
  - Academic language development
  - Oral listening and speaking skills
  - Content knowledge
- **Curriculum**
  - **6th grade:** BricQ
  - **7th grade:** Spike PRIME
  - **8th grade:** Koov, Lego Science

Do you think that what you learned in TREC ELD activities has helped you in other classes?

73 responses



# Local Indicators Progress Report

<b>MET: State Priority 1: Instructional Material and Clean Schools</b>	<b>MET: Priority 3 Parental Involvement and Family Engagement</b>
<ul style="list-style-type: none"> <li>● Number of students without access to their own copies of materials for use at school and at home = 0%</li> <li>● Number of identified instances where facilities do not meet the “good repair” standard = 0</li> </ul>	<p>Initial implementation:</p> <ul style="list-style-type: none"> <li>● Progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.</li> <li>● Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.</li> <li>● Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.</li> <li>● Progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.</li> </ul>
<b>MET: State Priority 2: Implementation of State Standards</b>	
<ul style="list-style-type: none"> <li>● ELA - Full Implementation and Sustainability</li> <li>● ELD - Full Implementation and Sustainability</li> <li>● Mathematics - Full Implementation</li> <li>● Next Gen Science Standards - Initial Implementation</li> <li>● History Social Studies - Initial Implementation</li> </ul>	<b>MET: Priority 7: Access to Broad course of Study</b>
<b>MET: Priority 6: School Climate</b>	
<p>School Connectedness: 54% of 7<sup>th</sup> grade students feel connected at schools.</p> <p>School Safety: 57% of 7<sup>th</sup> grade students feel safe at school.</p> <p>The drop in middle school began during the pandemic.</p> <p>School Connectedness: 70% of 5<sup>th</sup> grade students feel connected at schools.</p> <p>School Safety: 76% of 5<sup>th</sup> grade students feel safe at school.</p>	<p>In addition to core classes, students have access to:</p> <ul style="list-style-type: none"> <li>● Technology Robotics Engineering Coding (TREC) Program</li> <li>● Physical Education</li> <li>● Art and Music</li> <li>● Digital Citizenship</li> <li>● Study Skills</li> <li>● Advisory</li> <li>● Dual Immersion</li> <li>● GATE</li> <li>● Accelerated Math</li> </ul>

# Next Steps

- Draft, Questions / Written Responses Posted on Website
- Recommendation for Approval during June 26, 2025 Meeting

# Questions

# 2025-2026 Proposed

## PRESENTATION

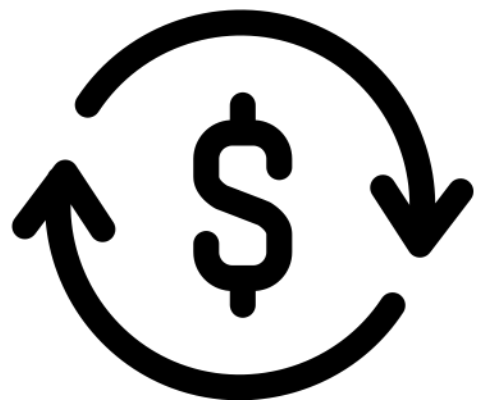
Presented by  
Dr. Howard Ho, Assistant Superintendent  
Luis Diaz, Director of Budgeting & Accounting

# Acknowledgements

## Accounting Department

Luis Diaz	Director of Budgeting & Accounting
Vacant	Senior Budget/Accounting Coordinator
Mary Pun	Accounting Coordinator
Araceli Alvarez	Accounting Coordinator
Josie Fernandez	Senior Accounting Tech / Classified Payroll
Tanya Brooks	Senior Accounting Tech / Certificated Payroll
Ivan Johnson	Senior Accounting Technician
Eric Ramirez	Accounting Technician
Mariela Velasquez Martinez	Accounting Technician

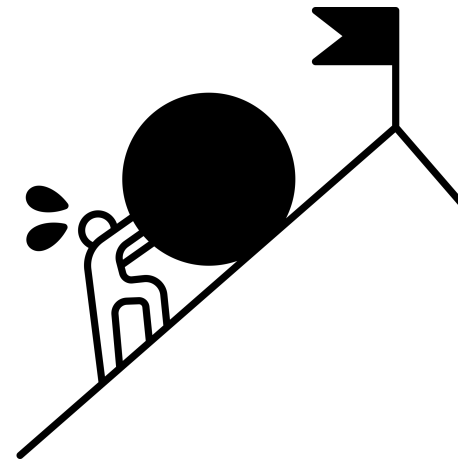
# Presentation Overview



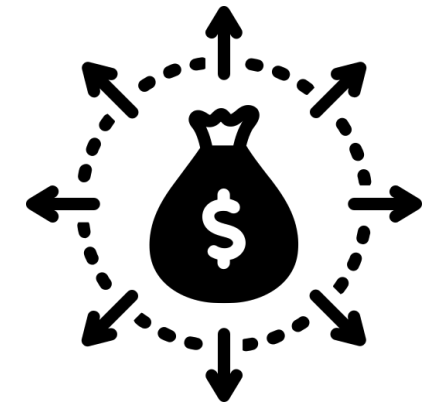
**Budget  
Cycle**



**Governor's  
May Revise**



**Existing  
Challenges**



**2025-26  
Budget**







**Governor Gavin Newsom released his 2025-26 May Revision amid significant financial and economic uncertainty**



**Significant emphasis on federal policy and its impacts on California foreign trade, tourism, and immigration**



**First seen in his January 2025 Budget proposal, the plan to under-appropriate the 2024-25 minimum guarantee remains in his May Revision to the tune of \$1.3 billion**



**His May Revision projects both lower revenues and increased costs of health care in the current year and near term**



**To address the budget deficit, he uses a combination of reductions, borrowing, funding shifts, deferrals, and expenditures that would only be activated if sufficient revenues materialize**



**Proposition 98 is largely insulated from these problems, with minimal disruptions to the proposals from the Governor's Budget in early January 2025, despite all that has come to pass since then**

## Unemployment

- Unemployment is projected to reach 5.7% in 2025 and fall to an average of 4.8% in 2027
  - Wildfire-related displacement and construction delays are projected to negatively impact employment growth
  - Hiring for the first three months of 2025 has been relatively flat

## Growth

- GDP is expected to continue trending down
- Los Angeles (L.A.) County wildfires are estimated to reduce L.A. County GDP by 0.48% in 2025

## Inflation

- Consumer Price Index is projected to increase to 3.0% in 2026 and fall to 2.6% in 2027



## Revenue

- State revenue remains strong in the current year and is projected to slow down in 2025-26

## Domestic Migration

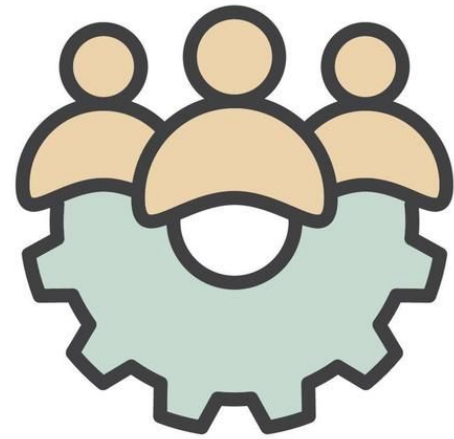
- California net domestic outmigration has moderated
- State population is expected to increase slightly in 2025, 2026, and future years

## Housing

- New permits for housing remain flat, despite policy changes to ease construction permitting
- Deportations, high interest rates, tariffs on materials, and rebuilding of homes damaged and destroyed by L.A. County wildfires are expected to constrain the housing supply

## Mitigation Efforts to Lower Expenditures

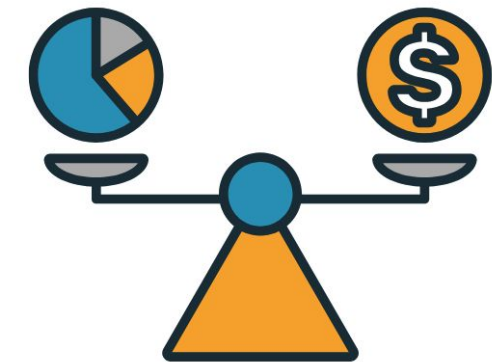
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**Staffing to align  
with enrollment**



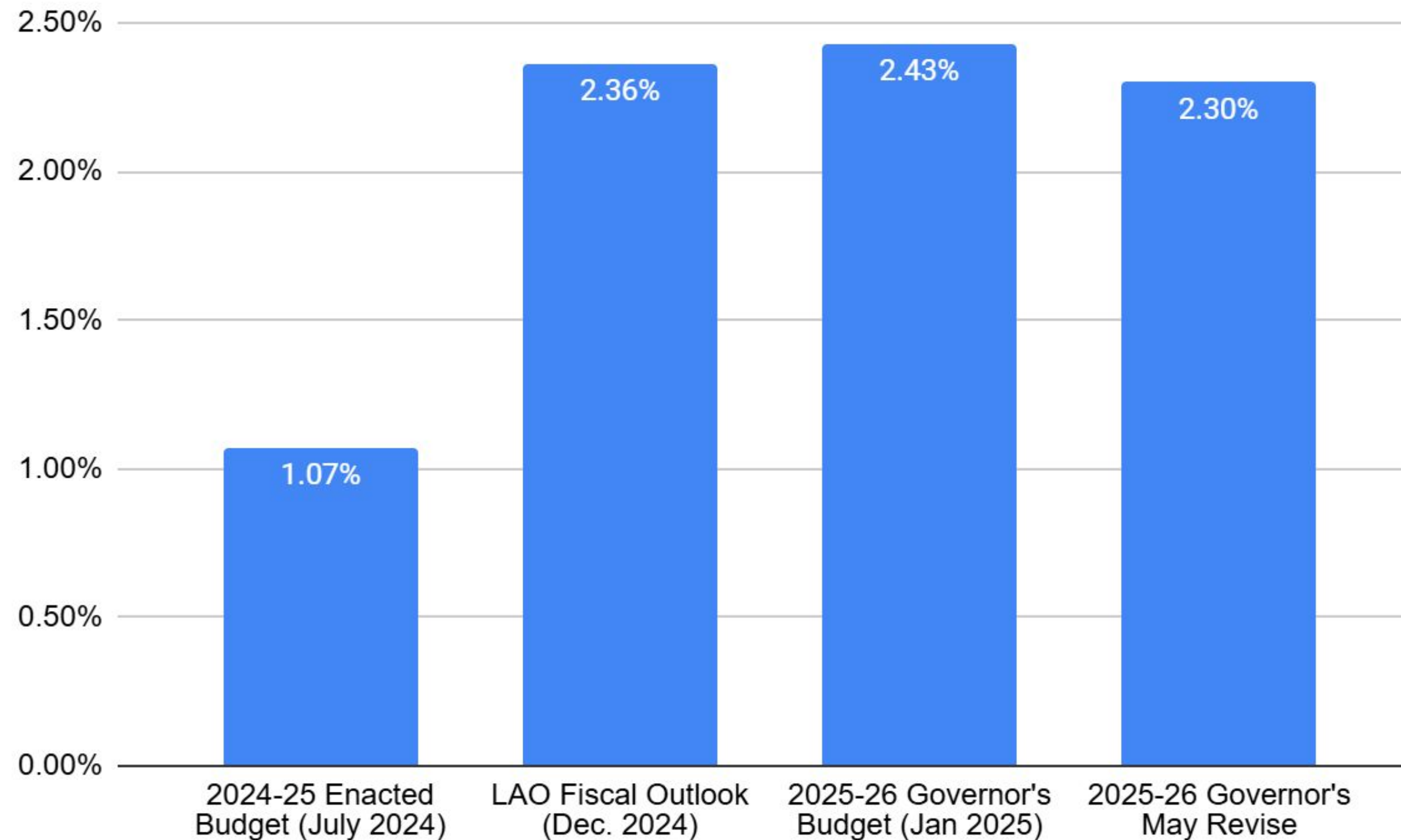
**Early Retirement  
Incentive**

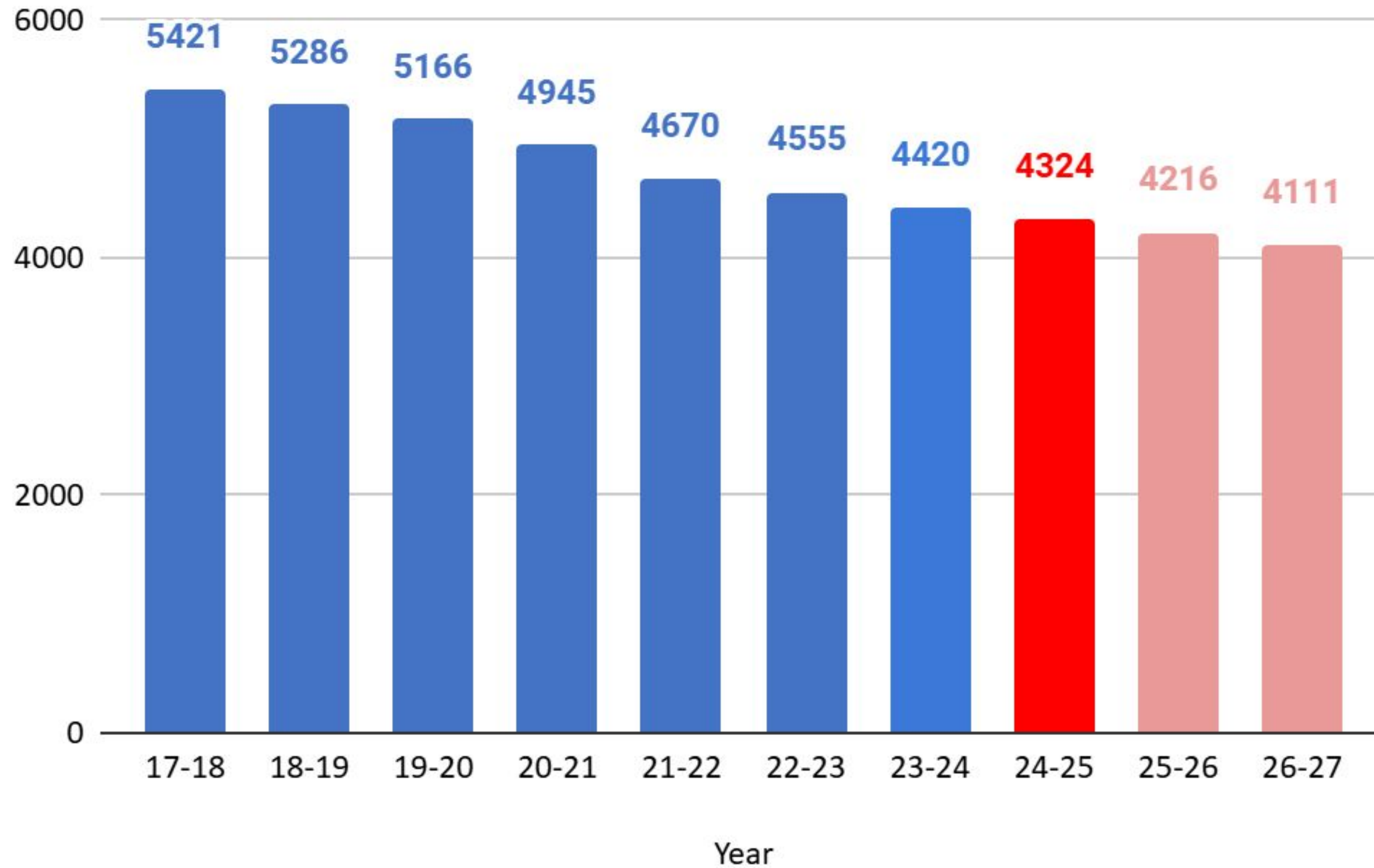


**Monitoring of SPED  
Expenditures**



### Cost-of-Living Adjustment (COLA)





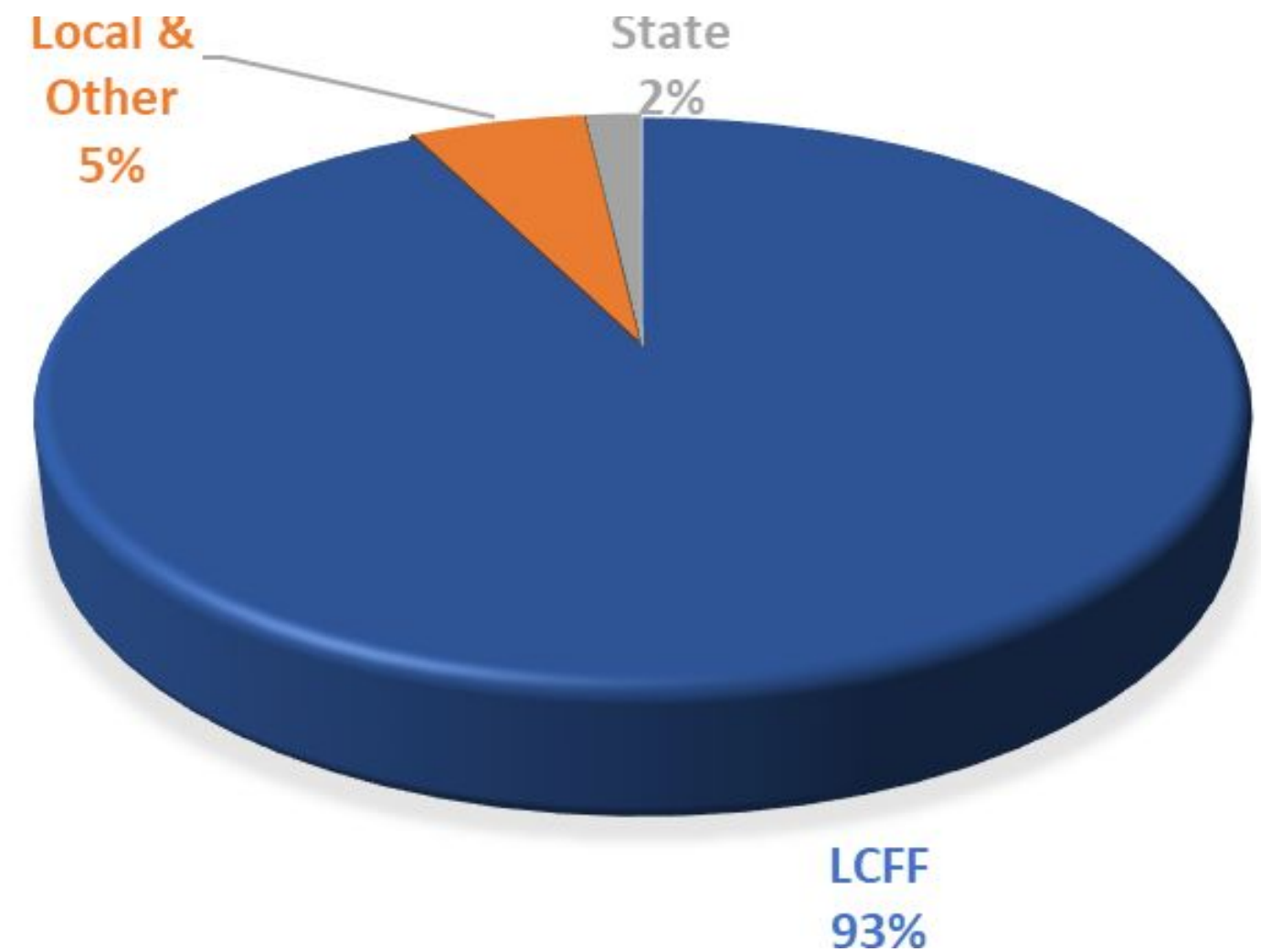
	2024-25	2025-26 (Est.)	2026-27 (Est.)	2027-28 (Est.)
Enrollment	4324	4216	4111	4008
Avg Daily Attend (ADA)	4059	3958	3859	3762
Estimated Funded ADA (3 year avg)	4271	4145	4076	3979
COLA	1.07%	2.30%	3.02%	3.42%

Planning Factors					
	2024-25	2025-26	2026-27	2027-28	2028-29
DOF Planning COLA	1.07%	2.30%	3.02%	3.42%	3.31%
California CPI	3.07%	3.42%	2.98%	2.77%	2.90%
CalSTRS Employer Rate	19.10%	19.10%	19.10%	19.10%	19.10%
CalPERS Employer Rate	27.05%	26.81%	26.90%	27.80%	27.40%

## 2025-26 Unrestricted General Funds Revenues

<b>Total LCFF</b>	<b>\$62,716,533</b>
<b>State Aid</b>	<b>\$44,956,230</b>
<b>Property Taxes</b>	<b>\$9,563,413</b>
<b>Education Protection Acct.</b>	<b>\$8,196,890</b>
<b>State</b>	<b>\$1,261,534</b>
<b>Local &amp; Other</b>	<b>\$3,830,997</b>
<b>Total</b>	<b>\$67,809,064</b>

**25-26 Contributions to Restricted Funds: \$17,967,640**



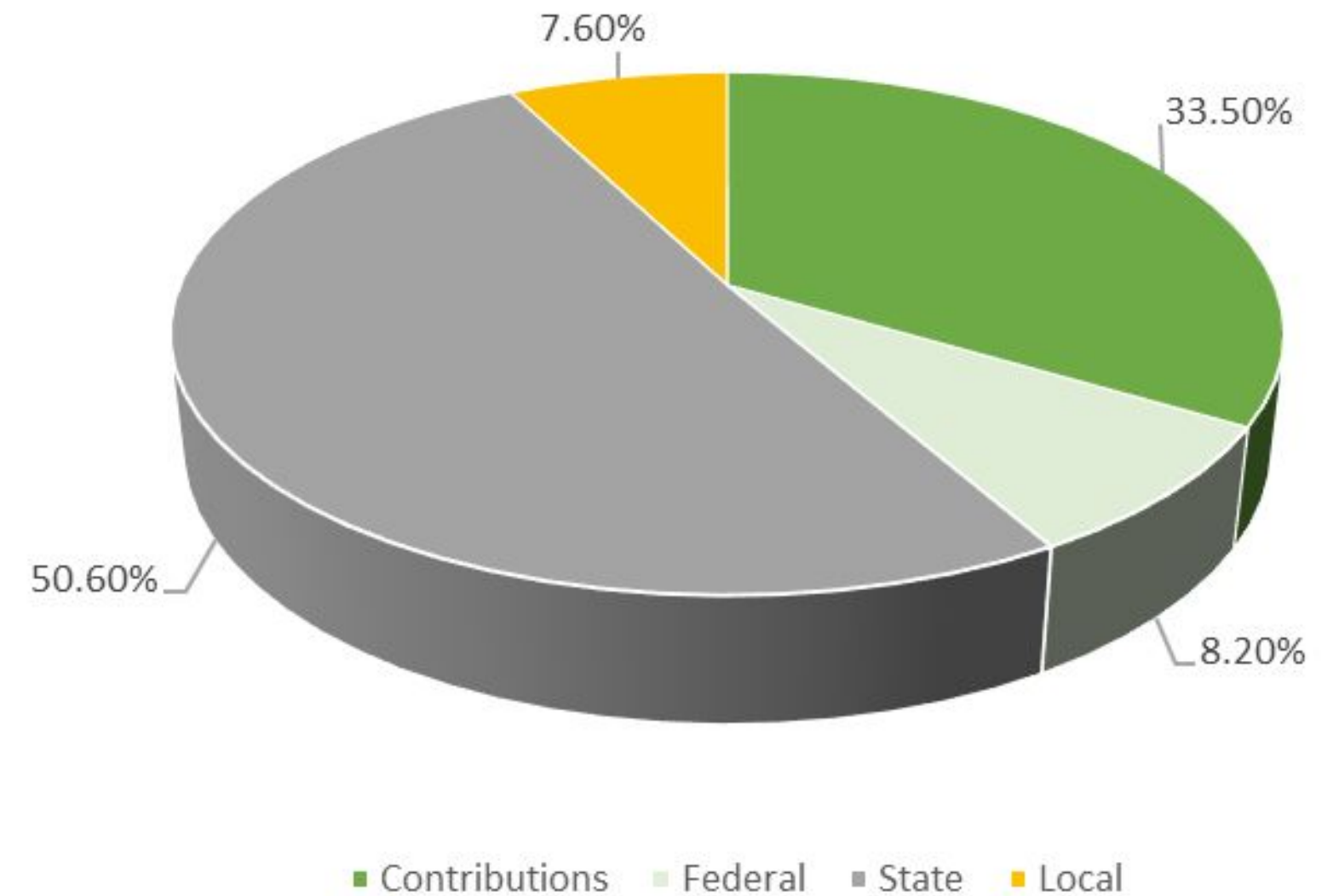
## 2025-26 Unrestricted Budget

Description	24-25 Estimated Actuals	25-26 Budget
Certificated Salaries	\$31,403,221	\$30,537,809
Classified Salaries	\$8,934,298	\$9,082,922
Employee Benefits	\$15,079,794	\$14,269,032
Books/Supplies	\$2,107,107	\$1,876,879
Services/Other Oper.	\$6,085,059	\$6,113,319
Capital Outlay	\$0	\$0
Other Outgo/Sources	(\$3,834,804)	(\$3,648,853)
Contribution Out	\$17,965,482	\$17,967,640
Total	\$77,740,157	\$76,198,748

## 2025-26 Restricted General Funds Revenues

Revenues	Amount
Federal	\$4,431,888
State	\$27,080,578
Local	\$4,044,257
Total	\$35,556,723

**25-26 Contributions from Unrestricted Funds: \$17,967,640**



## 2025-26 Restricted Budget

Description	24-25 Estimated Actuals	25-26 Budget
Certificated Salaries	\$12,556,809	\$13,942,450
Classified Salaries	\$11,272,828	\$13,076,749
Employee Benefits	\$9,200,847	\$10,176,740
Books/Supplies	\$7,491,022	\$2,761,880
Services/Other Oper.	\$21,591,586	\$10,344,275
Capital Outlay	\$985,341	\$111,664
Other Outgo/Sources	\$5,572,105	\$5,278,154
Contributions In	(\$17,965,482)	(\$17,967,640)
Total	\$50,705,056	\$37,724,272

## 2025-26 Statement of Other Funds

Description	Revenue/Sources	Expenditures	Increase (Decrease)	Ending Balance
SELPA Pass Through (Fund 10)	\$92,352,440	\$92,352,440	\$0	\$0
Child Development (Fund 12)	\$2,385,056	\$2,385,056	\$0	\$1,602,804
Food Services (Fund 13)	\$4,730,860	\$4,884,210	(\$153,480)	\$2,371,393
Deferred Maintenance (Fund 14)	inactive	inactive	inactive	\$4,853
Spec Resv Retiree Bene. (Fund 17)	\$100,000	\$333,880	(\$233,880)	\$4,127,109
Building Fund (Fund 21)	\$200,000	\$20,000,000	(\$19,800,000)	\$3,526,637
Spec Resv Capital Outlay (Fund 40)	\$254,445	\$215,000	\$39,445	\$2,292,624
Other Enterprise (Fund 63)	inactive	inactive	inactive	\$304,252

## President Donald Trump's Proposed 2026 Budget

### Non-Defense Spending

Reduced by  
\$163 billion from  
2025 levels, including  
education spending

- ..... ● Maintains Title I and Special Education Funding
- ..... ● K-12 Simplified Funding Program  
\$2 billion for 18 consolidated formula and  
competitive grants
- ..... ● Eliminates Adult Education
- ..... ● Eliminates Title III and Migrant Education

**June 15**

Deadline for legislature to  
send budget to Governor

**July 1**

Governor approves budget

**Final  
Step**

Trailer bills, budget clean up  
and provide clarity

Thank  
you!