

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

This chart compares what Solvang Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Solvang Elementary School District 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 2023-24, Solvang Elementary School District's LCAP budgeted \$710,800 for planned actions to increase or improve services for high needs students. Solvang Elementary School District actually spent \$645,200 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-65,600 had the following impact on

ELD Director resigned and district shifted EL support from pull out to in-classroom with ELD and classroom aides to provide direct support for our English Learners

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Solvang Elementary School District	Sierra Loughridge Superintendent	sloughridge@solvangschool.org 805.688.4810 x4454

Goals and Actions

Goal

Goal #	Description
1	Enable greater academic and applied achievement for all students by improving CAASPP proficiency and maintaining high performance level on the Dashboard.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>All student groups are above standard in ELA and Mathematics on SBAC assessments</p> <p>Measure: Outcome Data in the Absence of Dashboard data is California Assessment of Student Performance and Progress</p>	<p>All student groups except Students with Disabilities and current English Learners are above standard in ELA and Mathematics, 2019. 2021 CAASPP results TBD.</p>	<p>DASHBOARD DATA NOT AVAILABLE</p> <p>MATH (%) Hispanic: 38.20, Two or More Races: 40, White: 56.94, English Learners: 20.63, Socioeconomically Disadvantaged: 30.92, Students with Disabilities: 11.63</p> <p>ELA (%) Hispanic: 59.55, Two or More Races: 53.33, White: 70.14, English Learners: 34.92, Socioeconomically Disadvantaged: 57.24, Students with Disabilities: 18.60</p>	<p>New Dashboard status: High in Math for All Students: 0.2 points above the standard.</p> <p>Math by Subgroups: White: 25.5 points above the standard; Hispanic: 16.5 points below the standard; SED 23.8 points below the standard; EL 47.1 points below the standard; SWD; 121 points below the standard.</p> <p>New Dashboard status: High in ELA for All Students: 14.2 points above the standard.</p> <p>ELA by Subgroups:</p>	<p>Dashboard with Status and Change</p> <p>Overall Math: 4.4 points below the standard (Yellow)</p> <p>.</p> <p>Math by Subgroup: Hispanic: 32 points below the standard (Orange); White: 17.4 points above the standard (Green); EL: 42.5 points below the standard (Orange); SED: 36.7 points below the standard (Orange); SWD: 94.2 points below the standard (Yellow)</p>	<p>All student groups are above standard in ELA and Mathematics on SBAC assessments</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			White: 31.5 points above the standard; Hispanic: 2.9 points below the standard; EL: 8.5 points below the standard; SED: 6.2 points below the standard; SWD 95.1 points below the standard.	Overall ELA: 1.4 points above the standard (Yellow) ELA by Subgroups: Hispanic: 23.6 points below the standard (Orange); White: 19.4 points above the standard (Green); EL: 29.8 points below the standard (Orange); SED: 20.5 points below the standard (Orange); SWD: 78.8 points below the standard (Orange).	
Improve English learner students who make progress toward proficiency in ELA by 22.35 on SBAC assessments. Measure: Outcome Data in the Absence of Dashboard data is California Assessment of Student	44.7 points below standard in ELA, 2019.	DASHBOARD DATA NOT AVAILABLE Math (%) 20.63 ELA (%) 34.92	CAASPP ELA for EL: 8.5 points below the standard. CAASPP Math for EL: 47.1 points below the standard New Dashboard English Learner Progress Indicator (ELPI): 58.4% of English Learners are	CAASPP ELA: 29.8 points below the standard CAASPP Math: 42.5 points below the standard	22.35 points "below standard" per Dashboard terminology

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance and Progress			making progress towards English Proficiency.		
Socioeconomically Disadvantaged students who make progress toward proficiency improved by 6 in ELA on SBAC assessments. Measure: Outcome Data in the Absence of Dashboard data is California Assessment of Student Performance and Progress	4.8 points above standard in ELA, 2019. 2021 CAASPP results to be added as the most recent baseline data.	DASHBOARD DATA NOT AVAILABLE Math (%) 30.92 ELA (%) 57.24	CAASPP ELA for SED: 6.2 points below the standard. CAASPP Math for SED: 23.8 points below the standard.	CAASPP ELA for SED: 20.5 points below the standard CASSPP Math for SED: 36.7 points below the standard	10.8 points above standard
Improve Students with Disabilities make progress toward proficiency in ELA improved by 12.4 on SBAC assessments. Measure: Outcome Data in the Absence of Dashboard data is California Assessment of Student Performance and Progress	60.7 points below standard in ELA, 2019. 2021 CAASPP results to be added as the most recent baseline data.	DASHBOARD DATA NOT AVAILABLE Math (%) 11.63 ELA (%) 18.60	CAASPP ELA for SWD: 95.1 points below he standard. CAASPP Math for SWD: 121 points below the standard.	CAASPP ELA for SWD: 78.8 points below the standard CAASPP Math for SWD: 94.2 points below the standard.	48.3 points "below standard" per Dashboard terminology

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
An additional 15% of English learners will make progress toward proficiency in EL standards as measured by ELPAC.	51% making progress towards English language proficiency, 2021.	DASHBOARD DATA NOT AVAILABLE 37%	New Dashboard ELPI: 58.4% making progress toward English Language Proficiency	Dashboard ELPI: 51.1% making progress towards English language proficiency	66% made progress toward proficiency
Improve the consistency of Parent and public engagement activities/programs, by at least, meeting quarterly and including student achievement on agendas. 100% of all educational partners will hold quarterly meetings. Measure: Quarterly agendas for ELAC, SSC, PTO	ELAC/DELAC, PTO, SSC, SAM and PHP do not meet quarterly. There is currently no Special Education Parent Advisory Group; We will establish a Special Education Parent Advisory Group.	ELAC/DELAC, PTO, and SAM have met quarterly. SSC will convene informally this spring and reconstitute next fall to pre-COVID-19 status. District staff meet, as needed, but at least once in the summer to address counseling needs.	ELAC, PTO, SAM, and the LCAP PAC meet regularly. Agendas, slide decks, and surveys	ELAC has grown and completed all meetings; LCAP PAC membership increased; SAM and PTO merged to form SEEF. All meet regularly. Agendas, slide decks, and surveys	Quarterly meetings in place (100% of all Parent Advisory Groups); student achievement on all agendas; launch Special Education Parent Advisory Group in 2023-2024; We will train and grow ELAC.
State standards are taught in each discipline. Measure: Textbook adoptions and teacher materials	State standards are taught in each discipline.	State standards are taught in each discipline.	Local Indicator: Academic Standards Met (Professional Development, Instructional Materials, Program and Policy Support, State Standards Implementation, &	Local Indicators met on Academic Standards (Professional Development, Instructional Materials, Program and Policy Support, State Standards	State standards are taught in each discipline.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Engagement of School Leadership)	Implementation, & Engagement of School Leadership)	
English learner students who make progress toward proficiency in Mathematics improved by 24.3 on SBAC assessments. Measure: Outcome Data in the Absence of Dashboard data is California Assessment of Student Performance and Progress	48.6 points below standard in Mathematics, 2019. 2021 CAASPP results to be added as the most recent baseline data.	DASHBOARD DATA NOT AVAILABLE Math (%) 20.63	CAASPP Math for SED: 23.8 points below the standard	Dashboard: CAASPP ELA for EL: 29.8 points below the standard CAASPP Math for EL: 42.5 points below the standard From Dashboard Comparison: Current English Learners increased 20.6 Points to 89.9 points below standard Recently Reclassified English Learners Increased 12 Points to 1.1 points below standard	12 points "below standard" per Dashboard terminology
Students with Disabilities make progress toward proficiency in Mathematics improved by 14.98 on SBAC assessments.	74.9 points below standard in Mathematics, 2019. 2021 CAASPP results to be added as the most recent baseline data.	DASHBOARD DATA NOT AVAILABLE Math (%) 11.63	CAASPP Math for SWD: 121 points below the standard.	CAASPP Math for SWD: 94.2 points below the standard.	59.92 points "below standard" per Dashboard terminology

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Measure: Outcome Data in the Absence of Dashboard data is California Assessment of Student Performance and Progress					
Socioeconomically Disadvantaged students who make progress on proficiency improved by 2 in Mathematics on SBAC assessments. Measure: Outcome Data in the Absence of Dashboard data is California Assessment of Student Performance and Progress	2 points below standard in Mathematics, 2019. 2021 CAASPP results to be added as the most recent baseline data.	DASHBOARD DATA NOT AVAILABLE Math (%) 30.92	CAASPP Math for SED: 23.8 points below the standard	CAASPP Math for SED: 36.7 points below the standard	8 points at standard
English learner reclassification rate (RFEP) / ELPAC @ "4" Measure: ELPAC	18% RFEP / 24% @ "4"	15% RFEP / 33% @ "4"	Per data quest from 20-21: 18.2% *Local data estimate for this year is 23%	Per Local Metric: Reclassification 17.6%	Maintain 15% or above reclassification rates (RFEP) for students.
English learner access to designated	100% of English learners have access to designated English	100% of English learners have access to designated English	100% of English learners have access to designated English	100% of English learners have access to designated English	Maintain 100% access

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English language and core instruction. Measure: Textbook adoptions and approved teacher materials	language and core instruction.	language and core instruction.	language and core instruction.	language and core instruction.	

Goal Analysis

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

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

All actions to meet the goal of improving student outcomes were implemented with fidelity or strategic modification and additional measures were added to address student needs. For example, California Dashboard Local Indicator 1 was met through Action 1.1 Assign Highly Credentialed Teachers (28 classroom teachers, new TK teacher, all met credential requirements). This action is specifically for our 28 classroom teachers; it excludes Art, Music, Spanish, Counselor & RTI teachers which are captured in other actions. We kept class size smaller to address learning loss, hired more BCLAD teachers, worked with county on credentialing, and successfully covered leaves. The challenges were unexpected leaves and the Special Education teacher shortage. The successes were that we were compliant, met the dashboard standard, hired more BCLAD teachers, and effectively covered leaves.

For action 1.2 Provide Response to Intervention (RTI) we employed an RTI teacher, a bilingual aide to support DLI students with access to intervention, utilized research based software (Amplify for MCLASS Tier III in addition to Diebels) and supplemental curriculum (DLI Intervention for K and 1), continued year 2 of benchmarks for reading and mathematics (Star Renaissance) across the school in English and Spanish, employed 8 classroom aides, and refined our Response to Intervention practices. The challenges were in protecting intervention time, when faced with staff leaves and substitute shortages, in equipping teachers to implement tier II in the classroom, and in ensuring tier III intervention to both DLI and English Only classes.

The successes were in continued purposeful use of benchmark assessments to determine intervention needs, the monitoring of progress, and in the services provided to students by the RTI teacher, bilingual aide, and ELD aide. This action supported English Learners in both the English Only and Dual Language Immersion Programs.

Action 1.3 Provide English Learner Development (ELD) was implemented with an eye towards expanding the capacity of all teachers to support English Learners. As such, TK-8 teachers received Designated English Language Development Professional Learning in conjunction with Science Professional Development and Middle School ELA Teachers received ELD Professional Learning. These trainings were designed to support teachers in Designated ELD and Integrated ELD. Additionally, we employed an EL Specialist, expanded the use of

Imagine Learning software, and funded 50% of 8 classroom instructional & EL aides (shared 50% w/ RTI action). One action that was not implemented was the continued employment of an EL Director. Solvang School's EL Director resigned during the summer and was not replaced. This further solidified the need to support teachers in Designated ELD as we were no longer pulling students for DELD, instead teachers provided DELD in conjunction with the new FOSS Science Curriculum (State Priority 8). Additionally, our Middle School ELA teacher took on Designated ELD for our Longterm ELs and with the support of a bilingual aide and a new curriculum, she reimaged Middle School ELD and the result of which is happy ELs and increased LTEL reclassification. The challenges were the 1:1 ELPAC assessment schedule, launching classroom based DELD, and the need to increase Integrated ELD in classrooms. The successes were that we eliminated the outsourcing of DELD, collapsed an administrative position, teachers designed instruction with ELs in mind, and the entire atmosphere of Middle School DELD has shifted in a positive student centered direction.

The action of Engage Educational Partners Groups to Support Student Achievement, 1.4, is reflected throughout this LCAP, in this and in following goals. Solvang School met the standard for parent engagement on the Dashboard. Actions that contributed to the standard being met included our bi-lingual office clerks for UC and LC, Spanish translation for conferences and meetings, Spanish translation of our LCAP & SARC, and our new website Apptegy. We inventoried our interpretation equipment and did not purchase additional interpretation equipment as planned. The successes were bilingual office staff increased translation and interpretation support for Spanish Speaking families, the use of ParentSquare allowed for two way communication with families, interpretation at meetings and events, the launch of a school app enabled families to utilize the app on their phones and in their preferred language. The challenges were that we had a new office manager, had several office leaves to cover, but we used covid funding to temporarily support families and the front office with a bilingual temp.

Action 1.5 Provide Professional Development for Teachers. We implemented this action effectively and provided 5 days of Professional Learning for teachers, in service trainings, and covered Teacher Induction Program costs. External professional learning included the Teacher Induction Program, Santa Ynez Valley Wide PD Day with Dr. Nancy Frey, SBCEO offerings, Music PD, and the California Association of Bilingual Educators (CABE) conference that DLI teachers and the Superintendent attended. Internal PD opportunities covered Full Option Science System (FOSS) with Designated English Language Development (DEL) for grades TK-8, Grade Level and Subject Team Collaboration, Middle School Math Framework, Designated ELD for Middle School, Social Studies Pilot and adoption, and data analysis. We used Title II funds and the Effective Educator Block Grant for professional learning. The challenges were that there is never enough time for professional learning for new and veteran teachers, teachers in the elementary campus need training on the new mathematics framework, and that there are tradeoffs when pulling teachers out of the classroom for professional learning. The successes were that we provided multi pronged professional learning for the implementation of the new science and DELD curriculum, the DLI team benefitted from CABE, and the Social Studies Team brought forward a standard aligned, student centered, multiple perspective, and critical thinking curriculum recommendation for adoption.

The last action in this goal is 1.6 Development and Implementation of Summer School. In June of 2023, Teachers, aides, and support staff provided targeted summer school and enrichment opportunities for homeless, foster youth, and intervention students including students with disabilities, ELs, and SED students. Additionally, we partnered with the Boys and Girls Club to provide intercession care for students in need (Homeless, Foster Youth, SED) in the 23-24 school year and launched the District's first in-house intercession expanded learning with a credentialed teacher. Lastly, we also launched ELOP after school programming. The action has expanded to include our after school program which began October 24th and our mid winter and spring breaks. One challenge that remains is the need for additional care for students during the school year beyond the partnership with the Boys and Girls Club, especially since 9 hours of care will be required by

ELOP. Other challenges include the 1:10 TK ratio requirement. Another challenge was that our partner the Boys and Girls Club experienced staffing shortages and opened up mid year and they are unable to support TK students as the ratio is too tight. The successes are that Solvang School will have teachers and aides working this summer in the Summer of Learning Program (targeted summer school intervention and afternoon enrichment) and will host the United Way's Fun in the Sun Program. Another success was that we partnered with the Boys and Girls Club and launched ELOP funded Intercession care during breaks.

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.

Action 1.3 included an ELD Director who resigned before the start of school and was not replaced. Action 1.6 for expanded learning included new intercession offerings and curriculum for summer school.

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

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

1.1 Highly Qualified Teachers and Interventions: This action was met as evinced by meeting the standard on the Dashboard Local Indicator 1 and successfully working with the county to secure appropriate waivers, and hire appropriately credentialed teachers. Moreover, we increased our number of BCLAD teachers serving in our DLI program. Research consistently shows that teaching is the single most important school-based factor in a student's academic growth (cpepr.harvard.edu). Feedback from educational partners supports the continuation of this goal and a focus on quality teacher retention. For these reasons this action will continue under a revised goal 1 that outlines how the District will meet the conditions of learning as required by the State's 8 priorities.

1.2 Response to Instruction and Intervention: Rtl is the practice of providing quality instruction and intervention and using student learning in response to that instruction to make instructional and important educational decisions (Batsche et al., 2005). An effective Rtl model should begin with quality core instruction that adequately addresses the needs of most of the students. As such, we offered strategic professional learning to teachers (action 1.5) to support first instruction. The Institute for Education Science (IES) found strong evidence for the effectiveness of providing small-group interventions as supplemental instruction to support the Tier I core curriculum (Gersten et al., 2009a). We have expanded our ability to offer this meaningful intervention in the classroom and in our Rtl pull-out program. Additionally, we increased access to Rtl by adding DLI Intervention. We need to continue to support teachers in Tier II interventions within their classroom and to enhance DLI intervention. Approximately, 5% of Solvang students are in need of Tier III intervention. Research shows that, "Tier 3 interventions should be specific to individual student needs and involve sufficient resources to address those needs" (Burns & Gibbons, 2008). This does not mean that the intervention must be 1 on 1, rather best practice supports that the intervention be explicit and systematic, in groups of 3-5, focused on foundational skills, with immediate feedback and effective progress monitoring. This action was effective as we increased our capacity to provide targeted intervention to students in the Dual Language Immersion Program. Additionally, we established local benchmarks and data windows and expanded our capacity for intervention through professional learning and supplemental materials. While we did not meet the 3 year goal of all students being above the standard in this LCAP, we know from research, internal small group

data, and progress monitoring that targeted intervention works. As such, we will continue this action in goal 3 of the new LCAP. After all, targeted intervention is designed to eliminate the achievement gaps identified in this LCAP. Lastly, we identified students for targeted intervention in summer school (action 1.6) based on homelessness, foster youth status, SED, EL or those in need of Tier III as identified on the local benchmark and through teacher input and referral.

1.3 English Learner Program: This action was relatively effective as evinced by the 51.1% of ELs making progress towards proficiency on the California School Dashboard, although we did not meet the three year desired outcome of 66% making progress towards proficiency. Therefore, it was somewhat effective and will be altered to support lesson learned the last couple of years. During the 23-24 school year, we shifted our Designated ELD from a pullout model to a small group classroom based model that aligned with engaging science curriculum. Since we know that the ELD standards call for DELD and IELD to come from and speak to standards, we adopted a new Science curriculum that is not only hands on and engaging but offers designated ELD for students at their language proficiency level. According to Stanford's Understanding Language Research, "The fundamental role of Designated (also known as Standalone or Targeted) English language development is to support multilingual learners in expanding their linguistic resources to communicate effectively within a variety of contexts and purposes, both in and out of school." (ul.stanford.edu) The study goes on to state that a challenge with DELD is, "development and use of high-quality curriculum for English Language Development (ELD) instruction. A significant number of ELD "curriculums" tend to be (a) grounded in weak or antiquated language pedagogy; (b) a set of supplemental materials added on to support the ELA curriculum; (c) a repurposed reading intervention program; and/or (d) a random collection of materials, resources, and lessons that teachers have pieced together over time." (ul.stanford.edu). We made every effort to support teachers in DELD in class support through professional development, including lesson study professional learning. Additionally, Solvang School provided professional development on Integrated and Designated ELD to Upper Campus ELA teachers. This professional development was intentionally designed to support teachers in delivering rigorous standard aligned instruction with "grade-level appropriate," and "deliberate" scaffolds and to bolster the Middle School required DELD class. We received positive feedback from LTELs about the redesign and new curriculum for Middle School DELD. Further evidence of the effectiveness of this action comes from our educational partners, LCAP survey respondents prioritized this action to continue. As such, it will be enhanced based on input and research and will appear in Goal 3 of the new LCAP.

1.4 Educational Partner: Solvang School met this indicator on the California School Dashboard. Ensuring all families have access to information in their preferred language is a priority for Solvang School. We are continuously striving to create more language access and inclusion for our Spanish Speaking Families. As a proud Dual Immersion School we value multilingualism. In order to meet the goal of improving student outcomes, we employed bilingual office clerks, provided interpretation and translation, updated our website and launched a new school app, and continued two-way communication via a platform to promote language access and student achievement through empowering all families as partners. This was effective and will continue with strategic revisions in Goal 2 of the new LCAP.

1.5 Professional Development: This action was effective and will continue. We met the Local Indicator standard on the dashboard and received positive feedback from teachers on much of the professional learning offerings. We utilized input from teachers' needs assessments to design meaningful professional learning. We offered the following professional learning opportunities: Student Engagement Continuum, Dual Language Immersion, Social Studies Standards and Curricular options, Designated and Integrated ELD, CAFE, Inclusion Network, UPK network, Language Network, etc.) Moreover, we have 5 days of professional learning embedded in our contract and an extra day for new teachers at the beginning of the school year. This action will remain in the new LCAP in Goal 1 with an emphasis on supporting unduplicated students.

1.6 Summer School and After School Program: This goal contributes to student achievement by ensuring that homeless, foster youth, and SED students have access to intercession childcare and meals. Last summer, we offered small group intervention (summer school), enrichment (art, music, recreational activities), extended childcare (Partnership with the Boys and Girls Club) and meals for free to targeted students in need, including homeless, foster youth, and intervention students that may be SED, ELs, or SWD. The summer programming for unduplicated students will continue in June 2024 with academic, enrichment, meals, and fun for students on lower campus. Additionally, the school will expand before and intercession childcare to support working families. This action will continue in goal 3 and we will research and determine an appropriate metric for extended learning outside of just CAASPP proficiency.

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

For goal 1, we did not identify any action as ineffective. For example, LCAP input supported RTI as a priority action, prioritized After School and Summer Learning, prioritized EL Programs, staff development, and Educational Partnerships. In the comments and in person the following themes emerged for goal 1: "recruit and retain teachers, Increase RTI, After School: TK, Tutoring, sports, classes (Spanish), STEM, Enrichment, computer coding, DLI Expansion to TK, community engagement." Therefore, we will continue with these actions as student achievement is a primary concern. Staff and ELAC value the academic supports provided by teachers, e.g., support classes. Parents and staff also support after school programming, EL support, and summer instruction. Analysis of the actions in this LCAP determined that the actions were mostly effective as there was evidence that the actions met local indicators but lacked alignment to the CAASPP metrics of the 3 year LCAP. The need for clearer metrics and closer alignment to the broad goal was evident during the annual reflection. This insight, along with educational partner input will result in a reorder of actions under three main goals that focus on 1. The Conditions of Learning, 2. Engagement, and 3. Academic Achievement. These 3 goals align with the three overarching domains outlined for the 8 state priorities. The strategic development of 3 goals based on these domains will help the organization of the new LCAP. Each of the required 8 state priorities will go under their respective domain and the metric for each action will be linked directly to the action to the extent possible. Dashboard, educational partner input, and local indicator data support a strengthening of these actions and a reordering of these actions under the new goals.

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.

Goals and Actions

Goal

Goal #	Description
2	Provide rigorous and engaging curriculum and instruction in order to promote academic achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>All student groups are at or above standard in ELA and Mathematics</p> <p>Measure: Outcome Data in the Absence of Dashboard data is California Assessment of Student Performance and Progress</p>	<p>All student groups, except Students with Disabilities and current English Learners, are at or above standard. 2021 CAASPP results to be added as the most recent baseline data.</p>	<p>DASHBOARD DATA NOT AVAILABLE</p> <p>MATH (%) Hispanic: 38.20, Two or More Races: 40, White: 56.94, English Learners: 20.63, Socioeconomically Disadvantaged: 30.92, Students with Disabilities: 11.63</p> <p>ELA (%) Hispanic: 59.55, Two or More Races: 53.33, White: 70.14, English Learners: 34.92, Socioeconomically Disadvantaged: 57.24, Students with Disabilities: 18.60</p>	<p>New Dashboard status: High in Math for All Students: 0.2 points above the standard.</p> <p>Math by Subgroups: White: 25.5 points above the standard; Hispanic: 16.5 points below the standard; SED 23.8 points below the standard; EL 47.1 points below the standard; SWD; 121 points below the standard.</p> <p>New Dashboard status: High in ELA for All Students: 14.2 points above the standard.</p> <p>ELA by Subgroups:</p>	<p>Dashboard with Status and Change</p> <p>Overall Math: 4.4 below the standard (Yellow)</p> <p>Math by Subgroup: Hispanic: 32 points below the standard (Orange); White: 17.4 points above the standard (Green); EL: 42.5 points below the standard (Orange); SED: 36.7 points below the standard (Orange); SWD: 94.2 points below the standard (Yellow)</p>	<p>All subgroups above standards.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			White: 31.5 points above the standard; Hispanic: 2.9 points below the standard; EL: 8.5 points below the standard; SED: 6.2 points below the standard; SWD 95.1 points below the standard.	Overall ELA: 1.4 points above the standard (Yellow) ELA by Subgroups: Hispanic: 23.6 points below the standard (Orange); White: 19.4 points above the standard (Green); EL: 29.8 points below the standard (Orange); SED: 20.5 points below the standard (Orange); SWD: 78.8 points below the standard (Orange).	
English learner students who make progress toward proficiency in ELA by 22.35 (50%) on SBAC assessments. Measure: Outcome Data in the Absence of Dashboard data is California Assessment of Student Performance and Progress	44.7 points below standard in ELA, 2019. 2021 CAASPP results to be added as the most recent baseline data.	DASHBOARD DATA NOT AVAILABLE Math (%) 20.63 ELA (%) 34.92	CAASPP ELA for EL: 8.5 points below the standard. CAASPP Math for EL: 47.1 points below the standard New Dashboard English Learner Progress Indicator (ELPI): 58.4% of English Learners are making progress	CAASPP ELA for EL: 29.8 points below the standard. CAASPP Math for EL: 42.5 points below the standard. Dashboard ELPI: 51.1% making progress towards English language proficiency	22.35 points "below standard" per Dashboard terminology

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			towards English Proficiency.		
<p>Socioeconomically Disadvantaged students who make progress toward proficiency by 6 in ELA.</p> <p>Measure: Outcome Data in the Absence of Dashboard data is California Assessment of Student Performance and Progress</p>	<p>4.8 points above standard in ELA, 2019. 2021 CAASPP results to be added as the most recent baseline data.</p>	<p>DASHBOARD DATA NOT AVAILABLE</p> <p>Math (%) 30.92</p> <p>ELA (%) 57.24</p>	<p>CAASPP ELA for SED: 6.2 points below the standard.</p> <p>CAASPP Math for SED: 23.8 points below the standard.</p>	<p>CAASPP ELA for SED: 20.5 points below the standard</p> <p>CAASPP Math for SED: 36.7 points below the standard</p>	<p>10.8 points "below standard" per Dashboard terminology</p>
<p>Students with Disabilities who make progress toward proficiency in ELA improved by 12.4 on SBAC assessments.</p> <p>Measure: Outcome Data in the Absence of Dashboard data is California Assessment of Student Performance and Progress</p>	<p>60.7 points below standard in ELA, and 74.9 points below standard in Mathematics, 2019. 2021 CAASPP results to be added as the most recent baseline data.</p>	<p>DASHBOARD DATA NOT AVAILABLE</p> <p>Math (%) 11.63</p> <p>ELA (%) 18.60</p>	<p>CAASPP ELA for SWD: 95.1 points below the standard.</p> <p>CAASPP Math for SWD: 121 points below the standard.</p>	<p>CAASPP ELA for SWD: 78.8 points below the standard.</p> <p>CAASPP Math for SWD: 94.2 points below the standard</p>	<p>48.3 points "below standard" per Dashboard terminology</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>English learner students who make progress toward proficiency in Mathematics improved by 24.3 on SBAC assessments.</p> <p>Measure: Outcome Data in the Absence of Dashboard data is California Assessment of Student Performance and Progress</p>	<p>48.6 points below standard in Mathematics, 2019. 2021 CAASPP results to be added as the most recent baseline data.</p>	<p>DASHBOARD DATA NOT AVAILABLE</p> <p>Math (%) 20.63</p>	<p>CAASPP Math for EL: 47.1 points below the standard</p>	<p>CAASPP Math for EL: 42.5 points below the standard</p>	<p>24.3 points "below standard" per Dashboard terminology</p>
<p>Socioeconomically Disadvantaged students who make progress on proficiency improved by 2 in Mathematics on SBAC assessments.</p> <p>Measure: Outcome Data in the Absence of Dashboard data is California Assessment of Student Performance and Progress</p>	<p>2 points below standard in Mathematics, 2019. 2021 CAASPP results to be added as the most recent baseline data.</p>	<p>DASHBOARD DATA NOT AVAILABLE</p> <p>Math (%) 30.92</p>	<p>CAASPP Math for SED: 23.8 points below the standard</p>	<p>CAASPP Math for SED: 36.7 points below the standard</p>	<p>100% at standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students with Disabilities who make progress toward proficiency improved by 14.98 in Mathematics on SBAC assessments. Measure: Outcome Data in the Absence of Dashboard data is California Assessment of Student Performance and Progress	74.9 points below standard in Mathematics, 2019. 2021 CAASPP results to be added as the most recent baseline data.	DASHBOARD DATA NOT AVAILABLE Math (%) 11.63	CAASPP Math for SWD: 121 points below the standard.	CAASPP Math for SWD: 94.2 points below the standard	59.92 points "below standard" per Dashboard terminology
100% of students have access to a broad course of study.	100%	100%	Local Indicator: Standard Met 100% of students have access to a broad course of study.	Local Indicator: Standard Met 100% of students have access to a broad course of study.	Maintain 100%

Goal Analysis

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

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

2.1 Offer a Broad Course of Study: STEM, VAPA, DLI, Spanish, etc. This goal was implemented with fidelity and is designed to ensure students with disabilities have access to their least restrictive environment. We expanded DLI to the 5th grade this school year and hired credentialed Music and Spanish teachers. We offered 3 Spanish electives to UC - Beginning Spanish, Intermediate Spanish & Heritage Spanish. Additional electives included Yearbook, Engineering and Design, Drama, Leadership, Robotics, Beginning Band, and our new culinary arts courses. Our Drama class put on a production of "Mean Girls," our talented students put on the "Show of Shows" Talent Show, TK, K, 1st grades performed. Students in the band and in grades TK-5 performed in Winter and Spring Concerts. The challenges were adding another grade level in DLI curriculum and ensuring waivers were in place to address misassignments caused by electives. The successes include the drama production, the "Show of Shows", Winter Showcase, Spring Concert, Yearbook, Art, Band, Drama, Robotics, Leadership and Culinary Arts offerings.

2.2 Provide Instructional Materials: All students had access to textbooks, workbooks, learning software and classroom supplies. We launched anew Science curriculum (FOSS and FOSS DELD) and a Social Emotional Learning curriculum for grades TK-8. This was implemented with fidelity and thoughtfulness. For example, we increased our DLI classroom libraries and piloted a new intervention curriculum, distributed manipulatives for math and science, and evaluated and consolidated our learning platforms. The challenges were that a variety of text tools were available but there was no fidelity of use and we were without tech support. Additionally we need to start the adoption processes for several subjects but are waiting for CDE to release framework for guidance and cognizant that we cannot adopt multiple curriculums at once for multiple subject teachers. We did successfully adopt TCI as a Middle School Social Studies Curriculum and will launch it in 24-25. The successes include the pilot and adoption of TCI, the launch of FOSS and DELD, Zero Williams complaints, and 100% Instructional Materials Sufficiency.

2.3 Engage Students & Parents to Support Attendance and Achievement: This action was implemented as planned and we deployed ParentSquare to effectively communicate with families and share information. Additionally, we ensured a welcoming environment and provided language access to Spanish speaking families through bilingual office staff, interpretation and translation and worked toward greater Language Access. Additional support to reduce chronic absenteeism for students with disabilities and their families was offered. One challenge was that our website company went out of business last summer and we had to rollout a new website and app. Another challenge is that some teachers are not effectively using the post feature in ParentSquare and too many messages turn into white noise to parents. The successes were in increased and improved language access during events, in the front office support, and through interpretation and translation and covering bilingual office clerks on leave and the development of our new website and app to address the challenges above.

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.

Action 2.2 included a new FOSS Science and DELD adoption for grades TK-8. Additionally, we added the cost of Multiple Measures for data analysis to support student achievement to Action 2.3. Previously the District had a 3 year contract and it needed to be renewed.

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

There were 3 actions in goal 2 and they were effective because they all met Local Indicator requirements and address the state's 8 priorities.

2.1 Broad Course of Study: This year we determined to eliminate the 6th elective wheel due to student input and in order to offer more engaging elective offerings. We continued offering Leadership, Drama, expanded our Dual Language Immersion Programming to 5th grade DLI. This action was effective and 100% students have access to broad course of study. Solvang School's broad course of study includes: Science, Technology, Mathematics, Engineering, Art, Music, Drama, Spanish and Support classes, etc. While this action meets the LCFF priority 7 Local Indicator, it did not have a causal link to CAASPP Proficiency. In fact, achievement gaps continue to exist. However, we are making strides to address these and firmly believe that offering these courses contributes to better outcomes for all of our students, including unduplicated pupils. Research supports this. Furthermore, this action reflects one of the state's required Conditions of Learning and will therefore continue under Goal 1 in the new LCAP. Educational partner input supports adding this action to a revised maintenance Goal 1 for the Conditions of Learning.

2.2 Instructional Materials: This action was effective as evinced by 100% Williams Sufficiency (All students have access to curriculum, supplemental materials including platforms, library books, and in class or assigned technology). This standard was met on the local indicator for the California School Dashboard and is not only a state priority but research shows an essential component to student achievement. For example, researchers Chingos and Whitehurst (2021) argue that not only do materials impact learning, but also that they influence teachers' instructional choices and behavior, thus making the selection of instructional materials "all the more important." This action was implemented with fidelity and ensures that the district meets its sufficiency of materials obligations. Like the action above, it is one of the LCFF priorities that fall under Conditions of Learning and as such will appear in the new goal1 in the new LCAP.

2.3 Engage Partners: This action was effective and contributes to improved outcomes in attendance and in communication with families. While Chronic Absenteeism remains an urgent issue for the district the importance of partnering with parents is well researched and will be a part of the new LCAP goal 2. After all student and parent engagement research shows engaging parents is a key element to student success. For example, Dr. Karen Mapp asserts that "strong partnerships between families and education professionals have been linked to increases in literacy and educational achievement." For this reason parent engagement will be reflected in the actions of Goal 2 in the new LCAP.

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

The feedback from educational partners in person meetings and from the survey (community, family, staff & student) were similar in that both focused on a continuation of the actions and goals identified in this LCAP and made similar suggestions for expanding the impact of the actions. Over the course of LCAP PAC meetings and data dives the need to reorganize actions, strengthen actions, and solidify metrics was discussed. The result of which is that action 2.1 will be moved to Goal 1: Ensuring the Conditions of Learning and will become action 1.3. This action includes keeping class sizes low, expanding our DLI offerings to the middle school, keeping PE class sizes low, and offering expanded TK eligibility. The changes for action 2.2 include adding FOSS Science with DELD and adopting TCI for Middle School Social Studies to be rolled out in 24-25. The changes for 2.3 will be to improve communication with unduplicated families and to improve our capacity to communicate with Spanish speaking families. These changes will be reflected in Goal 2 of the new LCAP.

The changes that we are planning based on reflections include reorganizing the actions under Goals 1 and 2. For Goal 2, LCAP input prioritized a broad course of study, educational partner engagement, and instructional materials. For Goal 2, the following themes emerged from both the survey (community, family, staff, & student) and input sessions: "enrichment programs, tech electives (e.g. computer coding), DLI Expansion to TK and middle school, family engagement opportunities, campus-wide activities celebrating diversity (guest speakers, assemblies), hands-on learning, and Professional Learning for teachers." All educational partners value "strong academic programs" that occur during the day. Likewise, access to engaging and purposeful instruction materials is viewed as essential to a strong instructional program; these things go beyond textbooks and include online programs, field trips, and access to the arts. Middle school families are particularly appreciative of the robust electives' program. Likewise, students advocated for continuation of electives and sports. As such these are distinct actions under Goal 2 of the new LCAP.

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.

Goals and Actions

Goal

Goal #	Description
3	Maintain fiscal strength to support educational excellence, ensure good attendance, and establish an engaging school climate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average Daily Attendance (ADA)	Last comparable data point was 95.5%, 2019-2020.	94.6%	*Local Data: 93.9%	95%	>= 96%
Dropout rate	0%, 2020-2021	0%	N/A	0%	0%
Suspension and expulsion rate	2% / 0%, 2020-2021	1%	New Dashboard Status: Low 1.5 % of all students	Dashboard: All students: High 3.2% suspended at least one day (Orange) Suspension by Subgroup: Hispanic: 4.2 % (High/Orange) Two or More Races : 0% (Very Low/Blue) White: 2.6% (High/Orange) EL: 2.5% (High/Orange) SED: 5% (Very High/Red) SWD: 2.9% (High/Orange) 0% Expulsion rate	1% Suspension

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Healthy Kids Survey (HKS) report that they "feel safe at school."	88% @ 5th, 85% @ 7th, 2020* (This data appears to have errors); please use the following data 96% @6th and 74% of 7th graders feel safe in 2020 at school.	79% @ 5th, 63.5% @ 7th	*Local LCAP Survey Data 5th grade: 82% All or Most of the time; 13% some of the time; 6% Not Safe 7th grade: 25% of students strongly agree; 63% were neutral; 11% Disagree; 2% strongly disagree	CHKS: CHKS School Safety 5th: 70% of 5th 7th: 79% of 7th CHKS Parents: "This School is a safe place for my child" 39% Strongly Agree CHKS Staff: This school is a safe place for staff 19% strongly agree This school is a safe place for students: 16% Strongly agree	> 90%
HKS report having a "caring adult relationship" on campus.	79% @ 6th, 59% @ 7th, 2020* (Updated with 2020 results per CDE dashboard)	70% @ 5th, 75.6% @ 7th	*Local LCAP Survey Data 5th grade: 82% report teachers care about them 7th grade: 55% report caring adult relationships	5th CHKS: 61% 7th CHKS: 57%	> 90%
HKS report "high expectations-adults in school"	84% @ 5th, 68% @ 7th, 2020;* (updated with 2020 results per CDE dashboard)	72% @ 5th, 85.5% @ 7th	*Local LCAP Survey Data 5th grade: 77% all the time; 5% most of the time	5th CHKS: 79% 7th CHKS: 70%	> 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			7th grade: 74% reported high expectations from adults		
Chronic absentee rate	7.5%, 2019-2020	8.5%	<p>New Dashboard Indicator: High 15.3% chronically absent</p> <p>EL: Very High 21.4% chronically absent SED: High 18.1% chronically absent SWD: High 14.3% chronically absent</p> <p>White: High 14.7% chronically absent Hispanic: High 16.1% chronically absent Two or More Races: High 16.7% chronically absent</p>	<p>Dashboard Indicator: High 17.6% overall Chronically absent</p> <p>Hispanic: 15.4% chronically absent (Medium/Yellow) Two or More Races: 19.5% chronically absent (High/Orange) White: 19.9% chronically absent (Very High/Red) EL: 20% chronically absent (Medium/Yellow) SED: 21.3% Chronically absent (Very High/ Red) SWD: 23.5% chronically absent (Very High/ Red).</p>	< 10%

Goal Analysis

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

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

ENGAGING SCHOOL CLIMATE

3.1. Wellness: This goal was implemented with fidelity but modified to meet the needs of students. For example, we continued with the employment of a credentialed counselor who implemented in class Socioemotional learning, ran small groups, provided 1:1 counseling, and assisted students in crisis. Our MTSS work has begun and is starting to take root. We continued with PBIS including Viking Vouchers and the "Good for You" Cart. Our Leadership elective, student council, and new Culinary Arts students promoted school engagement and wellness activities. Additionally this year, we added a new Social Emotional Learning Curriculum, offered suicide prevention, Wellness Wednesdays, Friendship Groups, and showed the Screenagers Documentaries in middle school to support students in safe social media and internet choices. We continued to partner with People Helping People for external counseling (20 hours monthly) and family support off campus. Our 5th graders participated in the Life Skills curriculum and activities. Additionally, we promoted student health and safety with assemblies for TK-8th grade students. The challenges include High Chronic Absenteeism, frequent Independent Study Requests and incomplete Student Work, increased Counselor referrals, and student behavior issues, including cyberbullying. The successes include small group counseling, Kelso's Choice elementary SEL curriculum, Suicide Prevention, Wellness Wednesdays, and Screenagers cyber safety and anti-vaping.

3.2 Information System: This action was implemented and remains a priority as Solvang School's Chronic absenteeism is High on the California Dashboard for all subgroups, but especially for SED students which qualified the District for Differentiated Assistance. This is also true for our English Learners. Another subgroup that received support for chronic absenteeism is our students with disabilities. While the office utilizes Aeries for attendance, grades, and behavior, further training on employing the analytic features is needed. The challenges we faces this year included high chronic absenteeism due to student illness (Covid, Hand Foot and Mouth, and Norovirus), school avoidance, poor attendance due to travel, and student mental wellness. The successes were improved documentation in aeries of referrals, student discipline, and attendance monitoring.

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.

Action 3.2 included Aeries training for the new Office Manager.

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

These actions were effective, but chronic absenteeism is a problem. According to Attendance Works (attendance works.org), the 5 practices that schools should employ are 1. Engaging Students and Parents (see actions 1.4, 2.1, 2.2, 3.2, 3.3), 2. Recognize Good and Improved Attendance (this is something Solvang School will begin in 24-25), 3. Monitor Attendance Data (action 3.2), 4. Provide Personalized outreach (office clerks, counselor, case managers, and teachers; action 2.3, 3.1, 3.3), and 5. Develop Programmatic Response to Barriers (bussing, counseling, and support for families; action 3.1). These actions will be strengthened in the new LCAP and appear under different goals.

Action 3.1 contributes to student wellness and improved because school counseling improves student outcomes; "Numerous research studies have quantified the impact of school counselors on student development and success, as well as on school climate and K–12 education in general." (school counselors.org) Moreover, "as part of a school support team, school counselors provide critical social-emotional and academic supports. Through a comprehensive school counseling program that promotes success and achievement for all students, school counselors can help set students on a path for postsecondary success. In particular, students of color and students from low-income families benefit from having more access to school counselors." (ASCA). Adding a credentialed counselor to the team this year has resulted in significant positive support of and opportunities for students. These include 1 on1 counseling, friendship groups, in class social emotional learning by the counselor, Wellness Wednesdays and suicide prevention and support for students in crisis. Solvang School promotes wellness by providing counseling services, partnership with People Helping People, Social Emotional Curriculum, and teaching life skills. These actions will be strategically strengthened and appear under Goal 2 in the new LCAP.

Actions 3.2 was implemented effectively and contribute to Goal 3 because regular attendance matters to student achievement and school culture. According to research, "What works is to take a data-driven, comprehensive approach that begins with engaging students and families as well as preventing absences from adding up before students fall behind academically. The key is using chronic absence data as a diagnostic tool to identify where prevention and early intervention are needed (3.2). With this data in hand, schools, families and community partners can together determine the causes of chronic absence, and implement approaches that address barriers to getting to class." (attendance works.org). 3.2 We will continue Aeries to Monitor & Track Attendance, Discipline & Achievement but this will be strengthen by sending personalized postcards to absent students and will appear in Goal 2.

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

As a result of LCAP PAC feedback, Solvang School will restructure its new three year LCAP into 3 distinct goals. Wellness will be altered to be part of the Broad Goal 2. Likewise, 3.2 will be strengthened to expand beyond Aeries implementation and training and will include the postcard campaign, SARB stipend, and we will add attendance themed assemblies. These revisions will appear in Goal 2 of the new LCAP.

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.

Goals and Actions

Goal

Goal #	Description
4	Maintain high quality facilities (HQF) to support educational excellence as evidenced by zero Williams Complaints..

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All students, TK-8, have an assigned computer for home use	TK-3 have assigned computers.	100% of TK-3 have computers. The school as a whole, TK-8 is at a 2.5:1 student to computer ratio.	Students in grade 6-8 were assigned devices to take home. Students in TK-5 had class sets and carts.	Students in grade 6-8 were assigned devices to take home. Students in TK-5 had class sets and carts.	Solvang School will roll out year 1 of a 3 year replenishment cycle of student devices. All 6th graders will be assigned a new device to be returned in 8th grade after promotion.
All technology systems are upgraded to ensure 100% connectivity at all times	75% are currently upgraded, 2020-2021	90% connectivity	100% connectivity	100% connectivity	100% connectivity at all times
Facilities in good repair per Williams Report	0 Williams findings, 2020-2021	0 findings	Facilities in good repair 0 findings	Facilities in Good Repair; 0 Williams Findings	0 Williams findings

Goal Analysis

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

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

Actions 4.1 and 4.2 were implemented effectively and additional measures were taken to improve technology infrastructure and improvements to facilities were completed.

The upgrades to 4.1 Technology were as follows: Solvang School launched new student chromebooks deployment cycle and upgraded teacher devices. Additionally, Solvang audited the School's Technology Infrastructure and released an approved a Request for Proposal (RFP) for copper cabling and new access points.

Challenges included: Students struggled to adhere to the use agreement and damaged devices; the School District currently only has 1 GB and the infrastructure is in need of upgrading; the school has a need for varied technology support from an engineer to help with air conditioning, internet, and cabling to a technician to assist with device deployment, rollover of programs, and repairs.

Successes include distribution and collection of student devices, the approval of a comprehensive infrastructure RFP, and the soon to be upgraded broadband (2 GB in June).

Action 4.2 was expanded upon. Deferred Maintenance and facilities improvements completed include: the Culinary arts Building was finalized and a sump pump and drainage canal was added to prevent flooding during rain; as part of Project Safe, new fencing has begun on Upper and Lower campus and will continue through summer; the replacement of a faulty water heater was addressed; the sprinklers on Upper Campus and Elks Field were repaired; and work on the new TK/K Viking Ship Playground begun in June.

The challenges were finalizing construction on the culinary arts building and delays in fencing. The successes were that the school completed the Culinary Arts Building Bond project; the enclosing of the campus with new fencing begun ; and the demolition of the existing Kindergarten play structure and the installation of the new TK/K Viking Ship Playground has begun.

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.

For Action 4.2, we had lower deferred maintenance costs in 23-24 as we had fewer repairs needed.

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

This goal was implemented effectively in the 2023-2024 school year. Both actions maintaining 100% connectivity (Action 4.1) and completion of the Deferred Maintenance (Action 4.2) were done with fidelity and were effective. We inventoried our current resources, invested in technology infrastructure, and completed deferred maintenance and construction projects. Research shows the connection between technology (Action 4.1) and facility maintenance (Action 4.2) and student achievement. According to research, "As the education system and workforce evolve to become more technology inclusive, it is important for students to keep up with modern digital trends while still obtaining a deep understanding of course content. Implementing technology into the curriculum provides instructors with an invaluable opportunity to enhance student engagement and academic success. Students are able to collaborate with peers using digital platforms, explore creativity through technological features, engage in higher-order thinking processes, participate in inquiry-based learning, synthesize information from multiple sources and establish a sense of online social presence. While implementing technology into the curriculum shifts the learning environment to being more student-centered, instructors play an integral role in guiding understanding, offering assistance and taking the necessary steps to ensure that students are present and reaching their learning goals. Overall, students and teachers have positive attitudes towards technology integration and feel that it has positive impacts on learner satisfaction, promotes engagement and facilitates academic success." (Chloe D'Angelo, *The Impacts of Technology Integration*, 2018). As such, Solvang School will continue to implement action 4.1 but will do so under a revised Goal 1. Likewise, "findings from these studies underscore the complexities of these relationships between the physical environment of schools and the experiences of building occupants. We are reminded that schools exist within larger social, political, and fiscal circumstances, all of which influence decisions about how we will invest in the design, construction, and ongoing support and maintenance of our schools." (Uline, C.L. (2009), "Building high quality schools for learners and communities," *Journal of Educational Administration*, Vol. 47 No. 3.). Therefore, we will continue with action 4.2 but also under a revised Goal 1 to meet the conditions of learning.

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

The difference between the budgeted expenditures for 4.1 was the inventory of the technology infrastructure and the release of the subsequent RFP to address cabling and access points. Another modification was that we planned for a 3 year middle school device deployment cycle and at the end of the year decided to collect the students' devices and implement a 1 year cycle. Both of these actions will continue and were effective. These actions will be strengthened in the new LCAP to include infrastructure and broadband upgrades and will appear in Goal 1 of the new LCAP.

There was no difference in budgeted expenditures for facilities 4.2. We used deferred maintenance funds to replace a faulty water heater, fix sprinklers, and add a sump pump. The Kindergarten playground and Project Safe Fencing begun. Maintaining facilities will be part of the maintenance Goal 1 in the new LCAP and will include other campus projects.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

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
Solvang Elementary School District	Sierra Loughridge Superintendent	sloughridge@solvangschool.org 805.688.4810 x4454

Plan Summary [2024-25]

General Information

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

Solvang School is a welcoming community where all students are empowered to become socially and culturally competent, lifelong learners, through meaningful relationships, high expectations, and an engaging and rigorous academic experience that they will reflect on with Viking Warrior Pride.

Solvang Elementary School District is a single school TK-8 district with two adjacent campuses of nearly 600 students. According to the California Dashboard, the student body is 54% Hispanic, 37.8% White, 2.9% Two or More Races, 0.7% American Indian, 0.7% Filipino, 0.2% Asian, and 0.3% African American; 40.1% SED, 19.9% English Learners, 2% Homeless, and 8.9% Students with Disabilities. The high educational quality of the District is enhanced by a variety of enrichment programs, a full-size gymnasium, multipurpose room, basketball and handball courts, fields, playgrounds (new Kindergarten Viking Play Ship in 2024), cafeteria and production kitchen, and a newly opened Culinary Arts building. The lower campus elementary school (TK-5) hosts a Spanish Dual Language Immersion Program for grades K-5 and will expand in the 24-25 school year to include Dual Language Immersion 6th grade course offerings at the Middle School Campus. Solvang's Dual Immersion Program is the only one in the Santa Ynez Valley. In addition to expanding the Dual Language Immersion Program, Solvang School will offer expanded Transitional Kindergarten in the 24-25 school year welcoming all 4 year olds while sticking to the Universal PK requirements. The upper campus middle school (6-8) offers a wide variety of electives including: Art, Music, Spanish, STEM, Leadership, Drama, Yearbook, and Culinary Arts. Students in 6-8th grades are encouraged to participate in at least one of our interscholastic sports' programs. Additionally, Middle School students have the opportunity to participate in student government, interscholastic sports (basketball, volleyball, track, cheerleading), band and new Culinary Arts electives.

The Solvang School is focused on students' academic and social-emotional development. We employ a credentialed counselor who runs wellness Wednesdays, small skills groups, and provides 1:1 support to students. Our team is part of the Inclusion Network, employs the Character Counts, Zones of Regulation, and Kelso's Choice Curriculum. Solvang school recently was designated as a No Place for Hate School. Our exemplary staff works closely with English Learner Advisory Committee, Special Education Consortium, and other committees to ensure that students' needs are met. The District benefits greatly from the support of the Solvang School Education Foundation (SEEF) that supports access for all students to the arts and enrichment opportunities, including Science Camps, builds school community, and supports

teachers and student learning.

District Mission and Goals:

The mission of the Solvang Elementary School District is:

- To educate all students to realize their full potential, as we believe that all students have the ability to learn and succeed.
- To foster shared responsibility among parents, teachers, students, school and community.
- To maintain high standards of ethical and professional behavior.
- To provide a well-rounded education that includes the core subjects, fine arts, STEM electives, and opportunities to be involved in athletics and other pro-social activities.
- To support physical fitness and provide quality nutrition to foster better learning.
- To provide a safe and nourishing learning environment.

Solvang School provides each child with a broad range of learning experiences to ensure that all students are successful learners, who will succeed far beyond Solvang School into high school and the universities and careers of their choice.

Reflections: Annual Performance

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

The 2024 California School Dashboard now shows status and change data for ELA, Math, English Learner Progress Indicator (ELPI), Chronic Absenteeism, and Suspension Rates. Based on the California School Dashboard, we have identified the following performance gaps and identified needs.

Overall, Solvang students in ELA were 1.4 points above the standard, however this was a decline of 12.3 points overall, which puts Solvang students in the Medium range (Yellow). While this is above the state average of 13.6 points below standard, Solvang school has work to do. An achievement gap exists between Hispanic students who scored in the Low range (Orange) and were 23.4 points from the standard compared to white students who scored in the High range (Green) and were 19.4 points above the standard. All other subgroups were below the standard, in the Low range with the color Orange and were as follows: EL students maintained their Dashboard status (-2.4 points) and were 29.8 points below standard in ELA; SED students declined 15.1 points and were 20.5 points below standard; while SWD increased by 7.4 points, but were still in the Low range scoring 78.8 points below the standard. Overall, ELs maintained and we did see Current English Learners increased by 15.1 points and Recently Reclassified English Learners increased by 7.4 points. However, Solvang English Only students declined by 8.9 points, although these students still scored 16.9 points above standard. While overall, Solvang students performed at 1.4 points above standard in ELA, a significant achievement gap exists for students with disabilities (SWD) who scored in the low performance level. Additionally, an opportunity exists to improve outcomes for English Learners (EL) or Multilingual Students who scored in the low performance level on the ELA CAASPP and on the Math CAASPP. Another achievement gap to address is for SED students on the CAASPP for ELA and Math.

Overall, Solvang students in Mathematics declined by 3.1 points to score in the Medium (Yellow) range scoring at 4.4 points below the standard. Solvang school is exceeding the state average of 49.1 points below standard, but is seeking to move all subgroups to or above the standard. Like in ELA, a racial achievement gap exists between Hispanic students who scored in the Low (Orange) range and were 32 points below the standard and White students who scored in the High (Green) range and were 17.4 points above the standard. SED students declined 13.5 points scoring in the Low range (Orange) at 36.7 points below standard. EL students maintained with a slight increase of 1.1 points, but were still in the Low (Orange) range scoring 42.5 points below standard. Although Current English Learners increased 20.6 Points and Recently Reclassified English Learners Increased 12 Points and were only 1.1 points below standard. English Only students maintained and were 15.9 points above the standard.

51.1% of English Learners are making progress towards English Language Proficiency according to the English Learner Progress Indicator (ELPI). This is a 6.2% decline from the previous year as the number of ELs who progressed 1 ELPI level dropped to 45.5% and the number of ELs who decreased an ELPI level grew to 20.5%. We want to reverse these trends and will include actions for English Learners in this LCAP. Additionally, it is important to address the 20.5% of ELs who decreased at least 1 performance level on the English Learner Progress Indicator (ELPI).

Another identified need that we will focus on is lowering Solvang School's Chronic Absenteeism rate of 17.6%, which means Solvang has a High/Orange Chronic Absenteeism rate on the dashboard. Three subgroups are in the Red for High Chronic Absenteeism rates. SED students were 17.6% chronically absent. SWD were 23.5% chronically absent, and White students were 19.9% chronically absent. Moreover, all three subgroups Chronic Absenteeism rates increased on the 2023 dashboard. Students who identify as Two or More Races were in the high orange category at 19.5% chronically absent. Although, Chronic Absenteeism decreased for ELs by 2.2%, they were still 20% chronically absent. Likewise, Hispanic students' Chronic Absenteeism rates declined by 1.8%, Hispanic students were 15.4% chronically absent. Clearly, improving attendance for all students is a key priority, but especially for SED students as they are also in the Red for Suspension rates and as a result of SED high absenteeism and high suspension rates, the district qualifies for Differentiated Assistance.

This leads to the identified need of lowering Suspension Rates. In the 2023 school year, Solvang School's Suspension rate increased by 1.8% to 3.2% of students were suspended at least one day. This puts Solvang School in the Orange High Range and nearing the state's average of 3.5% suspended at least one day. This is a trend that we must reverse. Of particular importance is the fact that SED students were suspended at an increase rate of 5% suspended at least one day, which places them in the Very High Red category. As a result of SED students being in the Very High category for both Chronic Absenteeism and Suspension Rates the District is in Differentiated Assistance. Also concerning is that Hispanic students are in the Very High Range with 4.2% suspended at least one day. Both of these subgroups' suspension rates increased last school year. Likewise suspension rates increased for ELs, SWD, and White students, who were all in the High/Orange Category. English Learners' suspension rates increased 1.7%, placing them in the Orange High range at 2.5% suspended at least one day. Students with Disabilities suspension rates increased by 2.9% to be at 2.9% suspended at least one day and White students' suspension rates increased by 0.8% to be at 2.6% suspended at least one day. The only subgroup to lower their suspension rate was Two or More Races, previously the highest group suspended, but in the 2023 school year the rate was 0% and decreased by 5.4%.

Solvang School has met the local indicator for academic standards as measured by Professional Development, Instructional Materials, Policy and Program Support, Implementation of Standards, and Engagement of School Leadership. The second category on the dashboard is Academic Engagement, Solvang met the standard for offering a board course of study, but has identified Chronic Absenteeism as an area of

opportunity. Solvang met the local indicator standard for teachers, instructional materials, and facilities. Likewise, according to the dashboard, Solvang met the standard for Parent and Family Engagement based on the local climate survey.

To address these areas of identified need, Solvang teachers participated in professional development (Designated English Language Development, FOSS Science, Math Frameworks, & Student Engagement Continuum) and regularly monitored academic progress with 3 windows for STAR Reading, STAR Early Literacy and STAR Math Assessments. These standardized, computer-adaptive assessments helped inform instruction, establish groups for in class and pull-out intervention, and were used for progress monitoring, Student Study Teams, Individualized Education Plans, and communicating progress with families. Additionally, with teacher input, Solvang expanded the use of the Imagine Learning platform to include Reading, Language and Literacy or Lectura, Math and Math Facts in English and in Spanish. We recognize that it is imperative that we monitor all students progress, provide targeted intervention, and personalized learning. Furthermore, as a school with a Dual Language Immersion strand in Spanish for grades K-5, expanding to Middle School next year. It is important that we monitor progress in both languages for our DLI students. In addition to supplemental support and personalized intervention, we focused on improving tier I instruction, first instruction, and on refining our Response to Intervention and Designated English Language Development (DELD) practices and systems. In terms of first instruction, Solvang School utilizes standards-aligned texts and differentiation, administers assessments to regularly monitor progress, and collaborates with EL and Rtl staff to provide in-time and fluid support. The district has made a significant investment of classified aide support in classrooms to enable small group instruction. Likewise, the District strategically staffed teachers using one time funds to keep class sizes small. Bilingual aides were hired for Rtl, ELD, and DLI programming. Solvang remains committed to ensuring all students have access to the supports they need including targeted intervention opportunities for students in the English Only and in the Dual Language Immersion program. To address Chronic Absenteeism, Solvang School has discussed the importance of regular school attendance at ELAC, SEEF, and LCAP PAC meetings and will be launching an attendance campaign next school year, including assigning the counselor to oversee attendance and utilizing the SARB process. Additionally, Solvang School will increase Aeries training for office staff, and promoting positive attendance through assemblies and a "We Miss Your Face" Postcard Campaign. As part of the LCAP input process, the Superintendent met with Educational Partners, including the LCAP Parent Advisory Committee (LCAP PAC), English Learner Advisory Council (ELAC), Solvang Federation of Teachers (SFT), staff and students. Input gathered from these sessions, along with the California Healthy Kids surveys, informed the priorities of this LCAP.

Reflections: Technical Assistance

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

Solvang School District is receiving support from the Santa Barbara County Office of Education (SBCEO) for Differentiated Assistance (DA) due to High Chronic Absenteeism (Red) and High Suspension (Red) rates for Socioeconomically Disadvantaged Students (SED) on the California School Dashboard. The District qualified for the support because the school's SED subgroup was in the red in two of the State's priority areas (Priority 5/Academic Engagement & Priority 6/Climate). SED students were 21.3% Chronically Absent on the Dashboard and in the Very High range. Likewise, SED students had a suspension rate of 5% and were in the Very High range.

The District has worked to address chronic absenteeism and suspension rates by having an administrator monitor attendance and implement restorative practices as appropriate. Next year, our credentialed counselor will assist in promoting positive attendance and removing barriers for students and families. Additionally, Santa Barbara County is revising SARB practices, so this creates a new opportunity for support. The

District has effectively partnered with SBCEO during the 23-24 school year to design and receive support for Technical Assistance. This support included data dives, professional development and SBCEO's inclusion team training and subsequent inclusion plan. During the summer of 2024, the District will partner again with the County Office of Education and CSLA to unpack these problems of practice. The District will compensate the school based team for their over the summer continuous improvement work. In the 24-25 school year, Solvang school will host the Santa Ynez Valley Wide Professional Learning Pupil Free Day and the Santa Barbara County Office of Education will bring acclaimed Educational Professional Developer Ricky Robertson to inspire all Valley teachers.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
DELAC	Needs Assessment (2/9/24), CHKS Survey (Jan-Mar. 2024), DELAC Presentation (4/16/24), LCAP PAC representation (3/28/24, 4/11/24, 5/16/24, 5/30/24)
LCAP Partner Advisory Committee (parents, community members, DELAC representative)	CHKS Survey (Jan-Mar. 2024), 4 In-person meetings (3/28/24, 4/11/24, 5/16/24, & 5/30/24)
Staff (teachers, administrators, Solvang Federation of Teachers, other personnel)	CHKS Survey (Jan-Mar. 2024), Staff Meetings (9/30/23, 3/20/24, 5/1/24); SFT 5/1/24; Midyear Update 2/13/24
SELPA	2/15/24; In person consult with SELPA Director
SBCEO	Ongoing support with Lead; Differentiated Assistance Meetings and workshops
Students	3/5/24 (5th); 3/18/24 (7th) input from classroom visits and surveys
Solvang Federation of Teachers	5/1/24 In person meeting

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

All goals and actions were influenced by specific input from educational partners as part of the LCAP process.

For LCAP Goal 1, the importance of highly qualified staff being hired and retained was emphasized by educational partners (1.1). Staff turnover was a concern for DELAC, LCAP PAC, and in staff input sessions. Parents reported that students liked the new Science Curriculum and the Math Facts portion of Imagine Learning. Teachers reported the need for additional support with the new ELD curriculum, a need for TK curriculum, and the need for additional Dual Language Immersion Independent Reading Books. During in-person feedback meetings math and writing repeatedly came up as needs and this is reflected in Goal 1, Action 2. Likewise, parents strongly advocated for the continuation of a Broad Course of Study for all students (1.3). As such Goal 1 is a maintenance goal as we will continue to offer a broad course of study with Art, Music, STEM, Spanish, Yearbook, Leadership, and Designated ELD with support in Middle School. Additionally, we

will expand our DLI offerings to Middle School. Action 1.4 is professional development and is always a need. Teachers want support in Integrated ELD and Designated ELD and in pacing. In order to do this, we will continue to provide rigorous professional learning for teachers on the new FOSS Science and ELD curriculum, unpack the math framework, train teachers on UDL and Achievement Teams and on social-emotional learning. Families want to see a culture of math emerge and more student writing. Additionally educational feedback wondered what tools teachers have in the classroom and if they and playground supervisors could be trained in Restorative Justice. This feedback informed both 1.4 and 2.5. As mentioned as an identified need, improving and upgrading the technology infrastructure is imperative for the District. Not only is this a Board priority, it is a need during state testing as the internet will drop. Action 1.5 was influenced by this input. For Goal 1.5, we will revise to a yearly device checkout and replenishment cycle for student devices instead of continuing a three year cycle. Additionally, we will upgrade technology and equip new classrooms with technology and infrastructure. Action 1.6 Maintain Safe Facilities is recommended by input, specifically around the need for increased fencing (in progress), concerns about the safety of drop off in the morning, safety on the blacktop and parking lot that both need repaving. We will be renovating the Kinder Playground by removing the existing structure, adding a new Viking Warrior Ship play structure, adding the accompanying softscape and landscaping on the kinder playground in June 2024. The safety of our students is paramount and as such campus safety is a priority and was prioritized by parents of students with disabilities, ELAC, and LCAP PAC.

Goal 2 was heavily influenced by the California Healthy Kids survey (CHKS) and Educational Partner and Educator input regarding the results. This is the first time since 2021 that the Solvang school district has surveyed partners, staff, and students utilizing the California Healthy Kids Survey (CHKS). Since an annual climate survey is now required, this year's administration of the surveys serves as a baseline for this LCAP and the data from it informed the development of the LCAP goals and actions. Solvang School surveyed parents and the community, staff, and students in 5th and 7th grades. The participation rate of parents was low with only 69 respondents, even after we extended the window. Educational partner feedback was that we need to increase participation and remove barriers for parents (2.1). The barriers educational partners identified were the fact that the survey can only be taken electronically (some families prefer paper), the length of the survey, and the personal nature of some of the questions. The biggest barrier appears to be the format, as DELAC and LCAP PAC both reported the preference for paper surveys. Additionally, educational partner feedback stressed the importance of parent education on absenteeism, recommending back to school slides, differentiated communication beyond ParentSquare, and ensuring that parents are taught the difference between excused and unexcused absence (2.1 and 2.4). Parent Engagement was enhanced this year by holding two conference weeks on both campuses in order to provide families with timely feedback on progress towards standards. DELAC reported that Parent Teacher Conferences are a great opportunity to help give parents other important and helpful information. However, it was recommended that the school support families in advocating for their students by providing questions to ask during conference weeks and at Coffees with the Principal. Parents also want help in understanding the state assessments and therefore, the District will purchase Video Score Cards. This will enable all parents in grades 3-8 to receive an email with their student's CAASPP results and a customized video explaining their students' proficiency. Staff also provided feedback via the California Healthy Kids Survey. 44 members of the staff responded to the CHKS and their input guides the development of this goal. Thirty-three 5th graders responded. The 5th grade survey requires active parent consent. Sixty-nine 7th graders responded. The 7th grade survey requires passive parental consent. Overall, parents rate School Connectedness at 82% (30% strongly agree, 61% agree). Staff rated School Connectedness at 93%% (32% strongly agree and 61% agree). 5th grade students rated School Connectedness at 64% and 7th grade students reported School Connectedness at 70%. This forms the baseline for Goal 2.3. However, when we look closely at Academic Motivation, there is a disconnect between students and teachers ratings. 80% of 5th graders and 67% of 7th graders reported Academic Motivation, while staff only reported 4% of students being Academically Motivated. This forms the baseline and is a reason for 2.2. This disconnect also occurs regarding bullying with 68% of staff reporting bullying and harassment as a moderate to severe problem compared to 38% of 7th graders. Additionally, 68% of 5th graders say the school

cultivates an anti-bullying environment. These disparities stood out and informed engagement, climate, and professional development actions. This feedback is evident in Goal 2 under the increasing student engagement (2.2), supporting teachers with restorative practices professional development (2.5 and 1.4), promoting positive behavior by expanding PBIS, No Place for Hate, and continued counseling (2.5). The need for credentialed school counseling was evident in the CHKS survey and in local counselor data. Solvang School as part of the administration of this year' CHKS looked at Chronic Sadness for 7th graders and found that while lower than the state average, and even with a decrease from 45% in 2021, 21% of 7th graders still reported being chronically sad. 23% of 5th graders reported being frequently sad, while overall 61% of students reported that they are well. Similarly for 7th graders the rate of those who considered suicide is less than the state average and decreased from 9% in 2021 to 6% in 2024. This is a step in the right direction and we credit our full time counselor, the Signs of Suicide work, and the StopIt anonymous reporting app. Local counseling data shows that the counselor saw elementary students for counseling support for the following reasons: 23.9% Stress and Anxiety, 23.2% Self-regulation, 15.4% Behavior, 11.1% Transitions, 7.7% Friendships, 6% Conflict Resolution, 4.3% Family Changes, 2.6% Crisis Support, 1.7% PBIS Reward, and 1.7% other. Local counseling support for middle school students included the following: 17.4% Self-regulation, 15.2% Bullying/Harassment, 13% Conflict Resolution, 10.9% Behavior, 8.7% Family changes, 6.5% Crisis Support, 6.5% Stress and Anxiety, 6.5% Transitions, 6.5% Friendships, 4.3% Grief/loss and 4.3% other. The school counselor supports Goal 2, Actions, 2.2, 2.3, 2.4, and 2.5. Additionally, Solvang School will be partnering with Mental Wellness (MWELL) to provide Wellness Coaches and Wellness Navigators to assist in wrap around support referrals and linkages. When this data was shared the need for students to have better self-regulation tools was repeated. For Goal 2, we will continue with a certificated on site counselor, expand Positive Behavioral Interventions and Supports (PBIS), offer Social Emotional Learning (SEL) training for all teachers, return to having parent support in classrooms, and actively promote daily attendance. Lastly, as discussed in this LCAP, the need to decrease Chronic Absenteeism and Suspension rates was discussed with educational partners and staff and both groups affirm that this is a key priority. These needs form the basis of 2.4 and 2.5. The CAP PAC recommended a personal contact to students when they have been gone for 2-3 days. As such, the school will launch a "We Miss Your Face" campaign (2.4) and further incentivizing School Connectedness with multicultural events (2.2 & 2.3), improving behaviors through Upstander assemblies, playground ambassadors, and deepening all parties understanding of restorative approaches versus suspension (2.5). The School's High Suspension rates also contributed to the development of this goal.

Goal 3 was influenced by input and deep dives into the California School Dashboard. For example, the staff and the LCAP PAC participated in deep data dives into student achievement data (3.1). During these meetings Dashboard data on ELA and Math CAASPP results from 2023 and the District's English Learner Progress Indicator, and results on the California Science Test (CAST), not yet reported on the Dashboard were analyzed. During these sessions we not only looked at overall achievement and achievement gaps along racial, economic, language, and abilities lines, the teams dug into the CAASPP domains. The Writing domain on the CAASPP ELA stood out, specifically to the LCAP PAC as 55.1% of Solvang students were near the standard. This seems like an opportunity for improvement, especially as in 2023: 47% of 3rd graders on the ELA CAASPP were below the standard; 38% of 4th graders, 16.9% of 5th graders, 12% of 6th graders, and 12.1% of 7th graders, and 7.6% of 8th graders were below the standard. The increased achievement in writing as students progress in school was noted and there was a wondering on if students in the Dual Language Immersion Program should be tested in Spanish. Educational partner input stated that they do not see enough writing coming home and students' grammar and spelling are concerns. Teacher input suggested that students want to rush to finish and are resistant to writing. As such action 3.2 to focus on common formative assessments for writing was developed. Similarly, the data analysis sessions looked closely at the CAASPP math domains, and the teams discovered that 40.1% of students were near the standard for Concepts and Procedures. The breakdown for this domain is that: 31% of 3rd graders, 34.8% of 4th graders, 39.9% of 5th graders, 42.6% of 6th graders, 42.2% of 7th graders, and 42.9% of 8th graders were below the standard on the domain of Concepts and Procedures. This is the opposite trend as in the writing ELA and speaks to the need for math fluency and math fact

development. Middle school teachers also advocated for 2 math support electives last year to address gaps in concepts and procedures and other math domains. Parents suggested cultivating a culture of math by building excitement around math and celebrating mathematics. Recommendations included participating in the County Math Super Bowl, developing Math-athletes, or a monthly challenge. Parents and Community members also wondered if the Common Core does a better job at teaching reasoning but not at developing fluency. Parents said that math facts are common components of homework and this might be an equity challenge. A focus on mathematics tutoring (3.6) and teacher professional development on unpacking and implementing the new California Mathematics Framework (1.4) became imperative for this LCAP. Additionally, analysis of the achievement gaps further solidified the need to continue and enhance our Response to Intervention programming through developing both academic and behavior interventions as part of a Multi-Tiered System of Support (MTSS) (3.3). Additionally, educational partners input expressed a need for extended childcare and enrichment opportunities for students. As such, Action 3.4 expanding learning supports outside of the school days developed. Expanding learning outside of the school day is not only a State Priority, it is crucial to learning recovery and acceleration. The importance of having an engaging summer school with academic and enrichment opportunities was reiterated by the DELAC and LCAP PAC. Last year's Summer of Learning served about 80 students and was well received. Student feedback was enthusiastically positive and families reported the summer school program made a difference. Additionally, they advocated for an expansion of ELOP After School Programming so that more students can access. Expanded childcare is a need in the Santa Ynez Valley, as families commute to work and need a safe place for students to be before and after school. For these reasons, the school will increase the number of students in summer programming, partner with the United Way, Boys and Girls Club, and the YMCA, and research, design, and launch an expansion of the ELOP after school program. Additionally, parents desperately need before school, so we will open up the cafeteria at 7:35 and the playgrounds at 8 am, instead of 8:15 am. Lastly, Goal 3 was developed to support Students with Disabilities (3.5), English Learners (3.7) and to improve mathematics outcomes (3.6).

These are the highlights of the input that influenced the upcoming goals and actions for this LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Solvang School District will Ensure Conditions of Learning as measured by Local Indicators on the Dashboard.	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 1 was developed based on the State's Priorities for Conditions of Learning based on LCFF priorities 1, 2, 7, & 8 with an eye towards increasing opportunities for unduplicated pupils. Solvang School District effectively met the Local Indicators and educational partners agree that the school should continue many of the actions in the previous LCAP. As such, a maintenance goal has been developed. Continued actions meeting the state requirement will be consolidated into Goal 1 with additional research based improvements. For example, Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities is LCFF Priority 1 for all schools. Additionally, LCFF Priority 7 requires Schools to Offer a Broad Course of Study and Solvang meets this standard. This contributes to College and Career Readiness (LCFF 8). Educational Partner input values the diverse and engaging electives offered at the middle school and elementary student access to Art, Music, Physical Education, and Library. Families and staff want to see an expansion of art opportunities for primary students and an expansion of instrumental music instruction for upper elementary students. Lastly, California has outlined the charge of Bi-literacy in the Global 2030 plan and the support of English Learners in the EL Roadmap. Solvang School's Dual Language Immersion Plan aligns with both plans (LCFF 8) and is a highlight of our course offerings. Global California 2030 set an ambitious plan to expand multi-literacy by setting the goal that, "By 2030: Half of all K–12 students will participate in programs leading to proficiency in two or more languages and that by 2040: Three out of four students will earn the State Seal of Biliteracy." Solvang school's Dual Language Program aims to support this endeavor and is the only Dual Language Immersion Program in the Santa Ynez Valley. Educational partners want to see the Dual Language Immersion strand grow to the middle school, for the school to support and nourish the Dual Language teachers, and for students within the program to have the supports they need, the curriculum they deserve, and be empowered to earn the California Seal of Bi-literacy in high school. Moreover, the 3 Pillars of the Dual Language Immersion Program are 1. Bilingualism and Biliteracy, 2. High Academic Achievement, and 3. Sociocultural Competence. These are all state priorities. There is clear support for the Dual Language Immersion program as evinced by the student waitlist, the transfer requests into the school, and the need to hold a lottery for English Only spaces within the incoming Kindergarten class. According to edresearchfoundation.org, "As the demand for bilingual and dual language programs increases among English dominant families, it is critical that these programs protect access for ML-EL students and the primary focus continues to be advancing linguistic equity." Not only does the Dual Language Immersion program support linguistic equity, it also supports the three pillars of bilingualism and biliteracy, high academic achievement, and sociocultural competence.

Moreover, according to the Office of English Language Acquisition, "Multilingualism is associated with cognitive, educational, economic, and sociocultural benefits."

All of the actions in this goal are strategically grouped together to ensure that Solvang School meets the Conditions of Learning.

Action 1.1 Hire and Retain Appropriately Credentialed Teachers

The National Education Association states that, "Student learning is influenced more profoundly by the quality of the teacher than by any other school factor. Ensuring that every student has access to a great school demands that we focus on the quality of teachers. From preparation to induction, throughout a career of continuous improvement, and achieving accomplished practice and teacher leadership, Great Teaching and Learning: Creating the Culture to Support Professional Excellence promises to open the doors of opportunity for students and has the potential to transform lives." Solvang School wants educators who want to transform student lives and as such actively recruits, hires, and supports teachers. Staff, administrators, and families are all interested in retaining quality teachers. After all, the teachers support the learning for SED students, SWD, ELs, homeless, and foster youth. Moreover, classroom and subject teachers support ELs and ELs with disabilities through integrated ELD in the classroom. Elementary teachers support ELs through DELD small group rotations in Language Proficiency Groups and our ELA teachers support ELs through a dedicated DELD course on the master schedule for ELs and LTELs.

Action 1.2 Provide Standard Based Curriculum and Materials

Research shows that access to meaningful curriculum matters. Therefore, we ensure students have standard aligned, relevant, and culturally responsive curriculum. Moreover, according to CDE, "Access to core academic content and courses," leads to graduation and success for, "all students regardless of income, race, primary language, disability, and/or family situation." As such we provide course access and rigorous curriculum. Additionally, educational partners want to see standard aligned instructional materials continue to be prioritized over the next couple of years. After all, "The research is increasingly clear that quality curriculum matters to student achievement. What's more, there is emerging evidence to suggest that quality curriculum has a larger cumulative impact on student achievement than many common school improvement interventions – and at a lower cost." (Learning First, Johns Hopkins Institute for Education Policy, 2018). For these reasons and with the support of educational partners, the district will ensure access to state standards including: English Language Arts (ELA) – Common Core State Standards for ELA, English Language Development (ELD) (Aligned to Common Core State Standards for ELA), Mathematics – Common Core State Standards for Mathematics, Next Generation Science Standards, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Language and will seek input from educators and the public on all curriculum adoption cycles needed. Providing rigorous and engaging curriculum and instruction in order to promote academic achievement is a key priority. Access to the core curriculum means access to ELD instruction. Teachers provide integrated ELD in their classrooms across grade level and subjects. Designated ELD is taught in language proficiency groups in 30 minute rotations in conjunction with science in elementary. In middle school Designated ELD is a course on the master schedule. Key features of the CA ELD Standards include Part 1- The purpose of part 1 is to have ELs interact in meaningful ways with their peers, teachers, using a variety of text (modes of communication). The goal is to help develop their receptive and expressive skills (LSRW); Part 2 of the ELD Standards - The purpose of this part is to have ELs learn how English works by analyzing the different forms of the English language in a variety of texts. The goal is to help develop EL's vocabulary and language skills through meaning making (concept/language development); and Part 3- The purpose of part 3 is to have ELs use the foundational literacy skills to learn how the English Language works while interacting in meaningful ways. The ELD standards can assist educators in creating language development lessons with the unique linguistic supports and the rigor our ELs need to develop language skills and to work towards mastery of the English language. After all, high expectations with appropriate supports embedded in engaging and authentic work support high academic achievement for all learners.

Action 1.3 Offer a Broad Course of Study

As prescribed by the state and in Ed Code Section 51220, students in grades TK through 5 have access to English, English Language Development, Mathematics, Social Sciences, Science, the Arts, Physical Education, and Music at Solvang School. Additionally, Solvang School offers a Dual Language Immersion strand for grades K-5 and will expand to middle school next school year. ELs in elementary have access to integrated ELD throughout their day and DELD in 30 minute Language Proficiency Rotations connected to Science content as recommend in the el standards. Students in grades 6-8 have access to English, English Language Development, Social Sciences, Spanish, Physical Education, Science, Mathematics, Visual and Performing Arts, STEM, Yearbook, Culinary Arts, and Leadership. In middle school DELD is a stand alone class on the master schedule. These offerings create the foundation for high school, college, and career and empowers students with the skills, knowledge, and habits of mind to be the future leaders they deserve to be. Our educational partners prioritized continuing a broad course of study on this year's LCAP Input. This meets LCFF Priority 7. Educational Partner input affirms the creation of this maintenance goal and the continuation and strategic expansion of this action.

1.4 Facilitate Professional Development

By providing teachers the tools, training, and mentorship they need, Solvang school will create an environment where they can thrive and inspire their students to achieve greatness. According to the National Education association (NEA), "Professional learning is a crucial element of the work of all educators throughout their entire careers. The education profession is grounded in a rich professional knowledge base, and education professionals must be well-versed in this knowledge base, as well. In addition, an understanding of the theory and research behind the knowledge base is crucial to guide the thousands of decisions educators make each day. And educators must engage in intentional practice to refine their skills and professional judgment." This is at the heart of professional learning--- empowering educators to reflect, grow, and continue to learn is imperative. Strategic professional learning regarding "effective practices" (UDL, trauma-informed pedagogy and social-emotional learning)" and the "changing landscape of issues and needs that educators must address in working with students, families, and communities (e.g., changing demographics increasing the number of English language learners)" coupled with "changes in policies and statutes that govern the work of educators (e.g., changes in the curriculum requirements for graduation)" require teachers be provided with coaching, mentoring, and quality professional learning (NEA).

1.5 Technology and Network Access

This is a Board priority and one that serves all students and staff. The goal supports elective programs, technology infrastructure to support online programs, and technology for staff and students. In addition, a focus on infrastructure also ensures that systems are sustainable and that students have a safe and engaging technology learning environment. This action contributes to educational excellence by empowering students with 21st century skills. Research shows that, "Technology, being laptops or devices, should be seen as tools and not replacements of best practices for teaching in the classroom. Another important component of 1:1 technology is student motivation. The teacher in the classroom must understand how and why students are motivated to learn. In her study, Spears (2012) cites the work of Keller. Spears (2012, p. 8) cites the work of Keller (1987) and explains, "Attention, relevance, confidence, and satisfaction (ARCS) are the four characteristics one needs to establish in order for people to be motivated to learn." Solvang School is committed to ensuring students are motivated to learn and that they have the technology tools necessary to succeed. Our inventory will be maintained and updated and based on educator input the middle school deployment cycle will be collapsed from 3 year cycle to an annual cycle to ensure continued student access to devices and minimize repairs and technology loss.

1.6 Maintain Safe Facilities

Educational Partners shared that the maintenance and custodial teams have improved the quality of the District's facilities and prioritized creating safe facilities as an action to continue from the previous LCAP. Research shows, "a link between the quality of school facilities and student achievement in English and mathematics. As well, quality facilities were significantly positively related to three school climate variables. Finally, results confirmed the hypothesis that school climate plays a mediating role in the relationship between facility quality and student achievement." (Cynthia Uline, Megan Tschannen-Moran, Journal of Educational Administration, 2008) Our community values the maintenance and improvement projects completed this year and supports the continuation of this action, as does the School Board.

1.7 Expand and Enhance the Dual Language Immersion Program

This action generates the most enthusiasm from Educational Partners as it is truly transformative. Research shows that, "Bilingual programs, especially dual language education, have gained popularity over the past decade. When implemented properly, these programs bring together ML-ELs and non-ELs with the aim of making all students proficient in two languages. They deliberately create links between languages to achieve bi-literacy throughout the educational content. Both ML-ELs and non-ELs act as models for their first language while they learn a second language, enhancing cross-linguistic understanding and equity. Students in dual language programs, regardless of their native language, often outperform their peers in English-only programs. Additionally, research has shown that ML-ELs enrolled in bilingual programs often achieve higher scores in reading and math and have lower dropout rates. This advantage becomes even more apparent when their academic progress is monitored over an extended period (edresearchfoundation.org)." Solvang School completes the Elementary Dual Language Immersion pathway in the 23-24 school year and will expand the Dual Language Immersion Pathway to the middle school in the 24-25 school year. We are excited that our first cohort of students recently qualified for California's Biliteracy Program Participation Recognition for successfully completing the elementary pathway at Solvang. Additionally, many students also earned California's Biliteracy Attainment Recognition. The Biliteracy Attainment Recognition is available to students at the end of elementary school and is based on proficiency. It is awarded to students who meet specific proficiency criteria in English and one or more languages in addition to English. This recognition is aligned with the State Seal of Biliteracy requirements and is an indication that if a student continues on this path in high school they will be prepared to meet the requirements to earn the State Seal of Biliteracy (CDE). These students, along with reclassified English Learners were the stars of our first Multilingual Celebration Night. Feedback on the night and program indicate strong family and community support for the Dual Language Immersion program. Moreover, research shows that "Bilingual program models, particularly dual language approaches, show higher achievement for both ML-ELs and non-ELs compared to English-only programs (edresearchfoundation.org)."

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	SARC Data CTC TAMO (Teacher Assignment Monitoring Outcome)	SARC: Fully Credentialed: 91.22% Misassignments: 2.78%			SARC: Fully Credentialed 100% Misalignments: 1.5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Williams Compliance reporting	0 Williams Findings			0 Williams Findings	
1.3	Master Schedule and Course List	100% of students have access to a Board Course of Study			100% of students have access to a Board Course of Study	
1.4	Professional Development Training Calendar; Feedback from Teachers	5 days of Professional Learning; Embedded Early Release PD and PLC time			5 days of Professional Learning; Improved feedback from teachers on Early Release PD and PLC time	
1.5	Device Management and Network Infrastructure	100% of students have internet and device access Inventory 1:1 Devices for students in 6-8			100% of students have internet and device access	
1.6	SARC - FIT (Facility Inspection Tool)	Facilities in Good Repair on FIT			Facilities in Good Repair on FIT	
1.7	Dual Language Immersion Proficiency Attainment Rate	Dual Language Immersion Proficiency Attainment Rate ELPI score: 51.1% making progress towards English language proficiency on the Dashboard.			Dual Language Immersion Proficiency Attainment Rate ELPI score: 100% making progress towards English language proficiency on the Dashboard.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Hire and Assign Credentialed Teachers	The district maintains and hires appropriately credentialed classroom teachers to support student achievement, especially for unduplicated pupils, as measured by meeting the local indicator 1 on the dashboard. (Classroom Teachers salaries and benefits)	\$2,584,900.00	No
1.2	Provide standard based curriculum & materials, including DELD and intervention curriculum to meet the needs of ELs, SWDs, and SED students.	Solvang School will ensure access for students to culturally responsive, rigorous, and standard based instructional materials that scaffold supports for ELs, SWD, provided integrated ELD throughout all classes, support elementary ELs with 30 minute language proficiency Designated ELD rotations and a DELD course on the middle school campus, and provide extension opportunities for students at benchmark. This action will be measured by Williams compliance and local indicator 1. (Curriculum replenishments, 6-8 Social Studies Adoption in 2024, new Middle School DLI materials, TK curriculum)	\$143,600.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Offer Broad Course of Study	Solvang school will continue to offer a Broad Course of Study to promote student engagement, access to standards and electives, and cultivate lifelong learners. This will promote college and career readiness and be measured by Local Indicator 7. (Art, Music, Spanish Elective teachers; instructional materials for electives: drama, art, music, culinary arts.)	\$257,400.00	Yes
1.4	Facilitate Professional Development	Research shows that collective teacher efficacy has the largest effect size (1.57) in student achievement (Hattie). Therefore we will cultivate collective efficacy through achievement teams and professional development in order to promote student learning focus on English Learner Professional Learning - Designated ELD and Integrated ELD. (English Learner Professional Learning - Designated ELD Elementary New teachers - Introduction to FOSS DELD; Continuing Teachers: FOSS DELD Lesson Study Secondary, New teachers - Introduction to I Lit; Continuing Teachers -Level 2 I Lit Professional Learning; TIP and Mentor, 5 days of Teacher PD including Valleywide PD, Keynote Speaker, Restorative Approaches, Social Studies PD, Math Framework, ELD).	\$46,300.00	No
1.5	Provide Technology and Network Access	The district will improve the schools technology infrastructure through new cabling and access points and will continue to deploy 1:1 devices to middle school students in order to facilitate teaching and learning. (Computer replenishment cycles for TK-1 ipads and 2-5 class Chromebooks; new incoming 6th grade 1:1 Chromebooks; increase bandwidth for data communications, network consulting and tech support)	\$147,900.00	No
1.6	Maintain Safe Facilities	Maintenance of facilities is a priority for the district to ensure the conditions for learning are available for all students. This action will be measured by the Facilities Inspection Tool and will result in quality facilities. Projects on the horizon: complete fencing; demo existing kindergarten playground and replace with Viking ship, UC roof, lower campus blacktop, Elks field, etc. (Maintenance staff salaries and benefits, supplies and fuel, repairs and inspections, furniture and equipment.)	\$524,200.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Expand and Enhance Dual Language Immersion Program	Solvang School will expand and enhance the School's Dual Language Immersion Program to Middle School creating bi-literacy, academic achievement, and a pathway for students to earn the State's Seal of Bi-literacy in High School. (DLI Classroom teachers in K-5 salaries and benefits, Spanish Language Arts for Middle School and DLI elective)	\$634,100.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Promote Engagement: Solvang School will increase school connectedness and safety by 10% as measured by the California Healthy Kids Survey and Solvang school will decrease chronic absenteeism 10% and suspension rates by 2% for all students, especially SED students.	Broad Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Solvang School developed the goal of Promoting Engagement based on Dashboard data analysis, Differentiated Assistance Status and Support, and educational partner input. The goal has actions designed to Promote Engagement. This goal addresses LCFF Priorities 3, 5, 6, & 8. LCFF Priority 3 is Family Engagement. Priority 5 is Pupil Engagement. Priority 6 is School Climate. Priority 8 include wellness, belonging, inclusion, and College and Career Readiness. Additionally, Dashboard Data on Chronic absenteeism (High/Orange) and suspension rates (High/Orange) informed the development of this goal. Further data that contributed to the development of this goal was from the California Healthy Kids Survey (CHKS). Of particular interest to this goal and to educational partners was how Solvang students, families, and staff rated school connected and safety. Student Connectedness is well researched and, "in 2003, the U.S. Centers for Disease Control, the Robert Wood Johnson Foundation, and the University of Minnesota convened a meeting of experts from the education and health sectors to synthesize what's known from the research on a number of overlapping topics such as student engagement, school climate, children's mental health, peer bonding, and student-teacher relationships. They found that these various strands of research all point to the same overarching conclusion: 'Students are more likely to succeed when they feel connected to school.'" The study goes on to state that, "Elementary and middle-level students who feel connected to school have higher attendance rates, fewer disciplinary problems, and better academic outcomes. They also go on to have better high school graduation rates and greater success in post-secondary education than their less-connected peers." These are the outcomes this Broad goal is designed to achieve. In addition to School Connectedness, data from the CHKS survey also provided a baseline for school safety. Solvang School's CHKS Safety rating also factored into the development of this goal and the corresponding actions. While 70% of Elementary students reported that they feel safe at school, 20% reported cyberbullying, 43% reported being hit or pushed, and 48% reported being called names or being the target of mean jokes. Similarly, 79% of Middle School students felt very safe or safe according to the CHKS; however, 38% of the 7th graders have experienced harassment or bullying, 45% have had mean rumors or lies spread about them, 11% reported being in a physical fight, and 36% reported cyberbullying. This input from students definitely influenced the actions in this goal. Lastly, Solvang is in the Red on the Dashboard for Suspension Rates, especially for SED and Hispanic Students and this disproportionality must be addressed. Discipline data supports the importance of cultivating student wellness, a safe and welcoming environment, and continuation of supporting students through social emotional learning and counseling services.

The actions below are strategically designed based on data, input from partners and anchored in research.

2.1. Elevate Family Involvement

The first action is to Elevate Family Involvement (2.1). This is a need because we love our students, value families as partners, and must address the School's current achievement gaps. Research shows that a focus on parent engagement is imperative to effectively partnering with families and propelling students toward greater success and achievement. According to the National Education Association, "Getting parents more engaged in school is a necessary variable in the equation of student success. In fact, parent engagement can have a direct impact on student engagement itself. Multiple studies prove that students whose parents are actively engaged in their schooling typically show the following: higher grades, higher test scores, greater social skills, better reported behavior, easier adaptation to school, and a greater likelihood of continuing into post-graduate education." This action of elevating family involvement supports academics and attendance. These are the outcomes that the district and our families are seeking. Educational Partner input values the Classroom Invites, such as Back to School Nights, Open House & 2 Conference Weeks. They also recommended strategically utilizing these time to talk to families about attendance and academics and how they can support their child. Translation and Interpretation were valued by families and the front office was appreciated. The School's DELAC recommended utilizing the Robocall tool for reminders over ParentSquare. The LCAP PAC also expressed concerns about ParentSquare becoming white noise.

2.2 Enhance Student Engagement

The second action is to Enhance Student Engagement. Research from the TIES Center emphasizes the importance of enjoying school; "Schools are unique communities in which the lives of students from many different backgrounds come together. As students learn and play alongside one another each day, they regularly encounter others whose characteristics, experiences, and circumstances differ from their own. Promoting acceptance amidst this diversity is central to supporting belonging. To be accepted is to be embraced gladly without condition and viewed as an equal. Knowing for certain that you are liked by others contributes to feelings of self-worth, gives you a sense of roots, and makes school a more enjoyable place to be." We want Solvang School to be an enjoyable place of learning. The reason we developed this action is connected to student input from the California Healthy Kids Survey (CHKS). While families rated School Connectedness at 82% (30% strongly agree, 61% agree) and Staff rated School Connectedness at 93%% (32% strongly agree and 61% agree), student connectedness was much lower with 5th grade students rating School Connectedness at only 64% and 7th grade students reported School Connectedness at 70%. This forms the baseline for Actions 2.2 and 2.3. The Educational Research for Action Organization states that "Across all grade levels, students who feel more connected to school have higher attendance rates, higher academic outcomes, and higher graduation and post-secondary success rates. Positive school connectedness has been consistently linked to various positive health outcomes, including lower levels of substance use, better mental health, and reduced violence. A significant number of students, particularly those from marginalized communities... report a lack of supportive adult relationships and meaningful engagement at school." According to the CHKS, only 31% of 5th graders feel they have meaningful participation and 39% report school boredom. For 7th graders the CHKS results were that only 24% meaningful participation and 32% reported school boredom. Additionally, our partners recommend high expectations, increased challenge, and well designed collaborative and hands on learning. This aligns with research that states, "A distinctive feature of school is that students are all learning together—not alone. To be involved is to be actively engaged with and alongside peers in shared learning and common goals. Learning together is a magnificent way to learn. Students are meaningfully involved when they participate in cooperative learning with their classmates, work toward collective learning goals, and navigate challenges together as peers. Teachers support this deep involvement in the curriculum when they hold high expectations for all students and design opportunities for students with varying abilities, strengths, and needs to learn from and with one another (TIES Center)." This is true for unduplicated pupils

and especially powerful for inclusion of students with disabilities.

2.3 Cultivate School Climate

The development of this action began with CHKS data (School Connectedness & School Safety) and Dashboard Discipline. As previously mentioned in this LCAP, 3.2% of students were suspended at least one day according to the 2023 Dashboard. Two subgroups were in the Red: Hispanic Students (4.2% suspended at least one day) and SED students (5% suspended at least one day). Additionally, local data on wellness from the school counselor was utilized in the development of this action. After all, "Successful efforts to build school connectedness begin with assessment, which enables staff to establish a baseline, identify areas for improvement, and monitor progress." This is true for those designing the LCAP and for teachers in the classroom. According to "Strengthening School Connectedness to Increase Student Success," students feel more connected to school when teachers use explicit strategies to show that they care about them, know them as individuals, and are willing to respond to their distinct needs." This personalized relational approach values students and pays dividends in building community. This is true for all students and especially true for unduplicated pupils. The School's Inclusion Team developed a plan to cultivate inclusion practices and increase opportunities for authentic inclusion. The TIES Center asserts that, "When students with and without disabilities are present together, they are more likely to get to know one another, accept one another, feel comfortable around one another, and build relationships with one another. This is sometimes called the "proximity effect." The more students come into contact with one another, the more likely it is that their interactions will cultivate a relationship. Although there is much more to belonging than merely sharing the same space, being present is a necessary starting point." This is true for students with varying abilities and for students from diverse backgrounds. As a Dual Language Immersion school, we value Sociocultural Competency. We embrace the 3 pillars and multiculturalism. In fact, "embracing cultural diversity in schools through inclusive curricula and family involvement builds a school environment where all members feel valued, respected, and connected." Moreover, "When schools actively celebrate and incorporate diverse cultural perspectives in the curriculum and school activities, students are more likely to feel valued, respected, and connected to their learning environment. School events and activities that actively involve families from diverse backgrounds enhance cultural understanding among teachers, students, and families, reduce stereotypes, and foster a more inclusive and respectful school environment (publications.ici.umn.edu)." This action requires teachers to see and value each student and incorporate socio-emotional learning. This action ensures that students have access to small support groups and 1:1 counseling. Lastly, this action cultivates the school's shared community through multicultural and student centered events.

2.4 Improve School Attendance

"The extent to which students feel genuinely welcomed in their classrooms or at their school can impact their enthusiasm for learning and their sense of membership. When hospitality abounds, students will be more excited about coming to class each day. When it is absent, they may feel uncomfortable or express more reluctance... Finding ways of ensuring that every student feels extravagantly welcomed each day can shape the extent to which they also experience a sense of belonging." (<https://publications.ici.umn.edu/ties/peer-engagement/belonging/welcomed>) This goal was developed because Chronic Absenteeism is an identified need for the district. According to the California School Dashboard, 17.6% of Solvang students are chronically absent. This is a High rating on the dashboard and three subgroups are in the red: SED students are 21.3% chronically absent; SWD are 23.5% chronically absent; White students are 19.9% chronically absent. The fact that SED students are in the Red for chronic absenteeism and Suspension rates has qualified the District to receive Differentiated Support for the Santa Barbara County Office of Education. Additionally, students who identify as Two or More Races are 19.5% chronically absent and in the orange. While Hispanic and EL students chronic absenteeism improved from last year, they are still in the yellow with Els 20% chronically absent and Hispanic 15.4% chronically absent. According to the California School-Based Health Alliance, "Unlike truancy rates, which distinguish between excused and unexcused absences, chronic absence rates reflect all absences.

Looking at all absences is important because, regardless of why they are missing school, students do not learn when they are not in class. Research shows that chronic absenteeism increases a student’s risk of academic failure and is an early predictor of high school dropout." (schoolhealthcenters.org) As such, reducing chronic absenteeism across all subgroups and specifically for SED, SWD, and White students is a key priority for the district.

2.5 Empower Positive Behavior

Research illustrates the importance of positive behavior cultivation and Solvang School is seeking to empower positive behavior and decrease the suspension rates of all subgroups. Currently, according to the California Solvang Dashboard, Solvang School is in the Orange and has a High Suspension rate of 3.2% suspended at least one day. Two subgroups are in the red: Hispanic 3.2% suspended at least one day and SED 5% suspended at least one day. SED students were in the red in suspension rates and chronic absenteeism, thus qualifying the district for differentiated assistance. As such, we are focusing on research based practices. According to Ed Research for Action, "Disciplinary policies directly affect student engagement – and students who see their teachers take action against bullying feel a strong connection to their schools. Students feel a stronger sense of connection to their school when they believe that their teachers are prepared to intervene in bullying situations. This underscores the crucial role of teachers in creating a positive school environment where students feel supported and valued by school staff." We want to empower teachers with restorative practices, empower supervision aides with conflict resolution techniques, and empower students to be up standers and Peace Ambassadors on the playground. For this reason the school will research and implement a student behavior peer helper team. Studies show that, "School service work (such as acting as a peer mentor, tutor, or school ambassador) has also been shown to create more opportunities for students to experience school activities with prosocial components." More opportunities to engage will equal less student discipline. As such, Solvang School will implement a form of Playground Ambassadors or Recess Crew, offer assemblies focused on positive behavior, promote student leadership. "For many students, engagement in school develops through extracurriculars – and schools that offer students opportunities to mentor, tutor, or self-govern see stronger connectedness across the community. Involving students in school councils and other organizational structures has been found to enhance school connectedness (edresearchforaction.org)."

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CHKS Completion & Parent School Connectedness Local Indicator for Parent Engagement	CHKS completion rate: 69 Families CHKS Parent Connectedness: 82% DELAC Needs Assessment: My child is a student with an IEP in special education and I			CHKS completion rate: 150 Families CHKS Parent Connectedness: 92% DELAC Needs Assessment: My child is a student	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>am pleased with the way the staff communicates with me. 29% of parents with ELs with disabilities</p> <p>Local Indicator Met</p>			<p>with an IEP in special education and I am pleased with the way the staff communicates with me. 58% of parents with ELs with disabilities</p> <p>Local Indicator Met</p>	
2.2	CHKS School Connectedness (5th & 7th)	<p>CHKS Student School Connectedness</p> <p>5th: 64% School Connectedness</p> <p>7th: 70% School Connectedness</p>			<p>CHKS Student School Connectedness</p> <p>5th: 74% School Connectedness</p> <p>7th: 80% School Connectedness</p>	
2.3	CHKS (school safety)	<p>CHKS School Safety</p> <p>5th: 70% of 5th</p> <p>7th: 79% of 7th</p> <p>CHKS Parents: "This School is a safe place for my child"</p> <p>39% Strongly Agree</p> <p>CHKS Staff: This school is a safe place for staff</p> <p>19% strongly agree</p>			<p>CHKS School Safety</p> <p>5th: 80% of 5th</p> <p>7th: 89% of 7th</p> <p>CHKS Parents: "This School is a safe place for my child"</p> <p>49% Strongly Agree</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		This school is a safe place for students: 16% Strongly agree			CHKS Staff: This school is a safe place for staff 29% strongly agree This school is a safe place for students: 26% Strongly agree	
2.4	Dashboard Chronic Absenteeism	<p>Dashboard Chronic Absenteeism: All students: High 3.2% suspended at least one day (Orange)</p> <p>Chronic Absenteeism by Subgroups SED: 21.3% chronically absent (Red) SWD: 23.5% chronically absent (Red) White: 19.9% chronically absent (Red) Two or More Races: 19.5% chronically absent (Orange) EL: 20% chronically absent (Yellow) Hispanic: 15.4% chronically absent (Yellow)</p> <p>Local Attendance Data: Current 94%</p>			<p>Dashboard Chronic Absenteeism: All students: High 1.2% suspended at least one day</p> <p>Chronic Absenteeism by Subgroups SED: 10.3% chronically absent SWD: 13.5% chronically absent White: 9.9% chronically absent Two or More Races: 9.5% chronically absent EL: 10% chronically absent Hispanic: 5.4% chronically absent</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Decrease Dashboard suspension rate Playground Ambassadors, Recess Crew, Assemblies focused on positive behavior	Dashboard Suspension rate: 3.2% suspended at least one day (High/Orange) Suspension by Subgroup: Hispanic: 4.2 % (High/Orange) Two or More Races : 0% (Very Low/Blue) White: 2.6% (High/Orange) EL: 2.5% (High/Orange) SED: 5% (Very High/Red) SWD: 2.9% (High/Orange)			Dashboard Suspension Rate: All students low 1.2% Suspension by Subgroup: Hispanic: 2.2 % Two or More Races : 0% White: .6% EL: .5% SED: 3% SWD: .9%	
2.6	Middle School Drop Out Rate	0% Middle School Dropout Rate			0% Middle School Dropout Rate	
2.7	Pupil Expulsion Rate	0% Pupil Expulsion Rate			0% Pupil Expulsion Rate	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Elevate Family Involvement	Solvang school will elevate family involvement and promote parent participation for families of ELs and SWD to support their child's education, which will help prepare students to be college and career ready. This action will be measured by increasing parent CHKS survey responses and through feedback from school events and will be reflected on the local indicators. (2 Bilingual Clerks and Office Manager, ParentSquare, website, and translation and interpretation for Back to School Night, conference weeks, DELAC, LCAP PAC.)	\$261,900.00	Yes
2.2	Enhance Student Engagement	Student engagement is imperative for student achievement. Solvang school will increase student engagement through cultivating a sense of belonging, promoting school spirit, and ensuring access to extracurricular and elective opportunities to improve student connectedness by 10%. This action is designed to increase student school connectedness as measured by student CHKS survey data. (Student engagement stipends for athletics, clubs, field trips, student council, drama production etc; supplies for events and celebrations.)	\$16,400.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Cultivate School Climate	School climate is measured through school connectedness, school safety, and discipline data. Solvang school will cultivate school climate by ensuring that all students have a trusted adult on campus, incorporating partner feedback, and providing social emotional learning and support to strengthen students' sense of connectedness and safety and to decrease suspension rates. (Credential Counselor salary and benefits, CHKS, counseling materials.)	\$94,500.00	No
2.4	Improve School Attendance	Solvang school will promote positive attendance and reduce chronic absenteeism for SED, SWD, White, and EL students by implementing a "We Miss Your Face" Postcard campaign, developing attendance celebrations, monitoring chronic absenteeism and providing daily transportation to school. This action will support increased learning for unduplicated peoples by ensuring they are in attendance and learning (Bus Driver salary and benefits, Aeries Attendance Tracking, SARB Stipend, attendance assemblies, prizes, and postcards)	\$47,500.00	No
2.5	Empower Positive Behavior	Solvang School will empower positive behavior through the development of a student peer helper program, more positive behavior assemblies, expanding our PBIS offering and implementation of No Place for Hate activities to promote student affinity, conflict resolution skills, and reduce behaviors and suspensions. (Screenagers and Go Guardian Cyber Safety, stipends for PBIS and principal support, supplies for Playground Ambassadors, CyberSafety Cop Assembly.)	\$33,900.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Improve & Support Student Achievement: Solvang students will improve on the ELA and Math Dashboard to earn a Blue rating by decreasing distance from standard across all subgroups and Solvang School District will improve outcomes for English Learners as measured by 100% of English Learners making a year progress on the ELPI score on the dashboard.	Broad Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

All students need to possess the academic skills and understandings to choose their college and/or career paths and succeed along those paths. This goal was developed based on the CAASPP Proficiency rates from 2023, California Dashboard indicators, and in consultation with educational partners (families, teachers, students, community, and partners.) Additionally this goal address State Priorities 4 and 8. Input from the LCAP PAC influenced the decision to make this a broad goal, while simultaneously focusing on addressing outcome disparity for subgroups. The data from the Dashboard indicates that while overall students at Solvang School were 1.4 points above standard in ELA on the CAASPP and were 4.4 points below standard in Mathematics, achievement gaps exist for subgroups including SED, SWD, ELs, and Hispanic students. Moreover, these gaps previously identified in this LCAP demand the District focus on improving CAASPP scores for all students and providing Multi-Tiered systems of Support for students in academics and behavior. Input from Educational Partners affirms this goal and supports teacher teams strategically designing learning. A focus on cultivating students as writers was emphasized by partners. The need for more increased writing stamina and proficiency was espoused by teachers, families, and administrators. The district will cultivate writing across the curriculum and support teachers in collective efficacy by developing Common Writing Assessments. Enhancing Tier I, Tier II, and Tier III also emerged as priorities because research shows that MTSS practices create systemic changes and transform student outcomes. The American Institutes for Research defines MTSS as follows, "A multi-tiered system of supports (MTSS) is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students social, emotional, and behavior needs from a strengths-based perspective. MTSS offers a framework for educators to engage in data-based decision making related to program improvement, high-quality instruction and intervention, social and emotional learning, and positive behavioral supports necessary to ensure positive outcomes for districts, schools, teachers, and students." This goal also incorporates California's goal of expanding learning for students. Per CDE, "The Expanded Learning Programs Initiative focuses on supporting students beyond the normal school hours to develop their academic, social, emotional, and physical needs and interests." Not only is this a state priority, it is a dire need in the Santa Ynez Vally. Families have urged the district to expand its ELOP offerings, continue to work with childcare partners, and offer earlier morning care for working families. Next, Educational Partners want the school to develop a culture of mathematic success and support students in the classroom, in targeted intervention, and in extracurricular activities. Lastly, this goal was developed to meet the standard on

the dashboard for English Learner Progress and the Implementation of Academic Standards.

All of these actions are grouped together to form the Broad Goal of Improving and Supporting Student Achievement.

3.1 Assess, Analyze, Guide, and Monitor Student Proficiency

Improvement Science Research shows that schools must use data purposefully and monitor outcomes in order to accelerate growth. This includes assessing student proficiency, analyzing student data to guide instruction & intervention, and monitoring progress. This is done by teachers reviewing prior year assessment and student data, screening students, utilizing formative and summative assessments, and evaluating student work. Dr Stephen Knobloch defines, "Data-driven instruction is a method of making instructional decisions based on analyzing data. For example, educators can use student data gathered from assessments (such as data about student proficiency against grade-level expectations) to inform instructional decisions. When educators implement a data-driven approach, they can plan instruction and respond to student needs even more effectively." Analysis of data is essential for data driven instructional planning. This type of planning supports individual teachers and teacher teams. This occurs in teacher teams and leads to Action 3.2.

3.2 Achievement Teams will Design and Implement Common Formative Assessments

Achievement Teams or Professional Learning Communities cultivate teacher collective efficacy, which is the highest impact on student learning according to John Hattie. The District will partner with an educational consultant and implement the Achievement Team Protocols. According to Advanced Collaborative Solutions, "Achievement Teams™ is an experiential and effective four-step protocol centered around Collective Teacher Efficacy — a shared belief that educators can have a greater impact on student achievement when they work together. Within Achievement Teams, educators look at student data to make decisions about instruction and teaching practices that need to shift to best meet student needs. Achievement Teams ensure continuous improvement and better student outcomes by providing a structure for teachers to collaboratively reflect, identify areas of need, and select optimal instructional approaches to respond to those needs." This structure will support teacher collective efficacy and cycles of inquiry. Moreover, when these collaborative teams get together on Early Release Wednesdays, the teams will focus on improving writing outcomes by designing Common Formative Assessments. Powerschool.org defines Common Formative Assessments (CFAs) as, "Common Formative Assessments are formative assessments created and agreed upon by an entire group of subject-area or grade-level teachers. A Common Formative Assessment example is all the seventh-grade biology teachers in a district collaborating to construct the same formative assessments based on the standards and curriculum...They help teachers gauge which students are growing their understanding on a topic and which students may be struggling mid-lesson. By adding a common component to formative assessments, you can gain even more information. Common Formative Assessments are used to measure students' ongoing progress in relation to last year's students, students in the same subject, or current students in the same grade level. An advantage to formative assessments is that they give teachers instant feedback on a lesson."

3.3 Provide Multitiered Systems of Support

In general, when educators think of MTSS, they think of Three Tiers of Instruction. The American Institute for Research defines these tiers as follows, "The multi-level prevention system is the organization of supports for students that includes three tiers of intensity for instruction and intervention. Tier 1 is high-quality, schoolwide academic, social, emotional, and behavioral programming and supports designed to meet the needs of all students. Tier 2 is small group, standardized interventions that target academic, social, emotional, and behavioral needs using validated programs to support students identified as at-risk. Tier 3 is intensive intervention that is intensified and individualized based on student need. It is provided to students not responding to Tier 2 interventions and who may have low achievement or ongoing, intensive needs." This framework enables the school to support teachers in providing first instruction to all students through research based practices

and standard aligned curriculum. Additionally, as part of Tier II, teachers use data and supplemental scaffolded materials to run small group instruction. This action is enhanced by classroom aides who help facilitate the teacher designed small group instructional rotations. The assessment practices in 3.1 also help teachers determine who needs more intensive Tier III intervention, known as Response to Intervention (RtI) at Solvang School. The RtI lead teacher collaborates with classroom teachers and the RtI aide and EL aide to provide systematic intervention to students most in need.

3.4 Expand Learning Supports Outside of the School Day (LCFF Priority 8)

According to the After School Alliance, "After school and summer programs play an essential role in supporting the healthy development of young people by serving as a safe space that fosters belonging, develops supportive relationships with peers and adult mentors, encourages healthy behaviors, and helps young people build and cultivate the skills necessary to navigate through the struggles and challenges they may come up against in life. (afterschoolalliance.org)" As such and due to the urgent need for more after school options in the Santa Ynez Valley, Solvang School has launched an ELOP funded after school program for unduplicated students, partnered with the YMCA and Boys and Girls Club for expanded after school programming, and will run 100 student summer school in June of 2024 and partner with the United Way in July of 2024 to ensure 30 days of extended learning for students outside of the school year. This need has been espoused by families and the enthusiasm for our upcoming summer school is evident. This action will expand support to families and their students before and after school, during intercessions, and over the summer.

3.5 Include and Support Students with Disabilities

Solvang School is collaborating with the Santa Barbara County Office of Education as part of the Inclusion Network. The team which consists of the principal, counselor, RtI lead, general education and special education teachers reviewed school data on SWD. School districts are required under federal law to provide education to students with disabilities in the least restrictive environment (LRE). This means that all students with disabilities including English learner students with mild, moderate, and severe disabilities receive their education, to the maximum extent appropriate, with nondisabled peers and that they are not removed from general education classes unless, even with supplemental aids and services, education in general education classes cannot be achieved satisfactorily (EC 56040.1) Data from 2021-2022, shows that Solvang students with disabilities are in their Least Restrictive Environments (LRE) most of the time. The School's LRE rate in regular class is more than 80% of time. The target was at least 60% of students. Target was met because only 10% of students were outside of regular class more time than that. However, just because students are in their Least Restrictive environment, this does not mean they are all authentically or fully included. This is true at Solvang and for all schools. The TIES Center states that, "Unfortunately, students with significant cognitive disabilities are sometimes "included" in a class without really being very involved. They may be passively sitting while others are working. They may have goals that are substantially different from any of their classmates. Or they may have few meaningful interactions and collaborations with fellow classmates. Fostering belonging in school means ensuring all students are actively involved in meaningful learning together." In order to address inclusion needs and strengthen collaboration among educators in our shared responsibility, the inclusion team came up with the following goals: 1. Increase collaboration and communication between general education and special education staff regarding student needs and expectations; 2. Provide staff with inclusion professional development, and 3. Increase in student performance on statewide tests for students with disabilities. This is critical because students without disabilities are outperforming students with disabilities on the Smarter Balanced Test in a content areas.

3.6 Implement Math Tutoring

While overall, students were 4.4 points below the standard in mathematics on the CAASPP, the achievement gaps for unduplicated pupils were palpable and the subject of lengthy discussion in LCAP Input Sessions. Solvang School has the following achievement gaps in math:

SWD were 94.2 points below the standard (Yellow); SED students were 36.7 points below the standard (Orange); and EL students were 42.5 points below the standard (Orange). Additionally, there is a racial achievement gap with white students performing 17.4 points above the standard (Green) and Hispanic students performing 32 points below the standard (Orange). As such there is a need to support students in mathematics and based on the data, unduplicated students will be prioritized for Math Tutoring. Victor Nguyen in his article "High Impact Math Tutoring," illustrates the current reality of mathematic achievement; "Student math achievement has reached an all-time low—a grim consequence of the pandemic's impact. The recent NAEP Mathematics Assessment (the Nation's Report Card) reveals the dramatically low math scores and highlights the need to accelerate student learning. However, as alarming as the math scores are, student math proficiency does not need to remain so far below our expectations. When students have access to high-impact, grade-level tutoring, pandemic-related learning loss can become a thing of the past." To address the achievement gaps in the CAASPP Mathematics data, Solvang School will begin targeted 3-5 grade after school tutoring in mathematics and will prioritize this tutoring for unduplicated students. This work will be done by credentialed teachers and will support students most at need. This will include unduplicated pupils. After school tutoring was requested by families in LCAP input sessions. Additionally, Solvang School offers two Middle School Math Support electives that students can transfer in and out of based on need. These Middle School Math Support classes also principally support unduplicated pupils.

3.7 Optimize Support for English Learners

The UDL guidelines can assist in maximizing first best instruction and can help us ensure access, equity and ultimately academic success and linguistic proficiency for ELs. By implementing this approach we support an assets based approach to teaching and learning and offer all our learners equal access and opportunities to grow and show what they know. Research shows that when, "schools are responsive to different EL strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. (CABE)." In 2017, the California SBE unanimously approved the California English Learner Roadmap policy, ushering in a new era of English Learner education that embraces linguistic diversity as an asset while providing the supports necessary to allow English learners meaningful access to intellectually rich and engaging curricula. A corresponding guidance document called The California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners provides guidance for local educational agencies as they incorporate newly defined rigorous, evidence-based English learner education principles and practices into their local program designs. It supports English learner success by providing tools and examples aligned to state priorities so that parents, communities, schools, teachers, administrators, districts, and county offices of education can effectively implement policies, programs, and practices for English learners throughout California. Element 1 E of this document values, "professional development to leverage expertise specific to ELs to address academic and language development more precisely. (EL Roadmap)" Furthermore, the CA EL Roadmap specifically calls for district and school educators to collaborate to better identify, understand, assess, and support English learners, which include English learners with disabilities (CABE.org).

There are 4 Organizing Principles within the EL Roadmap and are as follows (Figure 6.2):

Principle One: Assets-Oriented and Needs-Responsive Schools

- Pre-schools and schools are responsive to different EL students strengths, needs, and identities and support the socio-emotional health and development of EL students.
- Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates.
- Educators value and build strong family, community, and school partnerships.

Principle Two: Intellectual Quality of Instruction and Meaningful Access

- EL students engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency.
- These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction.
- EL students have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Principle Three: System Conditions that Support Effectiveness

- Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of EL students and their communities, and who utilize valid assessment and other data systems that inform instruction and continuous improvement.
- Each level of the school system provides resources and tiered support to ensure strong programs and builds the capacity of teachers and staff to leverage their strengths and meet the needs of EL students.

Principle 4: Alignment and Articulation Within and Across Systems

- EL students experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, continuing through to reclassification, graduation, higher education, and career opportunities.
- These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first- century world.

These are desired outcomes for ELs at Solvang School in the EO program and in the Dual Language Immersion Program. In addition to following these principles, an identified area of need for Solvang School was to strengthen integrated and designated ELD for ELs. All English learners & ELs with disabilities receive comprehensive ELD, which in California includes both integrated and designated ELD. Both occur daily and require the use of the ELD Standards in lesson design/delivery. The CA ELD Standards provide guidance on supporting English learners to access all curriculum and achieve skills in reading, writing, listening, and speaking in English across all disciplines. Both integrated and designated ELD are part of English learners' core instruction. (Chapter 7 Pg. 320) Comprehensive ELD is comprised of 2 types of ELD instruction, each with its specific purpose and goal. For all ELS, the purpose for I/ELD is to provide access to content across all disciplines by providing language supports. The content is scaffolded and language tasks are differentiated with student language proficiency levels in mind. Improving student access to integrated ELD is an opportunity for the district and teachers would benefit from a deeper understanding of how to use UDL to include integrated ELD. The purpose of Designated ELD is to provide explicit instruction of English for the purpose of English language acquisition through the development Listening, Speaking Reading Writing & Language Foundational skills. Students in Designated ELD are grouped by their language proficiency levels. This is a relatively new endeavor for elementary teachers as they are now running DELD groups in their classrooms instead of sending the students out for pull-out support. Additionally, in the 2024 school year our 8th grade ELA teacher took on the Middle School Designated ELD class and with new curriculum and bilingual aide support has transformed this core class from one that students dreaded to their now favorite class. This is good news as students in this class may be considered Long Term English Learners or LTELs. Currently, Solvang has 7 LTELs.



Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CAASPP ELA Results	<p>Overall ELA: 1.4 points above the standard (Yellow)</p> <p>ELA by Subgroups: Hispanic: 23.6 points below the standard (Orange);</p> <p>White: 19.4 points above the standard (Green);</p> <p>EL: 29.8 points below the standard (Orange);</p> <p>SED: 20.5 points below the standard (Orange);</p> <p>SWD: 78.8 points below the standard (Orange).</p>			<p>Dashboard with Status and Change: Blue</p> <p>Overall ELA: Above the standard in the Blue</p> <p>ELA by Subgroups: Hispanic: 15.2 points above the standard (+15 points each year for 3 years) Blue;</p> <p>White: 45 points above the standard (+8.5 points every year for 3 years) Blue;</p> <p>EL: 15.2 points above the standard (+15 points per year for 3 years) Blue;</p> <p>SED: 24.5 points above the standard (15</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					points each year for 3 years) Blue; SWD: 10 points above the standard (+29.6 points every year for 3 years) Blue	
3.2	Common Formative Assessments	In 23-24, Solvang Teacher Teams will design and implement Common formative Writing Assessments			Solvang will use Common Formative Writing Assessments Across the Curriculum 4 times annually.	
3.3	MTSS Data - end of the year STAR (<40% percentile rank) then additional screening with Diebels to determine Tier III	Baseline established in 23-24 by Diebels, 55 students will need Tier III. This is 14% of students.			5% of students will need Tier III based on end of the year STAR	
3.4	After School Evaluation Tool Survey Input on Summer School	Survey to be developed in 24-25			50% of parents and students will complete the survey	
3.5	Inclusion Plan Metric	Inclusion Plan Metric: 80% fully included			Inclusion Plan Metric: 100% fully included	
3.6	Dashboard CAASPP Math	Dashboard with Status and Change			Dashboard with Status and Change	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Overall Math: 4.4 below the standard (Yellow)</p> <p>Math by Subgroup: Hispanic: 32 points below the standard (Orange); White: 17.4 points above the standard (Green); EL: 42.5 points below the standard (Orange); SED: 36.7 points below the standard (Orange); SWD: 94.2 points below the standard (Yellow)</p>			<p>Overall Math: 35 points above the standard (+13.1 points annually for 3 years) Blue</p> <p>Math by Subgroup: Hispanic: 13 points above the standard (+15 points each year for 3 years) Blue ; White: 35 points above the standard (+ 5.9 points each year for 3 years) Blue; EL: 2.5 points above the standard(+15 points each year for 3 years) Blue ; SED: 8.3 points above the standard (+15 points each year for 3 years) Blue; SWD: 0 points below or above the standard (+31.4 points each year for 3 years) Blue</p>	
3.7	Dashboard ELPI	Dashboard ELPI: 51.1% making progress towards English language proficiency			100% making progress towards English language proficiency	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Reclassification Rates	Reclassification Rate baseline: Per Local Metric: Reclassification 17.6%			Maintain Reclassification Rates >15	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Assess, Analyze, Guide & Monitor Student Proficiency	Teachers will assess, analyze, guide and monitor student proficiency in order to improve CAASPP ELA and Math scores for all subgroups, especially important for ELs, SWD, SED students, and Hispanic students. (STAR Renaissance; Educational Software Guiding Instruction (ESGI); CAASPP student video score reports, TK/K assessment, Multiple Measures.)	\$14,600.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Design and Implement Common Formative Assessments	Teacher Grade Level and Subject Achievement Teams will design and implement common formative writing across the curriculum assessments as a cycle of inquiry for continuous system improvement and to promote writing throughout the school and to empower CAASPP ELA improvement. This work will be done on Early Release Wednesdays once a month with onsite professional development. (Achievement Team kits.)	\$1,100.00	No
3.3	Provide MTSS (multiple tiered systems of support)	Solvang School will empower Tier 1 First Instruction through Professional Learning and Coaching; Support Tier 2 Intervention through aide and small group support; and Solidify Tier III Intervention including refining the model of instruction to support STAR Renaissance and CAASPP Student Proficiency. (Classroom aides; MTSS (RTI) Teacher and Bilingual Aide; Amplify intervention software and materials.)	\$390,700.00	Yes
3.4	Expand Learning Supports outside of school day	Solvang School will expand After School Programming, provide before school care, expand intersession offerings, and offer enriching summer school. Additionally, Solvang will continue partnering with the United Boys and Girls Club, YMCA, and United Way Fun in the Sun to improve outcomes for unduplicated students. (Salaries and benefits for before school, after school and summer school; partnership MOUs; and expanding learning supplies.)	\$378,600.00	No
3.5	Include and Support Students with Disabilities	Solvang School will work towards authentic inclusion by increasing collaboration and communication between general education and special education staff regarding student needs and expectations; providing staff with inclusion professional development, and increasing student performance on statewide tests. (Santa Ynez Valley Special Education Consortium costs.)	\$1,442,300.00	No
3.6	Implement Math Tutoring	Credentialed Teachers in grades 3-8 will offer targeted math after school tutoring to students in need based on STAR Renaissance Scores and teacher recommendation. After school math tutoring for students in grades	\$12,200.00	No

Action #	Title	Description	Total Funds	Contributing
		3-8 will occur twice weekly. (Hourly stipends for teachers to provide tutoring; instructional materials.)		
3.7	Support for English Learners	Solvang School will monitor EL Students in literacy and math using the STAR Reading and AMPLIFY Assessments; Professional Learning will focus on ELD instruction. (Bilingual Aides, EL Specialist; Imagine Learning Software; ELD curriculum)	\$279,400.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$546,411	\$0

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
8.844%	0.000%	\$0.00	8.844%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	<p>Action: Offer Broad Course of Study</p> <p>Need: As prescribed by the state and in Ed Code Section 51220, students in grades TK through 8 have access to English, English Language Development, Mathematics, Social Sciences, Science, the Arts, Physical Education, and Music at Solvang School. Additionally, Solvang School offers a Dual Language</p>	<p>We will continue to offer a broad course of study with Art, Music, STEM, Spanish, Yearbook, Leadership, and Designated ELD. Broad course of study: Core, ELD, Art, Spanish, STEM, Music, Drama, Yearbook, Culinary Arts, and DLI programs authentically engage identified student groups and challenge traditional assumptions about how to address achievement gaps found in the data analysis of student achievement of unduplicated students. When unduplicated and historically struggling students have access to a</p>	<p>Local Indicator 7: Broad Course of Study</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Immersion strand for grades K-5 and will expand to Middle School next school year. Students in grades 6-8 have access to English, English Language Development, Social Sciences, Spanish, Physical Education, Science, Mathematics, Visual and Performing Arts, STEM, Yearbook, and Leadership. This creates the foundation for high school, college, and career and empowers students with the skills, knowledge, and habits of mind to be the future leaders they deserve to be. Our educational partners prioritized continuing a broad course of study in this year's LCAP input.</p> <p>We will expand our DLI offerings to Middle School. This creates curriculum, staffing, and master schedule challenges. We have expanded our Specials (art, music, PE) to the elementary campus. This creates scheduling, staffing, and curricular challenges.</p> <p>Scope: LEA-wide</p>	<p>broad course of study, e.g., core and elective courses that do not track students, they can access the curriculum needed to meet expectations in all grades, in general, but at the high school too, as the school prepares its middle school students for advancement at the SYV High School. By providing access to a broad course of study in elementary and middle school, the district provides the foundation for all students to sustain academic success into and beyond SYV High School. Moreover, this broad course of study ensures that students are in their least restrictive environment. According to CDE, "Access to core academic content and courses," leads to graduation and success for, "all students regardless of income, race, primary language, disability, and/or family situation." As such we provide course access and rigorous curriculum.</p>	
<p>2.1</p>	<p>Action: Elevate Family Involvement</p> <p>Need: We need to ensure a welcoming environment and provide language access to Spanish speaking families through bilingual office staff, interpretation and translation and work toward</p>	<p>A wide variety of research shows that family engagement benefits student learning. According to the Partners in Education: Dual Capacity Framework for Family School Partnerships (SEDL, Dept. of Ed., 2013), "Over 50 years of research links the various roles the families play in a child's education as supporters of learning, encouragers of grit and determination, models of lifelong</p>	<p>CHKS Parent School Connectedness & Completion rate</p> <p>Local Indicator for Parent Engagement</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>greater Language Access. Additionally, educational partners shared that opportunities to improve parent communication and opportunities for authentic parent engagement exist for Solvang School. Multiple studies prove that students whose parents are actively engaged in their schooling typically show the following: higher grades, higher test scores, greater social skills, better reported behavior, easier adaptation to school, and a greater likelihood of continuing into post-graduate education. These are outcomes that we and our partners are seeking. These outcomes are particularly important for unduplicated pupils who have historically had lower test scores, grades, and attendance. In fact, LCAP input from educational partners, emphasized this action of engaging parents to support academics and attendance. Partners see it is an effective action for this goal. Therefore, in order to increase family engagement opportunities we will utilize the negotiated adjunct duties to offer Family Workshops (Literacy Nights, Math Nights), offer food and childcare at events, and create increased opportunities to provide families with relevant academic and attendance information and increase opportunities to celebrate their students, multiculturalism, and bi-literacy. This supports unduplicated pupils as Dr. Karen Mapp asserts that "strong partnerships between families and education professionals have been linked to increases in literacy and educational achievement."</p> <p>Scope:</p>	<p>learning and advocates for proper programming and placement (p.50)." As such, Solvang School is seeking to build the capacity for family school partnership by actively cultivating policy and programs that build "capabilities (skills and knowledge), connections (networks), cognition (belief and values), & confidence (self-efficacy)" of staff and families. This goal connects family engagement to student learning by improving language access, creating a welcoming environment, and by ensuring that all families feel welcome and can fully participate. The bilingual staff, and translated communication are helping families negotiate their roles as "supporters, encouragers, monitors, advocates, decision-makers, and collaborators (p.)within the family school partnership. This partnership framework extends to families of students with disabilities. As such a focus on parent engagement is imperative to effectively partner with families and propel students toward greater success and achievement. According to the National Education Association, "Getting parents more engaged in school is a necessary variable in the equation of student success." In fact, parent engagement can have a direct impact on student engagement itself. This benefits unduplicated pupils.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.3	<p>Action: Provide MTSS (multiple tiered systems of support)</p> <p>Need: An analysis of students' academic-achievement data and empirical observations gleaned from classroom observations of foster youth, English learners, and low-income students helped to shape actions for these and other students. Based upon this data, academic support continues to be principally directed to foster, English learner, and low-income students to address the historically persistent achievement gaps. Additionally, students with disabilities are included in RTI, as applicable. Program staff regularly monitor student-achievement data and use findings to shape individual and student-group instruction. The groups are relatively small thus allowing for more direct service to meet academic goals. Staff use research-based instructional materials. A variety of research, (e.g., J. Hattie), points to the efficacy of targeted interventions. While research on class size is debatable, the small-groups that staff have to work with provide more time to address achievement gaps. Staff actions, then, help students to meet their goals. Additionally, this action is bolstered because we have hired bilingual staff to improve student outcomes in tier I, Tier II, and Tier III.</p> <p>Scope:</p>	<p>This action addresses the needs of unduplicated pupils by promoting first instruction (Tier I) and in class intervention (Tier II), while also ensuring students who need more intensive targeted intervention (Tier III). This is accomplished through our Response to Instruction and Intervention model. Tier III provides students with systematic intervention in a pull-out model to provide students the learning supports needed to return back to in classroom Tier I. Research shows that students need MTSS and that just in time support gives students the opportunity to have their needs met. According to the TIES Center, "Our true capabilities are evident not in what we can do on our own, but rather by what we can do when given the right opportunities and support. To be supported means having the individualized resources needed to reach one's full potential and thrive in everyday life. Supports are a bridge—they help people go from where they are to where they want to be. Supports can involve changes to the physical environment, adapted materials, technology, or other tools."</p>	<p>End of Year STAR then Diebels to identify number of Tier III students</p>

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

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
3.7	<p>Action: Support for English Learners</p> <p>Need: Solvang School has over a hundred English Learners. 41.1% of Solvang Els are in their first 3 years of instruction. This means that supporting primary teachers in integrated and designated ELD is imperative. 11.7% of Solvang Els are in their 4th or 5th year of instruction and are therefore at risk of becoming Long Term English Learners or LTELs. This is a group that would also benefit from UDL designed integrated and designated ELD. Solvang School's number of LTELs has decreased from 5% in 22-23 to 3% in 23-24. This is a step in the right direction and we want to continue this change. The needs of English Learners as evidenced by the consistent achievement gaps on CAASPP were the primary driver for the creation of this goal. Based on this data, the District employed an EL Specialist, adopted a Designated ELD curriculum in conjunction with Science, and</p>	<p>According to Education Research for Action, evidence based practices for ELs include "Differentiated language development services are necessary to meet the needs of ML-ELs with varying language proficiency levels and educational backgrounds... Instructional resources and technology designed to integrate language development and grade-level content learning have demonstrated effectiveness in recent studies... Emphasizing pedagogy that values students' backgrounds and providing extended learning opportunities can positively influence ML-EL students' engagement, achievement, and sense of belonging." Teachers need support in this endeavor and the school will design professional learning to address this need. During the 2023-2024 school year, Solvang rolled out a new Designated ELD curriculum that comes from Science Content and is delivered in language proficiency groups. Research recommends avoiding, "Separating ML-ELs from their content courses for targeted English language instruction hinders their academic progress and negatively</p>	<p>Dashboard ELPI: 100% of English Learners meeting annual progress.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>offered Designated and Integrated English Language Development Professional Learning for students. Additionally, the district progress monitors EL students and supports them in reclassification. These actions are directed at improving outcomes for English Learners and are research-based. Targeted English Language Development and small group instruction for students based on their language proficiency is crucial to leveling the playing field for English Learners. As such, all ELs, including those in Dual Language Immersion Program, receive the English Language Development needed for them to succeed.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>impacts their self-perception by limiting their exposure to core academic content."</p>	

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

Additional Concentration Grant Funding

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

Not Applicable

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	Not Applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	Not Applicable

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	6,178,386	546,411	8.844%	0.000%	8.844%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,882,800.00	\$1,132,500.00	\$0.00	\$296,200.00	\$7,311,500.00	\$6,780,400.00	\$531,100.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Hire and Assign Credentialed Teachers	All	No			All Schools	On-going	\$2,584,900.00	\$0.00	\$2,440,200.00	\$130,200.00	\$0.00	\$14,500.00	\$2,584,900.00	
1	1.2	Provide standard based curriculum & materials, including DELD and intervention curriculum to meet the needs of ELs, SWDs, and SED students.	All Students with Disabilities	No				Ongoing	\$0.00	\$143,600.00	\$82,800.00	\$60,800.00	\$0.00	\$0.00	\$143,600.00	
1	1.3	Offer Broad Course of Study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$257,400.00	\$0.00	\$47,800.00	\$209,600.00	\$0.00	\$0.00	\$257,400.00	
1	1.4	Facilitate Professional Development	All Students with Disabilities	No				Ongoing	\$0.00	\$46,300.00	\$0.00	\$31,000.00	\$0.00	\$15,300.00	\$46,300.00	
1	1.5	Provide Technology and Network Access	All	No				Ongoing	\$0.00	\$147,900.00	\$47,900.00	\$100,000.00	\$0.00	\$0.00	\$147,900.00	
1	1.6	Maintain Safe Facilities	All	No				Ongoing	\$433,400.00	\$90,800.00	\$524,200.00	\$0.00	\$0.00	\$0.00	\$524,200.00	
1	1.7	Expand and Enhance Dual Language Immersion Program	All	No				Ongoing	\$634,100.00	\$0.00	\$634,100.00	\$0.00	\$0.00	\$0.00	\$634,100.00	
2	2.1	Elevate Family Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$251,200.00	\$10,700.00	\$261,900.00	\$0.00	\$0.00	\$0.00	\$261,900.00	
2	2.2	Enhance Student Engagement	All Students with Disabilities	No			All Schools	Ongoing	\$15,400.00	\$1,000.00	\$15,400.00	\$1,000.00	\$0.00	\$0.00	\$16,400.00	
2	2.3	Cultivate School Climate	All Students with	No			All Schools	Ongoing	\$92,300.00	\$2,200.00	\$0.00	\$85,300.00	\$0.00	\$9,200.00	\$94,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Disabilities													
2	2.4	Improve School Attendance	All Students with Disabilities	No			All Schools	Ongoing	\$40,300.00	\$7,200.00	\$40,300.00	\$7,200.00	\$0.00	\$0.00	\$47,500.00	
2	2.5	Empower Positive Behavior	All Students with Disabilities	No			All Schools	Ongoing	\$10,400.00	\$23,500.00	\$10,400.00	\$23,500.00	\$0.00	\$0.00	\$33,900.00	
3	3.1	Assess, Analyze, Guide & Monitor Student Proficiency	All Students with Disabilities	No			All Schools	Ongoing	\$2,100.00	\$12,500.00	\$2,100.00	\$12,500.00	\$0.00	\$0.00	\$14,600.00	
3	3.2	Design and Implement Common Formative Assessments	All Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$1,100.00	\$0.00	\$1,100.00	\$0.00	\$0.00	\$1,100.00	
3	3.3	Provide MTSS (multiple tiered systems of support)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$381,700.00	\$9,000.00	\$214,000.00	\$0.00	\$0.00	\$176,700.00	\$390,700.00	
3	3.4	Expand Learning Supports outside of school day	All	No			All Schools	Ongoing	\$344,500.00	\$34,100.00	\$0.00	\$378,600.00	\$0.00	\$0.00	\$378,600.00	
3	3.5	Include and Support Students with Disabilities	Students with Disabilities	No				Ongoing	\$1,442,300.00	\$0.00	\$1,362,800.00	\$79,500.00	\$0.00	\$0.00	\$1,442,300.00	
3	3.6	Implement Math Tutoring	All Students with Disabilities	No				Ongoing	\$12,200.00	\$0.00	\$0.00	\$12,200.00	\$0.00	\$0.00	\$12,200.00	
3	3.7	Support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$278,200.00	\$1,200.00	\$198,900.00	\$0.00	\$0.00	\$80,500.00	\$279,400.00	

2024-25 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
6,178,386	546,411	8.844%	0.000%	8.844%	\$722,600.00	0.000%	11.696 %	Total:	\$722,600.00
								LEA-wide Total:	\$523,700.00
								Limited Total:	\$198,900.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Offer Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$47,800.00	
2	2.1	Elevate Family Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$261,900.00	
3	3.3	Provide MTSS (multiple tiered systems of support)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$214,000.00	
3	3.7	Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$198,900.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$5,004,000.00	\$5,023,900.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Highly Qualified Teachers and Interventions	No	\$2,949,200.00	3,023,800
1	1.2	Response to Instruction and Intervention	Yes	\$359,800.00	345,200
1	1.3	English Learner Program	Yes	\$333,600.00	236,200
1	1.4	Educational Partner Engagement	Yes	\$152,900.00	166,000
1	1.5	Professional Development	Yes	\$157,000.00	143,800
1	1.6	Summer School and after school program	No	\$297,200.00	337,200
2	2.1	Broad Course of Study	Yes	\$260,300.00	265,100
2	2.2	Instructional Materials	No	\$194,100.00	225,800
2	2.3	Educational Partner	No	\$6,000.00	14,200
3	3.1	Wellness	Yes	\$97,100.00	96,500
3	3.2	Information System	No	\$6,100.00	9,700

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)
4	4.1	Technology	No	\$117,400.00	107,400
4	4.2	Facilities	No	\$73,300.00	53,000

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
525,582	\$710,800.00	\$645,200.00	\$65,600.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Response to Instruction and Intervention	Yes	\$161,200.00	141,900		
1	1.3	English Learner Program	Yes	\$193,000.00	156,500		
1	1.4	Educational Partner Engagement	Yes	\$152,900.00	166,000		
1	1.5	Professional Development	Yes	\$91,000.00	97,200		
2	2.1	Broad Course of Study	Yes	\$104,700.00	75,600		
3	3.1	Wellness	Yes	\$8,000.00	8,000		

2023-24 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)
6,118,444	525,582	0.000%	8.590%	\$645,200.00	0.000%	10.545%	\$0.00	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.

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.

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of 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 of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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