

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Solvang Elementary School District

CDS Code: 42693366046072

School Year: 2022-23

LEA contact information:

Sierra Loughridge

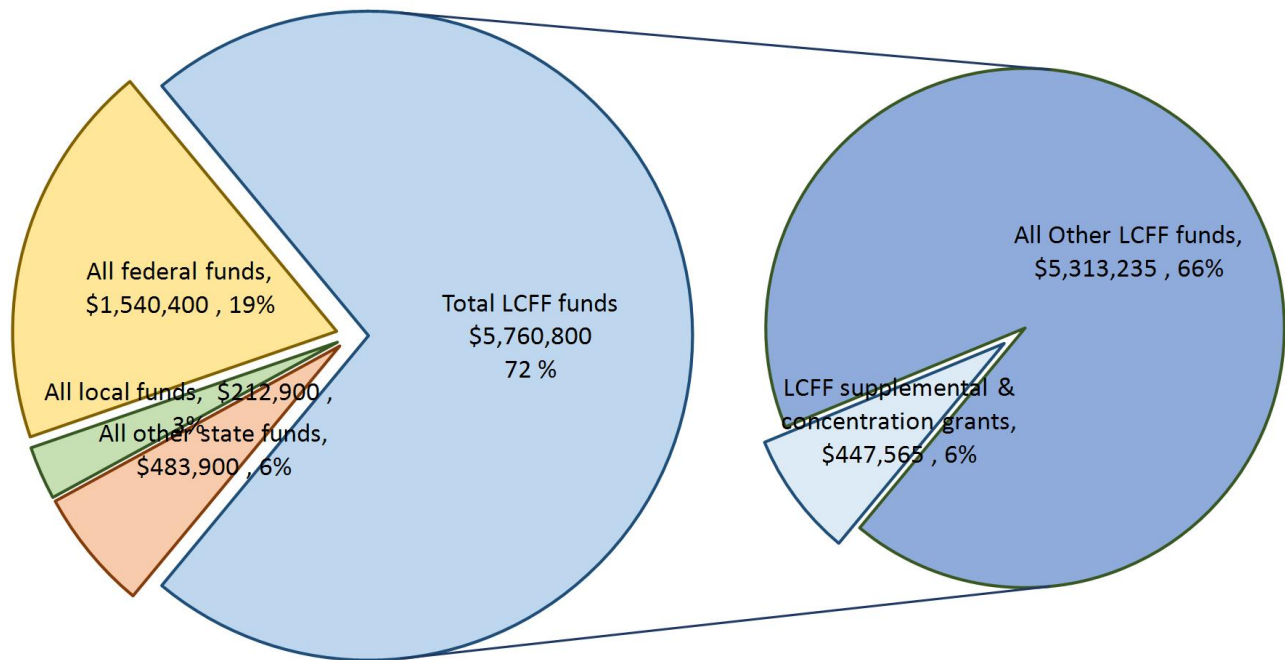
Superintendent

805.688.4810 x4454

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source



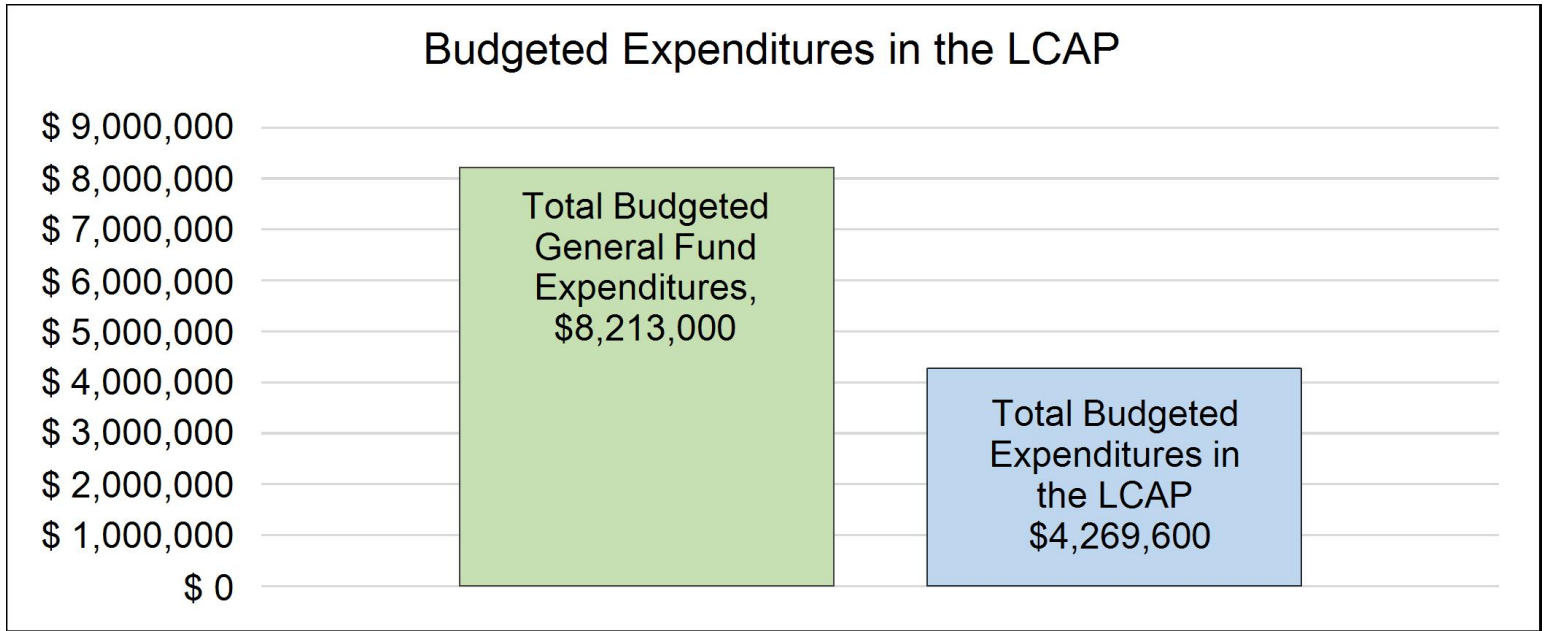
This chart shows the total general purpose revenue Solvang Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Solvang Elementary School District is \$7,998,000, of which \$5,760,800 is Local Control Funding Formula (LCFF), \$483,900 is other state

funds, \$212,900 is local funds, and \$1,540,400 is federal funds. Of the \$5,760,800 in LCFF Funds, \$447,565 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Solvang Elementary School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Solvang Elementary School District plans to spend \$8,213,000 for the 2022-23 school year. Of that amount, \$4,269,600 is tied to actions/services in the LCAP and \$3,943,400 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

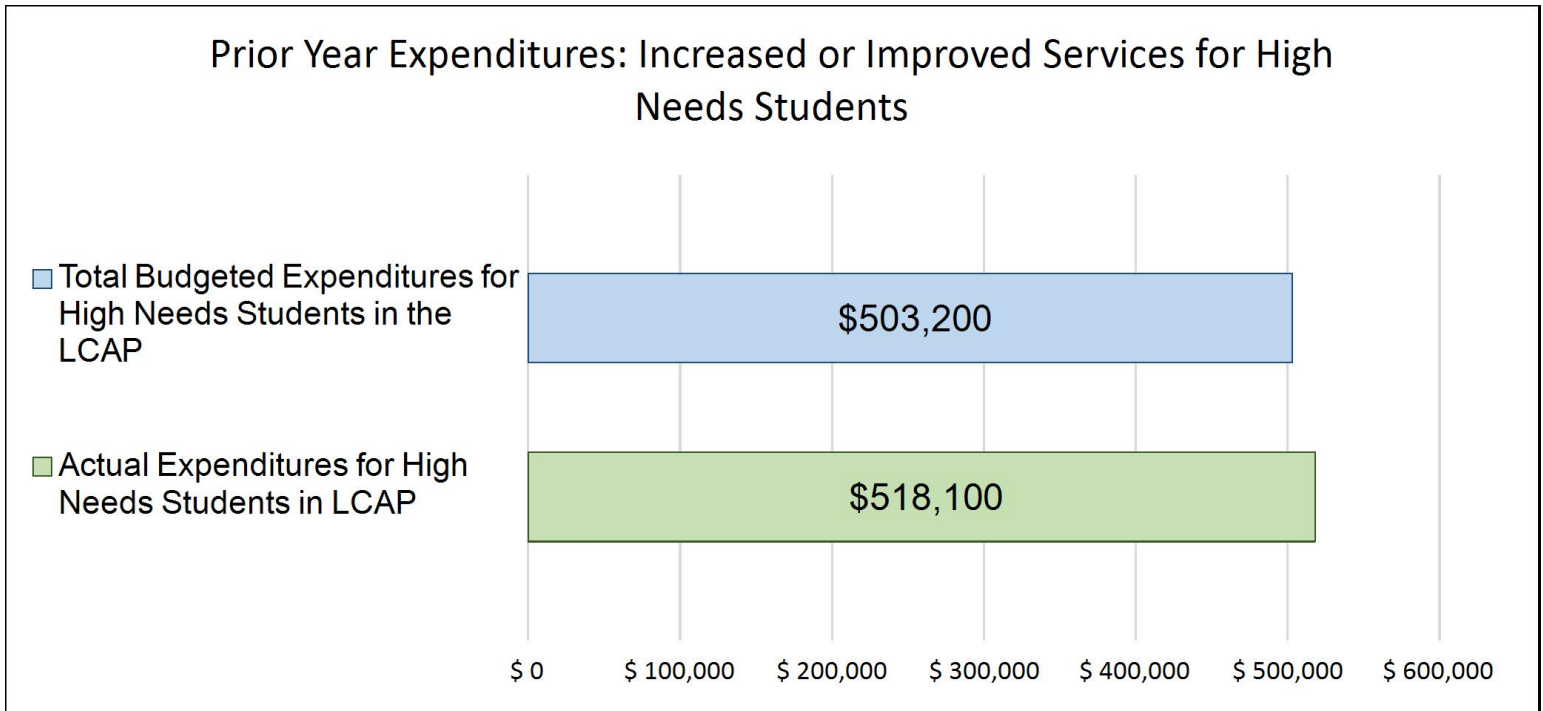
Budgeted Expenditures not included in the LCAP: Special Education costs, Certificated Management & Other Classified Salaries not in the LCAP (aides, counselor and staff teaching electives/Music which are included), STRS on Behalf, Utilities, Communications, Memberships, Services (Legal, Audit, etc.), Property Insurance, etc.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Solvang Elementary School District is projecting it will receive \$447,565 based on the enrollment of foster youth, English learner, and low-income students. Solvang Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Solvang Elementary School District plans to spend \$614,300 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



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 2021-22, Solvang Elementary School District's LCAP budgeted \$503,200 for planned actions to increase or improve services for high needs students. Solvang Elementary School District actually spent \$518,100 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Solvang Elementary School District	Dr. Steve Seaford Superintendent	sseaford@solvangschool.org 805-688-4810

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Surveys to parents, guardians and staff are administered during the second trimester of each year. Staff input includes that of the Director of English Learners, who coordinates the DELAC/ELAC. Special education staff also provide feedback via the surveys. Student input is gleaned via direct interaction with the student government council. The superintendent is a member of the Solvang School District's educational foundation, S.A.M., that provides input on the varied arts' programs at Solvang School. Administration meets monthly with the Solvang Federation of Teachers to address school needs. Administration also works directly with the Juntos director to meaningfully engage families.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Solvang School District does not receive a concentration grant or the concentration grant add-on.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

One-time federal funds are ongoing through 2024. The ESSER III plan template became available the summer of 2021. The ESSER III funds

were allocated in March of 2021, at which point the district further developed its plans to provide in-person learning and address lost instructional time in its public ESSER Safe Return Plan, which was informed by ongoing interactions in weekly Reboot Dialogues with staff. Public input was gathered through surveys and in-person and online stakeholder engagement, e.g., ELAC/DELAC, special education community meeting, staff meetings, stakeholder surveys, Solvang Federation of Teachers, informal discussions, educational foundation, Boys and Girls Club, and student government influenced actions to address goals. The ESSER I, II, and III funds cover years through 2024. Consequently, plans will continue to evolve.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

From the beginning of the pandemic, staff proactively responded to current and anticipated needs. Although federal funded relief came after the onset of the pandemic, staff immediately contracted with Zoom to keep students engaged in distance learning. To ensure a safe return to campus, staff used federal funds to purchase and lease an array of safety items, e.g., air filters, teacher supplies for distance learning, desk shields, webcams, furniture, signs, sprayers, hotspots, handwashing stations, etc. Staff was increased and new positions were created to support expanded services to ensure the continuity of services: health clerk, counseling, aides, office, Juntos, and cafeteria staff. Successes included the implementation of teachers' plans that were created in anticipation of school closure. Staff seamlessly transitioned to online learning. While school was closed, staff proactively took measures to ensure that the school would be safe to return to in a hybrid fashion. All of the safety items and new staffing previously mentioned created the safe conditions upon which students could safely return to school. Fortunately, a vast majority of parents were wonderfully understanding and supportive of the staff's actions. Challenges included the amount of time and energy that staff had to invest to address various plans required by the state. Staff often felt like we were "building an airplane in flight," as the state education department and the state and county health departments attempted to provide guidance. What felt like ever-evolving state and county guidance created a feeling among staff of uncertainty and constant stress.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

LCAP resources focus on four major goals, under which are a variety of actions (see LCAP 2021-2022 at www.solvangschool.org): 1. Enable greater academic and applied achievement for ALL students, 2. Provide rigorous and engaging curriculum and instruction, 3. Maintain fiscal strength to support educational excellence, and 4. Maintain high quality facilities to support educational excellence. The Rtl, EL, DLI and summer school programs are fully staff, including aides that support instruction. The broad coursed of study (electives and core courses) and

instructional materials, including technology, that shape courses, help the school to reach goal #s 1-2. Fiscal resources directed at the technology infrastructure have made the school second to none in Santa Barbara County. Federal and state plans reflect all of the work to date that will mostly remain in place through the 2023-2024 school year. From the beginning of the pandemic, staff proactively responded to current and anticipated needs. Although federal funded relief came after the onset of the pandemic, staff immediately contracted with Zoom to keep students engaged in distance learning. To ensure a safe return to campus, staff used federal and state funds to purchase and lease an array of safety items, e.g., air filters, teacher supplies for distance learning, desk shields, webcams, furniture, sings, sprayers, hotspots, handwashing stations, etc. Staff was increased and new positions were created to support expanded services to ensure the continuity of services: health clerk, counseling, aides, office, Juntos, and cafeteria staff. Resources fall into four categories: Payroll, e.g., additional aide and maintenance support, Supplies, e.g., face masks and air filters, Equipment, e.g., Chromebooks and webcams, and Services, e.g., Zoom and ongoing COVID testing.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA 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.

Prompt 3: “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control 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 [2022-23]

General Information

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

The Solvang School is focused on students' academic and social-emotional development. Staff serve a diverse, yet unified group of about 580 students in TK-8th grades, by providing a robust educational program featuring such things as: a strong science, technology, engineering, and mathematics (STEM) program in ALL grades, with nationally acclaimed Project Lead the Way; dual-language immersion starting in kindergarten; visual and performing arts across most grade levels; various engineering electives in 6-8th grades, including robotics, gaming, and computer science; a Medical Detectives (biomedical science) class in the middle school; interscholastic girls and boys' basketball, tennis, and volleyball teams; targeted special-education services; the acclaimed All are Scholars Academy for all 4-5th graders, where students experience gifted instruction and creative electives; café service, including a new Culinary Arts Center on the middle school campus opening in 2023; Project Based Learning/public presentations-of-learning and student-defense of their work; Town Hall Meetings at the middle school that shape a positive and empowering school culture; Character Counts curriculum; and an experienced and team-oriented staff dedicated to serving students, families, and the larger school community.

Our exemplary staff works closely with the Solvang Arts and Music educational foundation, Parent Teacher Organization, English Learner Advisory Committee, Special Education Consortium, and other committees to ensure that students' needs are met. The student body is 53% Latino, 39% white, and 5% American Indian, Filipino, Asian, and black; 33% of the student body participate in the free or reduced lunch program, however free universal meals are provided to all students. The 21% of the student body enrolled in the English learner (EL) program are served by an EL coordinator. Solvang students thrive in school programs, as well as community programs. On any given weekend, Solvang students participate in rodeos, AYSO soccer, Santa Ynez Valley softball, baseball and football leagues, YMCA programs, church youth groups, community arts' programs, girl and boy scout programs, surfing, cycling, and motocross. Such programs and activities reflect the vast array of engaging opportunities in the Santa Ynez Valley and the value its citizens place on its youth.

Given all of the school and community activities and staff and community support, it is no surprise that Solvang students are well on their way to success in and through high school and on to higher-education and career options.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Solvang School's strong academic performance on the California Assessment of Student Performance and Progress (CAASPP) is reflected in all student groups, except students with severe disabilities. In all other groups, including Hispanic, students score above the standard and have historically remained in Green, which is just below the highest performance level of Blue. In the All-students' category, Solvang School was 36.6 points above standard in English Language Arts and 30.7 points above standard in Mathematics. Once the state is able to update its Dashboard, Solvang School expects similarly high results. The Performance Level for 33% of English Learner Students, as measured by the ELPAC, is at "4." While there is much room for improvement, EL students' progress has an upward trajectory. Students in the Reclassified English Learners subgroup were 38.7 points above standard in ELA and 23.2 points above standards in Mathematics. The Solvang School District is eager for the state to update its Dashboard, but understands the challenges that the pandemic has created for the California Department of Education. Local data in grades 6-8 affirms progress, as 79% of all students meet or exceed the "2" English language arts benchmark, with just a 7% difference between white and Latinx students. In mathematics, 87% of the students meet or exceed the standard, with just a 6% difference between white and Latinx students. Local student-achievement data in grades TK-5 established a baseline for all students at 39% having met or exceeded the "3" benchmark in reading and 44% in mathematics.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Significant achievement gaps exist between White and Hispanic students in English language arts and mathematics. Local mathematics benchmark for TK-5 indicate a difference of 29% between White and Hispanic students, for those who scored at least a 3 on the math benchmark. A 26% difference exists between "all" White and students in the Title I program. A gap of 23% exists between "all" White and EL students. Some gap is expected in this latter comparison, as students in the EL program are in the process of perfecting English as a second language. In English language arts, the achievement gap is narrower than that seen in mathematics, for those who scored at least a 3 on the reading benchmark. A 21% gap exists between White and Hispanic students. A 19% gap exists between "all" White and Hispanic students in the Title I program. The gap between "all" White and students in the EL program is even wider, as a 41% gap exists in mathematics. Similar gaps between White and Hispanic students exist in grades 6-8.

The California Assessment of Student Performance and Progress (CAASPP) also sheds light on performance gaps. Having noted that, Solvang School has, overtime, begun to close gaps among White, Hispanic, and Title I students. However, the pandemic interrupted actions previously taken and addressed in LCAPs that have shown to improve student achievement.

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

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

While gains have been made by the the Hispanic student group, more needs to be done to address gaps.

Steps taken to address gaps primarily focus on the first tier of instruction in the students' classrooms. However, it should be noted that the LCAP goals and actions that follow, in later LCAP sections, provide greater detail about "steps" that are not replicated in this "reflection" piece (see Goals 1-4 and all related actions). Significantly, teachers have standards-aligned texts and continue to refine and administer assessments to regularly monitor progress. Teachers differentiate instruction to support students at different levels of instruction. As of the 2021-2022 school year, the district has added a certificated teacher to assist the EL director's efforts to address gaps. EL staff continually interacts with teachers to support their efforts to reach students. EL staff work closely with EL students to improve achievement. Robust arts and elective courses help to keep students engaged. Unlike many districts, EL students can take their EL support classes in middle school and not lose out on an additional elective, e.g., robotics, community art, etc. The Rtl program also addresses achievement gaps, among student groups, and will be augmented with an additional certificated teacher in the 2021-2022 school year. The Juntos program director's primary job is to reach out to the district's Hispanic families to more meaningfully engage parents in the school's curriculum, including online programs.

Progress monitoring via classroom-based assessments provide regular feedback for teachers to address gaps. The EL and Rtl coordinators and aides provide additional support and leadership to address achievement gaps. The support classes in mathematics for grades 6-8 address achievement gaps.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Solvang Team continues to build on past success. The goals and actions below summarize the LCAP's key features.

- 1.0 Enable greater academic and applied achievement for ALL students
- 1.1 Assign teachers per their California Teacher Commission certification. Provide intervention instruction.
- 1.2 Provide a teacher-led Rtl program, with instructional-aide support.

- 1.3 Provide a director-led EL program, with instructional-aide support.
- 1.4 Engage stakeholder groups in ways that support student achievement, e.g., ParentSquare, parent education, community services, program education, implementation of the Juntos program, and survey/s. Maintain Spanish speaking office clerk to assist with all translations, newsletters and parent communication.
- 1.5 Provide professional development on best practices, e.g., Marzano and Hattie and trauma-informed practices.
- 1.6 Develop and implement a summer school program.
- 2.0 Provide rigorous and engaging curriculum and instruction
- 2.1 Provide a broad course of study per Ed. Code, including STEM and VAPA. Explore expansion of world- language options, beyond DLI in K-5.
- 2.2 Renew Membean to support literacy in grades 6-8.
- 2.3 Engage parents, community and students in ways that support student attendance e.g., ParentSquare, Where Everyone Belongs (WEB), parent education, community services, Character Counts assemblies, and systematic data review and follow up.
- 3.0 Maintain fiscal strength to support educational excellence.
- 3.1 Expand counseling services beyond People Helping People (PHP).
- 3.2 Use Aeries to monitor and track attendance, discipline and student-achievement data.
- 4.0 Maintain high quality facilities to support educational excellence.
- 4.1 Continue to expand technology infrastructure.
- 4.2 Superintendent and IT/Facilities Director meet weekly to monitor projects, including new construction.

Programs, without our dedicated and extremely competent staff, fail to help students succeed. As we continue to reflect on the work, what remains constant is the staff's commitment to continual improvement. The school recognizes that change is a process; it takes time to meet high expectations for student achievement. With that in mind, the school district strives for excellence in all things.

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 and how this engagement was considered before finalizing the LCAP.

The Solvang Elementary School District's small size affords ongoing interaction with educational partners on school programs and related improvement efforts. Informal conversations and meetings, reflective of Max Weber's "water cooler conversations," provide opportunities for stakeholders to give feedback on instructional programs, school safety, district policy, school culture and other school matters. Such engagement requires a collaborative culture and keeps teachers' and administrators' attuned to what works and what needs greater attention.

In addition to the informal dialogue described above, formal dialogue took place in the following contexts:

Santa Barbara County Special Education Local Plan Area (SBCSELPA), fall 2021, spring 2022
School/District English Learner Advisory Committee, winter 2022 and ongoing
Parent Survey in the Supplement, winter 2022
Classified and Certificated Staff Survey in the Supplement, winter 2022
Solvang Federation of Teachers, spring 2022 and ongoing
Board of Trustees, June 2022
Other school personnel, Spring 2022 and ongoing
Students, Winter 2022

The SBCSELPA director supports Solvang School's activities to improve student achievement among students with special needs. Consortium meetings throughout the year ensure that appropriate resources are directed to special-needs' services. Specific feedback to provide support for students reflected in Goal 1, Actions 1.2-3

School/District English Learner Advisory Committee (DELAC/ELAC) is supportive of school efforts to close achievement gaps; this contributed to increased focus on EL students and the need to further narrow achievement gaps. Specific feedback to provide support for students reflected in Goal 1, Actions 1.2-5

LCAP Advisory reviewed data, goals and actions. Educational partners' concerns are reflected in the LCAP and actions seek to address those concerns, e.g., achievement gaps. Specific feedback to provide support for students reflected in Goal 1, Actions 1-5; Goal 2, Action 2

Solvang Federation of Teachers (SFT) and staff participate in ongoing reflections on student-achievement data to further narrow achievement gaps. SFT and the district collaborate to ensure that all students' needs are met. Specific feedback to provide support for students reflected in Goal 1, Actions 1.2-3, 5;

Board of Trustees: The boards' strategic plan identifies goals and actions that structure the LCAP. Qualitative data concerning programs and quantitative CAASPP data influenced actions. Goals 1-4, all actions

Students' input continues to focus on activities to engage students, e.g., assemblies, that are supported by student-government and discretionary funds. Specific feedback to provide support for students reflected in Goal 3, Actions 3.1

Additional feedback: Parent and staff surveys aligned to the state's 8 priorities were administered. The superintendent and principal meet with the various local groups, who provide services to Ed Code 52052 student groups: People Helping People (PHP), ELAC/DELAC, and Solvang Arts and Music (SAM). Specific feedback to provide support for students reflected in Goal 1, Actions 2-3,6; Goal 2

Educational partner support is reflected in the positive feedback gained through the channels described above. Ongoing interactions with educational partners, in formal and informal contexts, will continue to provide feedback on the state's 8 priorities.

A summary of the feedback provided by specific educational partners.

Student achievement is a primary concern, which is reflected in the goals and actions. All educational partners value "strong academic programs" that occur during the day. Staff and ELAC value the academic supports provided by teachers, e.g., support classes. Parents and staff also support instruction outside of class, e.g., before/after school programming, e.g., EL support, and summer instruction. All stakeholders value technology as it relates to continuing to provide strong academic programs. Likewise, access to engaging and purposeful instruction materials are viewed as essential elements of a strong instructional program; these things go beyond textbooks and include the various online programs the school provides. Middle school families are particularly appreciative of the robust electives' program. Families also value courses that prepare students to succeed in high school.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Given the consensus among educational partners for a strong academic program that also provides focused academic support, the LCAP maintains staffing to support the variety of courses, e.g., math support class and Rtl. The Hispanic families, as well as staff, support the after school programming that is ongoing and supported by categorical and supplemental funds. Consequently, increased expenditures focused on Goal 1, Action #1.2, Response to Intervention, and increased services on Goal 1, Action #1.3 English Learner program aides will help the district to realize Goal 1: Enable greater academic and applied achievement for ALL students.

Goals and Actions

Goal

Goal #	Description
1	Enable greater academic and applied achievement for ALL students by improving CAASPP proficiency for all students by 5% while focusing support to students who are English Learners and Students with Disabilities.

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. Students must not only be able to do well on more traditional assignments and related assessments, but they must also be able to successfully apply and defend learning in real-world/authentic contexts. This goal was developed based on the CAASPP Proficiency rates from 2019. The data indicates that students with disabilities and English Learners are below the standard in Math and Reading. The actions listed below including having appropriately credentialed teachers, providing intervention RTI, targeted summer school, EL after school, a robust EL program, professional development for teachers and improving parental engagement through learning activities, the support of the Juntos program and increasing language access will promote student achievement by focusing our efforts, supporting students in intervention or English Language Development, and improving educator and education partner capacity.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All student groups are above standard in ELA and Mathematics on SBAC assessments Measure: Outcome Data in the Absence of Dashboard data is California Assessment of Student Performance and Progress	All student groups except Students with Disabilities and current English Learners are above standard in ELA and Mathematics, 2019. 2021 CAASPP results TBD.	DASHBOARD DATA NOT AVAILABLE 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 ELA (%)			All student groups are above standard in ELA and Mathematics on SBAC assessments

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		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>Improve English learner students who make progress toward proficiency in ELA by 22.35 on SBAC assessments.</p> <p>Measure: Outcome Data in the Absence of Dashboard data is California Assessment of Student Performance and Progress</p>	44.7 points below standard in ELA, 2019.	<p>DASHBOARD DATA NOT AVAILABLE</p> <p>Math (%) 20.63</p> <p>ELA (%) 34.92</p>			22.35 points "below standard" per Dashboard terminology
<p>Socioeconomically Disadvantaged students who make progress toward proficiency improved by 6 in ELA on SBAC assessments.</p> <p>Measure: Outcome Data in the Absence</p>	4.8 points above standard in ELA, 2019. 2021 CAASPP results to be added as the most recent baseline data.	<p>DASHBOARD DATA NOT AVAILABLE</p> <p>Math (%) 30.92</p> <p>ELA (%) 57.24</p>			10.8 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
of Dashboard data is California Assessment of Student Performance and Progress					
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			48.3 points "below standard" per Dashboard terminology
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%			66% made progress toward proficiency
Improve the consistency of Parent and public engagement activities/programs, by at least, meeting quarterly and	ELAC/DELAC, PTO, SSC, SAM and PHP do not meet quarterly. There is currently no Special Education Parent Advisory	ELAC/DELAC, PTO, and SAM have met quarterly. SSC will convene informally this spring and reconstitute next fall to pre-COVID-19 status.			Quarterly meetings in place (100% of all Parent Advisory Groups); student achievement on all agendas; launch Special Education

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>including student achievement on agendas. 100% of all educational partners will hold quarterly meetings.</p> <p>Measure: Quarterly agendas for ELAC, SSC, PTO</p>	<p>Group; We will establish a Special Education Parent Advisory Group.</p>	<p>District staff meet, as needed, but at least once in the summer to address counseling needs.</p>			<p>Parent Advisory Group in 2022-2023; We will solidify the membership and responsibilities of SSC and train and grow ELAC.</p>
<p>State standards are taught in each discipline.</p> <p>Measure: Textbook adoptions and teacher materials</p>	<p>State standards are taught in each discipline.</p>	<p>State standards are taught in each discipline.</p>			<p>State standards are taught in each discipline.</p>
<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</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>24.3 points "below standard" per Dashboard terminology</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance and Progress					
Students with Disabilities make progress toward proficiency in Mathematics improved by 14.98 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			59.92 points "below standard" per Dashboard terminology
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	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			100% at standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance and Progress					
English learner reclassification rate (RFEP) / ELPAC @ "4" Measure: ELPAC	18% RFEP / 24% @ "4"	15% RFEP / 33% @ "4"			Maintain 15% or above reclassification rates (RFEP) for students.
English learner access to designated English language and core instruction. Measure: Textbook adoptions and approved teacher materials	100% of English learners have access to designated English language and core instruction.	100% of English learners have access to designated English language and core instruction.			Maintain 100% access

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Teachers and Interventions	Assign teachers per their California Teacher Commission certification, and provide intervention/support electives.	\$2,724,900.00	No
1.2	Response to Instruction and Intervention	Provide a teacher-led RTI program, with two RTI aides, including one bi-lingual to support DLI intervention. Also includes instructional-aide and bi-lingual aide support in classroom which is split with EL program.	\$318,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	English Learner Program	Provide a director-led EL program, with EL specialist support. Provides an after school program for EL students. Also includes instructional-aide and bi-lingual aide support in classroom which is split with EL program.	\$296,500.00	Yes
1.4	Educational Partner Engagement	Engage educational partners in ways that support student achievement, e.g., parent education, community services, program education, implementation of the Juntos program, and surveys. Maintain Spanish speaking office clerk to assist with all translations, newsletters and parent communication.	\$89,800.00	Yes
1.5	Professional Development	Provide professional development on best practices, e.g., Marzano and Hattie. Maintain 185 certificated teacher days, with 5 days dedicated for professional development days.	\$145,000.00	Yes
1.6	Summer School and after school program	Develop and implement a summer school program. Provide after school or before school student support.	\$63,800.00	No

Goal Analysis [2021-22]

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.

No substantive differences. The actions were implemented to the full extent possible. 1.1 Solvang School hired qualified teachers and will continue to ensure teachers are appropriately credentialed. Due to the teacher shortage and the high cost of living in the Valley hiring credentialed teachers has been a challenge. The district is actively recruiting and has increased our salary scale to attract talent. The District is working with the County and the local School Board to obtain any needed waivers. 1.2 Solvang School offered a Response to Intervention program for students in need of intervention. One challenge with the program in 2020-2021 was providing the students in the Dual Language

Immersion Program with needed intervention. Based on input from families and staff and student need, Solvang School will expand the Response to Intervention Program in 22-23 to include students in the Dual Language Immersion Program. Additionally, Solvang has hired a bilingual aide to assist. 1.3 Solvang School employed an EL Director who ensured that EL students received Designated English Language Development Instruction. The EL team also provided after school assistance for students. The additional after school support is appreciated by families and students alike. A challenge that remains is ensuring that teachers understand the language development needs of students and how to provide integrated and designated English Language Development. During the 22-23 school year, the Director of Student Services will evaluate the current program. 1.4 Solvang School met with educational partners through the school year as evinced through the master calendar. Opportunities to increase parental input and a need to increase language access for Spanish speaking families exist. We will focus in the 2022-2023 school year on strengthening the following partnerships: solidifying a SSC, expanding ELAC, and launching a Special Education Parent Advisory Committee. 1.5 Solvang School provided teachers with choice and opportunities for professional learning. One challenge has been ensuring all staff benefit from the trainings attended. 1.6 Solvang School offered a small after school program and a very limited summer school program in 2022. Although, we did host Fun in the Sun, in addition to teacher led offerings.

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.

With the additional funding of the new Expanded Learning Opportunity and Educator Effectiveness grants, we offered professional development.

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

Without Dashboard data, it is difficult to determine the effectiveness of the most critical actions. That said, actions are consistent with what are considered research-based best practices (see Hattie and Marzano). Absent formal correlational research onsite, the district believes that a correlation exists between the use of best practices and improved student achievement. The greater degree of fidelity in the use of best practices, the more we will see improved student achievement.

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.

While not funded by LCFF and given less need, the current independent study position will evolve into additional support for Rtl and expanded learning opportunities, Goal 1, Action 1.2.

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.

An explanation of why the LEA has developed this goal.

Appropriately high expectations embedded in engaging and authentic work support high academic achievement. Therefore, we offer a broad course of study (2.1), ensure students have standard aligned, relevant, and engaging curriculum (2.2), and partner with families to emphasize the importance of attendance, share data, and promote learning (2.3).

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,</p>			All subgroups above standards.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Students with Disabilities: 18.60			
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			22.35 points "below standard" per Dashboard terminology
Socioeconomically Disadvantaged students who make progress toward proficiency by 6 in ELA. 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			10.8 points "below standard" per Dashboard terminology

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<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>			48.3 points "below standard" per Dashboard terminology
<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>			24.3 points "below standard" per Dashboard terminology
<p>Socioeconomically Disadvantaged students who make</p>	<p>2 points below standard in Mathematics, 2019.</p>	<p>DASHBOARD DATA NOT AVAILABLE</p>			100% at standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>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>2021 CAASPP results to be added as the most recent baseline data.</p>	<p>Math (%) 30.92</p>			
<p>Students with Disabilities who make progress toward proficiency improved by 14.98 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>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>59.92 points "below standard" per Dashboard terminology</p>
<p>100% of students have access to a broad course of study.</p>	<p>100%</p>	<p>100%</p>			<p>Maintain 100%</p>

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad Course of Study	Provide a broad course of study per Ed. Code, including Science, Technology, Engineering and Mathematics (STEM), Spanish, and Visual and Performing Arts (VAPA), and expand the Dual Language Immersion (DLI) in Spanish program to 4th grade.	\$198,500.00	Yes
2.2	Instructional Materials	Purchase textbook replacements, consumables, and supplemental online software licenses, e.g., MEMBEAN, Dreambox, Imagine Learning, Amplify, ESGI, etc.	\$106,400.00	No
2.3	Educational Partner	Engage parents and students in ways that support student attendance and contribute to academic achievement, e.g., Juntos, parent education, ParentSquare, etc., and conduct systematic data review, including data chats with students with Multiple Measures	\$6,500.00	No

Goal Analysis [2021-22]

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.

No substantive differences. 2.1 Solvang School offers students access to the core and enrichment opportunities. Students have access to STEM, music, and art. These programs are highly regarded and an integral part of the Solvang School community. 2.2 Per Williams, Solvang School ensures all students have access to the core curriculum, including those students that had to go into independent study. Due to Covid Spikes, teachers and staff worked together to push out hot spots, provide students independent study materials and secure parent signatures on the written agreements. 2.3 Solvang School held meetings with educational partners to promote both attendance and achievement.

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.

Additional instructional materials (workbooks, PLTW manipulatives, etc.) purchased to support at home instruction as well as social distancing in classroom

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

Qualitatively, data chats appear to support student achievement. Students collect, analyze, and reflect on a variety of their achievement data and they present their findings to a panel including Rtl and EL coordinators and the principal and superintendent. While the school cannot prove a statistically significant correlation between online materials and improved student achievement, educational research by such researchers as 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." Without Dashboard data, it is difficult to determine the effectiveness of the most critical actions. That said, actions are consistent with what are considered research-based best practices (see Hattie and Marzano). Absent formal correlational research onsite, the district believes that a correlation exists between the use of best practices and improved student achievement. The greater degree of fidelity in the use of best practices, the more we will see improved student achievement. Among other things, best practices include providing an appropriately rigorous and engaging curriculum, differentiating instruction, standards aligned materials, and a broad course of study reflected in the district's robust VAPA, STEM, and electives' programs.

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.

No changes

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

A focus on fiscal strength ensures ongoing support for academic and social-emotional programs.

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%			>= 96%
Dropout rate	0%, 2020-2021	0%			0%
Suspension and expulsion rate	2% / 0%, 2020-2021	1%			1%
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			> 90%
HKS report having a "caring adult"	79% @ 6th, 59% @ 7th, 2020* (Updated	70% @ 5th, 75.6% @ 7th			> 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
relationship" on campus.	with 2020 results per CDE dashboard)				
HKS report "high expectations-adults in school"	84% @ 56th, 68% @ 7th, 2020;* (updated with 2020 results per CDE dashboard)	72% @ 5th, 85.5% @ 7th			> 90%
Chronic absentee rate	7.5%, 2019-2020	8.5%			< 10%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Wellness	Implement trauma-informed training and programming, including further development of Multi-Tiered System of Support (MTSS) activities. Expand counseling services beyond People Helping People with on staff counselor.	\$190,500.00	Yes
3.2	Information System	Use Aeries to regularly monitor and track attendance, discipline and student achievement data.	\$5,500.00	No

Goal Analysis [2021-22]

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.

Counseling services were expanded to include one fulltime counselor and a partnership with MindBloom Wellness. The contract with People Helping People was maintained. The MTSS system of tiered support includes tier 1, where teachers proactively build positive relationships with students, including a variety of small group activities. Teachers' classroom management plans recognize positive behaviors and hold students accountable to expected behaviors. Character Counts assemblies will be reinstated in the 2022-2023 school year. Individual and small group interventions, Tier 2 and 3, were facilitated by our network of counselors and programs.

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.

An onsite staff counselor was hired for the 2021-2022 school year, but was commuting and resigned. A full-time credentialed counselor will be employed in the 22-23 school year.

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

Educational excellence depends on a comprehensive program that addresses students' social-emotional and academic needs. The schools robust counseling program supports student engagement. When students feel connected to the adults at school, they are more likely to want to attend school. The positive relationships, as measured by the 6th and 7th grade surveys and Healthy Kids Survey, in alternating years, and behavioral systems that teachers maintain in their classrooms help to maintain relatively low incidences of misbehavior. Given the pandemic and return to school, students are excited to be back at school. The information system is effective at helping staff to manage academic and behavioral data.

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 district will not renew its contract with MindBloom Wellness as the counselor's impact was greater. As such, the district will hire a credentialed counselor to provide improved services, Goal 3, Action 3.3.

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..

An explanation of why the LEA has developed this goal.

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. A focus on maintenance also ensures that systems are sustainable.

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.			TK-8 have assigned computers
All technology systems are upgraded to ensure 100% connectivity at all times	75% are currently upgraded, 2020-2021	90% connectivity			100% connectivity at all times
Facilities in good repair per Williams Report	0 Williams findings, 2020-2021	0 findings			0 Williams findings

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Technology	Continue to build on the technology infrastructure to support the use, purchase, and maintenance of Chromebooks, iPads, and computer-based monitors.	\$61,500.00	No
4.2	Punch List	Superintendent and IT/Facilities Director meet weekly to monitor and decide upon which maintenance items need to be addressed or fixed.	\$62,000.00	No

Goal Analysis [2021-22]

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.

4.1 was implemented as Solvang School to ensure students had access to devices and connectivity. The district deployed devices to all students and hot spots as needed. While in online learning, this was highly effective. Upon, return to in person instruction, we began collecting and fixing devices from students. A challenge has been getting deployed devices back to the school and repairing damaged devices. Additionally, 4.2 was implemented with fidelity. The Superintendent and Facilities/IT Director regularly met to ensure the punch list items were attended to and the facilities remained in good repair.

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.

Additional expenditures spent on student technology due to pandemic, include chrome books, iPads, and hot spots. We had planned and budget for Deferred Maintenance projects but these were delayed as the focus has been on Construction projects (Culinary Art Building and UC Frontage Improvements). We did add play structure wood chips and continue to upgrade the Upper Campus restrooms.

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

Facilities and district-provided technology provide classroom settings where teachers and students can use cutting-edge technology in rooms where climate is centrally controlled, furniture is in excellent condition, and other spaces, i.e., gymnasium, cafeteria, bathrooms, playgrounds, and library are in outstanding condition. While such excellent conditions do not guarantee improved student achievement, the more we can do to eliminate distractions caused by poor conditions the more we will be able to keep students engaged in learning. Solvang School was the first school, and remains one of just a few school districts, where every classroom has a computer based interactive monitor. The monitors were key to keeping students engaged via Zoom, when necessary, and continue to be used to provide opportunities for student engagement. The regular use of laptops in a 2:1 model supports students' ability to seamlessly transition to state testing. Additionally, the

well maintained technology infrastructure and consistent connectivity ensures student engagement. We will continue to provide devices to students and hot spots as needed.

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.

N/A

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
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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.

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.

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

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.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$447,565	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
8.48%	0.00%	\$0.00	8.48%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

1.2 Response to Instruction and Intervention

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. 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.

1.3 English Learner Program.

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 a full-time EL Director and provided English Language Development rotations for students. Additionally, the district progress monitored EL students and supported them in reclassification. The actions in 1.2 are directed at improving outcomes for English Learners and are research-based. The EL Director designed targeted English Language Development small group

instruction for students based on their language proficiency. The EL Program is expanding to ensure that all ELs, including those in Dual Language Immersion, receive the English Language Development needed.

1.4 Educational Partner Engagement

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 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 through the establishment of the Juntos program. By ensuring that all families feel welcome and can fully participate, the Juntos Program, 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.

1.5 Professional Development

Analysis of student-achievement data helped to shape professional development activities. The unique needs of unduplicated students identified in the analysis of student-achievement data impels the district to focus professional development first on meeting those needs, e.g., EL and reading strategies. As such the district prioritized teacher learning on English Language Development (Imperative for ELs), Socio-emotional Learning (a key component of creating a safe learning environment for FY and SED students) and training for the new intervention teachers to support students (These students include SED, FY, SWD, and ELs) who need intervention.

2.1 Broad course of study

STEM, VAPA 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 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. Solvang School does not track students, but rather, differentiates instruction for interventions, as well as for acceleration. By providing access to a broad course of study in the middle school, the district provides the foundation for all students to sustain academic success into and beyond SYV High School.

3.1 Wellness

Students, throughout the country, are experiencing increased mental health issues (e.g. anxiety, depression). According to the 2020 California Healthy Kids Survey, 31% of 6th graders at Solvang and 45% of 7th graders experienced chronic sadness/hopelessness in 2020-2021 and approximately 24% of both grade levels surveyed experienced emotional distress. This data parallels that of the National Center on Safe Supportive Learning Environments, which stated that, "approximately 25% (of students in this age group) felt disconnected from peers

and adults , over 50% were more concerned than usual about their families physical and emotional health (including health, finances, and basic needs)." Of the 6th graders who took the survey 32% of them qualify for free and reduced lunch and 48% of the 7th graders qualified for free and reduced lunch and 1% reported housing insecurities, including living in motels, shelters, or cars. This data caused Solvang School to hire a classified counselor and to contract with MindBloom. Feedback from staff was that the students developed a rapport with the counselor and that the small group and 1:1 support offered by a counselor were more impactful than the groups ran by the consultant. As such, a decision to hire a credentialed counselor for 22-23 school year was formed. A school counselor will promote universal strategies like promoting positive school climate, staff and student wellness, launching Social Emotional Learning (SEL), crisis preparedness, and mental health literacy.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

These actions are expected to result in the required proportional increase or improvement in services for unduplicated pupils, as compared to the services the LEA provides to all students, by focusing on the unique needs and related best-instructional practices for identified student groups, i.e., English learners, low-income students and foster youth. While the noted actions can at least indirectly benefit all student groups, an intentional focus on best practices reflective of the current research ratchets up the amount of services provided to the identified student groups. If metric outcomes are met, current assumptions about these practices would be validated.

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.

N/A

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,373,000.00	\$121,100.00	\$90,000.00	\$685,500.00	\$4,269,600.00	\$3,893,400.00	\$376,200.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Highly Qualified Teachers and Interventions	All	\$2,724,900.00				\$2,724,900.00
1	1.2	Response to Instruction and Intervention	English Learners Foster Youth Low Income	\$133,400.00			\$185,300.00	\$318,700.00
1	1.3	English Learner Program	English Learners	\$184,900.00			\$111,600.00	\$296,500.00
1	1.4	Educational Partner Engagement	English Learners Foster Youth Low Income	\$62,400.00			\$27,400.00	\$89,800.00
1	1.5	Professional Development	English Learners Foster Youth Low Income	\$81,600.00	\$34,900.00		\$28,500.00	\$145,000.00
1	1.6	Summer School and after school program	All				\$63,800.00	\$63,800.00
2	2.1	Broad Course of Study	English Learners Foster Youth Low Income	\$144,000.00	\$4,500.00	\$50,000.00		\$198,500.00
2	2.2	Instructional Materials	All		\$69,700.00		\$36,700.00	\$106,400.00
2	2.3	Educational Partner	All Students with Disabilities	\$6,500.00				\$6,500.00
3	3.1	Wellness	English Learners Foster Youth Low Income	\$8,000.00	\$300.00		\$182,200.00	\$190,500.00
3	3.2	Information System	All	\$800.00	\$4,700.00			\$5,500.00
4	4.1	Technology	All	\$4,500.00	\$7,000.00		\$50,000.00	\$61,500.00
4	4.2	Punch List	All	\$22,000.00		\$40,000.00		\$62,000.00

2022-23 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
\$5,276,445	\$447,565	8.48%	0.00%	8.48%	\$614,300.00	0.00%	11.64 %	Total:	\$614,300.00
								LEA-wide Total:	\$429,400.00
								Limited Total:	\$184,900.00
								Schoolwide Total:	\$429,400.00

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	1.2	Response to Instruction and Intervention	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$133,400.00	
1	1.3	English Learner Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$184,900.00	
1	1.4	Educational Partner Engagement	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$62,400.00	
1	1.5	Professional Development	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$81,600.00	
2	2.1	Broad Course of Study	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$144,000.00	
3	3.1	Wellness	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$8,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,276,100.00	\$4,014,600.00

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	\$2,183,200	\$2,648,700
1	1.2	Response to Instruction and Intervention	Yes	\$143,000	\$254,700
1	1.3	English Learner Program	Yes	\$238,100	\$295,100
1	1.4	Stakeholder Engagement	No Yes	\$47,400	\$88,900
1	1.5	Professional Development	Yes	\$148,800	\$119,700
1	1.6	Summer School and After Shool	No	\$13,100	\$66,300
2	2.1	Broad Course of Study	Yes	\$176,600	\$151,200
2	2.2	Instructional Materials	No	\$114,200	\$166,700
2	2.3	Stakeholder Engagement	No	\$10,000	\$5,100

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Wellness	No Yes	\$9,600	\$90,400
3	3.2	Information System	No	\$7,100	\$5,000
4	4.1	Technology	No	\$60,000	\$82,800
4	4.2	Punch List	No	\$125,000	\$40,000

2021-22 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)
\$468,810	\$503,200.00	\$518,100.00	(\$14,900.00)	0.00%	0.00%	0.00%

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	\$38,100	\$118,200		
1	1.3	English Learner Program	Yes	\$223,000	\$131,000		
1	1.4	Stakeholder Engagement	Yes	\$0	\$58,100		
1	1.5	Professional Development	Yes	\$127,500	\$75,100		
2	2.1	Broad Course of Study	Yes	\$114,600	\$127,700		
3	3.1	Wellness	Yes	\$0	\$8,000		

2021-22 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)
5170365	\$468,810	0.00%	9.07%	\$518,100.00	0.00%	10.02%	\$0.00	0.00%

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 (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 aspects of the LCAP template 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, 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]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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.

Broad Goal

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.

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

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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year.

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.

- 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.
- 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.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.
- 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.

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **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 + 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).

California Department of Education
January 2022